The Project TALENT Data Bank Handbook

Lauress L. Wise
Donald H. McLaughlin
Lauri Steel

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Revised March 1979
American Institutes for Research
Palo Alto, California


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Project TALENT Test Specimen Set. (This includes all tests, inventories, and questionnaires used in the Project TALENT testing, Spring 1960.)
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PREFACE

Project TALENT is the single largest source of information on the life experiences of today's citizens. The TALENT data, acquired from more than 400,000 Americans, cover the critical period of adjustment to adult life beginning in high school and continuing past age 30 when the participants are well-launched into their chosen careers. These data are now available for research addressing the important problems faced by our society in improving the health, well-being, productivity, and most directly the education of its citizens. The purpose of this handbook is to provide other researchers with an awareness of these data and to facilitate their use of what the authors believe to be a unique research resource.

The information about the TALENT Data Bank has been organized into five chapters along with several appendices as follows:

Chapter 1 (Introduction) gives a general description of Project TALENT and the TALENT Data Bank. The design for TALENT and the kinds of data collected are summarized. An overview of the services provided by the Data Bank is given.

Chapter 2 (Samples) presents information on the characteristics of the various samples included in the Data Bank. In addition to four grade cohorts within the initial probability sample, information is provided on special subsamples for which data are also available. A description of the selection, composition, and maintenance of the samples will assist researchers in assessing the applicability of the TALENT Data Bank to their research needs.

Chapter 3 (Variables) describes in detail the kinds of data available in the Data Bank. The content of the specific data collection instruments is reviewed, as are the topics and questions for the various follow-up surveys. This section will enable researchers to determine which data might be appropriate to their research interests.

Chapter 4 (Data Analysis Considerations) focuses on important considerations in planning analyses of the TALENT data. Issues addressed include the need for case weighting and the different weights available, problems associated with missing data, the differences between the four grade cohorts, and the selection of the appropriate unit of analysis.
Chapter 5 (Data Bank Access) provides instructions on how to use the Data Bank, including a more detailed description of the services offered and the costs associated with these services. Each of the steps in typical Data Bank projects are described in detail from the initial conceptualization through the delivery of the agreed-upon products.

The Appendices include descriptions of the tests used in 1960, copies of the 1960 and follow-up questionnaires, and information on the TALENT job codes.
ACKNOWLEDGMENTS

The Project TALENT Data Bank is the result of the efforts expended in designing and carrying out Project TALENT. Dr. John C. Flanagan generated the initial idea of and the enthusiasm for the Project and, as the principal investigator, his guidance has kept it on its intended course. Project TALENT has succeeded because of the help and foresight of those individuals within the Office of Education, the National Institute of Education, and the National Science Foundation who have funded and monitored the research described herein. Equally important have been the directors of Project TALENT during its 18 year history, including John T. Dailey, William W. Cooley, A. Carp, David V. Tiedeman, and William V. Clemans. And, of course, Project TALENT would also not have been possible without the cooperation of the participants who have contributed a combined total of over 5 million person-hours in taking tests and filling out questionnaires.

In the preparation of the current Handbook, I am indebted to numerous members of the TALENT staff upon whose work the Handbook is based. Marion F. Shaycoft helped conceptualize this version and many sections are based upon reports which she authored as a valued member of the TALENT staff since the project's inception. I am also indebted to John G. Claudy who, as the then Director of the TALENT Data Bank, organized the previous version of the Data Bank Handbook.

Most particularly, this Handbook was made possible by the hard work of the co-authors. Donald H. McLaughlin, the former director of the Data Bank, wrote Chapter 5 and much of Chapter 4 and helped review and edit this volume. Lauri Steel assisted in the organization and writing of Chapters 1 and 3, and also provided editorial comments.

Finally, a special thanks is reserved for the production staff including Kathleen L. Williams, Nancy M. Carr, and Patti Maloney, who organized the production of this volume; Kevin J. Gilmartin, who assisted with the editing; and Sibyl Anderson and Emily Campbell who did the typing.

All of the above contributors notwithstanding, final responsibility for the scope and accuracy of this volume rests with me.

Laurrell L. Wise
Director
Project TALENT
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CHAPTER 1

INTRODUCTION TO THE PROJECT TALENT DATA BANK

Project TALENT represents the most comprehensive effort to date to investigate the personal, educational, and experiential factors that promote or inhibit the development of human talents. A longitudinal study of over 400,000 Americans who were in high school in 1960, TALENT grew out of an awareness of the need for sound information about the processes by which men and women develop and use their abilities. TALENT was initially conceived as a means of developing a national inventory of human resources, achieving a better understanding of how young people choose and develop in their careers, and identifying the educational and life experiences which are most important in preparing individuals for their life work. Today, through periodic follow-ups since 1960, TALENT has become an unparalleled source of data concerning the life development of our nation's young adults—their personal and career development processes, their quality of life, and their backgrounds, abilities, and experiences in school and after. It is now providing a basis for studies in the areas of sociology, psychology, economics, and education, and it has the potential to supply answers to many significant questions not yet addressed. TALENT studies are carried out by both the Project TALENT research staff and a wide range of scientists at universities, foundations, and other research institutions through the Project TALENT Data Bank service.

General Design for Project TALENT

TALENT was developed as a longitudinal study of a representative sample of American youth. The original design called for the comprehensive assessment of students' characteristics while in high school (grades 9-12), with periodic follow-up surveys conducted 1, 5, 10, and 20 years following the expected year of graduation from high school. This design has been and is being implemented with only a few modifications, as shown in Table 1.1.

The 1960 Sample

Because a major emphasis in TALENT has been on exploring the processes by which people develop and pursue careers, it was important that the
Table 1.1
Modal Age of Respondents in Relation to
TALENT Data Collection Schedule

<table>
<thead>
<tr>
<th>Data Collection Date</th>
<th>High School Class</th>
<th>Data Collection Effort</th>
</tr>
</thead>
<tbody>
<tr>
<td>1960</td>
<td>17½</td>
<td>16½</td>
</tr>
<tr>
<td>1961</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>1962</td>
<td></td>
<td>19</td>
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<td></td>
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<td>1964</td>
<td></td>
<td></td>
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<tr>
<td>1965</td>
<td>23</td>
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<td>1970</td>
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<td>1971</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>1972</td>
<td></td>
<td>29</td>
</tr>
<tr>
<td>1973</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1974</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1975</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note. All dates are for the Fall except the 1960 testing which was in the Spring.
initial data be collected from youth at about the time that they were making their first decisions regarding their future careers. Individuals typically make important career-related decisions during high school. For this reason, students in grades 9-12 in the spring of 1960 were chosen as the primary population to be studied. (These individuals now, in 1976, represent that portion of American adults in their early 30's).

The investigation of factors influencing individuals in their pursuit of specific careers required that the sample of students selected to participate in TALENT be (1) representative of the population as a whole and (2) large enough that the numbers of TALENT participants eventually pursuing various occupations (e.g., physicians, engineers, teachers) and engaging in particular patterns of life development would be sufficient to support analyses of data for specific career groups. In order to achieve these goals, a probability sample designed to be representative of all U.S. high school students in grades 9-12 in 1960 was selected. First, a stratified random sample of all secondary schools in the U.S. was drawn. Stratification was based upon category of control (public, parochial, and private-nonparochial) and geographic location. Within public schools there was further stratification on the basis of student retention ratio and school size. The school probability sample consisted of 1225 schools--987 senior high schools and 238 associated junior high schools--in which all students in grades 9-12 were tested, over 375,000 students in all. Through the use of the student case weights which have been developed to adjust for the differential sampling ratios, results can be obtained that are representative of all 1960 U.S. high school students, as well as of particular subpopulations such as females, students attending graduate school, or persons now in science occupations.

In addition to the schools in the probability sample, other schools participated, either by invitation for the purposes of some special substudy or by their own request. A more detailed description of the 1960 sampling and of these supplementary samples is included in Chapter 2 of this Handbook.

The Measures Used in 1960

In the spring of 1960, all the TALENT participants (those in the supplementary samples as well as those in the probability sample) were given a
### Table 1.2
Summary of Data Collected

#### 1960 Testing

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td><strong>APTITUDE, ABILITY, AND ACHIEVEMENT TESTS</strong></td>
<td>Language aptitude and ability (8 scales)</td>
</tr>
<tr>
<td></td>
<td>Mathematics ability (3 scales)</td>
</tr>
<tr>
<td></td>
<td>Visualization ability (2 scales)</td>
</tr>
<tr>
<td></td>
<td>Complex intellectual aptitude (3 scales)</td>
</tr>
<tr>
<td></td>
<td>General and specific knowledge (37 scales)</td>
</tr>
<tr>
<td><strong>DESCRIPTION OF SCHOOL</strong></td>
<td>General characteristics: kind, size, urban-rural, economic level, retention ratio, percent minority, region</td>
</tr>
<tr>
<td><strong>DISPOSITIONAL TRAITS</strong></td>
<td>Self-descriptive adjectives (10 scales)</td>
</tr>
<tr>
<td><strong>OCCUPATIONAL AND ACTIVITY INTEREST INVENTORY</strong></td>
<td>Preference ratings for 205 activities and occupations (17 scales)</td>
</tr>
<tr>
<td><strong>BACKGROUND</strong></td>
<td>Family: parents' education and occupation, economic status, number of siblings and their educational experience</td>
</tr>
<tr>
<td><strong>PERSONAL</strong></td>
<td>Health</td>
</tr>
<tr>
<td></td>
<td>Current activities: school courses and grades, extracurricular activities, hobbies, reading and study habits, social activities</td>
</tr>
<tr>
<td></td>
<td>Plans: college, military, career, marital sex</td>
</tr>
<tr>
<td></td>
<td>Date of birth</td>
</tr>
</tbody>
</table>

#### One-Year Follow-Up Survey (1961-1964)

| **EDUCATIONAL EXPERIENCE** | Kind and amount attained, grades, courses, plans for future, reasons for stopping, financial costs, perceived benefits |
| **CAREER**                | Work experience, occupation, income                                         |
| **PERSONAL**              | Marital status                                                              |
|                          | Health                                                                      |
|                          | Military status and experience                                             |
|                          | Geographical mobility                                                      |
|                          | Leisure and social activities                                              |
|                          | Decisions regretted                                                        |

#### Five-Year Follow-Up Survey (1965-1968)

| **EDUCATIONAL EXPERIENCE** | Kind and amount attained, degrees, years attended, grades, reasons for dropping out, perceived costs and benefits, financial costs |
| **CAREER**                | Work experience, occupation, income                                         |
| **PERSONAL**              | Race, religion                                                              |
|                          | Marital status and history                                                  |
|                          | Spouse's education                                                          |
|                          | Number of children                                                          |
|                          | Health: own and parents'                                                   |
|                          | Geographical mobility                                                      |
|                          | Military status and experience                                              |
|                          | Decisions regretted                                                         |

#### Eleven-Year Follow-Up Survey (1971-1974)

| **EDUCATIONAL EXPERIENCE** | Kind and amount, degrees, occupational training in high school, noncollege training, colleges and dates attended, reasons for stopping, financial support during college, perceived value of education |
| **CAREER**                | Work experience, occupation, income                                         |
| **PERSONAL**              | Race                                                                        |
|                          | Marital status and history                                                  |
|                          | Spouse's education                                                          |
|                          | Childbearing history                                                        |
|                          | Ideal and expected family size                                              |
|                          | Quality of life (15 areas)                                                  |
|                          | Geographical mobility                                                       |
|                          | Health                                                                      |
|                          | Leisure and civic activities                                                |
|                          | Military status and experience                                              |
|                          | Discrimination experienced                                                 |
|                          | Political behavior                                                          |

**Note:** Separate follow-up surveys were conducted for each of the four high school classes (one, five, and eleven years after their respective graduation). Some of the follow-up variables are available for one or two classes only.
two-day battery of tests and inventories. This battery was designed to provide baseline data on the aptitudes and abilities of these individuals, as well as to assess their interests and various personal characteristics. The data resulting from these tests and inventories are briefly outlined in Table 1.2 and are discussed in detail in Chapter 3.

Information was also collected on the characteristics of each of the schools in the TALENT sample. The General School Characteristics Questionnaire provided information about the programs, policies and staffing of the schools and data on the background of both the school and the community. A separate Guidance Program Questionnaire focused on the school's guidance personnel, services, and facilities.

Post-High School Follow-Up Surveys

As indicated in Table 1.1, TALENT participants have been followed up one, five, and eleven years after graduating from high school. These follow-up surveys have been timed to occur at key points in individuals' personal and career development. The one- and five-year follow-ups focused on the years in which individuals begin to put their career choices into action, either through postsecondary education and training or through direct job experience. At the time of the eleven-year survey, most individuals had completed their formal education and had entered the labor force. In addition to asking about respondents' educational, work, and family experiences, this survey also explored their evaluation of, and satisfaction with, their careers to date and their general quality of life.

The information available from the 1960 testing and the major topics addressed in each of the three follow-up surveys to date are summarized in Table 1.2. Although somewhat different questionnaires were used for the different grade cohorts in each follow-up, each included a common core of items tapping information vital to the study of further education, jobs, and career plans, as appropriate for the particular life stage at which that follow-up was conducted. The data available on Project TALENT participants are described in more detail in Chapter 3.
The follow-up surveys were conducted by mail. Response rates to the mail questionnaires varied from over 60% for 1960 12th-graders followed up one year after high school (1961) to about 20% for 1960 9th-graders followed up 11 years after high school (1974). In general, response rates fell off slightly each year.

To overcome the problem of nonresponse bias, special surveys of representative samples (generally about 2500 individuals) of nonrespondents to each follow-up were conducted. Members of the special samples selected for intensive follow-up were located with the help of TALENT in-house staff and regional coordinators across the country and were contacted by telephone or in person to secure their answers to the questionnaire items. Chapter 2 contains more detailed information about the response rates for the mail and special nonrespondent surveys (see Table 2.3).

The Project TALENT Data Bank

To a large extent, the initiation of Project TALENT represented an investment in the future of educational and social science research. It was recognized in the early planning phases of TALENT that the data base resulting from this study would be of considerable value to future researchers in a variety of disciplines, and that its value would increase with each new installment of data. The TALENT data base now contains over a billion bytes of data on the individuals tested in 1960. The purpose of the Project TALENT Data Bank is to make this large mass of data available to the general research community.

Services Offered By the TALENT Data Bank

Several kinds of services are available to researchers through the Project TALENT Data Bank, ranging from the generation of specific statistics to designing and conducting complete studies of interest to a particular individual or organization. These various services are outlined briefly below.
Consultation. The Data Bank Director is available to confer with interested researchers regarding the suitability of TALENT data for their research needs. Such consultation is usually helpful in designing a Data Bank project and in specifying the variables to be examined and the analyses to be performed.

Data analyses. Given a detailed description of a researcher's project, including the variables and analyses of interest, the TALENT staff will carry out the analyses and supply the researcher with computer printouts or output tapes of the results of the analyses.

Preparation of data tapes. In certain cases work tapes containing raw data may be provided so that researchers can carry out the desired analyses at their own institution. All such work tape requests are reviewed by the Director of the Project TALENT Data Bank. In cases where questions about the safeguards of individuals' rights may arise, the request is reviewed by the Data Bank Advisory Committee. Upon approval by this committee, a work tape containing the data necessary for the study is prepared and sent to the researcher. Such work tapes contain no identifying information; names, student numbers, school codes, and state codes are never included on such work tapes.

Follow-back matching. In follow-back studies, researchers provide TALENT staff with the names and other identifying information on specific individuals in their sample who were in high school in 1960; the TALENT data files are then reviewed to obtain information on those of the individuals named who participated in TALENT (generally about 4% of any group of 1960 high school students). Any information supplied by the researchers is merged with the TALENT data, the desired analyses are carried out, and summary results are returned to the researchers. Project TALENT will not provide any information on individually named participants unless it is requested in writing by the participants themselves.

Contract research. Upon request, Project TALENT staff members will design and carry out studies on topics of interest to individuals or organizations. Full reports will then be prepared and submitted to the requestor.
Such requestors will play a role in conceptualizing the study but will not have to be involved with the details. This type of study should be of special interest to organizations that do not maintain their own research staff.

**Use of the TALENT battery.** Complete specimen sets for all data-gathering instruments in the 1960 TALENT battery are occasionally made available in limited quantity to properly qualified persons for research use of the following types: (1) equating non-Project TALENT tests with Project TALENT tests; (2) studies that have as a major purpose the comparison of newly collected data with Project TALENT data; and (3) studies for which there is no commercially equivalent alternative to a Project TALENT test.

Further information on the use of the TALENT Data Bank is given in Chapter 5.
CHAPTER 2
THE PROJECT TALENT SAMPLES

The Project TALENT Data Bank contains longitudinal data on more than 400,000 individuals who took the two-day Project TALENT test battery in 1960. Several important subsamples are contained within this group. The basic set is the TALENT National Probability Sample of 375,122 high school students selected to be representative of all 9th, 10th, 11th, and 12th grade students in the country. In addition to this basic probability sample of grades 9-12, the 1960 testing included nearly all 15-year-olds in the areas served by 10% of the participating school districts (most of whom were also in the high school probability sample). The data on 15-year-olds in grades 9-12 plus the data on these additional 15-year-olds constitute the TALENT Fifteen-Year-Old Sample.

A number of students were tested in 1960 in addition to those included in the National Probability Sample and the Fifteen-Year-Old Sample. Many of these are in the saturation sample consisting of nearly every student in Knox County, Tennessee, in grades 8-12. These students were included as a result of the enthusiasm of local school authorities. While limited to a specific location, this sample has high potential value for certain studies because of the testing of 100% of the students in a five-grade range. The initial sample was further augmented by 8th graders in schools where the testing of 8th grade 15-year-olds was expanded to include all in the class. Additional students were tested in schools that were not in the national sample, but who asked to be included along with other schools in their area, and in schools selected for special substudies. While most analyses are limited to the probability cases, the nonprobability cases may be used when the total number of cases is more important than nationally representative estimates.

Each grade cohort in the high school probability sample has been followed up 1, 5, and 11 years after their high school graduation. In each case, both the respondents to the mailed questionnaires and the members of a special sample of those who did not respond constitute the follow-up
Table 2.1

Number of Cases in the Project TALENT 1960 Samples*

<table>
<thead>
<tr>
<th></th>
<th>1960 High School Probability Sample</th>
<th>Knox County Sample</th>
<th>Other Non-probability Cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>12th Grade</td>
<td>Males 39,692</td>
<td>987</td>
<td>2,338</td>
</tr>
<tr>
<td></td>
<td>Females 41,483</td>
<td>1,050</td>
<td>1,580</td>
</tr>
<tr>
<td>Total</td>
<td>81,175</td>
<td>2,037</td>
<td>3,918</td>
</tr>
<tr>
<td>11th Grade</td>
<td>Males 45,443</td>
<td>1,177</td>
<td>2,772</td>
</tr>
<tr>
<td></td>
<td>Females 47,060</td>
<td>1,282</td>
<td>1,525</td>
</tr>
<tr>
<td>Total</td>
<td>92,503</td>
<td>2,459</td>
<td>4,297</td>
</tr>
<tr>
<td>10th Grade</td>
<td>Males 50,654</td>
<td>1,341</td>
<td>3,100</td>
</tr>
<tr>
<td></td>
<td>Females 49,195</td>
<td>1,379</td>
<td>1,824</td>
</tr>
<tr>
<td>Total</td>
<td>99,849</td>
<td>2,720</td>
<td>4,924</td>
</tr>
<tr>
<td>9th Grade</td>
<td>Males 51,507</td>
<td>1,403</td>
<td>3,621</td>
</tr>
<tr>
<td></td>
<td>Females 50,270</td>
<td>1,400</td>
<td>2,238</td>
</tr>
<tr>
<td>Total</td>
<td>101,777</td>
<td>2,803</td>
<td>5,859</td>
</tr>
<tr>
<td>8th Grade</td>
<td>Males 0</td>
<td>1,672</td>
<td>265</td>
</tr>
<tr>
<td></td>
<td>Females 0</td>
<td>1,642</td>
<td>231</td>
</tr>
<tr>
<td>Total</td>
<td>0</td>
<td>3,314</td>
<td>496</td>
</tr>
<tr>
<td>Total</td>
<td>Males 187,296</td>
<td>6,580</td>
<td>12,096</td>
</tr>
<tr>
<td></td>
<td>Females 188,008</td>
<td>6,753</td>
<td>7,398</td>
</tr>
<tr>
<td></td>
<td>Total 375,304</td>
<td>13,333</td>
<td>19,494</td>
</tr>
</tbody>
</table>

Cases With 1960 Data Other Cases Total
<table>
<thead>
<tr>
<th></th>
<th>1960 Data</th>
<th>Other Cases</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1963</td>
<td>Males 3,732</td>
<td>351</td>
<td>4,083</td>
</tr>
<tr>
<td>Retest</td>
<td>Females 3,946</td>
<td>272</td>
<td>4,218</td>
</tr>
<tr>
<td>Sample</td>
<td>Total 7,678</td>
<td>623</td>
<td>8,301</td>
</tr>
</tbody>
</table>

*Approximately 4000 additional cases are not included because they came from ungraded schools, their grade was otherwise unspecified, they were below grade 8, or for other administrative reasons.
sample. The three follow-ups of the four grades have generated 12 such follow-up samples. One additional follow-up file was generated by retesting, in a 10% sample of TALENT schools, all students who were in the 12th grade as of 1963 (and who were therefore mostly in the 9th grade in 1960).

Table 2.1 shows the number of cases by grade and sex in each of the TALENT samples. The remainder of this section describes more precisely how individuals came to be in each of these samples.

Selection of the 1960 Probability Sample

Since senior high schools were the primary sampling unit used in 1960, the selection of students for the national probability sample must be described in terms of the selection of the schools. Once a school was selected, an attempt was made to test every student in the school and, in the case of communities with junior high schools, to test the 9th graders in the associated junior high school(s).

The selection of schools was based on information from several sources. The primary source was a file of data on public senior high schools provided by the United States Office of Education (USOE). USOE also provided a supplementary list of schools not in the file and of private and parochial high schools. ("Parochial schools" here refers to parochial and diocesan schools run by the Roman Catholic Church. Schools affiliated with other churches were classified with other nonpublic schools as "private."). The Internal Revenue Service also provided a list of schools, which contained a few not on the lists provided by USOE.

The primary stratification variables used in selecting the schools were type of school (public, parochial, or private) and geographic location. In stratifying on location, each of the five cities with populations in excess of 1.5 million (New York, Los Angeles, Chicago, Philadelphia, and Detroit) was treated as separate strata. The 50 states, excluding these cities, were then grouped into the 9 USOE regions.
### Table 2.2
Number of Schools Participating Out of Those Selected for Each Cell in the 1960 Sampling Design

<table>
<thead>
<tr>
<th>Regions</th>
<th>New England</th>
<th>Northeast</th>
<th>Great Lakes</th>
<th>Plains</th>
<th>Southeast</th>
<th>Southwest</th>
<th>Rockies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample Size</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low</td>
<td>2</td>
<td>2</td>
<td>8</td>
<td>22</td>
<td>17</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>High</td>
<td>2</td>
<td>1</td>
<td>7</td>
<td>12</td>
<td>11</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Spec. Cases</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low</td>
<td>10</td>
<td>21</td>
<td>45</td>
<td>34</td>
<td>37</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>High</td>
<td>6</td>
<td>21</td>
<td>40</td>
<td>27</td>
<td>64</td>
<td>18</td>
<td>5</td>
</tr>
<tr>
<td>Spec. Cases</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low</td>
<td>0</td>
<td>0</td>
<td>?</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>High</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Spec. Cases</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low</td>
<td>13</td>
<td>23</td>
<td>21</td>
<td>16</td>
<td>13</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>High</td>
<td>9</td>
<td>20</td>
<td>6</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Spec. Cases</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parochial High Schools</td>
<td>N/A</td>
<td>13</td>
<td>23</td>
<td>21</td>
<td>13</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>Private High Schools</td>
<td>N/A</td>
<td>9</td>
<td>20</td>
<td>6</td>
<td>4</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

Note: Each box shows cells in the sampling design that were grouped for the purpose of assigning school weights. Weights are the reciprocal of the sampling ratio times the reciprocal of the participation rate. Exceptions to the sampling ratio are noted as special cases.

a. Four of 65 extra schools were selected. The selected schools come from the Great Lakes, Plains and Southeast areas as shown.

b. One of three schools not previously classified was selected.
Table 2.2 (cont.)

<table>
<thead>
<tr>
<th>CITIES (not included in regional groupings)</th>
<th>FAR WEST</th>
<th>Los Angeles</th>
<th>Detroit</th>
<th>Chicago</th>
<th>New York</th>
<th>Philadelphia</th>
<th>NONCONTIGUOUS</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARTICIPATING WEIGHT PARTICIPATING WEIGHT PARTICIPATING WEIGHT PARTICIPATING WEIGHT PARTICIPATING WEIGHT PARTICIPATING WEIGHT PARTICIPATING WEIGHT PARTICIPATING WEIGHT PARTICIPATING WEIGHT PARTICIPATING WEIGHT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2  3  75.0</td>
<td>1  1  50.0</td>
<td>1  1  10.0</td>
<td>0  0  1.0</td>
<td>1  1  20.0</td>
<td>2  2  20.0</td>
<td>124 132</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8  9  23.3</td>
<td>6  7  33.3</td>
<td>6  7  23.3</td>
<td>1  1  20.0</td>
<td>9  9  32 32</td>
<td>1  1  20.0</td>
<td>194 212</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2  3  21.7</td>
<td>1  4  65.0</td>
<td>1  4  65.0</td>
<td>1  1  13.0</td>
<td>10 10 50 50</td>
<td>1  1  13.0</td>
<td>91 103</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 11 20.0</td>
<td>3  3  3  3  3  4</td>
<td>0  2  0  0</td>
<td>2  2  2  2</td>
<td>0  1  1  1  20.0</td>
<td>114 124</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5  5  20.0</td>
<td>0  0  0  0</td>
<td>1  1  2  2</td>
<td>0  1  1  1  20.0</td>
<td>51 59</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note**
- c. One of 17 additional schools was selected.
- d. A few of the very large or very small schools were sampled with a ratio of 1 in 20 rather than 13 or 50.
- e. In Chicago one-tenth of the students in 20 of the 38 academic and technical public high schools were tested.
- f. In New York City 1/12 of the students in every public high school were tested.
- g. The retention ratio was unknown in several cases.
- h. Two private schools were selected with a sampling ratio of 1 in 50.
For public schools, two additional stratification variables were used, school size and retention ratio. Four levels of school size were defined as shown in Table 2.2. The retention ratio was defined as the number of graduates divided by the number of 10th graders. The schools were divided into two groups with high and low retention ratios (and in a few cases a third group where the retention ratio was unknown) within each region and school size.

In general a sampling ratio of 1 in 20 was used in selecting the senior high schools. In order to increase the number of very large schools, a sampling ratio of 1 in 13 was used for public high schools with 400 or more seniors. Correspondingly, in order to avoid spending an excessive effort covering the large number of very small schools, public high schools with fewer than 25 seniors were sampled with a ratio of 1 in 50. In all, 1,063 senior high schools were selected and 987 of these (93%) actually participated in the testing.

School weights have been developed that compensate for the differential sampling ratios and for the refusal of a few schools to participate. Each school has a weight that indicates the number of schools in the population for which it stands. If there were 100 schools in one of the sampling cells and 5 were selected, then each school selected would stand for 20 schools and would thus have a weight of 20. If only 4 of these 5 schools agreed to participate, then the 100 schools in the population would be represented by 4 schools in the study so that each school would have a weight of 25. Table 2.2 shows the number of schools selected and the number participating for each cell in the sampling design. In some cases, it was necessary to combine adjacent cells that had small numbers of schools. The sampling design is further complicated by the independent selection of schools from supplemental lists. In each case, the resulting school weight is shown.

For all schools except in Chicago and New York, every student in grades 9-12 was selected so that the student and school weights are the same. In Chicago and New York the student weights are 10 and 12 times the school weights, respectively, reflecting the proportional sampling of students in each school.
The 9th graders presented a special problem in the original sample selection, since in many communities, they were located in separate junior high schools. In such communities, an attempt was made to test the 9th graders who would attend the selected senior high school when they reached the 10th grade. If one or more junior high schools were clearly and exclusively associated with the selected senior high school, then all of the 9th graders in those schools were selected for testing. Where the situation was more ambiguous, junior high schools were selected that contained a maximum number of students feeding into the selected senior high school and a minimum number feeding into other schools. In those cases where the number of students tested differed from the number of students feeding into the selected senior high school, the junior high and student weights were adjusted accordingly. Where more than one junior high school was tested, the weight of each school was set in relation to the proportions of students feeding into the selected senior high. In all, students from 249 junior high schools were included in the 9th grade probability sample.

Selection of Additional 15-Year-Olds

Most 15-year-olds were in high school, but a few had not yet reached 9th grade, a few had dropped out of school altogether, and a very few had already completed high school and gone on to college. In addition to the 15-year-olds in the high school probability sample, the probability sample of 15-year-olds consists of 15-year-olds not in high school in the areas served by a subsample of 10% of the senior high schools. This sample was selected systematically with respect to the school location and size. A more complete description of this sample is given in Studies of a Complete Age Group--Age 15 (Shaycoft, Dailey, Orr, Neyman, and Sherman, 1963). All of the data on 15-year-olds who were in school but below grade 9 has been put onto tape and is available for research use. Data for those few who had left high school are not available.

The Follow-Up Samples

Each of the grade cohorts in the 1960 probability sample has been followed up 1, 5, and 11 years after their expected high school graduation as shown in Table 1.1 (see Chapter 1). In each case all of the students tested
Table 2.3
Follow-up Response Rates for Probability Sample Cases

<table>
<thead>
<tr>
<th>Grade 12</th>
<th>Grade 11</th>
<th>Grade 10</th>
<th>Grade 9</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>Female</td>
<td>Total</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>19,674</td>
<td>41,456</td>
<td>61,130</td>
<td>45,592</td>
<td>47,021</td>
</tr>
</tbody>
</table>

1-Year Follow-up

<table>
<thead>
<tr>
<th>Mail Survey Respondents</th>
<th>% of 1960 Cases Responding</th>
<th>Special Sample of Nonrespondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>23,423</td>
<td>27,660</td>
<td>Total 1-Year Follow-up Cases</td>
</tr>
<tr>
<td>62.2</td>
<td>50.4</td>
<td>21,628</td>
</tr>
<tr>
<td>62.2</td>
<td>50.4</td>
<td>24,649</td>
</tr>
<tr>
<td>1,207</td>
<td>30.3</td>
<td>22,055</td>
</tr>
<tr>
<td>1,216</td>
<td>30.3</td>
<td>24,072</td>
</tr>
<tr>
<td>1,216</td>
<td>30.3</td>
<td>26,090</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mail Survey Respondents</th>
<th>% of 1960 Cases Responding</th>
<th>Special Sample of Nonrespondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>15,145</td>
<td>15,608</td>
<td>Total 5-Year Follow-up Cases</td>
</tr>
<tr>
<td>37.9</td>
<td>37.6</td>
<td>21,643</td>
</tr>
<tr>
<td>37.9</td>
<td>37.6</td>
<td>24,664</td>
</tr>
<tr>
<td>37.9</td>
<td>37.6</td>
<td>26,081</td>
</tr>
<tr>
<td>37.9</td>
<td>37.6</td>
<td>28,108</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mail Survey Respondents</th>
<th>% of 1960 Cases Responding</th>
<th>Special Sample of Nonrespondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>10,865</td>
<td>11,805</td>
<td>Total 11-Year Follow-up Cases</td>
</tr>
<tr>
<td>27.4</td>
<td>28.5</td>
<td>12,122</td>
</tr>
<tr>
<td>27.4</td>
<td>28.5</td>
<td>12,917</td>
</tr>
<tr>
<td>27.4</td>
<td>28.5</td>
<td>13,702</td>
</tr>
<tr>
<td>27.4</td>
<td>28.5</td>
<td>14,487</td>
</tr>
</tbody>
</table>

Notes:

1. The sampling ratios shown for the 9th grade 1- and 11-year follow-ups and the 11th grade 5-year follow-up are averages across strata.
2. The ratios used within each stratum are given in the text.
in 1960 were asked to fill out and return a questionnaire mailed to their last known address. The follow-ups for each grade generally included four mailings spaced about one month apart with a reminder card sent between the first and second waves.

Questionnaires returned by the post office or participants indicating a new address were used to update the address records on the mailer file. In addition, each participant has been sent a locator letter, the Project TALENT News, every year in order to obtain a forwarding address from the post office or the participant. In this way, current addresses were obtained for many TALENT participants who might have otherwise been lost; even so, it is estimated that addresses were lost for an average of nearly 5% of the participants each year.

A potentially serious bias was introduced into the follow-up data by the fact that not all participants received the questionnaires mailed to them and that many of those who did receive questionnaires did not complete and return them. In order to overcome this bias, a special sample of about 2,500 of those who did not return questionnaires was drawn at the end of the follow-up of each grade cohort. An intensive effort was made to locate members of this special nonrespondent sample and to obtain follow-up data from them, generally through a telephone interview or through a personal interview by a regional follow-up coordinator.

These special samples were selected with respect to 1960 testing number. If the sampling ratio was 1 in k, then every kth nonrespondent was selected from a list in testing number order. Since the testing number grouped the students by region, state, city, school, and in most cases even by classroom, the special samples were selected systematically with respect to these variables. This procedure greatly reduces the sampling error in estimating any analysis variables which are related to region, state, city, school, or classroom. Table 2.3 shows the number of regular and special respondents included in the follow-up samples.

In three cases, a somewhat different procedure was used. For the 9th grade 1-year follow-up, those students who had been retested as high school
Table 2.4
Response Rates for the 9th Grade 11-Year Follow-up Subsample

<table>
<thead>
<tr>
<th>Level of General Academic Aptitude</th>
<th>Minority %</th>
<th>High (90%-100%)</th>
<th>Medium (80%-89%)</th>
<th>Low (60%-79%)</th>
<th>Missing Data</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
</tr>
<tr>
<td>High: (&gt;484 for males) (&gt;503 for females)</td>
<td>Total number in subsample</td>
<td>16</td>
<td>16</td>
<td>32</td>
<td>117</td>
<td>116</td>
</tr>
<tr>
<td></td>
<td>Number of regular respondents</td>
<td>1</td>
<td>4</td>
<td>5</td>
<td>27</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td>Number of special respondents</td>
<td>13</td>
<td>10</td>
<td>23</td>
<td>83</td>
<td>66</td>
</tr>
<tr>
<td></td>
<td>Total with follow-up data</td>
<td>14</td>
<td>14</td>
<td>28</td>
<td>110</td>
<td>108</td>
</tr>
<tr>
<td>Medium: (374-483 for males) (401-502 for females)</td>
<td>Total number in subsample</td>
<td>54</td>
<td>58</td>
<td>112</td>
<td>123</td>
<td>122</td>
</tr>
<tr>
<td></td>
<td>Number of regular respondents</td>
<td>6</td>
<td>6</td>
<td>12</td>
<td>18</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>Number of special respondents</td>
<td>31</td>
<td>43</td>
<td>74</td>
<td>76</td>
<td>79</td>
</tr>
<tr>
<td></td>
<td>Total with follow-up data</td>
<td>37</td>
<td>49</td>
<td>86</td>
<td>94</td>
<td>103</td>
</tr>
<tr>
<td>Low: (&lt;374 for males) (&lt;401 for females)</td>
<td>Total number in subsample</td>
<td>313</td>
<td>383</td>
<td>696</td>
<td>153</td>
<td>155</td>
</tr>
<tr>
<td></td>
<td>Number of regular respondents</td>
<td>14</td>
<td>15</td>
<td>29</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Number of special respondents</td>
<td>175</td>
<td>249</td>
<td>424</td>
<td>101</td>
<td>83</td>
</tr>
<tr>
<td></td>
<td>Total with follow-up data</td>
<td>189</td>
<td>264</td>
<td>453</td>
<td>111</td>
<td>95</td>
</tr>
<tr>
<td>Missing Data:</td>
<td>Total number in subsample</td>
<td>54</td>
<td>53</td>
<td>107</td>
<td>29</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>Number of regular respondents</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Number of special respondents</td>
<td>29</td>
<td>36</td>
<td>65</td>
<td>19</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Total with follow-up data</td>
<td>30</td>
<td>39</td>
<td>69</td>
<td>22</td>
<td>16</td>
</tr>
<tr>
<td>TOTAL:</td>
<td>Total number in subsample</td>
<td>637</td>
<td>610</td>
<td>947</td>
<td>422</td>
<td>419</td>
</tr>
<tr>
<td></td>
<td>Number of regular respondents</td>
<td>22</td>
<td>28</td>
<td>50</td>
<td>57</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>Number of special respondents</td>
<td>248</td>
<td>338</td>
<td>586</td>
<td>279</td>
<td>242</td>
</tr>
<tr>
<td></td>
<td>Total with follow-up data</td>
<td>270</td>
<td>366</td>
<td>636</td>
<td>337</td>
<td>322</td>
</tr>
</tbody>
</table>

*The weight threshold shown at the top of each column is the number of all 1960 9th graders which each of the subsample members in the column "represent." The subsample was drawn systematically by taking a running sum of the 1960 weights of the 9th graders arranged in student number order within each cell. Every time the sum passed a multiple of the weight threshold a case was selected.*
seniors in 1963 were sampled separately from those who had not. Every third nonrespondent retest case was selected while every 33rd nonrespondent case not in the retest sample was selected for the special sample. For the 11th grade 5-year follow-up, all of the nonrespondents who had been in the 1-year special sample were selected for the 5-year special sample. In addition, every 40th regular respondent to the 1-year survey who did not respond to the 5-year mailings was also selected for the special sample.

The 9th grade 11-year follow-up special sample differed from prior special samples in several important ways. In the first place, a 9th grade 11-year follow-up subsample of 4,786 cases was drawn prior to mailing the follow-up questionnaires. The special sample was then defined as all of the people in this subsample who did not subsequently respond to the mailed questionnaires. A second difference was that the sample was stratified on General Academic Aptitude as measured in 1960 (see the definition of C-002 in Table 3.3 in Chapter 3) and on the proportion of minority students in the participant's high school. (For those participants who were in junior high school, the proportion for the associated senior high school was used.) The sample was then drawn in such a way that the probability of selection was twice as great for participants in the medium level of high school minority percentage stratum and four times as great for the high minority percentage stratum as it was for those in the low and missing data minority percentage strata. Within each cell (as shown in Table 2.4) the sample was drawn systematically by 1960 test number but with probability of selection proportional to the 1960 weights (i.e., inversely proportional to the probability of selection in 1960). The overall selection probabilities within each cell (the product of the 1960 sampling probability and the 11-year subsampling probability) were the same for each participant in the cell so that each case in the cell is equally weighted. Table 2.4 summarizes for each cell the numbers of cases in the total subsample, the number of those who did not return the mailed questionnaires and were therefore included in the special sample, and the number of those from whom follow-up interviews were obtained.
Table 2.5

Number of Schools Selected and Participating in the 1963 Retest Study

<table>
<thead>
<tr>
<th>High School Taxonomy Code</th>
<th>Type or Location of School</th>
<th>Number Tested in 1960</th>
<th>Number Selected for 1963</th>
<th>Number Participating</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Vocational and Trade</td>
<td>15</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>21-22</td>
<td>Largest Cities (1,500,000 or more)</td>
<td>26</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>21</td>
<td>Low economic level</td>
<td>26</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>22</td>
<td>Moderate and high economic level</td>
<td>55</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>31-32</td>
<td>Large Cities (250,000-1,499,999)</td>
<td>5</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>31</td>
<td>Low economic level</td>
<td>5</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>32</td>
<td>Moderate and high economic level</td>
<td>21</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>41-44</td>
<td>Northeast (Regions 1 and 2: ME, NH, VT, MA, RI, CN, NY, NJ, PA, DE, ND, DC)</td>
<td>41</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>41</td>
<td>Urban: Low economic level</td>
<td>4</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>42</td>
<td>Urban: Moderate and high economic level</td>
<td>47</td>
<td>14</td>
<td>12</td>
</tr>
<tr>
<td>43</td>
<td>Small town (less than 5,000)</td>
<td>31</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>44</td>
<td>Rural</td>
<td>22</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>51-54</td>
<td>Southeast (Region 5: VA, WV, NC, SC, GA, FL, KY, TN, AL, MS, AK, LA)</td>
<td>51</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>51</td>
<td>Urban: Low economic level</td>
<td>24</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>52</td>
<td>Urban: Moderate and high economic level</td>
<td>45</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>53</td>
<td>Small town (less than 5,000)</td>
<td>42</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>54</td>
<td>Rural</td>
<td>101</td>
<td>16</td>
<td>13</td>
</tr>
<tr>
<td>61-64</td>
<td>Midwest and West</td>
<td>61</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>61</td>
<td>Urban: Low economic level</td>
<td>12</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>62</td>
<td>Urban: Moderate and high economic level</td>
<td>83</td>
<td>18</td>
<td>13</td>
</tr>
<tr>
<td>63</td>
<td>Small town (less than 5,000)</td>
<td>138</td>
<td>20</td>
<td>11</td>
</tr>
<tr>
<td>64</td>
<td>Rural</td>
<td>131</td>
<td>18</td>
<td>12</td>
</tr>
<tr>
<td>91</td>
<td>Parochial</td>
<td>114</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>92</td>
<td>Private</td>
<td>51</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>987</strong></td>
<td><strong>144</strong></td>
<td><strong>118</strong></td>
</tr>
</tbody>
</table>
The 1963 Retest Sample

In 1963, all of the 12th graders in 118 TALENT high schools were tested with a portion (about half) of the original TALENT battery. Approximately three-fourths of these students had been tested in 1960 when most of them were in the 9th grade. Six different batteries were used for nearly all of the students, with a seventh battery prepared for a sample of additional vocational school students. The Abstract Reasoning test was included in each battery as an anchor. Each of the other 1960 tests was included in at least 3 of the batteries. All of the students in each participating school were tested with the same battery.

In selecting schools for the Retest Study, care was taken to see that each type of high school was represented with the exceptions that schools in the five largest cities (other than vocational schools) and private and parochial schools were not included in the study for administrative reasons. The remaining schools were classified according to a high school taxonomy code, which groups schools by region and by type of community. Table 2.5 shows the number of senior high schools in the 1960 sample, the number selected for retesting, and the number participating for each school classification. A more complete description of the Retest Sample along with the procedures used in matching to the 1960 data is given in The High School Years: Growth in Cognitive Skills (Shaycoft, 1967).
CHAPTER 3

THE PROJECT TALENT VARIABLES

As previously stated, the TALENT Data Bank makes available to researchers literally thousands of pieces of information about the backgrounds, abilities, interests, goals, opinions, educational experiences, and career outcomes of a large and representative sample of today's young adults. This chapter reviews the various kinds of data available in the Data Bank. The four main sections of the chapter summarize:

1. 1960 Student Data
   Information Tests
   Ability Tests
   Preference Test
   Student Activities Inventory
   Interest Inventory
   Student Information Blank

2. Retest Data

3. Follow-Up Data
   Educational Experiences and Evaluations
   Occupational Experiences and Evaluations
   Personal, Family, and Other Experience

4. School Data
   General School Characteristics
   Guidance Program/Staff Characteristics

Detailed information is provided on the specific variables for which data are available and the technical characteristics of the data, including the nature of the data collection instruments, the types of scores which have been computed, and, where appropriate, information on special considerations in interpreting data. With this information, researchers can assess the appropriateness of TALENT data for their research problems and, where TALENT data are appropriate, identify specific variables to include in their analyses.
The 1960 Student Data

An original goal of Project TALENT was to survey a variety of human characteristics that might be related to an individual's educational and career development. This called for a large number of fairly short tests covering a wide range of human abilities and interests. The battery developed for Project TALENT included twenty-eight different inventories and cognitive tests in the following areas: abilities, knowledge, and achievement; dispositional traits; interests; and background characteristics. The total package was designed to be completed in two school-days of testing.¹ The student data resulting from these tests and inventories are described below, following a brief overview of the general kinds of scores that are available.

Scoring of the 1960 Instruments

The 1960 student information is summarized in terms of scores on various scales developed from the survey instruments. Several different methods of determining scores have been used in order to meet the varying objectives of the different instruments.

For test instruments (the information, aptitude and achievement tests) each item has one correct option. The \( R \) (number right) score is equal to the number of items for which the correct option is marked. The \( A \) (number attempted) score is equal to the number of items for which any option is marked. From these two basic types of scores a number of other useful scores can be defined as follows:

\[
W = A - R
\]

\[
K = R - \frac{W}{(n - 1)} = \frac{(nR - A)}{(n - 1)}
\]

This score corrects for pure guessing where there are \( n \) options for each item.

\[
P = \frac{100R}{A} \quad \text{if} \ A > 0 \quad \text{and is otherwise undefined. This is an accuracy score.}
\]

Scores based on other scoring formulas are denoted by \( P \). The letter \( L \) is used to denote the item number of the last item marked. (Such a

¹ For further information on the development of these tests and inventories including sample items, see Design for a Study of American Youth (Flanagan, Dailey, Shaycoft, Gorham, Orr, and Goldberg, 1962).
Table 3.1
Information Test Scales

<table>
<thead>
<tr>
<th>Part I (90 minutes, 15 derived scales)</th>
<th>Number of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>R101 Screening</td>
<td>12</td>
</tr>
<tr>
<td>R102 Vocabulary (Part 1)</td>
<td>21</td>
</tr>
<tr>
<td>R103 Literature</td>
<td>24</td>
</tr>
<tr>
<td>R104 Music</td>
<td>13</td>
</tr>
<tr>
<td>R105 Social Studies</td>
<td>24</td>
</tr>
<tr>
<td>R106 Mathematics</td>
<td>23</td>
</tr>
<tr>
<td>R107 Physical Science</td>
<td>18</td>
</tr>
<tr>
<td>R108 Biological Science</td>
<td>11</td>
</tr>
<tr>
<td>R109 Scientific Attitude</td>
<td>10</td>
</tr>
<tr>
<td>R110 Aeronautics and Space</td>
<td>10</td>
</tr>
<tr>
<td>R111 Electricity and Electronics</td>
<td>20</td>
</tr>
<tr>
<td>R112 Mechanics</td>
<td>19</td>
</tr>
<tr>
<td>R113 Farming</td>
<td>12</td>
</tr>
<tr>
<td>R114 Home Economics</td>
<td>21</td>
</tr>
<tr>
<td>R115 Sports</td>
<td>14</td>
</tr>
<tr>
<td>R190 Part I Total</td>
<td>252</td>
</tr>
</tbody>
</table>

Part II (35 minutes, 24 derived scales)a

<table>
<thead>
<tr>
<th></th>
<th>Number of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>R131 Art</td>
<td>12</td>
</tr>
<tr>
<td>R132 Law</td>
<td>9</td>
</tr>
<tr>
<td>R133 Medicine/Health</td>
<td>9</td>
</tr>
<tr>
<td>R134 Engineering</td>
<td>6</td>
</tr>
<tr>
<td>R135 Architecture</td>
<td>6</td>
</tr>
<tr>
<td>R136 Journalism</td>
<td>3</td>
</tr>
<tr>
<td>R137 Foreign Travel</td>
<td>5</td>
</tr>
<tr>
<td>R138 Military</td>
<td>7</td>
</tr>
<tr>
<td>R139 Accounting, business, sales</td>
<td>10</td>
</tr>
<tr>
<td>R140 Practical knowledge</td>
<td>4</td>
</tr>
<tr>
<td>R141 Clerical</td>
<td>3</td>
</tr>
<tr>
<td>R142 Bible</td>
<td>15</td>
</tr>
<tr>
<td>R143 Colors</td>
<td>3</td>
</tr>
<tr>
<td>R144 Etiquette</td>
<td>2</td>
</tr>
<tr>
<td>R145 Hunting</td>
<td>5</td>
</tr>
<tr>
<td>R146 Fishing</td>
<td>5</td>
</tr>
<tr>
<td>R147 Outdoor activities (other)</td>
<td>9</td>
</tr>
<tr>
<td>R148 Photography</td>
<td>3</td>
</tr>
<tr>
<td>R149 Games (sedentary)</td>
<td>5</td>
</tr>
<tr>
<td>R150 Theater and Ballet</td>
<td>8</td>
</tr>
<tr>
<td>R151 Foods</td>
<td>4</td>
</tr>
<tr>
<td>R152 Miscellaneous</td>
<td>10</td>
</tr>
<tr>
<td>R162 Vocabulary (Part II)</td>
<td>9</td>
</tr>
<tr>
<td>R192 Part II Total</td>
<td>143</td>
</tr>
</tbody>
</table>

Combined Scales

<table>
<thead>
<tr>
<th></th>
<th>Number of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>R172 Vocabulary (Parts I and II)</td>
<td>30</td>
</tr>
<tr>
<td>R100 Total Parts I and II</td>
<td>395</td>
</tr>
</tbody>
</table>

aOn Part II, individual item response data are recorded on the student masterfile records along with the 23 K scores corresponding to R131-R163.
score is essential in more careful analyses of speeded tests.) Finally C is used to indicate composite scores which are weighted sums of other scores. The letters R, K, P, F, L and C are used in the code names for each score on the tape files to indicate the type of score.

The Interest Inventory, the Student Activities Inventory and the Student Information Blank are scored somewhat differently since there are no "correct" options for these items. Instead each option of each item is assigned a value reflecting the saliency of the response for the scale in question. Total scores for each student are compiled by summing the values assigned to the responses marked by the student. Scores defined in this way are denoted by $F$. As with test scores, $P$ (per-item) scores are defined as $\frac{100P}{A}$ where $A$ is the number of responses marked.

**Ability, Knowledge, and Achievement Data**

The major part of the TALENT Battery consisted of a series of tests aimed at assessing students' performance in a variety of areas. One section of the Battery focused on general information levels, while other tests explored students' cognitive abilities and academic achievement.

Information Tests. The Information Test was designed to measure the breadth of students' general information and the levels of information they had in many specific areas. It also helped identify students who read so poorly as to be considered functionally illiterate, whose attitude toward taking the test was flippant or apathetic, or whose scores might be pulled down by careless errors. Additional items were included to assess the students' general attitude toward natural phenomena -- whether they tended to take a scientific view in evaluating hypotheses or whether their general attitudes made them receptive to explanations that were intuitive or lacking a sound basis of support.

The Information Test consisted of two parts. Fifteen scales were scored for Part I. Part II of the test contained twenty-two scales including areas of information likely to be acquired outside of school. Table 3.1 lists the specific scales covered in Parts I and II of the test. Descriptions of the content of the various subscales are provided in Appendix A.
Table 3.2
Characteristics of Aptitude and Ability Tests

<table>
<thead>
<tr>
<th>Instrument</th>
<th>No. of Items</th>
<th>No. of Derived Scales</th>
<th>Testing Time in Minutes</th>
<th>Types of Scores Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Test</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>190 Part I Total</td>
<td>252</td>
<td>15</td>
<td>90</td>
<td>R</td>
</tr>
<tr>
<td>192 Part II Total</td>
<td>143</td>
<td>24</td>
<td>35</td>
<td>R</td>
</tr>
<tr>
<td>172 Vocabulary</td>
<td>30</td>
<td>1</td>
<td>--</td>
<td>R</td>
</tr>
<tr>
<td>100 Total (Parts I + II combined)</td>
<td>395</td>
<td>1</td>
<td>125</td>
<td>R</td>
</tr>
<tr>
<td>Language Aptitude and Ability Tests</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>211 Memory for Sentences</td>
<td>16</td>
<td>1</td>
<td>10</td>
<td>R</td>
</tr>
<tr>
<td>212 Memory for Words</td>
<td>24</td>
<td>1</td>
<td>4</td>
<td>R</td>
</tr>
<tr>
<td>220 Disguised Words</td>
<td>30</td>
<td>1</td>
<td>3</td>
<td>R</td>
</tr>
<tr>
<td>English:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R230 English Total</td>
<td>113</td>
<td>1</td>
<td>52 (^a)</td>
<td>R</td>
</tr>
<tr>
<td>R231 Spelling</td>
<td>16</td>
<td>1</td>
<td>12 (^a)</td>
<td>R</td>
</tr>
<tr>
<td>R232 Capitalization</td>
<td>33</td>
<td>1</td>
<td>6 (^a)</td>
<td>R</td>
</tr>
<tr>
<td>R233 Punctuation</td>
<td>27</td>
<td>1</td>
<td>14 (^a)</td>
<td>R</td>
</tr>
<tr>
<td>R234 English Usage</td>
<td>25</td>
<td>1</td>
<td>10 (^a)</td>
<td>R</td>
</tr>
<tr>
<td>R235 Effective Expression</td>
<td>12</td>
<td>1</td>
<td>10</td>
<td>R</td>
</tr>
<tr>
<td>240 Word Functions in Sentences</td>
<td>24</td>
<td>1</td>
<td>15</td>
<td>R</td>
</tr>
<tr>
<td>250 Reading Comprehension</td>
<td>48</td>
<td>1</td>
<td>30</td>
<td>R</td>
</tr>
<tr>
<td>Complex Intellectual Aptitude Tests</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>260 Creativity</td>
<td>20</td>
<td>1</td>
<td>20</td>
<td>R</td>
</tr>
<tr>
<td>270 Mechanical Reasoning</td>
<td>20</td>
<td>1</td>
<td>11</td>
<td>R</td>
</tr>
<tr>
<td>290 Abstract Reasoning</td>
<td>15</td>
<td>1</td>
<td>11</td>
<td>R</td>
</tr>
<tr>
<td>Visualization Tests</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>281 Visualization in Two Dimensions</td>
<td>24</td>
<td>1</td>
<td>4</td>
<td>R</td>
</tr>
<tr>
<td>282 Visualization in Three Dimensions</td>
<td>16</td>
<td>1</td>
<td>9</td>
<td>R</td>
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<tr>
<td>Mathematics Tests</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics:</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>311 Arithmetic Reasoning</td>
<td>16</td>
<td>1</td>
<td>12 (^b)</td>
<td>R</td>
</tr>
<tr>
<td>312 Introductory</td>
<td>24</td>
<td>1</td>
<td>24 (^b)</td>
<td>R</td>
</tr>
<tr>
<td>333 Advanced</td>
<td>14</td>
<td>1</td>
<td>16 (^b)</td>
<td>R</td>
</tr>
<tr>
<td>Clerical and Perceptual Aptitudes Tests</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>410 Arithmetic Computation</td>
<td>72</td>
<td>1</td>
<td>9</td>
<td>R,F,K,P</td>
</tr>
<tr>
<td>420 Table Reading</td>
<td>72</td>
<td>1</td>
<td>3</td>
<td>R,F,K,P</td>
</tr>
<tr>
<td>430 Clerical Checking</td>
<td>74</td>
<td>1</td>
<td>3</td>
<td>R,F,K,P</td>
</tr>
<tr>
<td>440 Object Inspection</td>
<td>40</td>
<td>1</td>
<td>3</td>
<td>R,F,K,P</td>
</tr>
</tbody>
</table>

\(^a\) The five sections of the English test were timed separately and students were not allowed to work in sections other than the one being timed.

\(^b\) The three sections of the Mathematics test were timed together with students being allowed to go back to prior sections or work ahead.
Ability Tests. One objective of Project TALENT was to explore the relationships between various kinds of abilities and outcomes. Previous research had indicated that human ability depends heavily on memory (probably more than one kind), language and mathematical skills, and ability to visualize movement in two or three dimensions. Reasoning ability and creativity may also be central in one's aptitude pattern. Thus, in addition to testing knowledge of facts, the TALENT Battery included tests and scores for a wide range of more basic cognitive abilities. Table 3.2 lists the ability tests and summarizes some technical characteristics. Descriptions of the specific tests and scales are provided in Appendix A.

Composites Based on Aptitude, Knowledge, and Achievement. In addition to computing scores for individual test scales, a number of priori composite scores were also computed. These composite scores incorporate scores from the information, ability, and achievement tests. Table 3.3 lists these composite scales and shows the composition of each.

Choosing Between Related Tests. For many purposes it is desirable to limit the number of variables used in an analysis. Several of the tests assessed closely related constructs, so that one test may be used to represent the more general construct when a finer differentiation is not required. When a small number of scores are required for a general analysis, the composite scores are often the best choice. In other cases, a more careful examination of the relationship between the tests is advisable.

Table 3.4 shows the intercorrelations among related sets of information and ability tests. More complete information about the relationships between the tests may be found in The American High School Student (Flanagan, Davis, Dailey, Shaycoft, Orr, Goldberg and Neyman, 1964). Where measurement of a more specific construct is desired (e.g., the ability to prove mathematical theorems) the researchers should request a TALENT Battery Specimen set and examine the individual items.

The Credibility Index. In certain analyses it is important to eliminate students who may have received low scores on the tests for reasons other than a lack of the abilities assessed. Low scores could be a reflection of a reading problem, a clerical problem in recording answers, due to a general slowness, or due to a lack of cooperation. The credibility index,
Table 3.3
Composites Based on Ability, Knowledge, and Achievement Measures

<table>
<thead>
<tr>
<th>Code</th>
<th>Composite</th>
<th>Components</th>
<th>Max. Raw Score</th>
<th>Raw Weight (k)</th>
<th>Relative Effective Weight (for Gr. 12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>C-001</td>
<td>IQ Composite</td>
<td>R-250 Reading Comp.</td>
<td>48</td>
<td>3</td>
<td>.51</td>
</tr>
<tr>
<td></td>
<td></td>
<td>R-290 Abstract Reasoning</td>
<td>15</td>
<td>5</td>
<td>.25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>R-311 Math I</td>
<td>16</td>
<td>4</td>
<td>.24</td>
</tr>
<tr>
<td>C-001</td>
<td>Total</td>
<td></td>
<td>283</td>
<td></td>
<td>1.00</td>
</tr>
<tr>
<td>C-002</td>
<td>Gen. Academic</td>
<td>R-106 Math Info</td>
<td>23</td>
<td>2</td>
<td>.08</td>
</tr>
<tr>
<td></td>
<td>Aptitude</td>
<td>R-172 Vocab. I + II</td>
<td>30</td>
<td>1</td>
<td>.04</td>
</tr>
<tr>
<td></td>
<td></td>
<td>R-230 English Total</td>
<td>113</td>
<td>3</td>
<td>.28</td>
</tr>
<tr>
<td></td>
<td></td>
<td>R-250 Reading Comp.</td>
<td>48</td>
<td>3</td>
<td>.20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>R-260 Creativity</td>
<td>20</td>
<td>2</td>
<td>.06</td>
</tr>
<tr>
<td></td>
<td></td>
<td>R-290 Abstract Reasoning</td>
<td>15</td>
<td>2</td>
<td>.04</td>
</tr>
<tr>
<td></td>
<td></td>
<td>R-311 Math I</td>
<td>16</td>
<td>4</td>
<td>.12</td>
</tr>
<tr>
<td>C-002</td>
<td>Total</td>
<td></td>
<td>829</td>
<td></td>
<td>1.00</td>
</tr>
<tr>
<td>C-003</td>
<td>Verbal</td>
<td>R-103 Literature Info</td>
<td>24</td>
<td>1</td>
<td>.20</td>
</tr>
<tr>
<td></td>
<td>Composite</td>
<td>R-172 Vocab. I + II</td>
<td>30</td>
<td>1</td>
<td>.23</td>
</tr>
<tr>
<td></td>
<td></td>
<td>R-230 English Total</td>
<td>113</td>
<td>1</td>
<td>.57</td>
</tr>
<tr>
<td>C-003</td>
<td>Total</td>
<td></td>
<td>167</td>
<td></td>
<td>1.00</td>
</tr>
<tr>
<td>C-004</td>
<td>Quantitative</td>
<td>R-106 Math Info</td>
<td>23</td>
<td>2</td>
<td>.21</td>
</tr>
<tr>
<td></td>
<td>Aptitude</td>
<td>R-311 Math I</td>
<td>16</td>
<td>3</td>
<td>.21</td>
</tr>
<tr>
<td></td>
<td>Composite</td>
<td>R-312 Math II</td>
<td>24</td>
<td>4</td>
<td>.39</td>
</tr>
<tr>
<td></td>
<td></td>
<td>R-333 Math III</td>
<td>14</td>
<td>4</td>
<td>.20</td>
</tr>
<tr>
<td>C-004</td>
<td>Total</td>
<td></td>
<td>246</td>
<td></td>
<td>1.00</td>
</tr>
<tr>
<td>C-004</td>
<td>Math</td>
<td>R-106 Math Info</td>
<td>23</td>
<td>2</td>
<td>.27</td>
</tr>
<tr>
<td></td>
<td>Composite</td>
<td>R-311 Math I</td>
<td>16</td>
<td>3</td>
<td>.24</td>
</tr>
<tr>
<td></td>
<td></td>
<td>R-312 Math II</td>
<td>24</td>
<td>2</td>
<td>.24</td>
</tr>
<tr>
<td></td>
<td></td>
<td>R-333 Math III</td>
<td>14</td>
<td>4</td>
<td>.25</td>
</tr>
<tr>
<td>C-004</td>
<td>Total</td>
<td></td>
<td>198</td>
<td></td>
<td>1.00</td>
</tr>
<tr>
<td>C-005</td>
<td>Technical</td>
<td>R-107 Physical Sci. Info</td>
<td>18</td>
<td>1</td>
<td>.20</td>
</tr>
<tr>
<td></td>
<td>Aptitude</td>
<td>R-108 Biological Sci. Info</td>
<td>11</td>
<td>1</td>
<td>.11</td>
</tr>
<tr>
<td></td>
<td>Composite</td>
<td>R-110 Aerospace Info</td>
<td>10</td>
<td>1</td>
<td>.11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>R-111 Elec. Info</td>
<td>20</td>
<td>1</td>
<td>.20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>R-112 Mech. Info</td>
<td>19</td>
<td>1</td>
<td>.18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>R-270 Mechanical Reasoning</td>
<td>20</td>
<td>1</td>
<td>.20</td>
</tr>
<tr>
<td>C-005</td>
<td>Total</td>
<td></td>
<td>98</td>
<td></td>
<td>1.00</td>
</tr>
<tr>
<td>C-005</td>
<td>Technical</td>
<td>R-107 Physical Sci. Info</td>
<td>18</td>
<td>1</td>
<td>.29</td>
</tr>
<tr>
<td></td>
<td>Information</td>
<td>R-110 Aerospace Info</td>
<td>10</td>
<td>1</td>
<td>.16</td>
</tr>
<tr>
<td></td>
<td>Composite</td>
<td>R-111 Elec. Info</td>
<td>20</td>
<td>1</td>
<td>.29</td>
</tr>
<tr>
<td></td>
<td></td>
<td>R-112 Mech. Info</td>
<td>19</td>
<td>1</td>
<td>.26</td>
</tr>
<tr>
<td>C-005</td>
<td>Total</td>
<td></td>
<td>67</td>
<td></td>
<td>1.00</td>
</tr>
<tr>
<td>C-006</td>
<td>Scientific</td>
<td>C-001 IQ Composite</td>
<td>283</td>
<td>1</td>
<td>.25</td>
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<tr>
<td></td>
<td>Aptitude</td>
<td>C-004 Quant. Composite</td>
<td>246</td>
<td>1</td>
<td>.24</td>
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<tr>
<td></td>
<td>Composite</td>
<td>C-005 Technical Composite</td>
<td>98</td>
<td>3</td>
<td>.27</td>
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<tr>
<td></td>
<td></td>
<td>R-260 Creativity</td>
<td>20</td>
<td>12</td>
<td>.24</td>
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<td>C-006</td>
<td>Total</td>
<td></td>
<td>1063</td>
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</table>

1 This table was planned and developed by Marion T. Shaycoft. It is reproduced from Appendix D of Flanagan, Shaycoft, Richards, and Claudy, Five Years After High School, 1971.

2 Proportional to k where \( v \) is the standard deviation for a 10% subsample of 12th graders and \( k \) is the raw score weight. The standard deviations are in The American High School Student (Flanagan et al., 1964, Table 3-1). These weights are being revised based on norms for all cases.
Table 3.4
Intercorrelations Among Related Tests
(Based upon 7,573 10th Grade Students--Subsample 0)

<table>
<thead>
<tr>
<th>Mathematics Tests</th>
<th>R106</th>
<th>R311</th>
<th>R312</th>
<th>R320</th>
<th>R333</th>
<th>R340</th>
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<tbody>
<tr>
<td>R106 Mathematics Information</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>R311 I. Arithmetic Reasoning</td>
<td>.61</td>
<td>.74</td>
<td>.75</td>
<td>.50</td>
<td>.77</td>
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</tr>
<tr>
<td>R312 II. Introduction to H.S. Math</td>
<td>.65</td>
<td>.65</td>
<td>.88</td>
<td>.38</td>
<td>.86</td>
<td></td>
</tr>
<tr>
<td>R320 Mathematics I + II</td>
<td>.74</td>
<td>.65</td>
<td>.93</td>
<td>.48</td>
<td>.92</td>
<td></td>
</tr>
<tr>
<td>R333 III. Advanced H.S. Math</td>
<td>.50</td>
<td>.38</td>
<td>.48</td>
<td>.48</td>
<td>.98</td>
<td></td>
</tr>
<tr>
<td>R340 Total (I + II + III)</td>
<td>.77</td>
<td>.86</td>
<td>.92</td>
<td>.98</td>
<td>.65</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English Tests</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>R231 Spelling</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R232 Capitalization</td>
<td>.47</td>
<td>.59</td>
<td>.50</td>
<td>.40</td>
<td>.74</td>
<td></td>
</tr>
<tr>
<td>R233 Punctuation</td>
<td>.47</td>
<td>.57</td>
<td>.53</td>
<td>.47</td>
<td>.80</td>
<td></td>
</tr>
<tr>
<td>R234 English Usage</td>
<td>.59</td>
<td>.57</td>
<td>.62</td>
<td>.54</td>
<td>.87</td>
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</tr>
<tr>
<td>R235 Effective Expression</td>
<td>.50</td>
<td>.53</td>
<td>.62</td>
<td>.52</td>
<td>.80</td>
<td></td>
</tr>
<tr>
<td>R230 English Total</td>
<td>.40</td>
<td>.47</td>
<td>.54</td>
<td>.52</td>
<td>.70</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading and General Information</th>
<th>R102</th>
<th>R103</th>
<th>R104</th>
<th>R105</th>
<th>R115</th>
<th>R190</th>
<th>R220</th>
<th>R250</th>
</tr>
</thead>
<tbody>
<tr>
<td>R102 Vocabulary I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R103 Literature</td>
<td>.71</td>
<td>.64</td>
<td>.73</td>
<td>.56</td>
<td>.88</td>
<td>.55</td>
<td>.73</td>
<td></td>
</tr>
<tr>
<td>R104 Music</td>
<td>.64</td>
<td>.65</td>
<td>.50</td>
<td>.80</td>
<td>.52</td>
<td>.70</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R105 Social Studies</td>
<td>.73</td>
<td>.71</td>
<td>.60</td>
<td>.58</td>
<td>.85</td>
<td>.47</td>
<td>.70</td>
<td></td>
</tr>
<tr>
<td>R115 Sports</td>
<td>.56</td>
<td>.50</td>
<td>.41</td>
<td>.58</td>
<td>.67</td>
<td>.32</td>
<td>.46</td>
<td></td>
</tr>
<tr>
<td>R190 Information I Total</td>
<td>.55</td>
<td>.52</td>
<td>.53</td>
<td>.47</td>
<td>.32</td>
<td>.55</td>
<td>.77</td>
<td></td>
</tr>
<tr>
<td>R220 Disguised Words</td>
<td>.73</td>
<td>.70</td>
<td>.61</td>
<td>.70</td>
<td>.46</td>
<td>.77</td>
<td>.61</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skilled Trades Information</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>R111 Electricity, Electronics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R112 Mechanics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R113 Farming</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Visual Imagery                                   |      |      |      |      |      |      |      |
|--------------------------------------------------|------|------|------|------|------|------|
| R270 Mechanical Reasoning                        |      |      |      |      |      |      |      |      |
| R281 Visualization in 2-Dimensions               |      |      |      |      |      |      |      |      |
| R282 Visualization in 3-Dimensions               |      |      |      |      |      |      |      |      |
| R290 Abstract Reasoning                          |      |      |      |      |      |      |      |      |

Extracted from: The American High School Student, (Flanagan, Davis, Dailey, Shaycoft, Orr, Goldberg, and Neyman, 1964), Table 2-7f (page 2-32)
Table 3.5

Definition of the Response Credibility Index

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Credible Scores (R101 &gt; 8)</td>
</tr>
<tr>
<td></td>
<td>Incredible Scores (R101 ≤ 8)</td>
</tr>
<tr>
<td></td>
<td>Reading Problem Not Indicated (R250 &gt; 10 or missing)</td>
</tr>
<tr>
<td></td>
<td>Clerical Problem Not Indicated (P430 &gt; 65 or missing)</td>
</tr>
<tr>
<td>1</td>
<td>Slowness Problem Not Indicated (A999 &gt; 300 or missing)</td>
</tr>
<tr>
<td>2</td>
<td>Slowness Problem Indicated (A999 ≤ 300)</td>
</tr>
<tr>
<td>3</td>
<td>Clerical Problem Indicated (P430 ≤ 65)</td>
</tr>
<tr>
<td>4</td>
<td>Slowness Problem Not Indicated (P430 &gt; 65 or missing)</td>
</tr>
<tr>
<td>5</td>
<td>Slowness Problem Indicated (P430 ≤ 65)</td>
</tr>
<tr>
<td>6</td>
<td>Reading Problem Indicated (R250 ≤ 10)</td>
</tr>
<tr>
<td>7</td>
<td>Clerical Problem Not Indicated (R250 &gt; 10 or missing)</td>
</tr>
<tr>
<td>8</td>
<td>Slowness Problem Not Indicated (A999 &gt; 300)</td>
</tr>
<tr>
<td></td>
<td>Slowness Problem Indicated (A999 ≤ 300)</td>
</tr>
</tbody>
</table>
based on the Screening Scale in Part I of the Information Test, was designed for this purpose. The Screening Scale includes questions such as "how many days in a week?" that should have been answered easily by anyone who did not have one or more of the problems mentioned above. Three additional scales are used to differentiate individuals with low scores on the Screening Scale -- Reading Comprehension (R250), Clerical Accuracy (P430), and a sum (A999) of the number of items answered in Part II of the Information Test (A192), the Clerical Accuracy Scale (A430) and the Interest Inventory (A700). Table 3.5 shows the definition of the Response Credibility Index.

Dispositional Trait Data

The TALENT battery also included two instruments designed to assess individuals' dispositional traits.

The Preference Test (A500) was an attempt to assess the speed with which individuals make decisions involving judgements. Its objective was to locate individuals on a continuum ranging from "snap judgments" at one end to "indecision" at the other. The test contained 166 items, each consisting of a pair of adjectives describing a person (the two characteristics were intended to be about equal in social acceptability). Students were asked to select from each pair the adjective they would prefer to have applicable to their friends. A time limit of three minutes was set. Results are reported in terms of the number of items attempted (A scores) within the time period.

The Student Activities Inventory (SAI) consisted of 150 self-descriptive terms dealing with aspects of the student's disposition. Previous work in personality measurement plus careful theoretical analysis provided a foundation for defining a number of narrow, relatively homogeneous, aspects of the personality of high school students. Each trait was defined by grouping adjectives that describe similar types of behavior. For example, the trait "impulsiveness" is typified by adjectives such as "hasty," "impulsive," and "rash."

Item statements were primarily derived from such adjectives; the adjective "calm" might lead to the statements, "I am usually calm," "I rarely lose my temper," or "I get easily upset." A group of such statements formed the basis for measuring each trait, with each item contributing
### Table 3.6
Student Activities Inventory Scales and Items

<table>
<thead>
<tr>
<th>Scale</th>
<th>Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>R-601 Sociability (12 items)</td>
<td>8. I like to spend a good deal of time by myself. 11. I’d rather be with a group of friends than at home by myself. 31. People consider me a real joker. 13. People seem to think I make new friends more quickly than most. 36. I couldn’t get along without having people around most of the time. 63. I enjoy getting to know people. 76. I like to be with people most of the time. 93. I go out of my way to be with friends. 100. I prefer reading a good book to going out with friends. 112. People consider me good-natured. 123. People consider me sociable. 136. I am friendly.</td>
</tr>
<tr>
<td>R-501 Social Sensitivity (4 items)</td>
<td>14. I like to tease people. 18. I never hurt another person’s feelings if I can avoid it. 94. I seem to know how other people will feel about things. 64. I sympathize with my friends and encourage them when they have problems.</td>
</tr>
<tr>
<td>R-602 Impulsiveness (9 items)</td>
<td>23. I like to do things on the spur of the moment. 48. I usually act on the first plan that comes to mind. 73. I feel that I’m impulsive. 88. People seem to think I sometimes make decisions too quickly. 101. I am impulsive. 118. I don’t believe in rushing into things. 131. I am not indecisive. 157. When I have a problem, I make up my mind and don’t worry about it.</td>
</tr>
<tr>
<td>R-604 Vigor (7 items)</td>
<td>12. I can work or play outdoors for hours without getting tired. 37. I am a fast walker. 92. I am full of pep and energy. 77. People seem to think I lead a vigorous life.</td>
</tr>
<tr>
<td>R-605 Calmness (9 items)</td>
<td>19. I often lose my temper. 44. I can usually keep my wits about me in difficult situations.</td>
</tr>
</tbody>
</table>

Note. 24 additional items are not included in any of these scales.
either positively (+) or negatively (-) to a scale. The students responded to the item statements in accord with the following directions:

"Regarding the things I do and the way I do them, this statement describes me

A. extremely well
B. quite well
C. fairly well
D. slightly
E. not very well."

Positively scored items were assigned a score of 1 if option A or B was marked and 0 otherwise. Negatively scored items were assigned a score of 1 if option D or E was marked and 0 otherwise. Total scores were computed for each scale by summing the scores of the items included on a given scale.

Table 3.6 shows the 13 scales of the SAI and the items contributing to each. The positive or negative weighting of the item is indicated by the sign to the left of the item number.

The Interest Inventory

The TALENT Interest Inventory was developed for the purpose of surveying the interests of high school youth and obtaining data for research on subsequent educational and vocational choices. The Interest Inventory was made up of 205 items dealing with 122 occupations and 83 activities. Students were asked to respond in terms of how well they would like or dislike the work or activity, disregarding educational requirements, salary, social standing, or other factors. The item format is a five-point rating scale on which the student indicated:

<table>
<thead>
<tr>
<th>Response</th>
<th>P Option Score</th>
<th>F Option Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. I would like this very much.</td>
<td>4</td>
<td>4</td>
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<tr>
<td>B. I would like this fairly well.</td>
<td>3</td>
<td>3</td>
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<tr>
<td>C. Indifferent or don't know much about it.</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>D. I would dislike this a little.</td>
<td>1</td>
<td>1</td>
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<tr>
<td>E. I would dislike this very much.</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Omitted</td>
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<td>2</td>
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<td>Table 3.7</td>
<td>Interest Inventory Scales and Items</td>
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<tr>
<td><strong>701: Physical Science</strong></td>
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<td>5. Civil engineer</td>
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<td>28. Research scientist</td>
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<tr>
<td>45. Chemical engineer</td>
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<tr>
<td>65. Aeronautical engineer</td>
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<td>66. Electrical engineer</td>
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<td>69. Mining engineer</td>
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<tr>
<td>93. Mechanical engineer</td>
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<tr>
<td>94. Mathematician</td>
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<tr>
<td>126. Physics</td>
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<td>128. Calculus</td>
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<td>162. Chemistry</td>
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<tr>
<td>163. Play chess</td>
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<tr>
<td>164. Solve puzzles</td>
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<tr>
<td><strong>702: Biological Science, Medicine</strong></td>
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<tr>
<td>3. Surgeon</td>
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<td>4. Dentist</td>
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<td>46. Doctor</td>
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<tr>
<td>57. Biologist</td>
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<tr>
<td>125. Biology</td>
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<tr>
<td>127. Study muscles and nerves</td>
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<tr>
<td>161. Physiology</td>
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<td>181. Learn about diseases</td>
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<td><strong>703: Public Service</strong></td>
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<td>111. Member of President’s cabinet</td>
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<td>114. Judge</td>
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<td>115. U. S. Senator</td>
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<td>116. Politician</td>
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<td>117. U. S. Congressman</td>
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<td>118. Mayor</td>
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<tr>
<td>119. President of the United States</td>
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<tr>
<td>120. Vice President of the United States</td>
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<td>121. State governor</td>
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<td>122. Public administrator</td>
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<td>205. Campaign for political office</td>
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<tr>
<td><strong>704: Literary-Linguistic</strong></td>
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<tr>
<td>19. Foreign correspondent</td>
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<td>20. Editor</td>
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<td>39. Lawyer</td>
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<td>58. Author of a novel</td>
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<td>104. College professor</td>
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<td>105. Poet</td>
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<td>130. Reading</td>
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<td>134. Write letters</td>
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<td>176. Foreign language</td>
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<td>184. Literature</td>
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<tr>
<td>185. Write themes</td>
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<td>197. Poetry</td>
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<td><strong>705: Social Service</strong></td>
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<td>25. Social worker</td>
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<td>41. Elementary school teacher</td>
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<td>44. Nurse</td>
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<td>45. Clergyman</td>
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<td>88. Guidance counselor</td>
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<td>109. High school teacher</td>
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<td>116. Religious worker</td>
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<td>111. School principal</td>
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<td>123. Take care of members of family</td>
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<td>124. Help your parents</td>
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<td>127. Teach children</td>
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<td>128. Help the poor</td>
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<tr>
<td><strong>706: Artistic</strong></td>
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<td>41. Sculptor</td>
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<td>52. Architect</td>
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<td>59. Decorator</td>
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<td>156. Art galleries</td>
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<td>200. Visit museums</td>
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<td><strong>707: Musical</strong></td>
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<td>34. Musical composer</td>
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<tr>
<td>135. Practice music all day</td>
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<td>187. Symphony concerts</td>
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<td>198. Play an instrument</td>
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<td><strong>708: Sports</strong></td>
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<td>52. Professional athlete</td>
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<td>87. Sports umpire</td>
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<td>124. Basketball</td>
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<td>140. Tennis</td>
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<td>157. Football</td>
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<td>138. Track</td>
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<td>189. Swimming</td>
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<td>201. Baseball</td>
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<td>799. Outdoors Recreation</td>
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<td>118. Fishing</td>
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<td>171. Trap wild animals</td>
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<td>164. Hunting</td>
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<tr>
<td><strong>709: Business Management</strong></td>
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<td>14. Foreman</td>
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<td>16. College president</td>
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<td>37. Personnel administrator</td>
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<td>57. President of a large company</td>
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<td>79. Building contractor</td>
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<td>101. Office manager</td>
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<tr>
<td>102. Banker</td>
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<tr>
<td>134. Plan work for other people</td>
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<tr>
<td>150. Fire a person</td>
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<td>151. Manage a large store</td>
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<td>169. Hire a person</td>
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<td>120. Clive order to work in a factory</td>
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<td>194. Direct people</td>
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<td>195. Arrange a strike settlement with management</td>
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<td><strong>710: Sales</strong></td>
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<td>17. Insurance agent</td>
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<td>18. Stockbroker</td>
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<td>81. Real estate agent</td>
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<tr>
<td>103. Salesman</td>
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<tr>
<td>172. Sell furniture</td>
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<td>181. Sell merchandise to stores</td>
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<tr>
<td><strong>712: Computation</strong></td>
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<tr>
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<tr>
<td>16. Statistician</td>
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<tr>
<td>45. Certified Public Accountant</td>
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<tr>
<td>89. Accountant or auditor</td>
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<tr>
<td>124. Make out income tax return</td>
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<tr>
<td>143. Work arithmetic problems</td>
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<tr>
<td>144. Prepare cost estimates</td>
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<tr>
<td>140. Operate a calculating machine</td>
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<tr>
<td>179. Keep accounts</td>
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<tr>
<td>713. Office work</td>
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<tr>
<td>29. Office clerk</td>
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<tr>
<td>49. Secretary</td>
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<tr>
<td>70. Typist</td>
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<tr>
<td>92. Switchboard operator</td>
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<tr>
<td>129. Keep records for a store</td>
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<tr>
<td>146. Typewriting</td>
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<tr>
<td>165. Do clerical work</td>
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<tr>
<td>714: Mechanical-Technical</td>
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<td>7. Toolmaker</td>
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<td>11. Automotive mechanic</td>
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<td>11. Plumber</td>
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<tr>
<td>32. Electrician</td>
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<td>56. Technician</td>
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<td>31. Electronic technician</td>
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<td>71. Laboratory technician</td>
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<tr>
<td>72. Repairman</td>
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<tr>
<td>91. Machinist</td>
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<tr>
<td>94. Welder</td>
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<tr>
<td>110. Invent new tools</td>
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<td>147. Make a radio set</td>
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<td>148. Fix a clock</td>
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<td>156. Repair an auto</td>
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<td>192. Shop work</td>
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<td><strong>715: Skilled Trades</strong></td>
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<td>9. Butcher</td>
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<td>10. Tailor or dressmaker</td>
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<td>11. Electrician</td>
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<td>33. Fireman</td>
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<td>32. Bricklayer</td>
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<td>31. Riveter</td>
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<td>34. House painter</td>
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<td>33. Beautician</td>
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<td>74. Railroad brakeman</td>
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<td>75. Shoemaker</td>
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<td>95. Paper hanger</td>
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<td>98. Carpenter</td>
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<td>97. Type setter</td>
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<td><strong>716: Farming</strong></td>
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<td>108. Farmer</td>
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<td>141. Value sheep or cattle for merchant</td>
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<td>159. Operate farm machinery</td>
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<td>190. Feed hogs and cattle</td>
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<td><strong>719: Labor</strong></td>
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<td>43. Cab driver</td>
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<td>16. Labourer</td>
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<td>15. Maid</td>
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<td>56. Building superintendent</td>
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<td>76. Factory worker</td>
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<td>77. Deliverman</td>
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<td>78. Truck driver</td>
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<td>33. Wash and iron clothes</td>
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<td>188. Work in a steel mill</td>
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<tr>
<td><strong>Other</strong></td>
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<tr>
<td>15. Army officer</td>
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<tr>
<td>22. Aviator</td>
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<td>24. Airline hostess or steward</td>
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<td>30. Store clerk</td>
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<tr>
<td>36. Naval officer</td>
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<td>38. Credit manager</td>
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<tr>
<td>47. Pharmacist</td>
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<td>55. Mail carrier</td>
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<tr>
<td>60. Economist</td>
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<tr>
<td>61. Actor or actress</td>
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<td>63. Policeman</td>
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<td>64. Speechman</td>
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<tr>
<td>80. Marine Corps officer</td>
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<tr>
<td>98. Draftsman</td>
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<tr>
<td>99. Housewife</td>
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<tr>
<td>100. Air Force officer</td>
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<td>112. Psychotherapist</td>
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<td>133. Own your own business</td>
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<td>137. Sociology</td>
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<td>145. Fortune telling</td>
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<td>152. Save money</td>
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<td>153. Work for myself</td>
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<td>171. Roy stocks</td>
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<td>173. Watch TV</td>
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<td>174. Act in plays</td>
<td></td>
<td></td>
</tr>
<tr>
<td>181. Become a millionaire</td>
<td></td>
<td></td>
</tr>
<tr>
<td>186. Go to school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>191. Sell tickets for a railroad or airline</td>
<td></td>
<td></td>
</tr>
<tr>
<td>196. Invest money</td>
<td></td>
<td></td>
</tr>
<tr>
<td>197. Studying</td>
<td></td>
<td></td>
</tr>
<tr>
<td>201. Exploring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>202. Military drill</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In addition to the individual item responses, which are available for all Interest Inventory items, 17 a priori non-overlapping composite scales have been developed. These scales are designed to measure interest in the 17 broad occupational areas given in Table 3.7. The scores were computed as \( P = \frac{10(\sum W_i)}{A} \) where the \( W_i \) are the scores assigned to the options marked and are summed over all items in the scale. If no items were answered, \( P \) was set to the code for missing data (-9). \( P \) scores, defined as the sum of the scores of the options marked, are also available. In this case, a score of 2 (corresponding to indifferent or don't know) was assigned to all omitted items.

Background Data: The Student Information Blank

The Student Information Blank (SIB) was designed to yield background data that had been hypothesized or found to relate to three key aspects of young people's lives: decisions about whether or not to stay in high school until graduation, decisions about whether or not to enter and complete college, and decisions about what occupation to pursue. Based on previous research into the background factors influencing each type of decision, 394 multiple choice questions were developed about students' backgrounds and plans, including:

Family Background (Parents' education and occupation, economic status, number of siblings and their educational experience)

Health

Current Activities (School courses and grades, extracurricular activities, hobbies, reading and study habits, social activities)

Plans (College, career, military service, marriage and family)

Students were also asked to write two very brief themes on (1) "My views about an ideal occupation," and (2) "What high school means to me." In addition to providing insight into the students' values, motivations, and plans, these themes yielded samples of the students' ability to write coherently and correctly. Because of their qualitative nature, these themes are not on the student data tapes; however, they are available on microfilm.
### Table 3.8
Student Information Blank Composite Scales

<table>
<thead>
<tr>
<th>Scale</th>
<th>Name</th>
<th>Possible Range of Scores</th>
<th>SIB Items</th>
<th>Options</th>
<th>Option Weights</th>
</tr>
</thead>
<tbody>
<tr>
<td>F-802</td>
<td>H.S.c. curriculum</td>
<td>0-1</td>
<td>91</td>
<td>A, B</td>
<td>0, 1</td>
</tr>
<tr>
<td>F-803</td>
<td>H.S. courses taken</td>
<td>0-90</td>
<td>91</td>
<td>C, D</td>
<td>0, 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>98-99, 104-105</td>
<td></td>
<td>4, 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>101</td>
<td>E</td>
<td>2, 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>F</td>
<td>4, 6</td>
</tr>
<tr>
<td>F-820</td>
<td>H.S. grades</td>
<td>0-60</td>
<td>106-110`</td>
<td>A, B</td>
<td>0, 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>111</td>
<td>C</td>
<td>0, 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>112</td>
<td>D</td>
<td>0, 4</td>
</tr>
<tr>
<td>F-822</td>
<td>Guidance received in H.S.</td>
<td>0-80</td>
<td>114-117</td>
<td>A, B</td>
<td>0, 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>118-121</td>
<td>C</td>
<td>0, 5</td>
</tr>
<tr>
<td>F-824</td>
<td>Guidance received elsewhere</td>
<td>0-80</td>
<td>122-126</td>
<td>A, B</td>
<td>0, 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>127-129</td>
<td>C</td>
<td>0, 5</td>
</tr>
<tr>
<td>P-827</td>
<td>Study habits and attitudes</td>
<td>0-80</td>
<td>65</td>
<td>A, B</td>
<td>0, 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>86, 87, 88</td>
<td>C</td>
<td>0, 12</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>90</td>
<td>D</td>
<td>0, 20</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>E</td>
<td>0, 10</td>
</tr>
<tr>
<td>P-828</td>
<td>Self-perception of writing</td>
<td>0-90</td>
<td>65, 66, 82</td>
<td>A, B</td>
<td>0, 10</td>
</tr>
<tr>
<td>skills</td>
<td></td>
<td></td>
<td>72</td>
<td>C</td>
<td>0, 20</td>
</tr>
<tr>
<td>P-829</td>
<td>Self-perception of reading</td>
<td>0-90</td>
<td>67, 81, 84</td>
<td>A, B</td>
<td>0, 10</td>
</tr>
<tr>
<td>skills</td>
<td></td>
<td></td>
<td>85, 89, 90</td>
<td>C</td>
<td>0, 20</td>
</tr>
<tr>
<td>F-830</td>
<td>Amount of extracurricular</td>
<td>0-90</td>
<td>56</td>
<td>A, B</td>
<td>0, 10</td>
</tr>
<tr>
<td>reading</td>
<td></td>
<td></td>
<td>58-61</td>
<td>C</td>
<td>0, 4</td>
</tr>
<tr>
<td>F-831</td>
<td>Variety of extracurricular</td>
<td>0-100</td>
<td>1-10</td>
<td>A, B</td>
<td>0, 10</td>
</tr>
<tr>
<td>group activities (except sports)</td>
<td></td>
<td></td>
<td></td>
<td>C</td>
<td>0, 10</td>
</tr>
<tr>
<td>F-832</td>
<td>Degree of participation in</td>
<td>0-100</td>
<td>1-10</td>
<td>A, B</td>
<td>0, 10</td>
</tr>
<tr>
<td>extracurricular activities (except sports)</td>
<td></td>
<td></td>
<td></td>
<td>C</td>
<td>0, 10</td>
</tr>
<tr>
<td>P-833</td>
<td>Variety of hobbies (except</td>
<td>0-100</td>
<td>14-28</td>
<td>A, B</td>
<td>0, 10</td>
</tr>
<tr>
<td>sports)</td>
<td></td>
<td></td>
<td>18</td>
<td>C</td>
<td>0, 10</td>
</tr>
<tr>
<td>F-834</td>
<td>Degree of activity in</td>
<td>0-90</td>
<td>14-28</td>
<td>A, B</td>
<td>0, 10</td>
</tr>
<tr>
<td>hobbies (except sports)</td>
<td></td>
<td></td>
<td>18</td>
<td>C</td>
<td>0, 10</td>
</tr>
<tr>
<td>G-835</td>
<td>Participation in sports</td>
<td>0-90</td>
<td>14-28</td>
<td>A, B</td>
<td>0, 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>18</td>
<td>C</td>
<td>0, 10</td>
</tr>
<tr>
<td>F-836</td>
<td>Leadership roles</td>
<td>0-90</td>
<td>11, 12</td>
<td>A, B</td>
<td>0, 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>13</td>
<td>C</td>
<td>0, 10</td>
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<tr>
<td>F-837</td>
<td>Social life</td>
<td>0-90</td>
<td>51</td>
<td>A, B</td>
<td>0, 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>52, 53</td>
<td>C</td>
<td>0, 10</td>
</tr>
<tr>
<td>F-838</td>
<td>Work activities (chores and</td>
<td>0-34</td>
<td>34, 36, 37, 49</td>
<td>A, B</td>
<td>0, 10</td>
</tr>
<tr>
<td>jobs)</td>
<td></td>
<td></td>
<td>35</td>
<td>C</td>
<td>0, 10</td>
</tr>
</tbody>
</table>

---

*P scores are computed as \( \sum_{i=1}^{n} W_i \) and \( F \) scores as \( 100 \left( \sum_{i=1}^{n} W_i \right) \), where the \( W_i \) are the option weights and \( A^* \) is the number of items.*

*The text of the SIB items is given in Appendix A.*

*In order to weight these items more heavily, each item score is doubled and the count of the number of items is correspondingly increased by 2 when an applicable response is given.*
The SIB items are reproduced in Appendix B. The boxed numbers to the left of each item are the numeric tape codes assigned to each option.

Individual item responses are available on tape for all SIB items. In addition, 18 composite indices have been developed for variables often of concern to researchers. Table 3.8 lists 17 of the SIB composite scales and shows the items and option weights which are used in calculating composite scores. All of the scores are either total scores (F) or per-item scores (P) except for P*801 (the socioeconomic-environmental index) which is a standardized per-item score.

**Definition of the Socioeconomic Index.** The socioeconomic index (P*801) is an important variable for so many studies that its derivation deserves detailed explanation. P*801 is based on the items shown in Table 3.9; the score assigned to each response appearing to its left in parentheses. A dash (−) appears before options that were not applicable. Items to which a student gave a nonapplicable response were not included in the computation of his P*801 socioeconomic index.

Each student's response to each of these items (excluding those items that the respondent omitted or to which he or she gave a "not applicable" response) was converted to a standard score (z) with a mean of 0 and a standard deviation of 1. The standard scores and the raw means and standard deviations used in their computation are also shown in Table 3.9.

In order to be able to convert the sum of each student's standardized item scores to an overall score (P*801) on a standard score scale, it was necessary to have an approximation of the standard deviation of the sum of the items to which students gave applicable responses. An approximation, $k_n$, was computed separately for each possible value of $n$ (the number of items entering into the sum) from 1 to 9. The formula used was:

$$k_n = \sqrt{n + n(n-1)\bar{r}}$$

where $\bar{r}$ was the mean of the 36 intercorrelations among the nine items, for the 4% sample, with each of the correlations based on only those who had applicable responses for both of the items involved in it. This formula gives an exact value of the standard deviation of the sum of the standard scores on $n$ items if all the correlations on which $\bar{r}$ is based are exactly equal, and a good approximation otherwise.
### Table 3.9

#### Item Scoring for Computation of Socioeconomic Status Scores

<table>
<thead>
<tr>
<th>Mean</th>
<th>S.D.</th>
<th>Item Description</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.06</td>
<td>1.26</td>
<td>Which one of the following comes closest to describing the work of your father (or the male head of your household)?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Option Numeric</td>
<td>Code</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(-1.65) Farm or ranch worker</td>
<td>(1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(-1.84) Service worker</td>
<td>(2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(-2.05) Farm or ranch owner</td>
<td>(3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(-1.75) Farm or ranch owner</td>
<td>(4)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(-1.65) Familiar worker</td>
<td>(5)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(-1.06) Familiar worker</td>
<td>(6)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(-1.06) Familiar worker</td>
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<td></td>
<td>(-1.26) Farm or ranch owner</td>
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</tr>
</tbody>
</table>
Each student's $z_i$ values for all $n$ of the items to which he had applicable responses were then used to compute his P*801 score, by means of the following formula:

$$P*801 = 10 \frac{\sum_{i=1}^{n} z_i}{k_n} + 100.$$ 

P*801 is thus an approximation of a standard score with a mean of 100 and a standard deviation of 10. The actual range turns out to be from 58 to 135.

**Item Data**

Complete item response data are available for a special 4% sample of TALENT participants. This sample consists of cases whose six-digit test numbers ended in "00", "25", "50", or "75". (As indicated previously, item data for the Student Information Blank, Interest Inventory, and Part II of the Information Test, were recorded for all TALENT participants.) Specimen sets of the instruments in the TALENT Battery are available at cost to researchers wishing to examine the specific items and response options for which data are available.

The availability of these item data allows for the development of special purpose scales. In this way, measures directly relevant to particular research problems can be created.

**Retest Data**

In order to assess changes in students' abilities and aptitudes occurring over the high school years, 7678 TALENT participants in 118 of the original TALENT high schools were retested as seniors in the spring of 1963. Most of those retested were in the 9th grade at the time of the original testing in 1960.

With a few exceptions, the entire TALENT battery was readministered, although only parts of it were administered to any particular participant. These exceptions were the Preference Test, the Memory for Sentences Test, the Student Activities Inventory, and the themes, all of which were omitted in the interest of reducing the length of the battery. Further, the Student Information Blank was abridged somewhat. In order to reduce the
### Table 3.10

**Amount-of-Education-Completed Code**  
for the 11-Year Follow-Up

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Doctorate or law degree (include LL.B. as well as J.D.)</td>
</tr>
<tr>
<td>11</td>
<td>Work beyond masters, but neither doctorate nor law degree</td>
</tr>
<tr>
<td>10</td>
<td>Master's degree or graduate professional degree below doctorate level</td>
</tr>
<tr>
<td>09</td>
<td>College graduate; some graduate or professional school; no graduate degree</td>
</tr>
<tr>
<td>08</td>
<td>College graduate; no graduate school</td>
</tr>
<tr>
<td>07</td>
<td>High school graduate; some college; no baccalaureate</td>
</tr>
<tr>
<td>06</td>
<td>High school graduate; some post-h.s. education, but no college</td>
</tr>
<tr>
<td>05</td>
<td>High school graduate; no post-h.s. education</td>
</tr>
<tr>
<td>04</td>
<td>H.S. dropout: &quot;completed&quot; grade 12 but didn't graduate</td>
</tr>
<tr>
<td>03</td>
<td>H.S. dropout: completed grade 11 but not grade 12</td>
</tr>
<tr>
<td>02</td>
<td>H.S. dropout: completed grade 10 but not grade 11</td>
</tr>
<tr>
<td>01</td>
<td>H.S. dropout: completed grade 9 but not grade 10</td>
</tr>
<tr>
<td>00</td>
<td>H.S. dropout: completed grade 8 but not grade 9</td>
</tr>
<tr>
<td>-6</td>
<td>No information</td>
</tr>
<tr>
<td>-7</td>
<td>Missing data but high school graduation indicated</td>
</tr>
<tr>
<td>-8</td>
<td>Missing data but college attendance indicated</td>
</tr>
<tr>
<td>-9</td>
<td>Missing data but some graduate work indicated</td>
</tr>
</tbody>
</table>
required testing time, six overlapping batteries were designed, each containing approximately half of the 1960 battery. A seventh battery of TALENT tests was designed specifically for vocational schools.

The resulting body of data, when combined with these students' scores from 1960, gives information about changes in students' abilities, achievement levels, interests, plans, and actions during the high school years. Further, these data provide a basis for investigating factors that promote and factors that inhibit such changes.

Follow-Up Survey Data

The 1-, 5-, and 11-year follow-up surveys have collected data on a wide variety of experiences subsequent to high school. Information on the participants' educational, occupational, personal, and family development has been obtained. Appendix C gives a cross-reference list showing the items of information obtained by topic for each follow-up of each 1960 grade cohort.

Education

In all follow-ups a large portion of the questionnaire was devoted to assessing educational experiences. These included not only high school attendance, what kind of post-secondary institution was attended, and what degrees were obtained but also sources of support, programs or majors, grades obtained, years attended, reasons for dropping out where appropriate, and evaluations of degree of preparation for the work world provided by the schools. The particular questions are shown in Appendices C and D.

The colleges were coded numerically and are available for appropriate research projects. For the 11-year follow-up tape files, an amount-of-education code based on answers to all follow-up questionnaires was computed. Its values are shown in Table 3.10.

Occupations

In all follow-ups there were several questions dealing with experiences in the work world. These included the name of the job held at the time of each follow-up and the occupation planned for one's life work. They also

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For further information, see The High School Years: Growth in Cognitive Skills (Shaycoft, 1967).
included aspects such as rate of pay, hours worked, instances and reasons for unemployment, number of jobs held, and in the 11-year follow-up, several aspects of job satisfaction. The job satisfaction measures include both perceptions of what is important for job satisfaction (e.g., long vacations, good pay, or worthwhile work) and evaluations of one's own job on those dimensions.

The occupations were coded by the Project TALENT coding staff from free responses to questions of "what is your job called?" and "what do you do on it?" to 4-digit codes, following a documented procedure. The complete list of 4-digit job codes is given in Appendix G of Five Years After High School, (Flanagan, Shaycoft, Richards, and Claudy, 1971). These codes were translated by computer into about 250 3-digit job codes, and these, in turn, have been grouped into 14 career groups. The 3-digit job codes in the career groups are shown in Appendix F. For the 9th grade 11-year follow-up, job codes developed by the U.S. Bureau of the Census were also used.

Marriage and Family

The follow-up questionnaires have obtained current marital status, number of marriages, age at marriage, and spouse's age, level of education, and occupation. With the exception of marital status, these questions were limited primarily to the 11-year follow-up questionnaire. Questions on children also have been primarily in the 11-year follow-up. They include separately children in the household and one's own children, and also expectations and desires for future children.

Other Questions

A number of other questions have been included from time to time, as shown in the cross-reference table in Appendix C. These include military experience, race, religion, aspects of health, attributes of one's community of residence, smoking, parental mortality, driving, Peace Corps, volunteer work, typical time allocation to activities, voting, and several questions assessing evaluations of one's experiences and actions (e.g., "what decisions are you sorry about?").

The simple distributions of answers to follow-up questions, as well as
other information are contained in Project TALENT One Year Follow-up Studies, (Flanagan et al., 1966), The American Citizen: 11 Years After High School (Wilson and Wise, 1975) and The American Citizen: 11 Years After High School, Volume II (Wise et al., 1977)

Data on the High Schools

Considerable data were also collected on the characteristics of the schools that TALENT participants attended. Two questionnaires were used in collecting the basic school data, one focusing on general school characteristics, and the other on guidance program characteristics. The questionnaires are reprinted in Appendix E.

General School Characteristics

This questionnaire was designed to provide information about those characteristics of the school which might make a difference in the education of its students as compared with students at other schools. Each school principal completed a questionnaire for his/her school.

The General School Characteristics Questionnaire consisted of six parts, as follows.

1. School Policies, Practices, and Plant. The type of school, special classes, grading and advancement policies, physical condition of the school, and average class size.

2. The Size, Training, and Characteristics of the Teaching Staff.

3. The Students -- enrollment, dropouts, percentage of graduates going on to college, remedial work, and the like.

4. Characteristics of the Community. PTA activity, type of area served by the school, tax rate, per-pupil expenditures, and community facilities.

5. The Principal -- his/her age, experience, and training.

6. High School Courses -- the courses offered in grades 9 to 12 in the school from a list of courses, grouped by broad subject matter areas.
Guidance Program/Staff Characteristics

School guidance programs are primarily concerned with assisting students to define and progress toward their life goals. Thus it was considered important to survey the characteristics of guidance and counseling in particular, as well as schools in general, to provide a basis for investigations of how guidance and counseling affect students. The topics covered include:

Scope of the guidance program. Does the school have a formal guidance program? If yes, how large is the guidance staff, how adequate are referral facilities in the community?

Types of aids and guidance provided. What kinds of problems are brought to counselors by students? When and how does the counselor schedule conferences with students and parents? Other questions asked about special courses related to guidance (such as occupations), and about the means used for imparting educational and vocational information.

Past growth. To what extent has the guidance program expanded in recent years?

Testing. Does the school use nationally standardized tests and inventories -- intelligence tests, aptitude batteries, interest inventories, and adjustment inventories? Are the tests administered to individuals or entire classes? Are test results used to provide information to students and parents on school progress and on educational potential; to provide information to colleges and scholarship agencies; and to evaluate the school's progress in teaching subject matter?
CHAPTER 4
DATA ANALYSIS CONSIDERATIONS

Analysis of the data must be undertaken with an understanding of the proper methods for handling these particular data, if the conclusions to be drawn from them are to be meaningful. Characteristics of the TALENT data base pose four methodological issues that must be addressed in analyzing TALENT data.

1. The unequal sampling and acceptance ratios in 1960 and the sizable number of nonrespondents to the follow-up surveys make it necessary either to select a self-weighted subsample or to use differential weighting of cases in order to obtain nationally representative statistics. The TALENT data records contain several alternative weightings for each case which may be used for representing different populations and which make differing degrees of correction for nonresponse bias. Users must determine the weighting scheme which is most appropriate to the goals of their study.

2. In addition to issues raised by the general nonparticipation of particular individuals, other issues are raised by individual nonresponse to specific items. Data may be missing for some variables because the student chose not to answer a particular item, did not finish a questionnaire, or was absent for part of the original testing. While the degree of missing data may be small, it is essential that users plan appropriate procedures for handling missing data when they are encountered.

3. The national probability sample consists of four separate grade cohorts. Because of the differing degrees of educational experience at the time of original testing and because of attrition due to high school dropouts, these four cohorts differ systematically on many variables. They differ most noticeably on achievement tests, but also on the degree of differentiation of interests and even on variables relating to socioeconomic status (since dropouts tend to come from lower SES families). Users must determine which grade cohort is most appropriate for their analyses or, if it is desirable to pool different grades, they must determine the methods to be used to control for grade effects.

4. The students in the TALENT sample are clustered into particular schools because of the way in which the sample was originally drawn. For many purposes it may be more appropriate to analyze the TALENT data in terms of school level means rather than in terms of individual students. Users must determine the level of analysis and the associated assumptions and controls for school effects that are most appropriate for their particular analyses.
Table 4.1
Weights Contained on Project TALENT Tape Files

<table>
<thead>
<tr>
<th>Weight</th>
<th>Applicable Subsample</th>
<th>Intended Population</th>
<th>Additional Critical Assumptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1960 School Weights (B)</td>
<td>1960 High School Probability Sample</td>
<td>All 1960 American Secondary Schools</td>
<td>The participating schools from each cell of the sampling design were representative of all of the schools in that cell.</td>
</tr>
<tr>
<td>1960 Student Weights (A)</td>
<td>1960 High School Student Probability Sample</td>
<td>All 1960 American 9th through 12th grade students</td>
<td>The students selected within schools in New York and Chicago were representative of all students in their schools.</td>
</tr>
<tr>
<td>1960 15-Year-Olds' Weights (D)</td>
<td>1960 Probability Sample of 15-Year-Olds</td>
<td>All 15-year-olds in 1960</td>
<td>The 15-year-olds who were in grade 8 and below were representative of all 15-year-olds not in high school and that a high percentage of such students were tested (corresponding to the coverage of high school students in participating schools).</td>
</tr>
<tr>
<td>Follow-up Respondent Weights (A)</td>
<td>Members of each follow-up sample for each grade cohort</td>
<td>All 1960 students in the corresponding grade</td>
<td>a) The special sample of nonrespondents is representative of all nonrespondents. b) Special sample members not interviewed would have given responses similar to those given by the regular and special respondents.</td>
</tr>
<tr>
<td>Follow-up Special Sample Weights (B)</td>
<td>Members of each follow-up sample for each grade cohort</td>
<td>All 1960 students in the corresponding grade</td>
<td>The special sample members not interviewed would have responded in the same way as the special sample members who were interviewed.</td>
</tr>
<tr>
<td>Follow-up Matching Weights (C) (available only for all 11-year and for the 9th grade 5-year follow-ups)</td>
<td>Members of each follow-up sample for each grade cohort</td>
<td>All 1960 students in the corresponding grade</td>
<td>The special sample members not interviewed would have given responses similar to those given by the regular and special respondents who were most similar to them on key 1960 measures.</td>
</tr>
</tbody>
</table>
The remainder of this chapter contains a more detailed discussion of methodological considerations for addressing these issues.

**Project TALENT Case Weights**

Care has been taken throughout the course of Project TALENT to maintain case weights for various subsamples that can be used to obtain unbiased estimates of parameters for the total populations of American high school students, 15 year-olds, or American secondary schools in 1960. Each respondent is assigned a weight equal to the (estimated) number of individuals in the population that he or she represents.

The purpose of the case weights is to assure that all individuals in the target populations are equally represented by the corresponding samples. The 1960 weights adjust for the differential sampling ratios and acceptance rates in 1960. Follow-up weights adjust for the fact that data are available for only a small portion of those who do not respond to the mail questionnaires as well as for the differential sampling and participating rates in 1960. Without the appropriate case weights, individuals who did not return the mail questionnaire would be grossly underrepresented in any analyses of the follow-up data (Wise, 1977; Abeles & Wise, 1978).

The particular weights available in the TALENT data files are listed in Table 4.1. The populations represented by the weights and the assumptions that are critical for the validity of the weights are also shown in Table 4.1. Briefly the weights were computed as follows:

1960 School Weights (1960 Weights B) are equal to the ratio of the number of schools in the population to the number of schools selected and agreeing to participate, for each cell of the sampling design. (See Table 2.2 in Chapter 2). For junior high schools, the weights are equal to the weights of the corresponding senior high school times an adjustment factor if this correspondence is imperfect (i.e., if not all students from the junior high school go into that particular senior high school).

1960 Student Weights (1960 Weights A) for each high school student are the same as the weights assigned to their high school except in Chicago and New York City where not all students in each school were tested. In Chicago, every 10th student in each school was tested so that each student "stands for" 10 students in his or her school. The 1960 Weights A are correspondingly 10 times the school weights. For similar reasons the 1960 Weights A for New York City high school students are 12 times the weights assigned to their schools.
Table 4.2

An Example of Differences Between Analyses with and without Weighting:
The Relationship of Current Salary to High School SES and Academic Aptitude Based on the 12th Grade 11-Year Follow-up Sample

<table>
<thead>
<tr>
<th></th>
<th>Females</th>
<th></th>
<th>Males</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1960 SES (P*801)</td>
<td>1960 Academic Aptitude (C-002)</td>
<td>1972 Annual Salary Rate (in thousands of dollars)</td>
<td>1960 SES (P*801)</td>
</tr>
<tr>
<td></td>
<td>Weighted (Raw)</td>
<td>Weighted (Raw)</td>
<td>Weighted (Raw)</td>
<td>Weighted (Raw)</td>
</tr>
<tr>
<td><strong>Means</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minorities</td>
<td>94.3</td>
<td>(96.7)</td>
<td>433</td>
<td>(513)</td>
</tr>
<tr>
<td>Nonminorities</td>
<td>99.1</td>
<td>(100.1)</td>
<td>546</td>
<td>(571)</td>
</tr>
<tr>
<td><strong>Standard Deviations</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minorities</td>
<td>10.3</td>
<td>(11.2)</td>
<td>137</td>
<td>(133)</td>
</tr>
<tr>
<td>Nonminorities</td>
<td>9.2</td>
<td>(9.0)</td>
<td>108</td>
<td>(101)</td>
</tr>
<tr>
<td><strong>Correlations</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minorities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P*801</td>
<td>--</td>
<td>(-- --)</td>
<td>.58</td>
<td>(.56)</td>
</tr>
<tr>
<td>C-002</td>
<td>.58</td>
<td>(.56)</td>
<td>--</td>
<td>(-- --)</td>
</tr>
<tr>
<td>Nonminorities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P*801</td>
<td>--</td>
<td>(-- --)</td>
<td>.37</td>
<td>(.37)</td>
</tr>
<tr>
<td>C-002</td>
<td>.37</td>
<td>(.37)</td>
<td>--</td>
<td>(-- --)</td>
</tr>
<tr>
<td><strong>Beta Weights for Predicting Salary from SES and Academic Aptitude</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minorities</td>
<td>.071</td>
<td>(.026)</td>
<td>.309</td>
<td>(.185)</td>
</tr>
<tr>
<td>Nonminorities</td>
<td>.058</td>
<td>(.101)</td>
<td>.249</td>
<td>(.212)</td>
</tr>
<tr>
<td><strong>Squared Multiple Correlation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minorities</td>
<td>.126</td>
<td>(.040)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nonminorities</td>
<td>.076</td>
<td>(.071)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note.** These analyses were performed in preparation of Post High School Education and Career Development (Yen & McLaughlin, 1974) which gives a more complete description of the samples and procedures used. The sample, which includes only those respondents with salaried jobs, consisted of 384 minority women, 4034 nonminority women, 644 minority men and 7919 nonminority men. The weighted counts (estimates of the total population of 1960 12th graders) are 30,000, 24,400, 4,700, and 534,000 respectively.
1960 Fifteen-Year Old Weights (1960 Weights D) are equal to the 1960 High School Student Weights for all fifteen year-olds tested who were in high school. They are 10 times the weights of the corresponding senior high schools for all students not in high school who were selected from the areas served by 10% of the participating senior high schools.

Follow-Up Sample Weights (Follow-Up Weights A) are equal to the 1960 High School Student Weights for all mail questionnaire respondents. For members of the special interview sample the Follow-Up Weights A are equal to the 1960 Weights divided by the sampling ratio used in selecting the special sample in the particular follow-up of that grade cohort.

Follow-Up Respondent Weights (Follow-Up Weights B) are the same as Follow-Up Sample Weights except that the weights for special sample respondents are divided by the special sample interview completion rate for the grade cohort and the special sample non-respondents are given a weight of 0. Where a stratified special sample was chosen, the completion rates for each cell are used in adjusting the special sample respondent weights within that cell.

Follow-Up Matching Weights (Follow-Up Weights C) are the same as the Follow-Up Sample Weights except that each of the special sample non-respondents is matched with one or more regular or special respondents and the weight of the special sample non-respondents is reassigned to the matching respondents. The matching is based upon 10 key 1960 variables. A more detailed description of the rules used in matching may be found in Appendix A of The Project TALENT Special Sample: Is it Necessary? (McLaughlin, Fulsher, and Yen, 1974). The Follow-up Matching Weights are available for 11-year follow-up and the ninth grade cohort 5-year follow-up. They are the standard weights used in most analyses of these follow-ups.

Are Case Weights Necessary?

Because the use of TALENT case weights adds complexity to the analyses and also increases the sampling error, it is reasonable to ask whether such weights are really essential. While the final answer may depend upon the exact goals of the individual researcher, it is clear that the results of unweighted analyses may be quite different from the results of the corresponding weighted analyses. Table 4.2 shows both weighted and unweighted analysis of the same data. These results were obtained in the course of a study of ethnic and sex differences in the effects of college education on career attainment (Yen and McLaughlin, 1974). Based upon unweighted analyses, one might conclude that minority women who work at salaried jobs
have average incomes that are nearly 15% higher than those earned of non-minority. In fact, the unbiased weighted analyses indicate that they earn about 3% less. Similarly, the unweighted statistics show a standard deviation for the salaries of minority women which is more than 50% greater than the standard deviation for non-minority women. Again a weighted analysis would show that the variation in salaries is actually slightly less for minority women. Finally, based upon an unweighted analysis one might conclude that high school academic aptitude and SES level are stronger correlates of later salaries for non-minority women than for minority women (a squared multiple correlation of .07 for white women compared to .04 for minority women), but in fact the correlation for minority women is much higher (with an unbiased estimate of .13 for the squared multiple correlation rather than .04).

The effects of weighting are most commonly seen in estimates of means, but the example shown in Table 4.2 demonstrates that weighting can have strong effects on estimates of variation and correlation as well. The conclusion to be drawn is that ignoring the weights in analyses of TALENT follow-up data can render the results meaningless. (See Abeles & Wise, 1978.)

One alternative to weighting, which loses some information for the convenience of being able to use unweighted statistics, is to select a "self-weighted" subsample for analysis. A self-weighted subsample is obtained by selecting each member of the subsample from the total sample, with probability proportional to his/her Weight; that is, proportional to the number of individuals in the population he/she represents.
The Use of Weighted Data

The basic formulas for computing weighted estimates of population parameters from a stratified sample are not very different from familiar statistical procedures used with simple random samples. In Table 4.3 some formulas for weighted statistics are shown and compared to the usual, unweighted formulas. The formulas are the same for the two cases if we assume that unweighted statistics are calculated using a weight of unity for each observation. For a wide range of tests, approximate significance tests are obtainable by replacing the sample size \( n \) in usual, unweighted statistics by the effective sample size \( n_{\text{eff}} \). For example, the standard deviation of a weighted sample mean is \( \sigma_x / \sqrt{n_{\text{eff}}} \) instead of \( \sigma_x / \sqrt{n} \). The formula for \( n_{\text{eff}} \) given in Table 4.3 is equivalent to the sum of the weights divided by the (weighted) average weight, and it can vary over the range from one to the raw sample size. For example, if a sample of 100 consists of 20 individuals with a weight of 120 each and 80 individuals with a weight of 10 each (i.e., in a population of 3200, 20 individuals represent 2400 and 80 individuals represent 800), the effective sample size is not 100 but 34.6.

Special Problems in Computing Estimates for Small Subpopulations

In most cases, the increase in sampling variance of means in using case weights is more than compensated for by the reduction in systematic biases. When dealing with very small subpopulations, however, the error introduced by sampling variation becomes much more critical. When studying groups such as physicists, medical specialists, minorities in specific college programs, or women in scientific careers, the effective sample size using case weights may well be unacceptably low.

One solution that has been proposed for such cases is based on a minimization of the total error, including both sampling error and error introduced by bias due to nonresponse. (Shaycoft, Wise, and McLaughlin, 1975). Under this approach, estimates are computed separately for regular respondents and for special sample members. A combined estimate is computed as the weighted average of the separate estimates where the weights are chosen so as to minimize the total expected error.

A second solution was used in preparing profiles of the high school characteristics of TALENT participants now pursuing different careers (Rossi, Bartlett, Campbell, Wise, and McLaughlin, 1975). It was observed
### Table 4.3

Formulas for Weighted Statistics Compared to Formulas for Unweighted Statistics

<table>
<thead>
<tr>
<th></th>
<th>Unweighted</th>
<th>Weighted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relative frequency of x</td>
<td>Number of subjects with x / Total number of subjects</td>
<td>Sum of weights of subjects with x / Total sum of weights</td>
</tr>
<tr>
<td>Sample mean of X ($\bar{X}$)</td>
<td>Sum of (values of X times their relative frequency)</td>
<td>Same as Unweighted</td>
</tr>
<tr>
<td>Sample standard deviation of X ($sd_X$)</td>
<td>Square root of (sum of squares of values of X times their relative frequencies minus $\bar{X}^2$)</td>
<td>Same as Unweighted</td>
</tr>
<tr>
<td>Correlation between X and Y ($r_{XY}$)</td>
<td>Sum of (product of values of X and Y times the relative frequency of the combination of values) minus ($X$ times $Y$), all divided by ($sd_X$ times $sd_Y$)</td>
<td>Same as Unweighted</td>
</tr>
<tr>
<td>Effective sample size ($n_{eff}$)</td>
<td>Total number of subjects</td>
<td>Square of (sum of weights) / Sum of (squares of weights)</td>
</tr>
<tr>
<td>Expected value of ($sd_X$)²</td>
<td>Population variance times $\left(\frac{n_{eff} - 1}{n_{eff}}\right)$</td>
<td>Same as Unweighted</td>
</tr>
<tr>
<td>Standard deviation of $\bar{X}$</td>
<td>$sd_X$ divided by the effective sample size</td>
<td>Same as Unweighted</td>
</tr>
<tr>
<td>Two group pooled $sd_X$</td>
<td>$\sqrt{\frac{n_{eff,1}^2 (sd_{X,1})^2 + n_{eff,2}^2 (sd_{X,2})^2}{n_{eff,1} + n_{eff,2} - 2}}$</td>
<td>Same as Unweighted</td>
</tr>
<tr>
<td>Two-group t-test</td>
<td>$\frac{\bar{X}<em>1 - \bar{X}<em>2}{\sqrt{\frac{1}{n</em>{eff,1}} + \frac{1}{n</em>{eff,2}}}}$ pooled $sd_X$</td>
<td>Same as Unweighted</td>
</tr>
</tbody>
</table>
that while those in different occupations differed on key variables and regular respondents differed from special sample respondents overall and within each occupation, the difference between regular respondents and specials on these variables was relatively consistent from one occupation to another. In such cases, it is possible to estimate the significance of the three-way interaction between occupation, response status, and the key variables and if that interaction is not significant, to pool data accordingly to achieve greater stability of estimates.

As a particular example, consider the problem of estimating an ability level for members of a fairly rare occupation. Although the occupation may be more common (or less common) among regular respondents to the TALENT follow-up than others and the ability level may be higher for regular respondents than for others, the difference in the ability level between regular respondents and others in the occupation may be about the same as the difference in the ability level for the population as a whole. That being the case, the ability level for the occupation can be estimated more stably by using only the regular respondents in the occupation and replacing the special sample respondents' scores plus the difference, estimated over the whole population, between special sample respondents (SS) and regular respondents (RR). To be specific, let $p$ be the probability that an individual who is in an occupation (occ) responds to the regular follow-up. Then the mean of a variable $\bar{y}$ can be estimated by:

$$\bar{y}_{occ} = (p) \times \bar{y}_{occ, RR} + (1-p) \times \bar{y}_{occ, SS}$$

$$= \bar{y}_{occ, RR} + (1-p) (\bar{y}_{occ, SS} - \bar{y}_{occ, RR})$$

Substituting the difference between specials and regulars estimated from the total population gives:

$$\bar{y}_{occ} = \bar{y}_{occ, RR} + (1-p) (\bar{y}_{total, SS} - \bar{y}_{total, RR})$$

For example, suppose in an occupation there are 5 special sample members with a weight of 500 each and 50 regular sample members with a weight of 20 each. The effective sample size would be only 9.6. However, if there were no significant three-way interaction between scores, occupations, and tendency to be a regular respondent, the equations above could be used to estimate scores for the occupation, and the effective sample size would be increased to be comparable to the total number (55) of respondents in the occupation.
Problems of Missing Data

In most elementary textbooks of statistics the problems of missing data are not addressed, but in virtually all studies, and in longitudinal studies in particular, the problems of missing data are ever-present. Data may be missing because subjects do not participate in a follow-up (for whatever reason). Data may also be missing because subjects decline to answer particular questions on a questionnaire or because they were absent for part of the original testing. The special samples of nonrespondents have been introduced to compensate for the first type of missing data, and the incidence of the second type is relatively small in most cases. Nonetheless, very serious errors will occur if care is not taken to detect and eliminate missing data from an analysis. Missing test scores, for example, are identified by a code outside the range of valid scores, but if this code were treated as a valid score, estimates of means and correlations could be changed disastrously.

All TALENT tape formats clearly indicate the codes used for missing or omitted data. The conventions used for assigning missing data codes on the TALENT files are as follows:

1. For test or inventory scores, a code of -9 is used for 2-digit fields. If the score field is 3 or 4 digits, then codes of -99 or -999 are used, respectively.

2. For most questionnaire items and all test items, the response locations on the tape are all blank (i.e., the tape positions contain the character representation of a space) if response data for the entire instrument is missing but a code of 0 (or 00) is used on the tape if some item data are available for the instrument but the particular item was omitted.

3. For a few questionnaire items, 0 is a valid code. These are generally questions that ask "how many," where "none" is a possible response (e.g., how many children do you have). For these items, both omitted responses and missing instruments are indicated by a blank field. In addition the record contains a separate code that will allow the user to distinguish between an omitted item and a missing instrument, should such a distinction be required.

The existence of scattered omitted items in TALENT records introduces a bias that we believe to be small. In generating frequency distributions, the omitted items may either be deleted or treated as a separate category. In computing descriptive statistics a common practice is to delete missing data.

For correlation matrices, it is necessary to specify listwise or pairwise deletion of missing data. If listwise deletion is specified, cases are deleted from the computation of all correlations if any of the variables is
missing. If pairwise deletion is specified, cases are deleted from the computation of only those correlations for which one or both of the variables is missing. Pairwise deletion minimizes the bias introduced by missing data, since missing values on one variable do not affect the correlations between two other variables. Listwise deletion assures the consistency of the resultant correlation matrix. (A correlation matrix is consistent if it could have resulted from a set with complete data. Consistent matrices are gramman or positive semi-definite—that is, they have no negative eigenvalues. This characteristic is essential in some multivariate procedures.) Using listwise deletion, the individual correlation coefficients may have a larger sampling variance because they are based on fewer cases and may be biased to a greater extent than in pairwise deletion. However, when all correlations are based on the same cases, any attenuation resulting from a restriction of range due to missing data on a variable applies equally to all correlations with that variable so that the relationship between correlations may be more consistent with listwise deletion. In most cases pairwise deletion is recommended if the purpose is to estimate individual correlations. Where multivariate analyses are employed, listwise deletion is generally preferable.

Occasionally, more complex methods of dealing with missing data may be desired. In analyzing the 1963 TALENT Retest data, Shaycoft (1967) employed a useful procedure for increasing the consistency of correlation matrices computed using pairwise deletion. (In this case, listwise deletion was impossible since the design was such that no case had complete data.) This procedure involves an approximation of the correlation matrix based on the principal components corresponding to the positive eigenvalues of the matrix. Eckart and Young (1936) proved that such an approximation minimizes the mean square residuals, that is, the individual correlations are changed as little as possible in producing a consistent matrix. Other techniques include estimating values for missing items on the basis of correlations with other items for which data are available, or, alternatively, reassigning the weights of the cases with missing values to other cases that are similar on the basis of other variables. (The latter procedure has been used in calculating Follow-Up Matching Weights (C) for the 11-year follow-up cases. See the discussion earlier in this chapter.) Further considerations for the treatment of missing data, particularly with respect to multiple regression analyses, may be found in Afifi and Elashoff (1967, 1969), Dagenais (1971), Guertin (1968), and Kelejian (1969).
Table 4.4
Means, Standard Deviations, and Correlation with Reading Ability for 20 Cognitive Test Scores among Males and Females in Grades 9 and 12

<table>
<thead>
<tr>
<th></th>
<th>Males ( n_g=3915 )</th>
<th>Females ( n_g=3864 )</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>S.D.</td>
</tr>
<tr>
<td></td>
<td>Grade 9</td>
<td>Grade 12</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>10.80</td>
<td>13.98</td>
</tr>
<tr>
<td>Literature</td>
<td>10.06</td>
<td>13.80</td>
</tr>
<tr>
<td>Mathematics</td>
<td>6.98</td>
<td>11.23</td>
</tr>
<tr>
<td>Physical Science</td>
<td>8.32</td>
<td>10.38</td>
</tr>
<tr>
<td>Scientific Attitude</td>
<td>5.10</td>
<td>6.54</td>
</tr>
<tr>
<td>Info. Test-Part I Total</td>
<td>118.35</td>
<td>152.94</td>
</tr>
<tr>
<td>English Total</td>
<td>72.16</td>
<td>82.36</td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td>23.99</td>
<td>32.67</td>
</tr>
<tr>
<td>Creativity</td>
<td>7.41</td>
<td>10.11</td>
</tr>
<tr>
<td>Mechanical Reasoning</td>
<td>11.00</td>
<td>13.29</td>
</tr>
<tr>
<td>Visual. in 2 Dimensions</td>
<td>12.62</td>
<td>14.49</td>
</tr>
<tr>
<td>Visual. in 3 Dimensions</td>
<td>7.92</td>
<td>9.69</td>
</tr>
<tr>
<td>Abstract Reasoning</td>
<td>7.94</td>
<td>9.47</td>
</tr>
<tr>
<td>Arithmetic Reasoning</td>
<td>7.27</td>
<td>9.78</td>
</tr>
<tr>
<td>Introductory Mathematics</td>
<td>9.20</td>
<td>12.21</td>
</tr>
<tr>
<td>Advanced Mathematics</td>
<td>2.42</td>
<td>4.50</td>
</tr>
<tr>
<td>Arithmetic Computation</td>
<td>33.68</td>
<td>40.82</td>
</tr>
<tr>
<td>Clerical Checking</td>
<td>32.43</td>
<td>38.12</td>
</tr>
<tr>
<td>Object Inspection</td>
<td>20.23</td>
<td>23.44</td>
</tr>
</tbody>
</table>

Note: Comparisons in which the discrepancy between 9th and 12th grade scores is greater than one-fourth the 9th grade value are underlined.
Differences Between Grade Cohorts: Grade Effects

The Project TALENT high school sample consists of samples from four cohorts. In 1960, all were tested simultaneously; however, they were followed up one cohort per year, so that at the time they were contacted for each follow-up, the members of all four cohorts were approximately the same age. As a result, two types of grade effects occur. The distributions of high school scores varied across grades, as a function of the experiences of the high school years, of maturation, and of the attrition of high school students over the four years. The retest of 7,500 of the 9th graders when they were in the 12th grade serves to separate these causes. Although the distributions of answers to the follow-up questions are not affected by differences in ages between the cohorts, they are affected by the occurrence of similar experiences in different years. For example, the Vietnam war draft resistance was occurring more during the five-year follow-up of 9th graders than of 12th graders, and the recession of the early 1970s had a greater effect on the responses of 1960 10th graders followed up in 1973-75 than of 1960 12th graders followed up in 1971-72.

The study of relatively rare groups in the population, such as members of particular occupations or individuals with unusual experiences, frequently requires the full power of the four cohorts of data. However, attempts to study the relations between 1960 measures and follow-up measures, combining participants across grades without correction, will introduce artifacts and extraneous sources of variance that can seriously distort the results. To indicate the magnitude of the grade effects, the means and standard deviations and correlations with reading comprehension (R250) for 20 cognitive test scores, for 9th graders and 12th graders, are given in Table 4.4. This problem can be dramatically reduced by comparing each individuals' score to the distribution of scores for his/her grade and sex. Augmented stanine scores for two of the most commonly used composite variables, socioeconomic status (P*801) and academic aptitude (C-002), are included in each masterfile. The distributions of other variables must be corrected for each project that combines data across grade cohorts.

The general criteria for selection of particular grade cohorts when the full power of the four cohorts is not needed involve (1) how the characteristics to be studied change during the high school years, (2) the particular years in which the follow-ups occurred, (3) variations in follow-up questionnaire content across grades, and (4) comparability to previous research.
Table 4.5

Effects of Schools on Standard Deviations and Correlations of Ten 1960 Variables and Five Follow-up Variables

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>Mean</strong></td>
<td>13.2</td>
<td>30.7</td>
<td>9.0</td>
<td>509.8</td>
<td>98.5</td>
<td>15.9</td>
<td>20.3</td>
<td>23.4</td>
<td>10.8</td>
<td>3.4^</td>
<td>7.1^</td>
<td>5.30</td>
<td>1.4</td>
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<td><strong>S.D.</strong></td>
<td>4.1</td>
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<td>3.6</td>
<td>127.4</td>
<td>9.8</td>
<td>7.2</td>
<td>8.4</td>
<td>17.5</td>
<td>5.3</td>
<td>2.0</td>
<td>1.8</td>
<td>3.37</td>
<td>1.2</td>
<td>1.3</td>
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<tr>
<td><strong>Pooled-within school s.d.</strong></td>
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<td>9.5</td>
<td>3.3</td>
<td>110.0</td>
<td>8.3</td>
<td>6.8</td>
<td>7.9</td>
<td>16.4</td>
<td>5.2</td>
<td>1.9</td>
<td>1.7</td>
<td>3.14</td>
<td>1.1</td>
<td>1.2</td>
</tr>
<tr>
<td><strong>Percent reduction of variance</strong></td>
<td>22</td>
<td>24</td>
<td>17</td>
<td>25</td>
<td>28</td>
<td>10</td>
<td>10</td>
<td>12</td>
<td>1</td>
<td>13</td>
<td>15</td>
<td>13</td>
<td>6</td>
<td>5</td>
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</tbody>
</table>

**Correlations**

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<td>57</td>
<td>76</td>
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<td>-03</td>
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<td>43</td>
<td>06</td>
<td>-10</td>
<td>00</td>
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<tr>
<td><strong>Reading Comprehension</strong></td>
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<td>100</td>
<td>60</td>
<td>86</td>
<td>23</td>
<td>08</td>
<td>-05</td>
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<td>07</td>
<td>-14</td>
<td>-02</td>
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<td><strong>Mathematical Reasoning</strong></td>
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<td>100</td>
<td>79</td>
<td>24</td>
<td>03</td>
<td>02</td>
<td>01</td>
<td>21</td>
<td>32</td>
<td>39</td>
<td>07</td>
<td>-03</td>
<td>00</td>
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<tr>
<td><strong>Academic Aptitude</strong></td>
<td>81</td>
<td>89</td>
<td>81</td>
<td>100</td>
<td>29</td>
<td>05</td>
<td>-04</td>
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<td>42</td>
<td>35</td>
<td>08</td>
<td>-11</td>
<td>01</td>
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<td><strong>Socioeconomic Status</strong></td>
<td>40</td>
<td>36</td>
<td>34</td>
<td>42</td>
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<td>02</td>
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<td>28</td>
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<td>05</td>
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<td>08</td>
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<tr>
<td><strong>Social Service Interest</strong></td>
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<td>-07</td>
<td>-05</td>
<td>-06</td>
<td>100</td>
<td>17</td>
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<td>15</td>
<td>00</td>
<td>-01</td>
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<tr>
<td><strong>Mechanical Interest</strong></td>
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<td>-13</td>
<td>-03</td>
<td>-13</td>
<td>-20</td>
<td>19</td>
<td>100</td>
<td>01</td>
<td>05</td>
<td>-16</td>
<td>-15</td>
<td>00</td>
<td>14</td>
<td>-02</td>
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<td><strong>Guidance Experience</strong></td>
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<td>-04</td>
<td>-01</td>
<td>00</td>
<td>14</td>
<td>15</td>
<td>-01</td>
<td>100</td>
<td>11</td>
<td>17</td>
<td>11</td>
<td>06</td>
<td>02</td>
<td>03</td>
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<tr>
<td><strong>Maturity</strong></td>
<td>20</td>
<td>19</td>
<td>18</td>
<td>22</td>
<td>12</td>
<td>14</td>
<td>01</td>
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<td>30</td>
<td>22</td>
<td>07</td>
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<tr>
<td><strong>Expected Education</strong></td>
<td>42</td>
<td>44</td>
<td>36</td>
<td>48</td>
<td>33</td>
<td>09</td>
<td>-21</td>
<td>17</td>
<td>31</td>
<td>100</td>
<td>44</td>
<td>10</td>
<td>-10</td>
<td>06</td>
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<tr>
<td><strong>Amount of Education</strong></td>
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<td>51</td>
<td>44</td>
<td>58</td>
<td>41</td>
<td>09</td>
<td>-22</td>
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<td>48</td>
<td>100</td>
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<td><strong>Wage Rate</strong></td>
<td>12</td>
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<td>11</td>
<td>12</td>
<td>12</td>
<td>-02</td>
<td>-05</td>
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<td>14</td>
<td>19</td>
<td>100</td>
<td>07</td>
<td>10</td>
</tr>
<tr>
<td><strong>Number of Children</strong></td>
<td>-15</td>
<td>-17</td>
<td>-08</td>
<td>-17</td>
<td>-15</td>
<td>02</td>
<td>17</td>
<td>00</td>
<td>-03</td>
<td>-11</td>
<td>-24</td>
<td>00</td>
<td>100</td>
<td>04</td>
</tr>
<tr>
<td><strong>Enjoyment of Work</strong></td>
<td>04</td>
<td>02</td>
<td>04</td>
<td>05</td>
<td>09</td>
<td>04</td>
<td>-02</td>
<td>05</td>
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<td>05</td>
<td>12</td>
<td>08</td>
<td>03</td>
<td>100</td>
</tr>
<tr>
<td><strong>Size of City</strong></td>
<td>11</td>
<td>11</td>
<td>06</td>
<td>11</td>
<td>15</td>
<td>04</td>
<td>-14</td>
<td>10</td>
<td>05</td>
<td>11</td>
<td>16</td>
<td>08</td>
<td>-14</td>
<td>-04</td>
</tr>
</tbody>
</table>

^a B.A. Degree = 5 for Expected Education, = 8 for Amount of Education.

^b Decimal points omitted; pooled-within school correlations are above the diagonal, total correlations below.
In addition, there are two areas in which the 9th grade cohort provides special advantage: for about 7500 members of this cohort, retest data when they were high school seniors are available; and in the eleven-year follow-up, the 9th grade special sample of nonrespondents selected for intensive follow-up included approximately 1500 extra cases of individuals who attended high schools with high percentages of ethnic minority enrollment.

The Level of Analysis: Students or High Schools

Because the 400,000 original Project TALENT participants were sampled from only 1,000 of the 20,000 high schools in the United States in 1960, the simplest unit of analysis is the school. However, most of the data, and in particular the follow-up data, have been collected for individuals and bear little direct relation to the high schools attended; therefore, most useful analyses of Project TALENT data are based on the individual participant as the unit of analysis. It would be quite difficult to analyze the vector of occupations pursued by a school's student body rather than the occupations pursued by individual Project TALENT participants.

What are the effects of using students as the unit of analysis rather than schools? First, if school effects are insignificant, there is no problem. Of the many possible forms of school effects that might occur, we consider: (1) excessive homogeneity within schools, (2) excessive heterogeneity within schools, and (3) distortions in correlations between variables within schools.

The first two of these effects have been referred to as types of "positive and negative dependency" (Glendening, 1976). In the case of Project TALENT, the first and third of these three alternatives are a threat: students who attend a particular high school, either by virtue of their natural selection into that high school or as a result of common experiences, may have less variable distributions of careers and life experiences than the population as a whole, and correlations between variables of interest to psychologists, sociologists, and economists may be distorted from the results for a random sample because of the clustering of subjects in schools. Clearly, in studies of the effectiveness of schools and programs and activities in schools, the school should be used as the unit of analysis. For other studies, covariances and variances of variables can be calculated within schools and pooled to arrive at correlations containing no mean school effects; however, that procedure may also remove sources of correlation that are not caused by school
differences but happen to be related to them. For example, if the correlation between parents' SES and one's own job status is reduced by 50% when school effects are partialed out, that could mean either that schools contributed to, that is mediated, the relation or that attendance at particular schools was a result of parents' SES levels but was otherwise unrelated to later job status. The effects of schools on variances and correlations for selected variables in Project TALENT are shown in Table 4.5. Where the differences are large, caution should be taken in the interpretation of results based on students as the unit of analysis.

The correlations that differ by as much as .10 are (1) between SES and the four cognitive scores: vocabulary, reading comprehension, mathematical reasoning, and the academic aptitude composite; and (2) between the social service interest level and the cognitive scores. In the first case, the within-school correlations are about .12 less than the total correlations; and in the second case, the within-school correlations tend to be slightly positive whereas the total correlations are slightly negative. For SES, the differences are almost exactly related to the significant restriction of range of SES and cognitive scores within schools. The explanation of the discrepancy of correlations with social service interest level is more difficult; perhaps schools which serve more academically able students tended to foster social service interests less than other schools.

None of the large differences involve follow-up variables. The average absolute deviations between the two sets of correlations is (1) for intercorrelations of 1960 variables: .050; (2) for correlations of 1960 variables with follow-up variables: .034; and (3) for intercorrelations of follow-up variables: .034. Thus, for studies using TALENT follow-up data, there do not appear to be large school effects on correlations; however, for studies which involve the relations among cognitive test scores and other 1960 measures, researchers must consider possible effects due to the sampling design, which was clustered in school units.
CHAPTER 5

ACCESS TO PROJECT TALENT INFORMATION

The data provided by the Project TALENT participants are maintained by the staff at the American Institutes for Research for use in research to add to our understanding of individual development and educational processes in American society. The Project TALENT Data Bank provides access to this national resource while maintaining the anonymity of the participants. A large portion of the research based on TALENT data has been designed and carried out by leading researchers at universities and foundations across the country. Although studies related to education and career development have been of central importance, the data are relevant to a broad range of topics spanning the social and behavioral sciences (Campbell, 1979).

In this chapter, the details of obtaining access to and using the Project TALENT data are described. In the first section, the general process of obtaining the data is described. In the second section, the categories of products and services provided by the Data Bank are described. The exact nature of the product to be provided is decided by the researcher in consultation with the Director of the Data Bank in order to assure maximum benefit at a minimum cost based on a mutual understanding of the research objectives and the details of the data available.

The third section describes the specifications for tasks to be carried out, which each researcher must submit in order to define the project. The Director of the Data Bank examines these specifications before beginning work and contacts the researcher regarding apparent ambiguities and possible improvements that would result from alterations of the specifications.

The final section provides approximate cost figures for typical Data Bank products and services. Because a large portion of these costs depend on computer production costs and these in turn depend to a great extent on the number of tape records that must be read, this section includes a description of the file structure of the Project TALENT Data Bank, so that researchers can plan from which file, or files, they wish to obtain data.

The remainder of the chapter discusses the four topics in greater detail.


Figure 5.1 Steps in the use of Project TALENT Data

TALENT DATA BANK USER

TALENT DATA BANK DIRECTOR

Ask necessary questions to outline project to be carried out.

Provide explanation on the technical data process and on the selection event alternative products.

Send a written statement of research objectives and a written specification of the products needed.

Review research objectives and specifications of products, with regard to Project TALENT participants' rights. (Allow one to three days unless complications arise.)

Send a written statement of maximum cost estimate and schedule to the user. (Allow one to five days.)

Review cost estimate and convey approval or any questions for clarification (215/544-4281).

Send a contract stating the estimated maximum cost for the services to be provided. (Allow four to six days.)

Return a signed contract with a prepayment of 25% of estimated maximum cost.

Carry out work and deliver products. (Allow ten days to two months.)

Send bill for services. (Allow two months.)

Send final payment.

Send a copy of report(s) based on the data and confirmation that any tape information provided has been destroyed.

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The Process of Obtaining the Data

The flow of typical data bank projects is shown in Figure 5.1. Lest this seem overly complex, it should be pointed out that for the researcher there are but three critical tasks: (1) providing, with advice from the Data Bank Director as needed, detailed specifications of the tasks to be performed; (2) providing for payment for the work carried out; and (3) submitting a copy of any reports based on the use of the Project TALENT data. In straightforward cases, the initial arrangements can be carried out within a two-week period, although a longer time period should be planned.

During the initial consultations, the Director of the Data Bank will suggest alternatives where appropriate and where necessary will assist the researcher in defining a project that will achieve maximum benefit from the data.

Every request for a working tape of individual Project TALENT records is reviewed for protection of the right to privacy of the TALENT participants. In cases where some of the information requested might result in a breach, a solution is developed to satisfy both the researcher's needs and the participants' rights to privacy. Under no circumstances is any information released in which responses of participants are individually identifiable.

The actual time needed for carrying out the work is dependent on both the amount of work to be done and the schedule of ongoing Project TALENT studies; it varies from a few weeks to several months. The work is carried out on a cost-reimbursable basis. Therefore the final bill will not be sent until two months after completion of work. If at any time during the project it appears that the work will cost more than budgeted, the Director of the Data Bank will discuss alternative strategies for project completion with the researcher.
Figure 5.2. A sample page from the tape documentation supplied to a Data Bank user.
Products and Services Provided

In addition to consulting on the use of Project TALENT data and providing Project TALENT publications, shown on the inside cover, the activities of the Project TALENT Data Bank primarily consist of providing summary statistics of the Project TALENT sample, providing a copy of the 11-year follow-up Public Use File, or providing specially created worktapes of individual records extracted from the Project TALENT files. Requests for data provided from individual records are carefully examined to assure that Project TALENT participants can in no way be identified from the data. For example, a request for data that included the current zip code and college attended would not be granted. While neither of these pieces of information alone would identify participants, the combination might. Instead, an agreement would be reached where the researcher would provide a one-digit code for size of city (the variable actually of interest to him), which could be substituted for zip codes.

Summary statistics are provided using standard data analysis packages (e.g., SPSS) or special-purpose programs developed by the Project TALENT programming staff for particular projects. The decision among alternative strategies is made in consultation with the user in order to minimize the cost.

The 11-year follow-up Public Use File contains data from the 1960 testing and the 11-year follow-up for 1,000 men and women from each of the four grade cohorts. The smaller sample size and self-weighted character of the Public Use subsample makes possible many exploratory and small-scale analyses that would not be feasible or cost-effective if the entire TALENT data base had to be processed.

Specially-designed worktapes are created where a larger number of cases, a particular subsample of cases (for instance, women scientists), or a particular subset of the variables (such as high school abilities and career outcomes) are needed.

Data tapes are generated in an IBM 370 environment, normally 9-track, standard label, 6400 bpi EBCDIC. Deviations from these characteristics in some cases cost no more; in other cases they may significantly increase the costs. Any tapes provided are thoroughly documented, including specification for each byte on individual records of the questionnaire item and the tape-code of each response to the item, and the codes for missing or omitted data. Figure 5.2 gives an example of tape format documentation.
### MASTERFILE

<table>
<thead>
<tr>
<th></th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
</tr>
</thead>
<tbody>
<tr>
<td>1960</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 yr.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 yr.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 yr.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### SAMPLING

- **Number:**
  - 
- **Weighting:**
  - self-weighted: 
  - provide appropriate weights: 
- **Cases to include/delete:**
  - 
- **Random sample:**
  - 
- **Systematic sample:**
  - 

### VARIABLES (Use names presented in Chapter 3 or questionnaire item numbers)

- **1960 Scores:**
  - 
- **1960 SIB Items:**
  - 
- **1 Yr. Follow-up Questions:**
  - 
- **5 Yr. Follow-up Questions:**
  - 
- **11 Yr. Follow-up Questions:**
  -

### ANALYSES (Attach Details)

- **Means and standard deviations:**
  - 
- **Frequencies:**
  - 
- **Correlations:**
  - 
- **Regression:**
  - 
- **Analysis of variance:**
  - 
- **Factor analyses:**
  - 
- **Others:**
  - 

### TAPE CHARACTERISTICS

- **Order of cases:**
  - 
- **Computer which will use tapes:**
  - 
- **Weights to include:**
  - 
- **Tracks:**
  - 
- **Density:**
  - 
- **Character Code:**
  - 
- **Labeling:**
  -

---

**Figure 5.3**

Information Required in the Specification of Data Bank Products
Consultation services rendered by the Project TALENT staff vary from the answering of detailed questions about the nature of the Project TALENT tests and questionnaires to the complete design, execution, and interpretation of the results of studies undertaken to address research questions posed by external researchers.

Specification of Products Required

An initial letter to the director of the Project TALENT Data Bank should include a brief (one- or two-paragraph) description of the research project for which the data are requested. That description will be filed for cross-referencing for future projects. It should also contain as detailed a specification as is possible of the work to be performed, including variables (see Chapter 3), samples (see Chapter 2), specific products desired (e.g., tapes, cards, printouts, analyses), and related information (see Figure 5.3). Where the researcher cannot resolve an ambiguity, the Director of the Data Bank will be glad to try to help solve the problem.

If the researcher can provide information on cost constraints, alternative specifications can be drawn up, allowing the Project TALENT staff to provide cost estimates that may aid the researcher in choosing the most cost-effective project design.

The specification process is straightforward for most projects. However, if there are complex alternatives to be considered, the Data Bank Director will expedite the choice of alternatives through telephone conversations with the researcher. Unless the project includes a component that requires further review by the Project TALENT Data Bank review committee, for which an extra week should be allowed, the specification process can usually be limited to a week of elapsed time. After a project is initiated but before any production runs are made, the Data Bank Director will send a written description of the products to be provided and will await confirmation before executing the computer runs. This assures that specifications by the researcher have been properly interpreted by the production staff.

To aid in choosing alternatives with maximal benefits for the projected costs, the researcher (or the researcher's programmer colleagues) should carefully consider the sections on data file configuration and costs.
Table 5.1  
Cost Components

<table>
<thead>
<tr>
<th>Projects Providing Summary Statistics</th>
<th>Projects Providing Worktapes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design and programming of analyses: $50 to $3,000 (approximately $25/personnel hour)</td>
<td>Review for privacy: $25 to $200</td>
</tr>
<tr>
<td>Computer costs for production: $50 to $5,000 (The cost of reading each TALENT masterfile ranges from $50 to $100, depending on the variables read.)</td>
<td>Programming of tape extractions: $50 to $500 (approximately $25/personnel hour) (approximately $20/input tape plus $4/variable extracted)</td>
</tr>
<tr>
<td>Documentation of analysis: $50 to $500</td>
<td>Computer costs for production: $50 to $5,000 (The cost of reading each TALENT masterfile ranges from $50 to $100, depending on the variables read.)</td>
</tr>
<tr>
<td>Examples:</td>
<td>Documentation of tape: $100 to $500, depending on the number of variables included. The cost is approximately $50 plus $3 for each variable.</td>
</tr>
<tr>
<td>1. Correlations among 50 variables, on one or each of two files, containing 15,000 records each: $400 or $650</td>
<td>Examples:</td>
</tr>
<tr>
<td>2. Cross-tabulations of the bivariate frequencies of one variable with 50 other variables, based on one or two files of 50,000 records: $350 or $550</td>
<td>1. Extraction of any number of cases with 50 variables, from one or two files containing 13,000 records each: $500 or $600</td>
</tr>
<tr>
<td>3. Frequency distributions of 100 cognitive scores on the 1960 variables: $125 per grade and sex</td>
<td>2. Extracting 10 variables from the records on the intersection of two, or three, masterfiles: $300 or $400</td>
</tr>
<tr>
<td>4. Factor analyses, rotations, then discriminant analyses based on largest factors, using two groups and and 25 initial variables, based on a single file of 13,000 records: $2,500</td>
<td>3. Producing worktapes for all grades and sexes, containing 100 variables each; self-weighted samples of the 11-year follow-up: $2,000</td>
</tr>
</tbody>
</table>
Costs and Contracts

AIR maintains the Project TALENT Data Bank with the goal of maximizing the production of useful results from the efforts of the hundreds of thousands of Project TALENT participants and from the research funds expended to collect and process the responses of those participants. The cost of Data Bank services are a function of personnel effort and computer utilization. At the outset of each project a cost-reimbursable contract is executed, with a clause stating a maximum estimated cost. The maximum estimated cost may be exceeded in some instances, and users are given notice of that event with the option of continuing work or receiving results of the work already completed. The components of effort and their approximate costs in 1976 are shown in Table 5.1. These costs are merely estimates, and a prospective user must request an individual estimate for her or his project. However, they do provide general guidelines for expectations of costs.
<table>
<thead>
<tr>
<th>Sample</th>
<th>Grade</th>
<th>Data Set Name</th>
<th>Number of Cases</th>
<th>Record Length</th>
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<tr>
<td>Complete Probability Sample</td>
<td>12</td>
<td>T.G12ALL</td>
<td>81,130</td>
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<tr>
<td></td>
<td>11</td>
<td>T.G11ALL</td>
<td>92,419</td>
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<tr>
<td></td>
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<td>T.G10ALL</td>
<td>99,574</td>
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<tr>
<td></td>
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<td>T.G09ALL</td>
<td>103,893</td>
<td>2383</td>
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<tr>
<td>Other Student Cases (Nonprobability)</td>
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<td>T.NPRB.ALL</td>
<td>34,360</td>
<td>2383</td>
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<tr>
<td>1-Year Follow-Up</td>
<td>12</td>
<td>T.Y01G12.V01</td>
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<tr>
<td>(Mail Respondents</td>
<td>11</td>
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<td>and Special Nonresp. Sample)</td>
<td>10</td>
<td>T.Y01G10.V01</td>
<td>44,856</td>
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<td></td>
<td>9</td>
<td>T.Y01G09.V01</td>
<td>49,793</td>
<td>1415</td>
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<td>5-Year Follow-Up</td>
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<td>and Special Nonresp. Sample)</td>
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<td>34,294</td>
<td>1680</td>
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<tr>
<td></td>
<td>9</td>
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<td>30,212</td>
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<tr>
<td>11-Year Follow-Up</td>
<td>12</td>
<td>T.Y11G12.V01</td>
<td>25,029</td>
<td>2383</td>
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<tr>
<td>(Mail Respondents</td>
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<td>2383</td>
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<tr>
<td>and Special Nonresp. Sample)</td>
<td>10</td>
<td>T.Y11G10.V01</td>
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<tr>
<td></td>
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<td>23,958</td>
<td>2383</td>
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<tr>
<td>11-Year Follow-Up Public Use Sample</td>
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</tr>
<tr>
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<td>11</td>
<td>T.Y11G11.S01</td>
<td>1,000</td>
<td>2383</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>T.Y11G10.S01</td>
<td>1,000</td>
<td>2383</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>T.Y11G09.S01</td>
<td>1,000</td>
<td>2383</td>
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<tr>
<td>Complete Follow-Up Data</td>
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<td>12,759</td>
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</tr>
<tr>
<td></td>
<td>9</td>
<td>T.G09CMP</td>
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<td>2383</td>
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<tr>
<td>Complete Data</td>
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<td>T.G12CMP.S01</td>
<td>1,000</td>
<td>2383</td>
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<tr>
<td>Self-Weighted Samples</td>
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<td>1,000</td>
<td>2383</td>
</tr>
<tr>
<td>1963 Retest (all) Cases</td>
<td>9/12</td>
<td>T.RETEST.MALES</td>
<td>4,083</td>
<td>3382</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T.RETEST.FEMALES</td>
<td>4,218</td>
<td>3382</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T.RETEST.MATCHED</td>
<td>7,542</td>
<td>4565</td>
</tr>
<tr>
<td>4% Sample with Item Data</td>
<td>all</td>
<td>T.MF04.G0001V00</td>
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</tr>
<tr>
<td>General School Characteristics</td>
<td></td>
<td>T.GSC00.G0005V00</td>
<td>1,236</td>
<td>1540</td>
</tr>
</tbody>
</table>
Data File Organization

The amount of data in the Project TALENT files is a significant parameter in the design of studies using Project TALENT. The costs for computer production runs tend to be proportional to the number of records read, so the costs of projects will be greater if more tape files must be read. Note that even if a small sample is to be drawn, the whole tape must be passed in order to assure the sample is nationally representative. Note also that records on the tapes are ordered by the "TALENT Student Code," which means that for nearly all schools in the sample, all subjects in the school are adjacent on the tape, and the schools are ordered on the basis of approximate geographic and school-type code.

The types of data on the TALENT tape files are shown in Table 5.2. There are 28 files containing only 1960 data, including 8 files not generated as of the end of 1976. In addition, there are 2 files containing data on participants tested in the ninth and again in the twelfth grades; 24 files containing follow-up responses; and a single file containing school characteristics. There are separate files that contain current names and addresses, but these are not available for uses other than future Project TALENT data collection waves. Each record on a follow-up file represents a respondent to that follow-up and includes all previously collected information for that respondent.

In addition to the files listed, three data files form closely related studies, although not in each case well-documented, could with some effort be used to supplement TALENT data. These files contain (1) test scores from 1970 testing at 10% of the Project TALENT schools (Flanagan and Jung, 1971), (2) extensive interview data of a sample of 1000 TALENT participants at age 30 (Flanagan and Russ-Eft, 1975), and (3) adapted TALENT test scores and questionnaire items for a sample of 1100 high school students in California in 1975 (Gilmartin, et al; 1976).
REFERENCES


Eckart, C., & Young, G. The approximation of one matrix by another lower rank. Psychometrika, 1936, 1, 211-218.


Glendening, L. The effects of correlated units of analysis: Choosing the appropriate unit. Paper presented at the 1976 AERA meetings.


APPENDIX A

DESCRIPTIONS OF THE 1960 TESTS
INFORMATION TEST

Part I

Screening (R-101, 12 items). This scale contains questions that are extremely simple and are basic knowledge to all elementary school children. It was designed to help in identifying mentally retarded students, others who are functionally illiterate, and those who took the test with a flippant or apathetic attitude.

Vocabulary (R-102, 21 items). This score gives some indication of the relative size of the student's general vocabulary.

Literature (R-103, 24 items). This score measures familiarity with the world of literature, including both prose and poetry. Some of the literary works on which test items are based are required reading in many schools and are on recommended reading lists in other schools. The test's broad coverage makes it likely that a student who has acquired the habit of recreational reading will score reasonably well regardless of what specific books are required reading in his or her school.

Music (R-104, 13 items). This score is intended to indicate amount of musical information, musical talent. Those who enjoy going to concerts and operas, or listening to serious music on radio or phonograph are as likely to get a good score as those having formal training in music.

Social Studies (R-105, 24 items). This scale covers facts and concepts from the fields of history, economics, government and civics, geography, and current affairs.

Mathematics (R-106, 23 items). These items are concerned with definitions, the vocabulary of mathematics, mathematical notation, other kinds of factual information, and the understanding of mathematical concepts. None of the items are covered by other tests in the battery (the Arithmetic Computation Test and the Mathematics Test).

Physical Sciences (R-107, 18 items). This scale includes items about chemistry, physics, astronomy, and other physical sciences. Many of the items cover information that might readily be acquired in other ways than through formal instruction.

Biological Sciences (R-108, 11 items). This scale includes items about botany, zoology, and microbiology. A few items about nature lore are included, though most of the items are concerned with more formal aspects of biological science.

Scientific Attitude Scale (R-109, 10 items). These items provide a subscore that should be indicative of how students view the world—whether they view it as a place where there are logical cause-and-effect relationships, or whether they regard it as a place where consequences are illogical or arbitrary.
Aeronautics and Space (R-110, 10 items). These items cover such topics as flying technique, navigation, jet planes, and space exploration. Much of the information that the student has in this area is likely to have been acquired out of school.

Electricity and Electronics (R-111, 20 items). These items stress information that is acquirable through direct experience in the construction and maintenance of electrical and electronic equipment. Students who have worked on radios, hi-fi sets, or other electronic equipment, or on mechanisms with electric motors should score well.

Mechanics (R-112, 19 items). Many of these items are concerned with automobiles; others are concerned with other common machines and tools with which people who are interested in mechanical activities are likely to be familiar. The emphasis is on information that is likely to be acquired through direct experience with tools, engines, and motors. The scores should also be influenced by the amount of experience and training in mechanics the student has had.

Farming (R-113, 12 items). These items are intended to assess the information that children who grow up on farms and ranches are likely to acquire.

Home Economics (R-114, 21 items). These items test information on cooking, sewing, caring for babies, cleaning, and other activities of a domestic nature. Students who have engaged in such activities, whether as a chore, or part-time job (e.g., babysitting), or just because they enjoy them, as well as students who have had formal instruction in home economics, should perform well on these items.

Sports (R-115, 14 items). These items are intended to measure general familiarity with a wide range of sports terms. Knowledge of specific sports figures is not required.

Part II

Art (R,K-131, 12 items). This scale measures general knowledge about art, but does not cover technical knowledge relating to proficiency as an artist. It includes items about well known artists and art works, as well as artist's materials.

Law (R,K-132, 9 items). The items in this scale relate to general knowledge about law that can be acquired through books or news reports concerning legal affairs.

Health (R,K-133, 9 items). This scale includes items relating to practical health maintenance and nutrition, and to relatively common health care techniques.

Engineering (R,K-134, 6 items). These items deal with common engineering tools and applied engineering principles.

Architecture (R,K-135, 6 items). These items focus on architectural styles, asking students to define the styles associated with specific building characteristics.

A-3
Journalism (R,K-136, 3 items). This scale covers basic knowledge relating to newspaper journalism.

Foreign Travel (R,K-137, 5 items). The items in this scale deal with characteristics of foreign countries likely to be familiar to those who have visited there or read about them.

Military (R,K-138, 7 items). This scale deals with various branches of the armed services and the ranks associated with each.

Accounting, Business, Sales (R,K-139, 10 items). This scale focuses on knowledge about finance and business occupations.

Practical Knowledge (R,K-140, 4 items). The items in this scale draw upon knowledge of basic civic services such as postal services and traffic signs.

Clerical (R,K-141, 3 items). These assess the students' familiarity with typing, shorthand, and correspondence.

Bible (R,K-142, 15 items). General knowledge about the characters and teachings in the Bible are covered by these questions.

Colors (R,K-143, 3 items). These items deal with the composition of non-primary colors.

Etiquette (R,K-144, 2 items). This scale assesses the student's awareness of social conventions.

Hunting (R,K-145 5 items). These items deal primarily with hunting terms.

Fishing (R,K-146, 5 items). These items deal primarily with knowledge of fishing equipment.

Outdoor Activities (R,K-147, 9 items). This scale assesses students' practical knowledge relating to swimming, boating, and camping.

Photography (R,K-148, 3 items). These items deal with photographic equipment and the mechanics of photography.

Games (sedentary). (R,K-149, 5 items.) The items in this scale relate to standard table games, such as chess or card games, and require a basic knowledge of how each is played.

Theater and Ballet (R,K-150, 8 items). These items deal primarily with theater and ballet terms.

Foods (R,K-151, 4 items). The items in this scale require a knowledge about various kinds of foods, including some foreign as well as domestic dishes.
Vocabulary (R,K-162 items). This scale overlaps several of the other scales in this part of the test. It is comprised of selected items requiring knowledge of the definitions of non-technical words.

Language Aptitude and Ability Tests

Memory for Sentences (R-211, 16 items). This score assesses one particular kind of memory—the ability to memorize simple descriptive statements and to recall a missing word when the rest of the sentence is provided sometime later.

Memory for Words (R-212, 24 items). The purpose of this test is to measure another type of rote memory—the ability to memorize foreign words corresponding to common English words.

Disguised Words (R-220, 30 items). This score indicates the ability to form connections between letters and sounds. This is believed to be related to the ability to puzzle out from context and appearance the meaning of a word that is reminiscent of a familiar English word.

English Test. The purpose of this test is to measure ability to express oneself adequately in English. A total score and five separate subscores are reported: Spelling, Capitalization, Punctuation, English Usage, and Effective Expression.

Spelling (R-231, 16 items). This score is intended to indicate ability to spell—not size of vocabulary. Students who do not have especially large vocabularies, but who are able to spell most of the words they have encountered should score well.

Capitalization (R-232, 33 items). This score indicates degree of mastery of the rules of capitalization.

Punctuation (R-223, 27 items). This test is designed to measure knowledge of the appropriate use of standard punctuation marks. Emphasis is placed on whether the student has mastered the concept of what constitutes a sentence.

English Usage (R-234, 25 items). This score measures knowledge of preferred usage.

Effective Expression (R-235, 12 items). This score measures the ability to recognize whether an idea has been expressed clearly, concisely, and smoothly.

Word Function in Sentences (R-240, 24 items). This test is intended to measure the student's sensitivity to grammatical structure. The fact that the terminology of grammar is not used at all in the test
helps reduce the effects of formal training to a minimum. To score well, one must understand sentence structure and be able to recognize the function of each word or phrase in the sentence. This ability is probably related to the ability to learn formal rules of English grammar.

Reading Comprehension (R-250, 48 items). The purpose of this test is to measure the ability to comprehend written materials. The test includes passages on a wide range of topics. The student reads each passage and then answers a number of questions about it, referring back to the passage at will. The items are designed not to be answerable without reading the passage. The skills measured by this test are a good predictor of school success in an academic or liberal arts curriculum.

Complex Intellectual Aptitude Tests

Creativity (R-260, 20 items). The purpose of this test is to measure the ability to find ingenious solutions to a variety of practical problems. Items on this test require the student to generate tentative solutions and match them to multiple-choice alternatives indicated by a single letter of the solution word.

Mechanical Reasoning (R-270, 20 items). The purpose of this test is to measure the ability to deduce the effects of the operation of everyday physical forces (such as gravity) and basic kinds of mechanisms (such as gears, pulleys, wheels, springs, and levers).

Abstract Reasoning (R-290, 15 items). This is a non-verbal test designed to measure the ability to determine a logical relationship or progression among the elements of a complex pattern and to apply this relationship to identify an element that belongs in a specified position in a pattern.

Visualization Tests

The general purpose of these tests is to measure spatial visualization.

Visualization in Two Dimensions (R-281, 24 items). This test measures the ability to visualize how diagrams would look after being turned around on a flat surface, in contrast to the way they would look after being turned over.

Visualization in Three Dimensions (R-282, 16 items). This test measures the ability to visualize how a two dimensional figure would look after it had been folded to make a three-dimensional figure.
Mathematics Test

The mathematics test has three parts. It yields a total of six scores, one score for each part and composite scores for Parts I and II, Parts II and III, and Parts I, II, and III.

Mathematics Part I (Arithmetic Reasoning) (R-311, 16 items). This test is designed to measure the ability to reason in the manner required to solve arithmetic problems. Computation, except at the very simplest level, is excluded from the test.

Mathematics Part II (Introductory High School Math) (R-312, 24 items). The purpose of this subtest is to measure achievement in all kinds of mathematics generally taught up to and including 9th grade, with the exception of the areas covered in the Arithmetic Computation Test and in Mathematics Part I (Arithmetic Reasoning). The primary emphasis of this test is on elementary algebra; other topics include fractions, decimals, percents, square roots, intuitive geometry, and elementary measurement formulas. While the topics covered are taught in Grade 9 or earlier in most schools, curricula differ considerably in regard to grade placement of various topics.

Mathematics Part III (Advanced High School Math) (R-333, 14 items). This subtest covers topics normally taught in Grades 10-12 in college-preparatory courses. The items are intended primarily to test understanding and application of basic concepts and methods rather than rote memory. The topics covered are plane geometry, solid geometry, algebra, trigonometry, elements of analytic geometry, and introductory calculus. It should be noted that some of these subjects are not offered in most high schools. However, students who have successfully completed college preparatory mathematics beyond the Grade 9 level should be able to score well.

Clerical and Perceptual Aptitudes Tests

Arithmetic Computation (R, A, F, P-410, 72 items). The purpose of this test is to measure speed and accuracy of computation. The test is limited to the four basic operations (addition, subtraction, multiplication, and division) and to whole numbers.

Table Reading (R, A, F, P-420, 72 items). The purpose of this test is to measure speed and accuracy in a non-computational clerical task, involving obtaining information from tables. This kind of clerical aptitude is somewhat more complex than that measured by the Clerical Checking Test described below.

Clerical Checking (R, A, F, P-430, 74 items). This test is designed to measure speed and accuracy of perception in a simple clerical task. The test involves comparing pairs of names to determine whether they are identical.
Object Inspection (R, A, F, P-440, 40 items). The purpose of this test is to measure speed and accuracy in perception of form. More specifically, the test is intended to measure the ability to spot differences in small objects quickly and accurately when comparing them visually.
APPENDIX B

THE STUDENT INFORMATION BLANK
A. Very often
B. Often
C. Occasionally
D. Rarely
E. Never

14. Drawing, painting, sculpting, or decorating
15. Acting, singing, or dancing for a public performance
16. Collecting stamps, coins, rock, minerals, etc.
17. Building model airplanes, ships, trains, cars, etc.
18. Working with photographic equipment (like not including taking occasional snapshots)
19. Making jewelry, pottery, or needlecraft
20. Making or repairing electrical or electronic equipment
21. Cabinetmaking or woodworking
22. Metalworking
23. Mechanics, auto repair
24. Rafting, canoeing for animals or pets
25. Sewing, knitting, crocheting, or embroidery
26. Cooking
27. Playing basketball, football, or baseball
28. Gardening, raising flowers or growing vegetables
29. Hunting or fishing

Items 30-33. How often have you done any one or more of the following in the past 3 years? Mark your answers as follows (447-450)

A. Very often
B. Often
C. Occasionally
D. Rarely
E. Only once
F. Never

30. Attending concerts, lectures, plays (not motion pictures), ballet, visiting art galleries or museums
31. Playing golf or tennis; swimming
32. Playing hockey, lacrosse, or handball; boxing, wrestling, track, field events
33. Going bicycling, ice skating, skiing, canoeing, horseback riding

Work
34. On the job, do you earn money doing chores around the home? (449.450)
A. None
B. One or two
C. Three times
D. Four times
E. A plan is in the last three years
F. Two or more times

35. How old were you when you first started earning money? Do not count money earned for doing chores around your own house. (452.453)
A. I have not done this.
B. 10 or younger
C. 11 or 12
D. 13 or 14
E. 15 or 16
F. 17 or older

36. How many summers have you had a regular job for which you were paid? Do not count money earned for doing chores around your own home. (453)
A. None
B. One
C. Two
D. Three
E. Four
F. Five or more

37. During the school year, about how many hours a week do you work for pay? Do not include chores done around your own home. (454)
A. None
B. About 5 hours
C. About 10 hours
D. About 15 hours
E. About 20 hours
F. About 25 hours or more

Items 38-41. How often have you done each of the following of the past 3 years? Mark your answers as follows (454-457)

A. Very often
B. Often
C. Occasionally
D. Rarely
E. Only once
F. Never

38. Delivering newspapers, baby-sitting, mowing lawns, house cleaning, etc.
39. Clerical work, typing, stenog. etc.
40. Farm work or orchard work
41. Assist in a science laboratory
42. Factory work
43. Retail store work; stock clerk, delivery, cleanup, etc.
44. Sales work
45. Camp counselor
46. Other work for pay

Items 42-45. What percent of your spending money comes from each of these sources? Choose the best answer for each. Mark your answers as follows (444-447)

A. 0 per cent
B. 10 per cent
C. 20 per cent
D. 30 per cent
E. 40 per cent
F. 50 per cent

47. Regular allowance
48. From family, as I need it
49. From a job
50. Some other source

Continue on Answer Sheet, B, Side 1.
Social

51. How old were you when you first went out on a date?
   A. Never been on a date.
   B. 12 or younger.
   C. 13 or 14.
   D. 15.
   E. 16.
   F. 17 or older.

52. On the average, how many dates do you have in a week?
   A. Never been on a date.
   B. About 1.
   C. About 2.
   D. About 3.
   E. About 4 or 5.
   F. About 6 or 7.

53. During the school year, on what days are you usually permitted to go out in the evening for fun (family or friends after school)?
   A. Saturdays.
   B. Fridays and Saturdays.
   C. Tuesdays.
   D. Thursdays.
   E. Tuesdays and Thursdays.
   F. No days after school.

54. How many times have you gone "steady" in the past three years?
   A. Never.
   B. Once.
   C. Twice.
   D. Three.
   E. Four times.
   F. Five or more times.

55. How many times a week do you usually go out for fun and recreation?
   A. Less than one time.
   B. One.
   C. Two.
   D. Three.
   E. Four or five.
   F. Six or seven.

Reading

56. How many books have you read (not including those required for school) in the past 12 months? Don't count magazines or comic books.
   A. None.
   B. 1 to 5.
   C. 6 to 10.
   D. 11 to 15.
   E. 16 to 20.
   F. 21 or more.

Items 57-64. How many books or magazines have you read in each of the following groups (not including those required for school) in the past 12 months? Mark your answers as follows: (byte 476 - 481)

65. Western stories, adventure stories, or mystery stories (not comic books).
   A. Never.
   B. Once.
   C. 2.
   D. 3.
   E. 4.
   F. 5 or more.

66. Science fiction books or magazines (not comic books).
   A. Never.
   B. Once.
   C. 2.
   D. 3.
   E. 4.
   F. 5 or more.

   A. Never.
   B. Once.
   C. 2.
   D. 3.
   E. 4.
   F. 5 or more.

68. Plays, poetry, essays, literary criticism, or classics.
   A. Never.
   B. Once.
   C. 2.
   D. 3.
   E. 4.
   F. 5 or more.

69. Politics, world affairs, biography, autobiography, historical novels.
   A. Never.
   B. Once.
   C. 2.
   D. 3.
   E. 4.
   F. 5 or more.

70. Religious books or magazines.
   A. Never.
   B. Once.
   C. 2.
   D. 3.
   E. 4.
   F. 5 or more.

71. Comic books.
   A. Never.
   B. Once.
   C. 2.
   D. 3.
   E. 4.
   F. 5 or more.

72. Love stories.
   A. Never.
   B. Once.
   C. 2.
   D. 3.
   E. 4.
   F. 5 or more.

73. During the school year, on what days are you usually permitted to go out in the evening for fun (family or friends after school)?
   A. Saturdays only.
   B. Fridays and Saturdays only.
   C. Tuesdays.
   D. Thursdays.
   E. Tuesdays and Thursdays.
   F. No days after school.

74. How many times have you gone "steady" in the past three years?
   A. Never.
   B. Once.
   C. Twice.
   D. Three.
   E. Four times.
   F. Five or more times.

75. How many times a week do you usually go out for fun and recreation?
   A. Less than one time.
   B. One.
   C. Two.
   D. Three.
   E. Four.
   F. Five or more times.

76. How many books have you read (not including those required for school) in the past 12 months? Don't count magazines or comic books.
   A. None.
   B. 1 to 5.
   C. 6 to 10.
   D. 11 to 15.
   E. 16 to 20.
   F. 21 or more.

77. Western stories, adventure stories, or mystery stories (not comic books).
   A. Never.
   B. Once.
   C. 2.
   D. 3.
   E. 4.
   F. 5 or more.

78. Science fiction books or magazines (not comic books).
   A. Never.
   B. Once.
   C. 2.
   D. 3.
   E. 4.
   F. 5 or more.

   A. Never.
   B. Once.
   C. 2.
   D. 3.
   E. 4.
   F. 5 or more.

80. Plays, poetry, essays, literary criticism, or classics.
   A. Never.
   B. Once.
   C. 2.
   D. 3.
   E. 4.
   F. 5 or more.

81. Politics, world affairs, biography, autobiography, historical novels.
   A. Never.
   B. Once.
   C. 2.
   D. 3.
   E. 4.
   F. 5 or more.

82. Religious books or magazines.
   A. Never.
   B. Once.
   C. 2.
   D. 3.
   E. 4.
   F. 5 or more.

83. Comic books.
   A. Never.
   B. Once.
   C. 2.
   D. 3.
   E. 4.
   F. 5 or more.

84. Love stories.
   A. Never.
   B. Once.
   C. 2.
   D. 3.
   E. 4.
   F. 5 or more.

Mark your choices as follows: (byte 476 - 481)

94. How old were you when you started the first grade?
   A. 4 years old or younger.
   B. 5 years old.
   C. 6 years old.
   D. 7 years old.
   E. 8 years old.
   F. 9 years old or older.

95. Since you started the first grade, how many fall semesters of school have you missed?
   A. None.
   B. One semester.
   C. Two semesters.
   D. Three semesters.
   E. Four semesters.
   F. Five semesters or more.

96. Your family has always been able to pay for your college education?
   A. Yes.
   B. No.
   C. Partially.

97. On the average, how many hours do you study each week? Include study periods in school as well as studying done at home.
   A. None.
   B. About 1 - 4 hours per week.
   C. About 5 - 9 hours per week.
   D. About 10 - 14 hours per week.
   E. About 15 - 19 hours per week.
   F. About 20 or more hours per week.

Items 88-104. Starting with courses taken in the ninth grade, how many semesters (half-years) of each of the following kinds of courses have you taken? Include those which you are taking now. Mark your answers as follows:

98. Science courses (biology, chemistry, general science, physics, etc.).
   A. None.
   B. One.
   C. Two.
   D. Three.
   E. Four.
   F. Five or more.

99. Foreign languages (French, German, Spanish, Latin, etc.).
   A. None.
   B. One.
   C. Two.
   D. Three.
   E. Four.
   F. Six.

100. Social studies (history, civics, government, economics).
     A. None.
     B. One.
     C. Two.
     D. Three.
     E. Four.
     F. Five or more.

101. English courses (grammar, composition, literature, etc.).
     A. None.
     B. One.
     C. Two.
     D. Three.
     E. Four.
     F. Six.

102. Business or commercial courses (typing, bookkeeping, shorthand, business law, commercial arithmetic, etc.).
     A. None.
     B. One.
     C. Two.
     D. Three.
     E. Four.
     F. Six.

103. Vocational, shop, or agricultural courses.
     A. None.
     B. One.
     C. Two.
     D. Three.
     E. Four.
     F. Six.

104. Mathematics courses (algebra, geometry, trigonometry, etc.).
     A. None.
     B. One.
     C. Two.
     D. Three.
     E. Four.
     F. Six.
105. Has calculus been included in any mathematics course you have ever taken, or are you taking now? (Circle one) [Bye 56]
   A. Yes, for a period of at least 2 weeks, [Bye 56]
   B. Yes, for a period of at least 1 month, [Bye 56]
   C. Yes, for a period of at least 3 months. [Bye 56]
   D. Yes, for a period of at least 6 months. [Bye 56]
   E. Yes, for an entire school year. [Bye 56]

110. Are you planning to continue your education beyond high school? [Bye 56]
   A. Planning to attend college, university, or technical school. [Bye 56]
   B. Planning to enter a trade or vocational school. [Bye 56]
   C. Planning to enter military service. [Bye 56]
   D. Planning to enter a professional school. [Bye 56]
   E. Planning to enter a business or technical institute. [Bye 56]

113. Does your father work for any of the following companies? [Bye 56]
   A. No. [Bye 57]
   B. Yes, but I don't know which one. [Bye 57]
   C. Yes, I know his name, but I don't know which one. [Bye 57]

117. Your father or mother has been married more than once? [Bye 56]
   A. Yes, but I don't know how many times. [Bye 56]
   B. Yes, I know the exact number. [Bye 56]

122. Father [Bye 56]
   A. None. [Bye 56]
   B. One. [Bye 56]
   C. Two. [Bye 56]
   D. Three. [Bye 56]
   E. Four. [Bye 56]

123. Mother [Bye 56]
   A. None. [Bye 56]
   B. One. [Bye 56]
   C. Two. [Bye 56]
   D. Three. [Bye 56]
   E. Four. [Bye 56]

124. Are you the only child of your parents? [Bye 56]
   A. Yes. [Bye 56]
   B. No. [Bye 56]

125. Are you the only child of your parents? [Bye 56]
   A. Yes. [Bye 56]
   B. No. [Bye 56]

130. Do you think your parents would approve of this interview? [Bye 56]
   A. Yes. [Bye 56]
   B. No. [Bye 56]

131. Do you think your parents would approve of this interview? [Bye 56]
   A. Yes. [Bye 56]
   B. No. [Bye 56]

134. What is your father's occupation? [Bye 56]
   A. Doctor. [Bye 56]
   B. Lawyer. [Bye 56]
   C. Engineer. [Bye 56]
   D. Teacher. [Bye 56]
   E. Farmer. [Bye 56]

135. What is your mother's occupation? [Bye 56]
   A. Doctor. [Bye 56]
   B. Lawyer. [Bye 56]
   C. Engineer. [Bye 56]
   D. Teacher. [Bye 56]
   E. Farmer. [Bye 56]

136. What is your father's occupation? [Bye 56]
   A. Doctor. [Bye 56]
   B. Lawyer. [Bye 56]
   C. Engineer. [Bye 56]
   D. Teacher. [Bye 56]
   E. Farmer. [Bye 56]
167. Which of the following best describes the community in which you live just before moving to this community? (Bye 542)

C. Mobile home park
D. Suburban area
E. Small city
F. Rural area

168. Which of the following best describes your family's finances? (Bye 547)

A. Barely able to make a living
B. Have the necessaries
C. Comfortable
D. Well-to-do
E. Extremely wealthy

170. Which of the following best describes the building in which you live? (Bye 547)

A. A one-family house
B. A house of a family
C. A large apartment house (3 or 4 families)
D. A house of a family (5 families or more)
E. A rooming house, hotel, or trailer
F. None of the above

171. If your family is renting your home or the place where you live, about how much are they paying each month? (Bye 549)

A. Less than $60
B. $60 to $90
C. $90 to $120
D. $120 to $150
E. $150 to $180
F. $180 and over

174. Which of the following best describes your family's interests? (Bye 549)

A. Reading
B. Music
C. Traveling
D. Sports
E. Socializing
F. None of the above

175. From which of the following sources do your family get most of its income? (Bye 549)

A. Professional fees
B. Business profits (including profits from a farm)
C. Fixed salary (paid on a weekly, monthly, or yearly basis)
D. Wages (paid on an hourly or daily basis, and depending on the number of hours worked)
E. Commissions or royalties
F. Other source, not mentioned above

176. How many books are in your home? (Bye 573)

A. None
B. A few books (1-23)
C. One bookcase full (24-100)
D. Two or more bookcases full (101-250)
E. Three or four bookcases full (251-500)
F. A room full—a library (501 or more)

177. How many of the following kinds of magazines do you get regularly at home? (Bye 575)

A. None
B. One
C. Two
D. Three
E. Four
F. Five or more

178. Ladies' magazines, homemaking magazines, or fashion magazines (such as Ladies' Home Journal, McCall's, Redbook, Cosmopolitan, Better Homes and Gardens, Good Housekeeping, House Beautiful, etc.)

A. None
B. One
C. Two
D. Three
E. Four
F. Five or more

179. Men's magazines or sports magazines (such as Sports Afield, Sports Illustrated, Field and Stream, Esquire, Argosy, Time, etc.)

A. None
B. One
C. Two
D. Three
E. Four
F. Five or more

180. Movie magazines, life stories, detective magazines (such as Modern Screen, Photoplay, Silver Screen, True Story, Trueheart Stories, True Romance, Real Detective, Official Detective Stories, True Detective, etc.)

A. None
B. One
C. Two
D. Three
E. Four
F. Five or more

181. Telephone, television set, radio, phonograph

A. None
B. One
C. Two
D. Three
E. Four
F. Five or more

182. Steeling, oakiffering, paintings, tapestries, wall-to-wall carpeting, ceiling to floor draperies

A. None
B. One
C. Two
D. Three
E. Four
F. Five or more

183. Musical instruments, hi-fi or stereophonic set, classical records, art equipment, photo-developing equipment

A. None
B. One
C. Two
D. Three
E. Four
F. Five or more

184. Tennis racket, golf clubs, hunting equipment, ski, fishing equipment

A. None
B. One
C. Two
D. Three
E. Four
F. Five

185. A room of your own, own study desk, typewriter

A. None
B. One
C. Two
D. Three

186. How many tools do you have in your home? (Bye 591)

A. None
B. One
C. Two
D. Three
E. Four
F. Five or more

187. How many of the following do you get regularly at home? (Bye 591)

A. None
B. One
C. Two
D. Three
E. Four
F. Five or more

188. What is your family's income? (Bye 592)

A. $5,000 or less
B. $5,000 to $10,000
C. $10,000 to $15,000
D. $15,000 to $20,000
E. $20,000 or more
F. We are renting our home.

189. What is the age of each member of your family? (Bye 593)

A. Under 6 years
B. 6 to 10 years
C. 11 to 15 years
D. 16 to 19 years
E. 20 years or over
F. None

190. How many of your family's members are employed? (Bye 593)

A. None
B. One
C. Two
D. Three
E. Four
F. Five or more

191. How many of your family's members are school age? (Bye 593)

A. None
B. One
C. Two
D. Three
E. Four
F. Five or more

192. What kind of work is your family engaged in? (Bye 593)

A. Business
B. Professional
C. Clerical
D. Farm
E. Labor
F. None

193. What is the average income of your family? (Bye 593)

A. Less than $1,000
B. $1,000 to $2,000
C. $2,000 to $3,000
D. $3,000 to $4,000
E. $4,000 to $5,000
F. $5,000 or more

194. How many of your family's members are in school? (Bye 593)

A. None
B. One
C. Two
D. Three
E. Four
F. Five or more

195. What is the age of your family's oldest member? (Bye 593)

A. Under 6 years
B. 6 to 10 years
C. 11 to 15 years
D. 16 to 19 years
E. 20 years or over
F. None

196. What is the age of your family's youngest member? (Bye 593)

A. Under 6 years
B. 6 to 10 years
C. 11 to 15 years
D. 16 to 19 years
E. 20 years or over
F. None

197. What kind of work is your family engaged in? (Bye 593)

A. Business
B. Professional
C. Clerical
D. Farm
E. Labor
F. None
The next questions are about education after high school. Education after high school can be any one of the following:

Vocational Schools: such as schools for barbers, beauticians, electricians, mechanics, technicians, etc. The program may last from a few months to two or three years. Although these schools are sometimes called a college, for the purpose of this questionnaire think of them as Vocational Schools.

Business or Commercial Schools: such as secretarial, stenotyping, or bookkeeping schools. The program may last from a few months to two or three years. Although these schools are sometimes called a college, for the purpose of this questionnaire think of them as Business or Commercial Schools.

Junior College: A two year college program

Four-year College - has programs leading to a degree, such as Bachelor of Arts, Bachelor of Science, Bachelor of Engineering, etc.

201. How many of your brothers or sisters dropped out of high school without graduating?
202. How many of your brothers or sisters have ever attended a vocational school?
203. How many of your brothers or sisters have ever attended a business or commercial school?
204. How many of your brothers or sisters have ever attended a junior college?
205. How many of your brothers or sisters have ever attended a four-year college?

Go on to the next page.

Directions: The questions in this part are similar to those in some of the earlier parts. Answer each question sincerely and truthfully. Each question has one answer and only one answer.

Some of these questions are again about your parents or the heads of your household. If you live in an institution, skip to question 201. Now, go ahead and answer the questions.

206. Which one of the following comes closest to describing the work your father (or the male head of your household) does? Mark only one answer. If he works on more than one job, mark the one on which he spends most of his time. If he is now out of work, in the blank write down the one that he did last. (Byes 206-209)

2. A. Farm or ranch owner and manager
3. B. Farm or ranch foreman
4. C. Farm or ranch worker
5. D. Workman or fakers—such as factory or mine worker, fisherman, filling station attendant, boiler operator, etc.
6. E. Private household worker—such as a servant, butler, etc.
7. F. Protective service worker—such as policeman, detective, sheriff, freeman
8. G. Service worker—such as barber, beautician, waiter, etc.
9. H. Semi-skilled worker—such as factory machine operator, bus or cab driver, meat cutter, etc.
10. I. Skilled worker or foreman—such as a baker, carpenter, electrician, colored man in the armed forces, mechanic, plumber, plasterer, welder, foreman in a factory or mine (but not on a farm), etc.
11. J. Clerical worker—such as bookkeeper, stockkeeper, salesclerk, office clerk, mail carrier, messenger, etc.
12. K. Salesman—or as real estate or insurance salesman, factory representative, etc.
13. L. Manager—such as sales manager, store manager, office manager, business manager, factory superintendent, etc.
14. M. Official—such as manufacturer, officer, officer of a large company, banker, government official or inspector, etc.
15. N. Proprietor or owner—such as owner of a small business, wholesaler, retailer, owner, restaurateur, etc.
16. O. Professional—or an architect, artist, clergyman, dentist, engineer, lawyer, librarian, scientist, etc.
17. P. Technical—or as draftsman, surveyor, medical or dental technician, etc.
18. Q. I don't know.

207. If your father (or the male head of your household) has a professional or technical occupation (that is, if you marked O or P in the preceding question), answer this question. If your father does not have a professional or technical occupation, mark A on your answer sheet and go on to the next question. What one of the following professional or technical occupations comes closest to describing your father's occupation? (Byes 210-211)

2. A. My father has no occupation other than professional or technical
3. B. Accountant or auditor
4. C. Active, inactive, entertain
5. D. Architect
6. E. Armed forces officer
7. F. Artist, designer, sculptor
8. G. Biological scientist
9. H. Chemist
10. I. College administrator
11. J. Clerkship
12. K. Dentist
13. L. Draftsman
14. M. Economist
15. N. Editor or reporter
16. O. Elected or appointed officer—mayor, senator, judge, etc.
17. P. Engineer—aeronautical, civil, chemical, electrical, mechanical, etc.
18. Q. Lawyer (not elected or appointed official)
19. R. Librarian
20. S. Mathematician
21. T. Nurse
22. U. Optometrist, orthopedist, optometrist, etc.
23. V. Physician or surgeon
24. W. Physicist
25. X. Psychologist
26. Y. Sociologist
27. Z. Social or welfare worker

208. Which one of the following comes closest to describing the work of your mother (or the female head of your household)? Mark only one answer. If she does not work, count only the outside work. If she works on more than one job, mark the one that she did last. (Byes 212-213)

2. A. Housewife only, she has not worked for pay in the last three years
3. B. Farm or ranch owner and manager
4. C. Factory or machine operator
5. D. Workman or fakers—such as carpenter, mechanic, electrician, colored man in the armed forces, plumber, electrician, etc.
6. E. Private household worker—such as housekeeper, maid, laundress, etc.
7. F. Protective service worker—such as policeman, etc.
8. G. Service worker—such as beautician, waiter, etc.
9. H. Semi-skilled worker—such as factory machine operator, etc.
10. I. Skilled worker or foreman—such as baker, carpenter, electrician, colored man in the armed forces, plumber, mechanic, etc.
11. J. Clerical worker—such as bookkeeper, secretary, typist, salesclerk, stove clerk, etc.
12. K. Salesman—or as real estate or insurance salesman, factory representative, etc.
13. L. Manager—such as sales manager, store manager, office manager, business manager, factory superintendent, etc.
14. M. Official—such as manufacturer, officer of a large company, banker, government official or inspector, etc.
15. N. Proprietor or owner—such as owner of a small business, wholesaler, retailer, restaurateur, etc.
16. O. Professional—or an architect, artist, clergyman, dentist, engineer, lawyer, librarian, scientist, etc.
17. P. Technical—or as draftsman, surveyor, medical or dental technician, etc.
18. Q. I don't know.
### 210. In which of the following programs do you expect to specialize in college? Mark one of these even if you have not definitely made up your mind.

| A. I do not expect to attend college. |
| B. Biological sciences (botany, physiology, zoology). |
| C. Physical sciences (chemistry, geology, physics, astronomy). |
| D. Engineering. |
| E. Mathematics. |
| F. Pre-medical. |
| G. Pre-dental. |
| H. Pre-law. |
| I. Business administration. |
| J. Education. |
| K. Sociology or psychology. |
| L. Political science or economics. |
| M. Foreign languages. |
| N. Other liberal arts (philosophy, literature, history, etc.). |
| O. Fine arts (music, art, ballet, etc.). |
| P. Agriculture. |
| Q. Nursing. |
| R. Home economics. |
| S. Pre-engineering. |
| T. Journalism. |
| U. A program not listed above. |
| V. I have no plans regarding college programs. |

Go on to the next page.

### 211a. In the following list of occupations, mark the one occupation you expect to make your career after you have completed your education. If your choice is not on the list, mark the one that is closest to it. Mark one of these even if you have not definitely made up your mind.

| A. Accountant. |
| B. Biological scientist (biologist, botanist, zoologist, etc.). |
| C. College professor. |
| D. Dentist. |
| E. Engineer (mechanical, civil, chemical, etc.). |
| F. Elementary school teacher. |
| G. High school teacher. |
| H. Lawyer. |
| I. Mathematician. |
| J. Pharmacist. |
| K. Clergyman (minister, priest, rabbi, etc.). |
| L. Physical scientist (chemist, geologist, physicist, astronomer, etc.). |
| M. Physician. |
| N. Political scientist or economist. |
| O. Social worker. |
| P. Sociologist or psychologist. |
| Q. Armed forces officer. |
| R. Artist or entertainer. |
| S. Businessman. |
| T. Craftsperson. |
| U. Engineering or scientific aide. |
| V. Engineer. |
| W. Medical or dental technician. |
| X. Nurse. |
| Y. Pilot, airplane. |
| Z. Policeman or fireman. |
| AA. Secretary, office clerk or typist. |
| BB. Writer. |
| CC. Bartender or barmaid. |
| DD. Enlisted man in the armed forces. |
| EE. Farmer. |
| FF. Housewife. |
| GG. Salesman or saleswoman. |
| HH. Skilled worker (electrician, machinist, plumber, etc.). |
| II. Structural worker (bricklayer, carpenter, painter, paperhanger, etc.). |
| JJ. Some other occupation different from any above. |

Go on to the next page.

### 211b. Alternative coding of 211a:

- Define the first 2 digits of the following alternative 3-digit career code. (Bye 14 61a-61b)

| A. Accountant. |
| B. Biological scientist (biologist, botanist, zoologist, etc.). |
| C. College professor. |
| D. Dentist. |
| E. Engineer (mechanical, civil, chemical, etc.). |
| F. Elementary school teacher. |
| G. High school teacher. |
| H. Lawyer. |
| I. Mathematician. |
| J. Pharmacist. |
| K. Clergyman (minister, priest, rabbi, etc.). |
| L. Physical scientist (chemist, geologist, physicist, astronomer, etc.). |
| M. Physician. |
| N. Political scientist or economist. |
| O. Social worker. |
| P. Sociologist or psychologist. |
| Q. Armed forces officer. |
| R. Artist or entertainer. |
| S. Businessman. |
| T. Craftsperson. |
| U. Engineering or scientific aide. |
| V. Engineer. |
| W. Medical or dental technician. |
| X. Nurse. |
| Y. Pilot, airplane. |
| Z. Policeman or fireman. |
| AA. Secretary, office clerk or typist. |
| BB. Writer. |
| CC. Bartender or barmaid. |
| DD. Enlisted man in the armed forces. |
| EE. Farmer. |
| FF. Housewife. |
| GG. Salesman or saleswoman. |
| HH. Skilled worker (electrician, machinist, plumber, etc.). |
| II. Structural worker (bricklayer, carpenter, painter, paperhanger, etc.). |
| JJ. Some other occupation different from any above. |

Go on to the next page.
221. What is the total number of living children in your family? Include: yourself, together with all full brothers and sisters, half-brothers and sisters, stepbrothers and sisters, and foster brothers and sisters. Include those not now living in your house. (Bytes 659-660)

222. How many of your brothers, half-brothers, foster brothers, or stepbrothers are older than you? Do not count your own twin brother. (Bytes 681-682)

223. How many rooms are in your house? Count all rooms; bedrooms, bathrooms, kitchen, living room, dining room, recitation room, enclosed porch, etc. (Bytes 687-688)

224. Where did you live just before moving to this community? (Bytes 695-696)

225. How many people live in your home? Include yourself, brothers, sisters, parents, relatives, boarders, roomers, servants, etc. (Bytes 699-700)
227. What do you expect to do about military service? (By yes (69% - 66%)

2 A. Never serve because I am a girl (By yes (66%)
2 B. Quit high school and enlist
2 C. Enlist right after high school
2 D. Work for a commission through a college ROTC program, military school, or one of the service academies
2 E. Enlist after I have completed some college training
2 F. Enlist after I have graduated from college
2 G. Enlist after I have worked for several years
2 H. Enlist in the Reserve or National Guard
2 I. Wait until I am drafted
2 J. Never serve because I do not think I can pass the physical examination
2 K. Never serve for other reasons
2 L. I have no idea what I will do about military service.

228. What would you really like to do about military service? (By yes (64% - 60%)

3 A. Never serve because I am a girl
3 B. Quit high school and enlist
3 C. Enlist right after high school
3 D. Work for a commission through a college ROTC program, military school, or one of the service academies
3 E. Enlist after I have completed some college training
3 F. Enlist after I have graduated from college
3 G. Enlist after I have worked for several years
3 H. Enlist in the Reserve or National Guard
3 I. Wait until I am drafted
3 J. Never serve because I do not think I can pass the physical examination
3 K. Never serve for other reasons
3 L. I have no preference.

229. Which one of the following is your most important reason for your choice or ways to enter the military? (By yes (66% - 62%)

4 A. I do not expect to serve.
4 B. I do not expect to serve, but do not expect to earn more than the military.
4 C. Short active service requirement
4 D. Getting active duty with a reserve or National Guard unit
4 E. Having a chance to serve with family, community, or country
4 F. Having a chance to serve in the United States
4 G. Having a chance to serve with friends
4 H. Having a chance to serve with the Army, Navy, Air Force, or Marine Corps
4 I. Starting a career before entering the service
4 J. Allows me to delay serving as long as possible
4 K. Allows me to complete my education
4 L. Allows me to live near home while serving

230. How many athletic teams have you been a member of in the last 3 years? (By yes (67% - 63%)

5 A. None
5 B. One
5 C. Two
5 D. Three
5 E. Four
5 F. Five
5 G. Six
5 H. Seven
5 I. Eight
5 J. Nine
5 K. Ten
5 L. Eleven or more

231. How many clubs or organizations (other than athletics) have you belonged to in the last 3 years? (By yes (67% - 62%)

6 A. None
6 B. One
6 C. Two
6 D. Three
6 E. Four
6 F. Five
6 G. Six
6 H. Seven
6 I. Eight
6 J. Nine
6 K. Ten
6 L. Eleven or more

232. How old do you expect to be when you get married? (By yes (67% - 63%)

7 A. I am already married.
7 B. 17 years old or younger
7 C. 17 to 20 years old
7 D. 18 years old
7 E. 19 to 20 years old
7 F. 20 years old
7 G. 21 to 25 years old
7 H. 25 to 26 years old
7 I. 26 to 27 years old
7 J. 27 to 28 years old
7 K. 28 to 29 years old
7 L. 30 to 35 years old
7 M. 36 or older
7 N. I don't expect to marry.

233. Which one of the following best describes your usual health before you were ten years old? (By yes (69% - 66%)

8 A. Excellent
8 B. Very good
8 C. Good
8 D. Average
8 E. Poor
8 F. Very poor

234. Which one of the following best describes your usual health when you were ten years old? (By yes (69% - 66%)

9 A. Excellent
9 B. Very good
9 C. Good
9 D. Average
9 E. Poor
9 F. Very poor

235. Which one of the following best describes your usual health when you were 17 years old? (By yes (69% - 66%)

10 A. Excellent
10 B. Very good
10 C. Good
10 D. Average
10 E. Poor
10 F. Very poor

236. Which one of the following is the most important reason for your choice of a branch of the military service? (By yes (67% - 62%)

11 A. I do not expect to serve.
11 B. Offers the best plan for completing required service
11 C. Has good training opportunities
11 D. My parents have chosen a branch
11 E. Has the best looking uniforms
11 F. Offers the most glory from other people
11 G. Has the most pleasurable duty assignments
11 H. Offers the most freedom to do what one wants
11 I. Offers the most freedom to do what one wants
11 J. Offers the most freedom to do what one wants
11 K. Offers the most freedom to do what one wants
11 L. Offers the most freedom to do what one wants

237. Which one of the following best describes the college you expect to attend? (By yes (69% - 66%)

12 A. I do not expect to go to college.
12 B. A teachers college
12 C. An agricultural college
12 D. An engineering college
12 E. A liberal arts college
12 F. A college specializing in music or fine arts
12 G. A college specializing in science, math, or technology
12 H. Some other type of college
12 I. I have no plans regarding the type of college I will attend.

238. Which one of the following best describes your usual health in the last three years? (By yes (69% - 66%)

13 A. Excellent
13 B. Very good
13 C. Good
13 D. Average
13 E. Poor
13 F. Very poor
245. How many times have you been treated by a doctor outside of school for illness, injury or an accident in the past six months? (Byre 762)

246. On average, how many hours do you sleep each night? (Byre 628)

247. How late do you usually stay up on weekends?

248. Do you wear glasses all the time?

249. Do you wear glasses for special purposes (reading, TV, etc.)?

250. Do you have trouble hearing people talk?

251. Are you afraid of heights?

252. Do you wear a hearing aid?

253. Are you able to speak clearly all of the time?

254. Is your speech sound understood?

255. Do you have trouble with your skin from others your age?

256. Do you have more trouble with the skin on your face than others have on their own age?

257. Do you have any trouble with your skin from others your own age?

258. Do you have normal use of both your legs?

259. Do you have normal use of both your arms?

260. Do you have any trouble with your lower legs or feet?

261. Do you have frequent stomach trouble or indigestion?

262. Do you have ever worn a shoulde brace, correcting shoes, leg braces, or any other appliances?

263. Have you ever had meningitis?

264. Have you ever had diphtheria?

265. Have you ever had hay fever?

266. Has a doctor ever told you that you have an allergy?

267. Has a doctor ever told you that you have heart trouble?

268. Have you ever had mental illness (police)?

269. Have you ever had frequent nosebleeds?

270. Do you often get severe headaches?

271. Have you ever had cold sores or fever blisters?

272. Do you often catch colds, very often?

273. Do you have a cold, or one that is mostly for your age (Byre 753)

274. Did you take driver training at school? (Byre 753)

275. Go on to the next page.
If you are not planning college, or if you think you may go, how much is the following as a reason for going to college? (Byrke 755)

Mark your answers as follows:

A. Extremely important
B. Very important
C. Important
D. Neither important nor unimportant
E. Unimportant
F. Not a reason

307. A college degree is necessary for the kind of work I want to do.

308. My father wants me to go to college.

309. My mother wants me to go to college.

310. I would be able to earn more money as a college graduate.

311. I want to learn more about the careers I might enter.

312. I want to meet the kind of person I would like to marry.

313. I enjoy learning.

314. My teachers think that I should go to college.

315. I expect to get into college athletics.

316. Many of my friends are going to college.

317. I want to participate actively in college social life.

318. I want to make good personal contacts for business or an occupation.

If you are planning college, or if you think you may go, how much is the following as a reason for changing your mind about going to college? (Byrke 756)

319-320. If you are planning college, or if you think you may go, how much is the following as a reason for changing your mind about going to college? (Byrke 756)

Mark your answers as follows:

A. Extremely important
B. Very important
C. Important
D. Neither important nor unimportant
E. Unimportant
F. Not a reason

333. Success in life depends upon ability and effort, not how much education one has.

334. Girls should go to college only if they plan to use their education on a job.

335. More girls should go to college because the country is going to need more trained women to fill important jobs.

336. It is not necessary to have a college education in order to earn a good salary or be a leader in the community.

337. How much education do your parents or guardians want you to have? (Byrke 774)

338. How much education are you planning to obtain? (Byrke 775)

339. Do you think that you would like to make a lifetime career in the military service? (Byrke 777)

340. Do you think that you would like to make a lifetime career in the military service? (Byrke 777)

341. Under which one of the following conditions would you be most likely to consider the military service for a lifetime career? (Byrke 777)

342-346. What is the longest period of active duty time for which you would consider enlisting in each branch of the service? Mark your answers as follows: (Byrke 777-779)

347. How many different occupations have you seriously considered entering? (Byrke 789)

348. How definite is your present choice of an occupation? (Byrke 785)

349. What grade were you in when you decided upon your present choice of an occupation? (Byrke 786)

350-355. How important will each of the following be to you in your choice of a job? Mark your answers as follows: (Byrke 790)

356. If I could get better pay at another place.

357. If the work was not interesting enough.

358. If I could do more important work elsewhere.

359. If I had a poor supervisor.

360. If I didn’t like my co-workers.

361. If I did not receive expected promotions or salary increases.

362. How many children do you expect to have after you marry? (Byrke 799)

363. How well off financially do you hope to be in your lifetime? (Byrke 806)

364. How well off financially do you really expect to be in your lifetime? (Byrke 807)

Go on to the next page.
365. For a man who has a wife and children, having a life insurance policy is ________.
   1. extremely important.
   2. very important.
   3. important.
   4. less important, but as necessary.
   5. not at all important.

366. Compared to your (or your future husband's) yearly salary, what is the greatest amount of life insurance you expect (or expect him to have) in six months (or more than six months) after you complete high school? (Byte: B00)
   1. Up to an amount equal to 5% his (her) yearly salary
   2. Up to an amount equal to 10% his (her) yearly salary
   3. Up to an amount equal to twice his (her) yearly salary
   4. Up to an amount equal to three times his (her) yearly salary.
   5. Up to an amount equal to four or more times his (her) yearly salary
   6. I do not expect (or expect him) to have a life insurance policy.

367. Compared to your (or your future husband's) monthly salary, what is the least amount of money you expect (or expect him to have) in a savings account in the tenth year after you complete high school? (Byte: B00)
   1. I do not expect (or expect him) to have a savings account.
   2. One month's salary or less
   3. Up to 3 months' salary
   4. Up to 6 months' salary
   5. Up to 1 year's salary
   6. More than 1 year's salary

368. Compared to your (or your future husband's) monthly salary, what is the least amount of money you expect (or expect him to have) in securities (stocks or bonds) in the tenth year after you complete high school? (Byte: B00)
   1. I do not expect (or expect him) to have invested in securities (stocks or bonds).
   2. One month's salary or less
   3. Up to 3 months' salary
   4. Up to 6 months' salary
   5. Up to 1 year's salary
   6. More than 1 year's salary

369. Compared to your (or your future husband's) monthly salary, how much money do you expect (or expect him) to have invested in real estate? Do not include your own home. (Byte: B00)
   1. I do not expect (or expect him) to have invested in real estate.
   2. Up to an amount equal to a car.
   3. Up to an amount equal to 3 months' salary
   4. Up to an amount equal to 6 months' salary
   5. Up to an amount equal to 1 year's salary
   6. More than 1 year's salary

270. Which one of the following tells best how you expect to pay for things you buy after you have started to earn a living? (Byte: B00)

   A. I expect always to pay cash for everything I buy.
   B. I expect to pay cash for everything except large purchases, such as a house, a car, etc.
   C. I expect to pay cash for all but my largest purchases (house, car, etc.) and some smaller purchases on the installment plan.
   D. I expect to pay for large things on the installment plan.
   E. I expect to pay for almost everything (except necessities such as food, rent, etc.) on the installment plan.

371. Which one of the following statements best describes what you do about saving? (Byte: B00)

   A. I save everything I can, even if I have to do without some things I want.
   B. I save whatever remains after I have bought most of the things I want.
   C. I save a definite amount and spend whatever remains.
   D. I save only after I have bought everything I want.
   E. I save little or nothing.

372. Which one of the following statements tells best what you expect to do about saving for the first 3 years after you start to earn a living? (Byte: B00)

   A. I expect to save as much as possible, even if I have to do without some things I want.
   B. I expect to save whatever remains after I have bought most of the things I want.
   C. I expect to save a definite amount and spend whatever remains.
   D. I expect to save only after I have bought everything I want.
   E. I don't expect to save very much when I start earning a living.

373. Among the following, what is the most important thing for which you are now saving? (Byte: B00)

   A. College
   B. Marriage
   C. A car
   D. Clothing or recreational equipment
   E. Something not listed above
   F. I am not saving now.

374. Among the following, what is the most important thing for which you expect to save after completing your education? (Byte: B00)

   A. A house or furniture
   B. A car
   C. Investment
   D. Marriage or family
   E. Something not listed above
   F. I don't expect to save.

375. If there were no other way for you to finance your college education, what is the greatest amount of money you would be willing to borrow for any one year of college? Assume that you would have to repay the loan after completing college. (Byte: B00)

   A. I would not borrow to attend college.
   B. About $250 each year
   C. About $500 each year.
   D. About $750 each year.
   E. About $1000 each year.
   F. More than $1000 each year.

376. If there were no other way for you to attend college, what is the least amount of money you would be willing to borrow for any one year of college? Assume that you would have to repay the loan after completing college. (Byte: B00)

   A. I would not borrow to attend college.
   B. About $250 each year.
   C. About $500 each year.
   D. About $750 each year.
   E. About $1000 each year.
   F. More than $1000 each year.

377. If there were no other way for you to attend college, what is the least amount of money you would be willing to borrow for any one year of college? Assume that you would have to repay the loan after completing college. (Byte: B00)

   A. I would not borrow to attend college.
   B. About $250 each year.
   C. About $500 each year.
   D. About $750 each year.
   E. About $1000 each year.
   F. More than $1000 each year.

378. If there were no other way for you to finance your college education, what is the greatest amount of money you would be willing to borrow for any one year of college? Assume that you would have to repay the loan after completing college. (Byte: B00)

   A. I would not borrow to attend college.
   B. About $250 each year.
   C. About $500 each year.
   D. About $750 each year.
   E. About $1000 each year.
   F. More than $1000 each year.

Part VII: Plans for College

Directions: These questions must be answered only by 11th and 12th grade students. If you are in the 9th or 10th grade, skip to question 392. If you definitely will not go to college (that is, if you marked A, B, C, or D to question 300 or 301) answer the following questions. Answer every question even if your answer is not definite.

Cost of college

379. If there were no other way for you to attend any college, what is the least amount of money that interest would cost you at 3% per cent on a $1000 loan for different lengths of time. What period of time would you prefer to take to repay the loan, in annual installments after college, considering the amounts that interest would cost you? (Byte: B01)

   A. I would not borrow to attend college.
   B. One year: total cost of interest—$30
   C. Two years: total cost of interest—$45
   D. Five years: total cost of interest—$90
   E. Ten years: total cost of interest—$165
   F. Fifteen years: total cost of interest—$240

380. The following shows the amounts of money that interest would cost at 6% per cent interest on a $1000 loan for different lengths of time. What period of time would you prefer to take to repay the loan after college, considering the amounts that interest would cost you? (Byte: B01)

   A. I would not borrow to attend college.
   B. One year: total cost of interest—$60
   C. Two years: total cost of interest—$90
   D. Five years: total cost of interest—$180
   E. Ten years: total cost of interest—$360
   F. Fifteen years: total cost of interest—$480

381. How much money will you need to complete one year of college? Do not count living expenses. Include only the cost of tuition, books, and fees. Include the full amount even if you expect to obtain some of the money from scholarships or other sources. (Byte: B01)

   A. Less than $200
   B. $200 to $399
   C. $400 to $599
   D. $600 to $799
   E. $800 to $999
   F. $1000 or more

382. How much money do you expect you will need for living expenses in your first year of college? Include the cost of room, board, spending money, travel, etc. Include all expenses. (Byte: B01)

   A. Less than $200
   B. $200 to $399
   C. $400 to $599
   D. $600 to $799
   E. $800 to $999
   F. $1000 or more

Go on to the next page.
384. Loans from college loan funds
385. Loans from other sources (family, friends)
386. Scholarships
387. Patents
388. Savings from part-time or summer work (while in high school or earlier)
389. Part-time or summer jobs while attending college

Other College Plans

390. To how many colleges have you made application?
   1. None
   2. One
   3. Two
   4. Three
   5. Four
   6. Five or more

391. How far from your home is the college you expect to attend?
   1. Within commuting distance from my home
   2. Too far to commute, but within 200 miles
   3. More than 200 miles, but less than 500 miles
   4. More than 500 miles
   5. I have no plans regarding which college I will attend.

392. How close to your home is a college for which you are eligible?
   1. Within commuting distance from my home
   2. Too far to commute, but within 200 miles
   3. More than 200 miles, but less than 500 miles
   4. More than 500 miles
   5. I don't know.

393. Where do you expect to live while attending college?
   1. At home with my family
   2. In a dormitory of the college or university
   3. Away from home, with friends or relatives
   4. Away from home, in a room or apartment near the college or university
   5. Someplace not mentioned above
   6. I have no plans regarding where I will live while I am at college.

394. Which one of the following best describes the college you expect to attend?
   1. A city-supported college
   2. A state-supported college
   3. A privately supported, church-related college
   4. A privately supported independent college
   5. Some other type of college
   6. I have no plans regarding the type of college I will attend.

Go on to the next part.
APPENDIX C

FOLLOW-UP QUESTIONNAIRE CROSS-REFERENCE TABLES
<table>
<thead>
<tr>
<th>Topic: High School</th>
<th>TALENT follow-up questionnaire item numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you graduate from high school?</td>
<td>7 7 3 3 28</td>
</tr>
<tr>
<td>Date last attended high school</td>
<td>2 2 3 3 28</td>
</tr>
<tr>
<td>Last grade completed</td>
<td>6 6 3 3 28</td>
</tr>
<tr>
<td>In high school at time of follow-up?</td>
<td>5 5 - - -</td>
</tr>
<tr>
<td>If not, why did you drop out?</td>
<td>8 8 - - -</td>
</tr>
<tr>
<td>High school course of study</td>
<td>9 9 - - -</td>
</tr>
<tr>
<td>Was your high school program designed to prepare you for a specific occupation?</td>
<td>- - - - - 9a</td>
</tr>
<tr>
<td>Which one?</td>
<td>- - - - - 9a</td>
</tr>
<tr>
<td>When you got out of high school, did you get a job in that field?</td>
<td>- - - - - 9b</td>
</tr>
<tr>
<td>Do you still consider yourself to be in that field?</td>
<td>- - - - - 9c</td>
</tr>
<tr>
<td>In high school, did you take part in a National Science Foundation training program?</td>
<td>- - - - - 21</td>
</tr>
<tr>
<td>Have you found your high school education useful in preparing you for further schooling or jobs?</td>
<td>- - - - - 10</td>
</tr>
<tr>
<td>Do you still keep in touch with your high school friends?</td>
<td>- - - - - 27</td>
</tr>
<tr>
<td></td>
<td>Grade 9</td>
</tr>
<tr>
<td>----------------------</td>
<td>---------</td>
</tr>
<tr>
<td></td>
<td>1-Year</td>
</tr>
<tr>
<td>What part of your high school experience has had most value for you? least value?</td>
<td>-</td>
</tr>
<tr>
<td>Was your high school education worthwhile?</td>
<td>-</td>
</tr>
<tr>
<td>Did you take college preparatory math in high school? How much?</td>
<td>-</td>
</tr>
<tr>
<td>What do you wish you had done differently during high school?</td>
<td>-</td>
</tr>
<tr>
<td>How has your life been in comparison with what you expected when you were in high school?</td>
<td>-</td>
</tr>
</tbody>
</table>

*Question numbers in parentheses are not on the tapes.*
<table>
<thead>
<tr>
<th>Question</th>
<th>GRADE 9</th>
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<th>GRADE 10</th>
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<td>Do you have a job currently?</td>
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<td>What was your starting pay on this/your first job?</td>
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<td>Did you have any unearned income last year?</td>
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<td>Did you have any business profits/losses?</td>
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<td>Do you like the kind of work you are doing?</td>
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<td>Considering all aspects of your job, how do you like it?</td>
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| Question numbers to the right of a slash represent a different numbering of the same question for the special sample than for the mailed questionnaire. Questions without slashes for the 11th grade 5-year follow-up had the same number for both regular and special sample cases. A dash on either side of a slash indicates that a question was not asked of that group.
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<td>Do you plan to remain on this job for the next several years?</td>
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<td>Do you expect to advance in your present job?</td>
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<td>Does your job provide good financial security?</td>
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<td>How well does your job fit in with your long-range plans?</td>
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<td>How well do you feel you do your job?</td>
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<td>Which job aspects are important to you?</td>
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<td>How many years of full-time work experience do you have?</td>
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<td>How many employers/full-time jobs have you had?</td>
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<td>What did you do on it?</td>
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<td>What do you plan to make your life work?</td>
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<td>What steps have you taken toward this career?</td>
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<td>Where were you in terms of school when you began to seriously consider this occupation?</td>
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<td>What factors influenced your choice of career?</td>
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<td>Before you entered the career field, did you have much knowledge about it?</td>
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<td>Do you consider your primary occupation at present to be &quot;housewife&quot;</td>
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<td>Why did you stop working not start working?</td>
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<td>What are your long-range employment plans?</td>
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<td>Will you need training if you plan to return to work after a long interval?</td>
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<td>What is the total amount of time that you have been unemployed?</td>
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<td>How much did your spouse earn last year?</td>
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<td>What are the most important career goals you have for the next 10 years?</td>
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<td>How many other careers have you seriously considered?</td>
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<td>Why did you change your mind about your planned occupation?</td>
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<td>How definite is your career plan?</td>
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<td>Who was the principal income earner in your family in 1960??</td>
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<td>What kind of industry/employer?</td>
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<td>Was your junior college program intended to prepare you for a specific occupation?</td>
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<td>Did you get a job in that field?</td>
<td>-</td>
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<td>Was your four-year college program intended to prepare you for a specific occupation?</td>
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<td>Did you ever get a job in that field?</td>
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<td>Did you work while you were an undergraduate?</td>
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<tr>
<td>How many hours per week?</td>
<td>-</td>
<td>-</td>
<td></td>
<td>52</td>
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<tr>
<td>Question</td>
<td>GRADE 9</td>
<td>GRADE 10</td>
<td>GRADE 11</td>
<td>GRADE 12</td>
<td></td>
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<tr>
<td>Was your high school program designed to prepare you for a specific occupation?</td>
<td>-</td>
<td>-</td>
<td>9A</td>
<td>19A</td>
<td>12A</td>
<td></td>
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<tr>
<td>Which one?</td>
<td>-</td>
<td>-</td>
<td>9A</td>
<td>19A</td>
<td>12A</td>
<td></td>
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<tr>
<td>When you got out of high school, did you get a job in that field?</td>
<td>-</td>
<td>-</td>
<td>9B</td>
<td>19B</td>
<td>12B</td>
<td></td>
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<tr>
<td>Do you still consider yourself to be in that field?</td>
<td>-</td>
<td>-</td>
<td>9C</td>
<td>19C</td>
<td>12C</td>
<td></td>
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<tr>
<td>Have you found your high school education useful in preparing you for further schooling or jobs?</td>
<td>-</td>
<td>-</td>
<td>10</td>
<td>20</td>
<td>13</td>
<td></td>
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<tr>
<td>How well have your training and education prepared you for your vocation?</td>
<td>-</td>
<td>-</td>
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<td>32/7</td>
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* Asked of regular sample only.
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<th>Question</th>
<th>GRADE 9</th>
<th></th>
<th>GRADE 10</th>
<th>GRADE 11</th>
<th>GRADE 12</th>
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<tbody>
<tr>
<td></td>
<td>1-Year</td>
<td>5-Year</td>
<td>11-Year</td>
<td>1-Year</td>
<td>5-Year</td>
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<tr>
<td>Present marital status</td>
<td>4</td>
<td>4</td>
<td>6</td>
<td>22</td>
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<tr>
<td>Number of times married</td>
<td>-</td>
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<td>20</td>
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<td>Date first married (year)</td>
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<tr>
<td>Your age at time of first marriage</td>
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<tr>
<td>Your spouse's age at first marriage</td>
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<tr>
<td>How long had you known spouse?</td>
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<tr>
<td>Your age at time of latest marriage (if &gt; 1)</td>
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<tr>
<td>Your spouse's age at latest marriage</td>
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<tr>
<td>Spouse</td>
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<td>Employment status</td>
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<td>Amount of education</td>
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<td>Occupation</td>
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<td>-</td>
<td>56A</td>
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<td>What kind of industry/employer is this?</td>
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<tr>
<td>Also a TALENT participant?</td>
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<td>Earnings last year</td>
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<td>Children</td>
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<td>How many living children do you have?</td>
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<td>46</td>
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<tr>
<td>How many children are living in your household (including stepchildren, etc.)?</td>
<td>-</td>
<td>-</td>
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<td>8</td>
</tr>
<tr>
<td>Question</td>
<td>GRADE 9</td>
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<td>GRADE 10</td>
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<tr>
<td></td>
<td>1-Year</td>
<td>5-Year</td>
<td>11-Year</td>
<td>1-Year</td>
<td>5-Year</td>
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<tr>
<td>How old is the youngest?</td>
<td></td>
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<td>Birth dates (month/year)</td>
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<tr>
<td>Birth dates of multiple births (twins, etc.)</td>
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<tr>
<td>What do you think is the ideal size family?</td>
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<tr>
<td>How many children do you expect to have?</td>
<td>-</td>
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<tr>
<td>How many children would you consider most desirable for you?</td>
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<tr>
<td>Question</td>
<td>GRADE 9</td>
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<td>GRADE 11</td>
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<tr>
<td></td>
<td>1-Year</td>
<td>5-Year</td>
<td>11-Year</td>
<td>1-Year</td>
<td>5-Year</td>
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<tr>
<td>Did you attend college (sometimes scored by AIR staff)?</td>
<td>22, 22,</td>
<td>31, 13,</td>
<td>31</td>
<td>21, 15,</td>
<td>26, 11,</td>
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<td></td>
<td>4</td>
<td>26</td>
<td>4</td>
<td>2</td>
<td>22</td>
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<tr>
<td>Did you attend continuously until you got a bachelor's degree?</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td></td>
<td>-</td>
<td>-</td>
<td>41A</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>State code of college/college code</td>
<td>23</td>
<td>31</td>
<td>13</td>
<td>33</td>
<td>22</td>
</tr>
<tr>
<td>Year entered college</td>
<td>24</td>
<td>31</td>
<td>13</td>
<td>33</td>
<td>23</td>
</tr>
<tr>
<td>Year received B.A./B.S.</td>
<td>-</td>
<td>31</td>
<td>13</td>
<td>33</td>
<td>-</td>
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<tr>
<td>Number of additional colleges attended</td>
<td>25</td>
<td>31</td>
<td>13</td>
<td>33</td>
<td>24</td>
</tr>
<tr>
<td>State/college code of graduate school</td>
<td>-</td>
<td>32</td>
<td>14</td>
<td>34</td>
<td>-</td>
</tr>
<tr>
<td>Year entered</td>
<td>-</td>
<td>32</td>
<td>14</td>
<td>34</td>
<td>-</td>
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<tr>
<td>Year received highest degree</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Number of graduate schools attended</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>34</td>
<td>-</td>
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<tr>
<td>(Expected) undergraduate major</td>
<td>29</td>
<td>38A</td>
<td>15A</td>
<td>35A</td>
<td>28</td>
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<td>Undergraduate minor</td>
<td>38B</td>
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<td>35B</td>
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<td>Graduate major</td>
<td>38C</td>
<td>15C</td>
<td>35C</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Which of the following degrees do you have?</td>
<td>-</td>
<td>30A</td>
<td>8A</td>
<td>40A</td>
<td>-</td>
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<tr>
<td>Which do you plan to earn?</td>
<td>30B</td>
<td>8B</td>
<td>40B</td>
<td>27</td>
<td>25B</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>26B</td>
<td>45</td>
<td>22B</td>
<td>28B</td>
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* Coded by AIR staff rather than by participant.
<table>
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<tr>
<th>Topic: College &amp; Graduate School</th>
<th>TALEN follow-up questionnaire item numbers</th>
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<tbody>
<tr>
<td>Question</td>
<td>GRADE 9</td>
</tr>
<tr>
<td>What are your average grades?</td>
<td>1-Year</td>
</tr>
<tr>
<td>In all subjects?</td>
<td>30-33</td>
</tr>
<tr>
<td>In your major?</td>
<td>-</td>
</tr>
<tr>
<td>In other subjects?</td>
<td>30-33</td>
</tr>
<tr>
<td>Present college level/ highest level attained</td>
<td>-</td>
</tr>
<tr>
<td>Did you think you would return?</td>
<td>-</td>
</tr>
<tr>
<td>What was your status while attending?</td>
<td>-</td>
</tr>
<tr>
<td>Junior College</td>
<td></td>
</tr>
<tr>
<td>What kind of program did you take?</td>
<td>-</td>
</tr>
<tr>
<td>How long was it?</td>
<td>-</td>
</tr>
<tr>
<td>Did you complete it?</td>
<td>-</td>
</tr>
<tr>
<td>If you dropped out, why?</td>
<td>-</td>
</tr>
<tr>
<td>Was it intended to prepare you for a specific occupation? What?</td>
<td>-</td>
</tr>
<tr>
<td>Did you get a job in that field?</td>
<td>-</td>
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<tr>
<td>TABLE J-5</td>
<td>TALENT follow-up questionnaire item numbers</td>
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<tr>
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<td>1/7/76</td>
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<td>Page 3 of 4</td>
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**TOPIC: College & Graduate School Question**

<table>
<thead>
<tr>
<th>4-Year College</th>
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<tbody>
<tr>
<td>Was the program you took intended to prepare you for a specific occupation you could enter immediately after college?</td>
</tr>
<tr>
<td>- - - - - 42 - - - - 22A - - - 34A - - - 36A</td>
</tr>
<tr>
<td>Did you ever take a job in the field you studied?</td>
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<tr>
<td>- - - - - - - - 22B - - - 34B - - - 36B</td>
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</table>

<table>
<thead>
<tr>
<th>College Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where did you get the funds for your undergraduate education?</td>
</tr>
<tr>
<td>- - - - - - - - 29 14 - - - 28 37A 51 - 30 39A</td>
</tr>
<tr>
<td>For your graduate education?</td>
</tr>
<tr>
<td>- - - - - - - - - - - - - - - - - 37B - - - 39B</td>
</tr>
<tr>
<td>What was the largest single source for your graduate education?</td>
</tr>
<tr>
<td>- - - - - - - - - - - - - - - - - - - - - - 37C - - - 39C</td>
</tr>
<tr>
<td>What did you spend during your first year for tuition, fees, &amp; books?</td>
</tr>
<tr>
<td>- - - - - - - - - - - - - - - - - - - - - - - 49 - - -</td>
</tr>
<tr>
<td>For living expenses only?</td>
</tr>
<tr>
<td>- - - - - - - - - - - - - - - - - - - - - - - 50 - - -</td>
</tr>
<tr>
<td>How many units of credit have you earned?</td>
</tr>
<tr>
<td>27 27 - - - - - - - - - - - - - - - - - - - - - - 40 - - -</td>
</tr>
<tr>
<td>College athletic activities</td>
</tr>
<tr>
<td>- - - - - - - - - - - - - - - - - - - - - - - 33-34 - - -</td>
</tr>
<tr>
<td>Did you work while you were an undergraduate?</td>
</tr>
<tr>
<td>- - - - - - - - - - - - - - - - - - - - - - - 27 - 52 - 27 -</td>
</tr>
<tr>
<td>How many hours per week?</td>
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<td>- - - - - - - - - - - - - - - - - - - - - - - 27 - - - 27 -</td>
</tr>
<tr>
<td>Residence during college</td>
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<td>- - - - - - - - - - - - - - - - - - - - - - - 48 - 31 -</td>
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<tr>
<td>Did you join a fraternity/sorority?</td>
</tr>
<tr>
<td>- - - - - - - - - - - - - - - - - - - - - - - 55 - - -</td>
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<tr>
<td>TOPIC: College &amp; Graduate School Question</td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td></td>
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<tr>
<td>How far is your college from home?</td>
</tr>
<tr>
<td>What are your major plans for the summer?</td>
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<tr>
<td>How many hours a week did you spend on each of these activities?</td>
</tr>
<tr>
<td>Did you participate in the Undergraduate Research Program sponsored by the National Science Foundation?</td>
</tr>
<tr>
<td>Have you enrolled in college math?</td>
</tr>
<tr>
<td>Did you take college preparatory math in high school? How much?</td>
</tr>
<tr>
<td>(Why) Did you want to go to college (if did not)?</td>
</tr>
<tr>
<td>Attitude: Why did you attend/did you like college?</td>
</tr>
<tr>
<td>What did you get out of it?</td>
</tr>
<tr>
<td>Have you found your high school education useful in preparing you for further schooling or jobs?</td>
</tr>
<tr>
<td>How much education has your spouse had?</td>
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<td>Question</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
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<tr>
<td></td>
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<tr>
<td>Did you attend any (non-college) school since high school? (What kind?)</td>
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<tr>
<td>Are you still attending it?</td>
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<tr>
<td>When did you enter it?</td>
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<td>How long was the course?</td>
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<tr>
<td>Did you complete it?</td>
</tr>
<tr>
<td>If you dropped out, why?</td>
</tr>
<tr>
<td>Did you ever get a job in that field?</td>
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<tr>
<td>Which of the following licenses/certificates do you already have?</td>
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<tr>
<td>Which do you plan to earn?</td>
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<tr>
<td>Question</td>
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<td>-------------------------------------------------------------------------</td>
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<tr>
<td>Race/membership in &quot;minority groups&quot;</td>
</tr>
<tr>
<td>Religion</td>
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<tr>
<td>Have you been discriminated against? How?</td>
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<tr>
<td>Community</td>
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<tr>
<td>How many times have you moved?</td>
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<tr>
<td>How far away do you now live from where you lived in 1960?</td>
</tr>
<tr>
<td>Are you living with parents?</td>
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<tr>
<td>How long have you lived in your present community?</td>
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<tr>
<td>What is the population of your community?</td>
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<tr>
<td>What type of community is it?</td>
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<tr>
<td>Health</td>
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<tr>
<td>How is the general state of your health?</td>
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<tr>
<td>Is your health a handicap?</td>
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<tr>
<td>About how much time have you been sick in the last year?</td>
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<tr>
<td>How much do you weigh?</td>
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<td>How tall are you?</td>
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<tr>
<td>How much do you smoke?</td>
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<tr>
<td>TOPIC: Other Personal Question</td>
</tr>
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<td>-----------------------------</td>
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<tr>
<td></td>
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<tr>
<td>At what age did you start smoking?</td>
</tr>
<tr>
<td>How do you feel about the amount you smoke?</td>
</tr>
<tr>
<td>Is your mother still living?/How many years dead?</td>
</tr>
<tr>
<td>Is your father still living?/How many years dead?</td>
</tr>
<tr>
<td>Have you been the driver in an automobile accident involving bodily injury or much property damage?</td>
</tr>
<tr>
<td>During the past year, to what extent has a car been available?</td>
</tr>
<tr>
<td>What have you been doing during the last 3 years? (Time line)</td>
</tr>
<tr>
<td>Would you like to serve in the Peace Corps?</td>
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<tr>
<td>Have you done/would you consider various steps?</td>
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<tr>
<td>How much time have you devoted to volunteer work in the last year?</td>
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<tr>
<td>How often do you read a newspaper?</td>
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<tr>
<td>What parts do you read?</td>
</tr>
<tr>
<td>How much time do you spend each week on various activities?</td>
</tr>
<tr>
<td>Have you voted (lately)?</td>
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<tr>
<td>Topic: Military Question</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Do you have a military serial number? (Number is not on tape.)</td>
</tr>
<tr>
<td>Are you now/have you been on (active) military service?</td>
</tr>
<tr>
<td>With which branch?</td>
</tr>
<tr>
<td>For how long have you volunteered?</td>
</tr>
<tr>
<td>On active duty for more than 30 days?</td>
</tr>
<tr>
<td>Are you now/have you been in the Reserves, National Guard, or ROTC?</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Question</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Year first voted</td>
</tr>
<tr>
<td>How well have training and education prepared you:</td>
</tr>
<tr>
<td>For your vocation?</td>
</tr>
<tr>
<td>For life outside of work</td>
</tr>
<tr>
<td>For being a good citizen</td>
</tr>
<tr>
<td>How have your views and plans changed in the last year?</td>
</tr>
<tr>
<td>What do you wish you had done differently during high school?</td>
</tr>
<tr>
<td>How has your life been in comparison with what you expected when you were in high school?</td>
</tr>
<tr>
<td>What has given you the most satisfaction during the last year?</td>
</tr>
<tr>
<td>What would you like to change/have done?</td>
</tr>
<tr>
<td>What would you like to have more time for?</td>
</tr>
<tr>
<td>What decisions are you sorry about?</td>
</tr>
<tr>
<td>What areas are important to your satisfaction?</td>
</tr>
<tr>
<td>How satisfied are you in these areas?</td>
</tr>
</tbody>
</table>
### Table 2.5

Number of Schools Selected and Participating in the 1963 Retest Study

<table>
<thead>
<tr>
<th>High School Taxonomy Code</th>
<th>Type or Location of School</th>
<th>Number Tested in 1960</th>
<th>Number Selected for 1963</th>
<th>Number Participating</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Vocational and Trade</td>
<td>35</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>21-22</td>
<td>Largest Cities (1,500,000 or more)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Low economic level</td>
<td>26</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>22</td>
<td>Moderate and high economic level</td>
<td>55</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>31-32</td>
<td>Large Cities (250,000-1,499,999)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>Low economic level</td>
<td>5</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>32</td>
<td>Moderate and high economic level</td>
<td>21</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>41-44</td>
<td>Northeast (Regions 1 and 2: ME, NH, VT, MA, RI, CN, NY, NJ, PA, DE, MD, DC)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>41</td>
<td>Urban: Low economic level</td>
<td>4</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>42</td>
<td>Urban: Moderate and high economic level</td>
<td>47</td>
<td>14</td>
<td>12</td>
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<tr>
<td>43</td>
<td>Small town (less than 5,000)</td>
<td>31</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>44</td>
<td>Rural</td>
<td>22</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>51-54</td>
<td>Southeast (Region 5: VA, WV, NC, SC, GA, FL, KY, TN, AL, MS, AK, LA)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>51</td>
<td>Urban: Low economic level</td>
<td>24</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>52</td>
<td>Urban: Moderate and high economic level</td>
<td>45</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>53</td>
<td>Small town (less than 5,000)</td>
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<td>8</td>
<td>6</td>
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<tr>
<td>54</td>
<td>Rural</td>
<td>101</td>
<td>16</td>
<td>13</td>
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<tr>
<td>61-64</td>
<td>Midwest and West</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>61</td>
<td>Urban: Low economic level</td>
<td>12</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>62</td>
<td>Urban: Moderate and high economic level</td>
<td>83</td>
<td>18</td>
<td>13</td>
</tr>
<tr>
<td>63</td>
<td>Small town (less than 5,000)</td>
<td>138</td>
<td>20</td>
<td>11</td>
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<tr>
<td>64</td>
<td>Rural</td>
<td>131</td>
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<td>12</td>
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<tr>
<td>91</td>
<td>Parochial</td>
<td>114</td>
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<tr>
<td>92</td>
<td>Private</td>
<td>51</td>
<td>--</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>987</td>
<td>144</td>
<td>118</td>
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<tr>
<td>TOPIC: Administrative Question</td>
<td>GRADE 9</td>
<td></td>
<td></td>
<td>GRADE 10</td>
</tr>
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<tr>
<td></td>
<td>1-Year</td>
<td>5-Year</td>
<td>11-Year</td>
<td>1-Year</td>
</tr>
<tr>
<td>Sex</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
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<tr>
<td>Birthdate</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Social Security number</td>
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<td>14</td>
<td>9</td>
<td>25</td>
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<tr>
<td>Type of case</td>
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<td>*</td>
<td>*</td>
<td>*</td>
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<td>Code A</td>
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<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Code B</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Code C</td>
<td>*</td>
<td>*</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>When received</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Questions for specials only:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Person supplying information</td>
<td>-</td>
<td>*</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Person filling out questionnaire</td>
<td>-</td>
<td>*</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Status/Reason for non-response (steps taken)</td>
<td>-</td>
<td>*</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Did you receive a questionnaire in mail?</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Did you receive any other TALENT mail?</td>
<td>-</td>
<td>31</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>How did you get it?</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Retest case indicator</td>
<td>-</td>
<td>*</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

* Item was coded, but not given a question number.
APPENDIX  D

FOLLOW-UP QUESTIONNAIRES
Dear Project TALENT Participant:

First, we want to thank each of you for your help in the testing phase of Project TALENT last spring. We have heard from many of the students that the ten to twelve hours of testing was hard work but interesting. It was vital to the patient's welfare to gather these facts about you and your schools.

In December we sent lists of your scores on the Project TALENT tests to your school. The results are now being studied at our Computing Center and by next fall the first in a series of reports on talents and their development will be available to the public. In a few weeks some newspaper and magazine stories on Project TALENT will be published. But these stories will only describe the beginning of this important research program. Your help is needed to get the facts for the next chapter in the story.

We need to know what has happened to you in the past year and what your plans are now. The questions on our questionnaire have been prepared so that most of them can be answered by just checking the choices that describe what you've been doing. So this time, we will need only fifteen or twenty minutes of your time. However, please write in comments whenever you think some explanation is needed. Your answers will, of course, be kept in complete confidence. Neither you nor your school will be identified in any way when we publish our findings.

When you finish marking the choice for the questions, please sign your name on page seven, fold the booklet so that our name and address are on the outside, and mail it back to us. The stamp has already been attached.

The members of the Project TALENT staff greatly appreciate your personal help in this program. We wish you success in carrying out your plans.

Sincerely,

John C. Flanagan
Professor and Director of Project TALENT

12 May 1961

There are four parts to this booklet. If you have never attended college, you need answer only the first three parts. Printed in brown.

You can make notes about what you want.

Today's Date

Month Day Year

Date of Birth

Month Day Year

Check one:

1 Male

2 Female

In the spaces below, please print the name and address of someone who is most likely to know your address at any time:

Name

Address

City State

Directions:

Please be sure to answer every question below. Most of the questions can be answered by just marking X in the box to the left of the answer you choose. Do not skip any questions. Mark only one answer to each question except where instructed to mark more than one.

Part I: Education

1. Did you graduate from high school?
   1 Yes
   0 No

2. Have you attended college since leaving high school?
   1 Yes, as a full-time student.
   2 Yes, as a part-time student.
   3 Yes, I entered but dropped out temporarily.
   4 Yes, I entered but dropped out and do not plan to return.
   5 No, but I plan to enter college within a year or two.
   6 No, but I plan to enter college eventually, I have no idea when.
   7 No, and I have no plans to do so.

3. Since leaving high school have you attended a school other than a college?
   1 Yes
   2 No

4. If no, I plan to get some more non-college schooling.

5. What kinds of school have you attended since leaving high school? (Mark as many as apply.)
   0 No further schooling planned.
   1 A college degree of 4 years or more of college.
   2 A junior college degree or certificate.
   3 A 2-year (associate) degree.
   4 Practical nursing certificate.
   5 A business school or secretarial diploma.
   6 Other.

6. Answer this question if you have never attended college, otherwise skip it.

Did you want to go to college?

NO

1. No, I wanted to earn money.

2. No, I wanted to get married.

3. No, I wanted to go into the military service.

4. No, I was interested in going to some other kind of school.

5. No, for some other reason than above. Please specify.

YES

1. Yes, but I couldn't afford it.

2. Yes, but I couldn't because of a family emergency.

3. Yes, but I couldn't because I was married.

4. Yes, but I wasn't qualified because I hadn't taken preparation courses required for admission.

5. Yes, but I didn't apply because my grades weren't good enough.

6. Yes, but I applied but wasn't accepted.

7. Yes, but I didn't go for some other reason. Please specify.

Part II: Work Experience

1. What kinds of work have you done since leaving high school?

2. Other.

Part III: Financial Situation

1. Your annual family income for the last year was...

2. Your family's annual income is...

Part IV: Other Information

1. Your social security number is...

2. Your driver's license number is...

3. Your Armed Forces identification number is...

4. Your permanent address is...

5. Your permanent telephone number is...

6. Other relevant information.

The numbers on the right refer to the various parts of the questionnaire. A complete questionnaire should have 35 numbers penciled in the spaces below.
APPENDIX D

FOLLOW-UP QUESTIONNAIRES
PART II: WORK EXPERIENCE

13. What was your job called?

14. What did you do on this job? Please be specific:

15. Did you have a good job in May, 1941?

16. What was your pay (before deductions) on this full-time job? Please fill in one of the lines below:

17. What is the job called?

18. Tell what you are doing on this job. Please be specific:

19. How well do you think you like this type of work?

20. How long do you plan to stay in the same type of work?

21. About how long were you unemployed (and looking for a full-time job) between June 1, 1940 and June 1, 1941?

22. In regard to jobs or careers, which one of the following is the most important to you?

23. What did you wish you had done differently in high school? Mark as many as apply.

24. What occupation do you expect to make your living? Please be specific:

25. What do you wish you had done differently in high school? Mark as many as apply.

PART III: GENERAL QUESTIONS

26. Are you married?

27. Do you still keep in touch with your high school friends?

28. Where are you living at the present time?

29. About how many years have you been married so far?

30. Were you the driver in an automobile accident involving bodily injury or more than $1000 property damage in the past year?
PART IV COLLEGE

PLEASE ANSWER THE QUESTIONS IN THIS SECTION IF YOU HAVE ATTENDED OR ARE ATTENDING A COLLEGE.

38. Fill in the name and location of the college or university you are attending or the last one you attended.

College: ____________________________
City: ____________________________
State: ____________________________

39. Approximately how far is the college from your home town?

miles: ____________________________

40. As of June 1965 how many college credits will you have? (Indicate ON ONE of the two lines below.)

semester hours credits: ____________________________
quarter-hour credits: ____________________________

41. This question consists of the names of various subjects you may have studied in college. What were your grades in these subjects? Indicate as follows (showing your AVERAGE grade if you took more than one course in a subject):

A Mark 3 for B
Mark 2 for C
Mark 1 for D
Mark 0 for F
Mark F if you received credit but
specific grades are not reported in the college you attended.
Mark B if you have taken no courses in this subject.

a. Mathematics
b. Physical sciences (including astronomy, physics, chemistry, geology, etc.)
c. Biological sciences (including botany, zoology, physiology, etc.)
d. Social sciences (including history, government, political science, economics, geography, sociology, etc.)
e. English composition and grammar
f. English literature
g. Foreign languages
h. Fine Arts
i. Music
j. Psychology
k. Philosophy
l. Religion
m. Education
n. Engineering
o. Business Administration
p. Home Economics
q. Agriculture and forestry
r. Other courses. Please specify:

42. Did you take any college-preparatory mathematics (i.e., algebra, geometry, trigonometry, etc.) in high school?

Yes: ____________________________
No: ____________________________

If yes: how many units of it did you complete?

43. Have you enrolled in any of the following kinds of mathematics courses in college: trigonometry, college algebra, analytic geometry, solid geometry, other college mathematics, calculus, or a college mathematics course combining any of the above?

Yes: ____________________________
No: ____________________________

If yes: but I plan to

44. In which of the following areas do you expect to specialize or "major" in college? Mark ONE or more.

Mathematics
Physical Sciences
Biological Sciences
Social Studies
English and Literature
Foreign Languages
Fine Arts
Music
Psychology
Philosophy
Religion
Education
Engineering
Business and Commerce
Home Economics
Agriculture and Forestry
Some other. Please specify:

45. Which of the following degrees do you plan to earn? Mark as many as apply.

None
B.A. or B.S.
B.A. or M.S.
Ph.D.
Ed.D.
LL.B.
M.D.
D.O.
Other. Please specify:

46. What is the main reason you want to go to college?

College graduate makes more money
The career I want to go into requires a college education
To make good personal contacts for business or an occupation
Because I enjoy learning
Because most of my friends do
For social reasons
To get on an intercollegiate athletics team
Because my parents want me to
No special reason
Other. Please specify:

47. Are you still in college?

Yes
No

If you dropped out of college, what was your main reason?

I was not able to get a job
I was not able to get a job
I was not able to get a job
I was not able to get a job
I was not able to get a job
I was not able to get a job
I was not able to get a job
I was not able to get a job
I was not able to get a job

48. Where did you live while attending college?

At home with parents
At home, but not with parents
In a college dormitory
In a student housing facility
Away from home in a rented home or apartment
Away from home in a rented home or apartment
Away from home with friends or relatives
Other. Please specify:

NOTICE

Your answers to these questions will be kept in complete confidence. When this survey is published, neither you nor your school will be identified in any way.
### Questions 49 and 50: Indicate how much your first year of college cost. Please include all costs even if you obtained some of your money from scholarships or other sources.

| 01 | Less than $10 |
| 02 | $10 - $99 |
| 03 | $100 - $199 |
| 04 | $200 - $499 |
| 05 | $500 - $799 |
| 06 | $800 - $999 |
| 07 | $1000 - $1499 |
| 08 | $1500 - $1999 |
| 09 | $2000 or more |

### Questions 51: Indicate how much you spent on living expenses last year.

| 01 | Less than $200 |
| 02 | $200 - $499 |
| 03 | $500 - $799 |
| 04 | $800 - $999 |
| 05 | $1000 - $1499 |
| 06 | $1500 - $1999 |
| 07 | $2000 - $2999 |
| 08 | $3000 or more |

### Questions 52: Indicate how you were attending college last year.

| 1 | Yes |
| 2 | No |

### Questions 53: What are your major plans for the summer? (Mark only ONE.)

| 1 | Work full time (at least 35 hours a week) |
| 2 | Work part time (less than 35 hours a week) |
| 3 | Vacation at a summer camp or resort |
| 4 | Travel |
| 5 | Take summer courses |
| 6 | Stay at home |
| 7 | Other (specify) |

### Questions 54: Indicate below how many hours a week you worked on average during each of the following kinds of activities during the first week of college.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social activities</td>
<td>1</td>
</tr>
<tr>
<td>Sports and athletics</td>
<td>2</td>
</tr>
<tr>
<td>Other academic activities</td>
<td>3</td>
</tr>
</tbody>
</table>

### Questions 55: How do you plan to pay for college?

| 1 | Yes |
| 2 | No |

### Questions 56: How well do you like college?

| 1 | Very well |
| 2 | Fairly well |
| 3 | Not very well |
| 4 | Not at all |

### Comments

Your comments and suggestions in connection with any part of the questionnaire are much appreciated. All comments will be considered in the evaluation of the findings of this study.

---

**Project Talent** is an important national study which provides information on the talents of young people.

1. A scientifically planned inventory of all the talents of young people.
2. Determination of the specific patterns of aptitudes, abilities, and interests which provide the best basis for various college courses and careers.
3. A better understanding of how young people choose their life work.
4. A better understanding of the educational experiences that prepare students for their life work.

---

**Business Reply Mail**

No postage stamp necessary if mailed in the United States.

Postage will be paid by

Professor John C. Flanagan
Project Talent Office
Carnegie Mellon University
Pittsburgh 12, Pennsylvania
Project TALENT
Interview Schedule for Non-respondents
(Grade 12)

Current name and address of subject:
Name ___________________________ Testing No. ___________________________
Address ___________________________ School Code ___________________________
City and State ___________________________

1. Did you graduate from high school?
☐ Yes Date ________________
☐ No

2. Have you gone to any school since you left high school?
☐ Yes Name ___________________________ Studying what? ___________________________
☐ Kind of school ___________________________
☐ No

3. When did you enter this school?
Date ___________________________

4. Are you still attending?
☐ Yes
☐ No Reason ___________________________

5. Are you married?
☐ Yes
☐ No

6. Are you or have you been in the military service?
☐ Yes Specify type ___________________________ How long? ___________________________
☐ No

7. Have you had a full-time job?
Yes What was (or is) it called? ___________________________
☐ No

8. What occupation do you expect to make your career?

9. Did you ever receive a questionnaire through the mail from Project TALENT?
☐ Yes
☐ No Received any other materials?
☐ Not sure

(If yes to question 9, and you are contacting this student at a different address from the one supplied on your list, ask:)

9a. How did you get it:
☐ Forwarded by parents
☐ Forwarded by post office
☐ Other. Specify: ___________________________

10. (For interviewer only.) Try to find out what it has been doing since June 1961,
if this is not clear from the above question.
Interviewer's comment: ___________________________

Interviewer: ___________________________
Non-respondent
☐ Other. Specify: ___________________________
Dear Project TALENT Participant:

First, we want to thank each of you for your help in the testing phase of Project TALENT in March 1960. We have heard from many of the students that the ten to twelve hours of testing was hard work but interesting. It was vital to the nation's welfare to gather these facts about you and your schools.

In December 1960 we sent lists of your scores on the Project TALENT tests to your school. The results are now being studied at our Computing Center, and the first in a series of reports on talents and their development has been released. But this describes only the beginning of this important research program. Your help is needed to get the facts for the next chapter in the story.

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When you finish marking the choices for the questions, please sign your name on page three, fold the booklet so that your name and address are on the outside, and mail it back to us. The stamp has already been attached.

The members of the Project TALENT staff greatly appreciate your personal help in this program. We wish you success in carrying out your plans.

Sincerely,

John C. Flanagan
Professor and Director of Project TALENT

PLEASE CORRECT YOUR ADDRESS

If your present address or name is different from that on the label on the top of page 4, please correct the label so that we can keep our records up to date. Please do not remove the address label.
PLEASE ANSWER THE QUESTIONS IN THIS SECTION IF YOU HAVE ATTENDED OR ARE ATTENDING A COLLEGE OR UNIVERSITY.

20. Fill in the name and location of the college or university you are attending, or the last one you attended:

College

City

State

21. When did you enter college for the first time?

22. If you have attended more than one college or university since leaving high school, please indicate below.

Name of college City and State

23. Are you still in college?

Yes

No

If no, why?

24. If you dropped out of college, what was your main reason?

I was offered a good job

I was homesick

I didn't like the campus life

I got married

Collegian wasn't working out

Costs were too high

I was afraid I was going to fail

I failed

Financial difficulties

I needed it medically

Other reason...

25. As of June 1963 how many college credits will you have? (Indicate on ONE of the two lines below.)

semester-hour or quarter-hour credits

quarter-hour credits

If your college does not use these units, check on line.

26. In which of the following college degrees or diplomas do you plan to enroll?

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March 1964

SPECIAL QUESTIONNAIRE FOR ELEVENTH-GRADE STUDENTS
TESTED BY PROJECT TALENT

1. Individual Identification
   Name: ____________________________
   Project TALENT testing number: ______

   Last     First     Middle
   Name at present: ____________________________

   Present address: ____________________________
   Street Address: ____________________________
   City: __________________ State: _____________

   Date of birth: ______ Month ______ Day ______ Year ______

2. Check whether you are:
   [ ] Male
   [ ] Female

3. Did you graduate from high school?
   [ ] Yes. Date: ______ Month ______ Year ______
   [ ] No, I am still in high school in grade ______.
   [ ] No, I dropped out in ______ Month ______ Year ______

4. If you dropped out, why did you do so?
   [ ] I wanted to get a job.
   [ ] I became ill.
   [ ] I was needed at home.
   [ ] I got married.
   [ ] I did not like school.
   [ ] I had falling grades.
   [ ] I was asked to leave.
   [ ] For some other reason: ____________________________

5. Are you now married?
   [ ] Yes. Date of marriage: ______ Month ______ Year ______
   [ ] No.

6. Have you ever married in the past even if you are not now married?
   [ ] Yes. Date of that marriage: ______ Month ______ Year ______
   [ ] No.

7. Did you have a job two years ago in April or May 1962?
   [ ] Yes.
   [ ] No.
   If you answer "Yes," write in answers to the following:

8. How many hours per week did you work on it?

9. What was the job called?

10. What did you do on that job?

11. What occupation or profession do you now plan to make your career?
   (Be specific.) ____________________________

12. Have your plans for a career changed in the last two years?
   [ ] Yes. They definitely changed in ______ Month ______ Year ______
   [ ] No.
   If you answered "Yes," what occupation or profession did you first plan
to make your career?

13. Have you attended any school since leaving high school?
   [ ] Yes.
   [ ] No.
   If you answered "Yes," fill in one or more of the following:

   Type ____________________________
   Date Began Attending 
   [ ] A college offering the bachelor's degree or higher
   [ ] A junior or community college offering not more than 2 years of work
   [ ] A technical institute (not part of a college or university)
   [ ] A school of nursing (3-year program)
   [ ] A school of practical nursing
   [ ] A secretarial or business school
   [ ] A trade or apprenticeship school
   [ ] An Armed-Forces enlisted-man's school
   [ ] Other __________

   Month ______ Year ______
   Month ______ Year ______
   Month ______ Year ______
   Month ______ Year ______
   Month ______ Year ______
   Month ______ Year ______
   Month ______ Year ______
   Month ______ Year ______

Please do not write in this area.

   (1) (1) (2) (9)
   -1-
14. If you attended any college, Junior college, or community college since leaving high school, give the name and location, the dates of attendance, and check whether attendance was full time or part time.

<table>
<thead>
<tr>
<th>College</th>
<th>Date</th>
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<tbody>
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</table>

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<tr>
<th>City</th>
<th>State</th>
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</table>

15. What was the area in which you expected or still expect to specialize or "Major" in college? (Give one even if you haven't made up your mind definitely. Mark only one.)

- Mathematics
- Biological sciences
- Social studies
- English and literature
- Foreign languages
- Fine arts
- Music
- Psychology
- Philosophy
- Religion
- Education
- Engineering
- Business and commerce
- Home economics
- Agriculture and forestry
- Nursing
- Some other. Please specify:

16. If you dropped out of college, what was your main reason?

<table>
<thead>
<tr>
<th>Reason</th>
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<tbody>
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</tbody>
</table>

17. Are you now in active military service?

<table>
<thead>
<tr>
<th>Yes, Date ServiceBegan</th>
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<td>Month</td>
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</table>

| No. |
|     |
| Month | Year |
|       |      |

18. Name (or names) of person (or persons) from whom data about the individual were obtained:

<table>
<thead>
<tr>
<th>Name</th>
<th>Relationship to Individual</th>
</tr>
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</table>

19. Name of person who filled out the questionnaire:

<table>
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<tr>
<th>Signature</th>
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<th>Date completed</th>
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<tr>
<th>Title</th>
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| Form 1-3+

Dear Project TALENT Alumnus:

Do you remember Project TALENT? We haven't forgotten you! First, we want to thank you again for your help in the testing phase of Project TALENT in March 1960. We have heard from many of the students that the ten to twelve hours of testing was hard work but interesting. It was vital to the nation's welfare to gather these facts about you and your schools. Now we want to know how you're doing.

In December 1960 we sent lists of your scores on the Project TALENT tests to your school. The results are still being studied at our Computing Center, and the first three reports on talents and their development have been published. But these describe only part of this important research program. Your help is needed to get the facts for the next chapter in the story.

In order to know what has happened to you in the past two years and what plans are now, you can answer most of the questions by checking the choice that describes what you've been doing. Please write in comments wherever you think some explanation is needed. Your answers will, of course, be kept in complete confidence. Neither you nor your school will be identified in any way when we publish our findings.

When you finish marking the choices for the questions, please sign your name on page three, fold the booklets so that the Project TALENT address is on the outside, and mail it back to us. This postage is necessary. Just put it in the mail box.

The members of the Project TALENT staff greatly appreciate your personal help. We wish you success in carrying out your plans.

Sincerely,

John E. Flanagan
Professor and Director of Project TALENT

---

**PLEASE CORRECT YOUR ADDRESS**

If your present address or name is different from that on the label on the top of page 4, please correct the label, so that we can keep our records up to date. Please do not remove the address label.
20. Would you like to serve in the Peace Corps?
[ ] Yes, for a 2-year term
[ ] Yes, for a 3-year term
[ ] Yes, for a 4-year term
[ ] No, I am not familiar with it

21. Have you attended college since leaving high school?
[ ] Yes, I am a full-time student now.
[ ] Yes, I attended but am now out temporarily.
[ ] Yes, but I dropped out and I plan to return.
[ ] No, but I plan to enter college within one or two years.
[ ] No, but I plan to enter college later or in a different way.
[ ] No, and I have no plans to do so.

22. In which of the following areas do you expect to study or major in college? Mark ONE even if you think more than one area is suitable.
[ ] Arts
[ ] Business
[ ] Engineering
[ ] Foreign languages
[ ] Fine arts
[ ] Music
[ ] Philosophy
[ ] Physics
[ ] Professional education
[ ] Other

23. What is your major or intended area of study at college?

24. If you have attended college or are currently attending college, list the college(s) you have attended below:

25. Is there any college or university you are now attending, or the last one you attended?

26. If you have attended more than one college or university since leaving high school, please make an entry below:

27. Is your college a four-year college or a junior college?

28. Are you still in college?
[ ] Yes
[ ] No

29. If you have dropped out of college, why was your reason?

30. As of June 1966, how many college credits do you expect to have?

31. Which of the following college degrees does the student plan to pursue in college?

32. In which area of the following college degrees do you plan to pursue in college? (Mark as many as apply.)

33. Personal information:

34. If you work, please indicate your occupation and the type of work you do:

35. Please write a brief statement about your background and your plans for the future:

36. Are you married? indicate your marital status:

37. Do you have any other comments or suggestions about this questionnaire?

38. Please sign your name below:

39. Please include your mailing address:

40. Your name and address will be used for the project.

41. Please check the boxes below:

42. Your signature is required.

43. Project Talent Office

44. University of Pittsburgh

45. Pittsburgh, PA 15260

46. This project is supported by the United States Office of Education.
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<th>Question</th>
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<td>15. What did you do for the first 9 months?</td>
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<td>16. If you have attended more than one college or university since leaving high school, please indicate below:</td>
<td>College:</td>
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<td>17. What did you use college for the first time?</td>
<td>1. Yes</td>
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<tr>
<td>21. Name (or names) of person (or persons) from whom data about the individual were obtained:</td>
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<tr>
<td>22. Name of person who filled out this questionnaire:</td>
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</table>
PROJECT TALENT ALUMNUS—WHERE ARE YOU!

We are eager to learn where you are and what you are doing.

We haven't yet received your answers to this questionnaire. Maybe the copier we sent didn't reach you. Anyway, here's another.

It will take you only a few minutes to check your answers to the questions on pages 2 and 3. Please keep your records up to date with us.

Just fill in the answers, sign your name on page 3, fold the booklet so that our return address is on the outside, and mail it back to us.

No stamp is required. Just drop the booklet in the mailbox.

Best of luck to you.

Sincerely yours,

John C. Flanagan
Professor and Director of Project TALENT

---

1. Date of your birth: Month Day Year
2. Do you last attended high school: Month Year
3. Check was: Male Female
4. Are you married? Yes No
5. Yes, I married while I was in high school.
6. Yes, I married during my last year in high school.
7. No, I was never married.
8. Will you be attending high school in the fall of 1964? Yes No
9. Yes, I dropped out of high school.
10. Yes, I graduated or was expelled from high school.
11. Yes, I graduated.
12. What was the last grade you attended in high school? 9th 10th 11th 12th
13. Did you get a high school diploma? Yes No
14. Yes, I received a diploma at last school.
15. Yes, I received a diploma at last school.
17. Did you drop out of school without graduating? Yes No
18. Did you receive any job help: Employment; Yes No
19. Yes, I am still in high school.
20. What kind of help did you receive? School counseling; College counseling; Other (Please specify):
21. Is in your high school, what course of study did you take? General; Commercial; Business; Technical; Vocational; Other (Please specify):
22. What is your present occupation? Race: Employment; Yes No
23. Employment; Yes No
24. Yes, I have a part-time job.
25. Yes, I have a full-time job.
26. Yes, I am still in high school.
27. Yes, I am still in high school.
28. Do you have any paid job as of August 1, 1964? Yes No
29. Is this your current job? Yes No
30. Have you ever been employed as a full-time employee? Yes No
31. Have you ever been employed in any capacity? Yes No
32. Did you have a paid job as of August 1, 1964? Yes No
33. Was the title of this job? Not discernable
34. What did you do on this job? Not discernable
35. What was your pay (before deductions) when you first

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PLEASE CORRECT YOUR ADDRESS
If your present address or name is different from that on the label on the top of page 4, please correct the label, so that we can keep our records up to date.
Please do not remove the address label.
SPECIAL QUESTIONNAIRE FOR
NINTH-GRADE STUDENTS TESTED BY PROJECT TALENT

University of Pittsburgh, Pittsburgh, Pennsylvania

Name of School at Time
Name: __________________________
City: ____________________________
State: ____________________________
School Code: ______________________

Name when tested: ____________________________
First Name: _______________________
Middle Initial: _____________________
Last Name: _______________________

Name at present: ____________________________
First Name: _______________________
Middle Initial: _____________________
Last Name: _______________________

Present Address: ____________________________
City: ____________________________
State: ____________________________

Name and address of person who is most likely to know your father at any time:
Name: ____________________________
Street Address: ______________________
City: ____________________________
State: ____________________________

Name(s) of person(s) from whom dates about the individual were obtained:
Name: ____________________________
Relationship: Individual
Location: ____________________________

Name of person who filled out this questionnaire:
Signature: ____________________________
Title: ____________________________
Date Completed: ____________________________

1. Date of your birth: Month: _______ Day: _______
2. Have you ever attended high school? Yes: _______ No: _______
3. Grade one time: _______
4. Age now: _______
5. Are you married? Yes: _______ No: _______
6. If you worked part time at any time, where? _______
7. If you had a high school diploma, what was the name of the high school you graduated from? _______
8. What was the grade level you completed? _______
9. What was your average grade point average? _______
10. How long did you take the SAT exam? _______
11. Did you take the SAT exam? Yes: _______ No: _______
12. Did you take the SAT exam? Yes: _______ No: _______
13. Did you take the SAT exam? Yes: _______ No: _______
14. Did you take the SAT exam? Yes: _______ No: _______
15. Did you take the SAT exam? Yes: _______ No: _______
16. Did you take the SAT exam? Yes: _______ No: _______
17. Did you take the SAT exam? Yes: _______ No: _______
18. Did you take the SAT exam? Yes: _______ No: _______
19. Did you take the SAT exam? Yes: _______ No: _______
20. Did you take the SAT exam? Yes: _______ No: _______
23. How many credits did you expect to earn by July 1967? (Indicate on ONE of these lines.)

24. Did you complete college or university by July 1967?
   Yes, Yes, No, No,
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   Yes, Yes, No, No, 
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   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
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   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No, 
   Yes, Yes, No, No,
Dear Project TALENT Alumnus:

In the spring of 1960, you participated in a national survey of high school students called Project TALENT. This study is part of the current national effort to improve American education. In 1961 you received a questionnaire from us. We want to thank you for your replies to our earlier questionnaires. Now we are calling on you again for help.

Never before in our country's history has education been such a major national concern. As President Johnson has said, "The first work of these times and the first work of our society is education." With your help, Project TALENT is trying to determine the strengths and weaknesses of our nation's schools so that recommendations for improvement can be made. In this questionnaire, a section has been included so that you can tell us how well your school prepared you for an occupation that makes full use of your abilities, a satisfying life outside your work, and your role as a responsible citizen. Your evaluation will contribute a great deal to the improvement of education in this country.

We are very much interested in what has happened to you in the last five years. We would like to know if you have continued your education, or intend to; what jobs you've held; whether you have entered the military service; your career plans, etc. You can answer most of the questions by checking the choices that describe what you've been doing, although you should feel free to write in comments wherever you think some explanation is needed.

We want to emphasize that your answers to this questionnaire are strictly confidential; they will be used for research purposes only. We hope you'll answer all the questions, because the more complete your replies are, the more helpful they will be in this very vital research.

Many Project TALENT participants have written us that they are interested in learning more about the findings from the original Project TALENT tests and the one-year follow-up questionnaire. We try to keep Project TALENT participants informed through the Project TALENT News. We welcome suggestions from you as to the sorts of things you would be interested in seeing in this publication. Your next copy of the Project TALENT News should reach you in a few days.

The members of the Project TALENT staff are most appreciative of your personal help. We wish you success in carrying out your plans.

Sincerely,

[Signature]

John C. Flanagan
Professor and Director of Project TALENT

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PROJECT TALENT FOLLOW-UP SURVEY

1. Date of your birth: Month Day Year

---

2. Check One:
   1. Bachelor's degree
   2. Higher degree

3. Did you get a high school diploma?
   1. Yes, I graduated in 1961
   2. No, I dropped out of school, but I have plans to get a diploma
   3. Yes, I graduated in 1961
   4. No, I dropped out of school

4. If you were to enroll in a college or university, which would you major in?
   1. Business
   2. Science
   3. Social science
   4. Fine arts
   5. Other

5. What was your average grade point average in high school?
   1. Less than 2.0
   2. 2.0-2.5
   3. 2.6-3.0
   4. 3.1-3.5
   5. 3.6-4.0

6. Are you planning to go to college in the fall of 1962?
   1. Yes
   2. No

7. How many units of college credit have you earned?
   1. Less than 20
   2. 20-35
   3. 36-50
   4. More than 50

8. Do you plan to continue in this field for at least another year?
   1. Yes
   2. No

9. If you are married, how many children do you have?
   1. None
   2. 1
   3. 2
   4. 3
   5. 4 or more

10. What occupation do you plan to make your living do you plan to change your present type of work?
    1. Yes
    2. No

11. Do you plan to change jobs in the next five years?
    1. Yes
    2. No

12. What do you think are the major reasons for job changes?
    1. Salary
    2. Opportunities for advancement
    3. Working conditions
    4. Personal reasons

13. What did you like about your present job?
    1. Opportunity for advancement
    2. Working conditions
    3. Personal reasons

14. What did you dislike about your present job?
    1. Salary
    2. Opportunities for advancement
    3. Working conditions
    4. Personal reasons

15. What do you hope to achieve in your future work?
    1. Salary
    2. Opportunities for advancement
    3. Working conditions
    4. Personal reasons

16. What do you think are the major reasons for job changes?
    1. Salary
    2. Opportunities for advancement
    3. Working conditions
    4. Personal reasons

---

Please check the appropriate boxes for each question.

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**PLEASE CONTACT YOUR ADDRESS**

If your present address or name is different from that shown on the envelope on the back of this page, please correct the label, so that we can keep our record up to date. Please do not remove the address label.
13. Please indicate your past and present status in regard to military service.
   (Write as many as apply.)
   (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K) (L) (M) (N) (O) (P) (Q) (R) (S) (T) (U) (V) (W) (X) (Y) (Z)
   - Active Duty
   - Reserves
   - National Guard
   - Air Force
   - Navy
   - Marine Corps
   - Coast Guard
   - Other (Specify)

14. Did you serve any other type of military duty?
   (Write as many as apply.)
   (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K) (L) (M) (N) (O) (P) (Q) (R) (S) (T) (U) (V) (W) (X) (Y) (Z)
   - Yes
   - No

15. What is your social security number?
   (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K) (L) (M) (N) (O) (P) (Q) (R) (S) (T) (U) (V) (W) (X) (Y) (Z)

16. Race
   (A) White
   (B) Black
   (C) Other race
   (D) Hispanic
   (E) Native American

17. Religion
   (A) Protestant
   (B) Catholic
   (C) Jewish
   (D) Other (Specify)

18. Have you made any important decisions that you are not sure about yet? (Mark as many as apply.)
   (A) I wish I had taken additional educational courses.
   (B) I wish I had attended college.
   (C) I wish I had graduated from high school.
   (D) I wish I had attended college.
   (E) I wish I had taken a different college.
   (F) I wish I had attended a different college.
   (G) I wish I had chosen a different major field.
   (H) I wish I had attended a different college.
   (I) I wish I had chosen a different major field.
   (J) I wish I had attended a different college.
   (K) I wish I had chosen a different major field.
   (L) I wish I had attended a different college.
   (M) I wish I had chosen a different major field.
   (N) I wish I had attended a different college.
   (O) I wish I had chosen a different major field.

19. Were you an eligible student in college or an undergraduate student in college? (Write as many as apply.)
   (A) Yes
   (B) No

20. Which of the following loans, scholarships, or fellowships have you received or do you plan to receive?
   (A) Federal Work-Study Program
   (B) State Work-Study Program
   (C) Other (Specify)

21. Which of the following honors, awards, or positions have you received or do you plan to receive?
   (A) Dean's Honor List
   (B) Cum Laude
   (C) Other (Specify)

22. What is your next educational goal?
   (A) Graduate study
   (B) Professional degree
   (C) Other (Specify)

23. As an undergraduate, in which of the following areas did you study the most?
   (A) Mathematics
   (B) Physics
   (C) Chemistry
   (D) Biology
   (E) Music
   (F) Other (Specify)

24. Do you have any graduate work or do you plan to take graduate-level courses?
   (A) Yes
   (B) No

25. What college or university have you attended or are you now attending? (Write as many as apply.)
   (A) Name of College or University
   (B) City and State
   (C) Date Enrolled
   (D) Degree
   (E) Grade Point Average
   (F) Date of Graduation
   (G) Other (Specify)

26. In the past year, did you attend any college or university other than the one you are now attending?
   (A) Yes
   (B) No

27. During the past year, did you attend any college or university other than the one you are now attending?
   (A) Yes
   (B) No

28. What is your plan for the future?
   (A) Graduate study
   (B) Professional degree
   (C) Other (Specify)

29. What are your plans for the future?
   (A) Graduate study
   (B) Professional degree
   (C) Other (Specify)

30. Have you made any plans for the future?
   (A) Graduate study
   (B) Professional degree
   (C) Other (Specify)

31. Have you met any important obligations that you are not sure about yet? (Mark as many as apply.)
   (A) I wish I had taken additional educational courses.
   (B) I wish I had attended college.
   (C) I wish I had graduated from high school.
   (D) I wish I had attended college.
   (E) I wish I had taken a different college.
   (F) I wish I had attended a different college.
   (G) I wish I had chosen a different major field.
   (H) I wish I had attended a different college.
   (I) I wish I had chosen a different major field.
   (J) I wish I had attended a different college.
   (K) I wish I had chosen a different major field.
   (L) I wish I had attended a different college.
   (M) I wish I had chosen a different major field.
   (N) I wish I had attended a different college.
   (O) I wish I had chosen a different major field.

32. Have you made any plans for the future?
   (A) Graduate study
   (B) Professional degree
   (C) Other (Specify)

33. Have you met any important obligations that you are not sure about yet? (Mark as many as apply.)
   (A) I wish I had taken additional educational courses.
   (B) I wish I had attended college.
   (C) I wish I had graduated from high school.
   (D) I wish I had attended college.
   (E) I wish I had taken a different college.
   (F) I wish I had attended a different college.
   (G) I wish I had chosen a different major field.
   (H) I wish I had attended a different college.
   (I) I wish I had chosen a different major field.
   (J) I wish I had attended a different college.
   (K) I wish I had chosen a different major field.
   (L) I wish I had attended a different college.
   (M) I wish I had chosen a different major field.
   (N) I wish I had attended a different college.
   (O) I wish I had chosen a different major field.

34. Have you met any important obligations that you are not sure about yet? (Mark as many as apply.)
   (A) I wish I had taken additional educational courses.
   (B) I wish I had attended college.
   (C) I wish I had graduated from high school.
   (D) I wish I had attended college.
   (E) I wish I had taken a different college.
   (F) I wish I had attended a different college.
   (G) I wish I had chosen a different major field.
   (H) I wish I had attended a different college.
   (I) I wish I had chosen a different major field.
   (J) I wish I had attended a different college.
   (K) I wish I had chosen a different major field.
   (L) I wish I had attended a different college.
   (M) I wish I had chosen a different major field.
   (N) I wish I had attended a different college.
   (O) I wish I had chosen a different major field.

35. Have you met any important obligations that you are not sure about yet? (Mark as many as apply.)
   (A) I wish I had taken additional educational courses.
   (B) I wish I had attended college.
   (C) I wish I had graduated from high school.
   (D) I wish I had attended college.
   (E) I wish I had taken a different college.
   (F) I wish I had attended a different college.
   (G) I wish I had chosen a different major field.
   (H) I wish I had attended a different college.
   (I) I wish I had chosen a different major field.
   (J) I wish I had attended a different college.
   (K) I wish I had chosen a different major field.
   (L) I wish I had attended a different college.
   (M) I wish I had chosen a different major field.
   (N) I wish I had attended a different college.
   (O) I wish I had chosen a different major field.
22. How well have the training and education you have obtained prepared you for an occupation that will make the best use of your abilities?
   1. Very well
   2. Fairly well
   3. Not very well
   4. Rather poorly
   5. Very poorly

   Please explain your answer by describing the strong or weak points in this aspect of your education.

24. How well have the training and education you have obtained prepared you for the duties of your responsibilities as a citizen?
   1. Very well
   2. Fairly well
   3. Not very well
   4. Rather poorly
   5. Very poorly

   Please explain your answer by describing the strong or weak points in this aspect of your education.

33. How well have the training and education you have obtained prepared you for a full and satisfactory life outside of your work?
   1. Very well
   2. Fairly well
   3. Not very well
   4. Rather poorly
   5. Very poorly

   Please explain your answer by describing the strong or weak points in this aspect of your education.

Additional Comments
If you feel you would like to make additional comments as your responses may have been determined too hastily, please fill in any additional information. If you are unable to answer any of the questions, please fill in the space for any information.

Please sign your name below and fill in the date.

Signature

Month __________ Day ______ Year ______

Please correct your name and address.

After you have filled out the questionnaire, please fold the booklet so that your name and address is not visible. Then staple it to the cover, seal the booklet, and drop it in the mail. It requires no postage.
**FIVE-YEAR SPECIAL QUESTIONNAIRE FOR**
**FORMER TWELFTH GRADE STUDENTS TESTED BY PROJECT TALENT**
**UNIVERSITY OF PITTSBURGH - PITTSBURGH, PENNSYLVANIA 15213**

**NAME**

**RELATIONSHIP**

**Date of Birth**

<table>
<thead>
<tr>
<th>Month</th>
<th>Year</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tbody>
</table>

**Sex**

- Male
- Female

5. Did you get a high school diploma?

- Yes
- No

6. Were you a graduate of a regular high school?

- Yes
- No

7. Did you get a technical high school diploma?

- Yes
- No

8. Did you get a vocational high school diploma?

- Yes
- No

9. Have you had any job as of October 1, 1952?

- Yes
- No

10. Did you get a job in the same field of work?

- Yes
- No

11. Did you get a job in a different field?

- Yes
- No

12. How many full-time jobs did you hold between April 1950 and September 30, 1952 (Circle answer):

- 1
- 2
- 3
- 4

13. What occupation do you plan to make your life work?

- Specify occupation

14. What was your job as of October 1, 1953?

- Specify job

15. What was your pay (before deductions) as of October 1, 1953 (Please list in DOLLAR units):

- Per week
- Per month

16. What was your pay (before deductions) as of October 1, 1954?

- Per week
- Per month

17. How many hours did you work on October 1, 1953?

- Less than 4 hours
- 4-6 hours
- 6-12 hours
- 12-18 hours
- More than 18 hours

18. Who was your employer as of October 1, 1953?

- Personal company
- Government
- Other

19. What was your current status as of October 1, 1953?

- Employed
- Unemployed
- In school
- Retired

20. How old are you in your usual age?

- Specify age

21. How old is your usual age?

- Specify age

22. How old is your usual age?

- Specify age

23. How old is your usual age?

- Specify age

24. How old is your usual age?

- Specify age

25. How old is your usual age?

- Specify age
13. Please indicate your past and present status in regard to military duty. (Check as many as apply.)
   [ ] Active Duty
   [ ] Reserve
   [ ] Naval Reserve
   [ ] Air Force Reserve
   [ ] Marine Corps Reserve
   [ ] Coast Guard Reserve
   [ ] Women's Reserve
   [ ] Civilian
   [ ] Other (Please specify):

14. On December 1, 1965, were you an active military duty?
   [ ] Yes
   [ ] No

15. What is your social security number?

16. Race:
   [ ] Caucasian
   [ ] Negro
   [ ] Other (Please specify):

17. Religion:
   [ ] Protestant
   [ ] Catholic
   [ ] Jewish
   [ ] Other (Please specify)
   [ ] Prefer not to answer this question.

18. Have you made any important decisions that you are sorry about now? (Check as many as apply.)
   [ ] I just can't keep a promise once I've made it.
   [ ] I'm afraid I'll drop out of college.
   [ ] I'm afraid I'll drop out of college.
   [ ] I'm afraid I'll drop out of college.
   [ ] I'm afraid I'll drop out of college.
   [ ] I'm afraid I'll drop out of college.
   [ ] I'm afraid I'll drop out of college.
   [ ] I'm afraid I'll drop out of college.
   [ ] I'm afraid I'll drop out of college.

19. Have you attended college? (Four-year college or junior college after leaving high school?
   [ ] Yes
   [ ] No

20. Did you attend any other type of school?
   [ ] Yes
   [ ] No

21. Which of the following have you attended or do you plan to attend?
   [ ] College
   [ ] Other (Please specify)

22. Which of the following college degrees or diplomas have you earned or do you plan to earn?
   [ ] Bachelor's degree
   [ ] Master's degree
   [ ] Doctorate
   [ ] Other (Please specify)

23. Are you enrolled in a college or university today?
   [ ] Yes
   [ ] No

24. Are you enrolled in a college or university today?
   [ ] Yes
   [ ] No

25. What are your plans for the future?
   [ ] I plan to continue my education.
   [ ] I plan to enter the workforce.

26. Are you enrolled in a college or university today?
   [ ] Yes
   [ ] No

27. Do you plan to attend graduate school?
   [ ] Yes
   [ ] No

28. Do you plan to attend graduate school?
   [ ] Yes
   [ ] No

29. Do you plan to attend graduate school?
   [ ] Yes
   [ ] No

30. Do you plan to attend graduate school?
   [ ] Yes
   [ ] No

31. Do you plan to attend graduate school?
   [ ] Yes
   [ ] No

32. Do you plan to attend graduate school?
   [ ] Yes
   [ ] No

33. Do you plan to attend graduate school?
   [ ] Yes
   [ ] No

34. Do you plan to attend graduate school?
   [ ] Yes
   [ ] No

35. Do you plan to attend graduate school?
   [ ] Yes
   [ ] No

36. Do you plan to attend graduate school?
   [ ] Yes
   [ ] No

37. Do you plan to attend graduate school?
   [ ] Yes
   [ ] No

38. Do you plan to attend graduate school?
   [ ] Yes
   [ ] No

39. Do you plan to attend graduate school?
   [ ] Yes
   [ ] No

40. Do you plan to attend graduate school?
   [ ] Yes
   [ ] No

41. Do you plan to attend graduate school?
   [ ] Yes
   [ ] No

42. Do you plan to attend graduate school?
   [ ] Yes
   [ ] No

43. Do you plan to attend graduate school?
   [ ] Yes
   [ ] No

44. Do you plan to attend graduate school?
   [ ] Yes
   [ ] No

45. Do you plan to attend graduate school?
   [ ] Yes
   [ ] No

46. Do you plan to attend graduate school?
   [ ] Yes
   [ ] No

47. Do you plan to attend graduate school?
   [ ] Yes
   [ ] No

48. Do you plan to attend graduate school?
   [ ] Yes
   [ ] No

49. Do you plan to attend graduate school?
   [ ] Yes
   [ ] No

50. Do you plan to attend graduate school?
   [ ] Yes
   [ ] No

51. Do you plan to attend graduate school?
   [ ] Yes
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52. Do you plan to attend graduate school?
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53. Do you plan to attend graduate school?
   [ ] Yes
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54. Do you plan to attend graduate school?
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55. Do you plan to attend graduate school?
   [ ] Yes
   [ ] No

56. Do you plan to attend graduate school?
   [ ] Yes
   [ ] No

57. Do you plan to attend graduate school?
   [ ] Yes
   [ ] No

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59. Do you plan to attend graduate school?
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60. Do you plan to attend graduate school?
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62. Do you plan to attend graduate school?
   [ ] Yes
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63. Do you plan to attend graduate school?
   [ ] Yes
   [ ] No

64. Do you plan to attend graduate school?
   [ ] Yes
   [ ] No

65. Do you plan to attend graduate school?
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66. Do you plan to attend graduate school?
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67. Do you plan to attend graduate school?
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68. Do you plan to attend graduate school?
   [ ] Yes
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69. Do you plan to attend graduate school?
   [ ] Yes
   [ ] No

70. Do you plan to attend graduate school?
   [ ] Yes
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71. Do you plan to attend graduate school?
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   [ ] No

91. Do you plan to attend graduate school?
   [ ] Yes
   [ ] No

92. Do you plan to attend graduate school?
   [ ] Yes
   [ ] No

93. Do you plan to attend graduate school?
   [ ] Yes
   [ ] No

94. Do you plan to attend graduate school?
   [ ] Yes
   [ ] No

95. Do you plan to attend graduate school?
   [ ] Yes
   [ ] No

96. Do you plan to attend graduate school?
   [ ] Yes
   [ ] No

97. Do you plan to attend graduate school?
   [ ] Yes
   [ ] No

98. Do you plan to attend graduate school?
   [ ] Yes
   [ ] No

99. Do you plan to attend graduate school?
   [ ] Yes
   [ ] No

100. Do you plan to attend graduate school?
    [ ] Yes
    [ ] No
November 10, 1966

Dear Project TALENT Alumnus:

In the spring of 1960, you participated in a national survey of high school students called Project TALENT. This study is part of the current national effort to improve American education. In 1960 you received a questionnaire from us. We want to thank you for your replies to our earlier questionnaire. Now we are calling on you again for help.

Never before in our country's history has education been such a major national concern. With your help, Project TALENT is trying to determine the strengths and weaknesses of our nation's schools so that recommendations for improvement can be made. To do this, we need to know what has happened to you in the last five years. We would like to know if you have continued your education, or intend to; what jobs you've held; whether you have entered the military service; your career plans, etc. You can answer most of the questions by checking the box that describes what you've been doing, although you should feel free to write in comments wherever you think some explanation is needed.

We want to emphasize that your answers to this questionnaire are strictly confidential; they will be used for research purposes only. Your privacy is secured. We hope you'll answer all the questions, because the more complete your replies are, the more helpful they will be in this vital research.

Many Project TALENT participants have written us that they are interested in hearing more about the findings from the original Project TALENT tests and the one-year follow-up questionnaires. We try to keep Project TALENT participants informed through the Project TALENT News. We would welcome suggestions from you as to the kinds of things you would be interested in seeing in this publication. Your next copy of the Project TALENT News should reach you in a few days.

The members of the Project TALENT staff are most appreciative of your personal help. We wish you success in carrying out your plans.

Sincerely,

John C. Flannagan
Professor and Director of Project TALENT

PLEASE CORRECT YOUR ADDRESS
If your present address or name is different from that on the label on the top of page 6, please correct the label, so that we can keep our record up to date. Please do not remove the address label.
20. What of the following college degrees or diplomas have you obtained or do you plan to obtain? (Check as many as apply)

(a) Bachelor's Degree
(b) Master's Degree
(c) Doctoral Degree
(d) Professional Degree
(e) Certificates and Diplomas
(f) Other (please specify)

21. What college or universities have you attended or are you attending? If you have attended more than one, please specify degree, major, and months and year attended. (For the college you have attended the most, please give rank attended.)

[Table format]

22. For those students who are currently or have been college students, please indicate the following: giving the name of the graduate or professional school you are attending or have attended.

[Table format]

23. At the present time, what is your college major? (Check as many as apply)

(a) English
(b) Mathematics
(c) Physical Sciences
(d) Biological Sciences
(e) Social Sciences
(f) Business
(g) Economics
(h) Political Science
(i) Social Work
(j) Foreign Languages
(k) History
(l) Fine Arts
(m) Music
(n) Religious Education
(o) Philosophy
(p) Psychology
(q) Other (please specify)

24. Are you enrolled in a college or university at present? If so, please indicate the name of the college or university, whether you are attending or have attended, and the degree you are or have been enrolled in.

[Table format]

25. Please indicate your present degree or highest degree you have obtained.

(a) Bachelor's Degree
(b) Master's Degree
(c) Doctoral Degree
(d) Professional Degree
(e) Other (please specify)

26. Are you working or planning to work full-time during the summer? If so, please indicate the name of the employer, the position held, and the amount of time worked.

[Table format]

27. During the last year, did you work for wages and salaries? If so, please indicate the amount earned.

28. Where did you obtain your post-secondary education? (Include college names and other institutions attended.)

[Table format]

29. What are your plans for the future? (Include graduate school, professional school, employment, etc.)

[Table format]
29. We need to know about the full-time jobs you have had since high school. Please list your full-time jobs from the first job after high school to the last or present job. List activity day in the military service as a job, and tell what type of work you did in the service. It is all right to have two jobs if you had two full-time jobs at one time. More than one line can be used for describing a particular job.

<table>
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<tr>
<th>DATES</th>
<th>JOB TITLE</th>
<th>JOB DESCRIPTION</th>
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*For your present job, leave this column blank.

ADDITIONAL COMMENTS
If you would like to make any additional comments concerning your work experiences, please list here. We are also interested in comments about any of the courses you made either in high school or after high school.

29. If you are presently working, do you plan to continue in the same job for at least another year?
- Yes
- No, I would like to change jobs, but I prefer to do the same type of work.
- No, I would like to get a job in a new field, but at a slightly higher level of work.
- No, I would like to get a job in a different field.
- No, for other reasons.

$ $ $ $ $
Please sign your name below and fill in the date.

Signature

Date 
Month Day Year

PLEASE CORRECT YOUR NAME AND ADDRESS
Please correct your name and address on the label on page 6. This helps us to keep your address file up-to-date.
When you have finished the questionnaire, please fold the label along the perforated line on the outside and your corrected address will be on the inside. Then

Please mark the box and mark the box and drop in the mail.

IT REQUIRES NO POSTAGE.
### FIVE-YEAR SPECIAL QUESTIONNAIRE FOR
**FORMER ELEVENTH GRADE STUDENTS TESTED IN 1960**

**Project TALENT** – 135 No. Ballefield Ave. – Pittsburgh, Pennsylvania 15213

---

#### MAKE

- What is the current name and address of the participant?
- None of the above. Please fill out this questionnaire.

#### RELATIONSHIP

- None of the above. Please fill out this questionnaire.

---

#### CHECK LIST:

- Please provide any additional information regarding your job or other aspects which you feel would be helpful for future work. Please separate sheets if necessary.

---

#### Additional Information

1. Tried Local telephone directory.
2. Check with alumnus association.
3. Check with high school counselors.
4. Check with college counselors.
5. Check with professional organizations.
6. Check with prominent local employers.
7. Check with local colleges.
8. Check with school authorities.
9. Check with local government agencies.
10. Check with local labor unions.
11. Check with local labor organizations.
12. Check with local government agencies.
13. Check with local labor organizations.
14. Check with local government agencies.
15. Check with local labor organizations.

---

#### PROJECT TALENT FOLLOW-UP SURVEY

1. Date of birth:
   - Month
   - Day
   - Year

2. Did you graduate high school?
   - Yes
   - No

3. Did you get a high school diploma?
   - Yes
   - No

4. Please state: How many weeks did you work during the period including December 1, 1960, and December 1, 1962?

5. Check one box only: if you had a job or were looking for work in the period between December 1, 1960, and December 1, 1962.
   - 1. Yes
   - 2. No
   - 3. Not sure

6. What did you earn during the period between December 1, 1960, and December 1, 1962, if you were employed?

7. If you received an interruption in employment due to illness, accident, or other reasons, please state the date and duration.

8. How many weeks were you unemployed during the period between December 1, 1960, and December 1, 1962?

---

#### 5-Year Follow-up Special Survey

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**Project TALENT in a Joint Project of the American Institute for Research and the University of Pittsburgh, with partial support from the U. S. Office of Education.**

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**D-26**
21. What colleges or universities have you attended in undergraduate? If you have attended all undergraduate courses, please specify the degree, and the month and year received. (Put the college you have attended on the list and add any other courses you may have attended.)

Name of College or University | City and State |
-----------------------------|----------------|

22. Students who are doing a course in a graduate course should also complete the following, giving the name of the graduate course and the course number.

Name of Institution | Name of School | City and State |
-------------------|----------------|----------------|

23. As an undergraduate, in which of the following areas do you plan to do a graduate course? (Check one or more you plan to do."

- Mathematics
- Physics
- Biology
- Chemistry
- Psychology
- Sociology
- Economics
- Political Science
- Social Sciences (other)
- Religious Studies
- Athletics
- Russian
- Other Languages
- Education
- Business Administration
- Psychology
- Religion and Theology
- Law
- Medicine
- Pharmacy
- Nursing
- Dental
- Other health professionals
- Engineering
- Architecture
- Art
- Physical sciences
- Social Sciences (other)
- Humanities
- Arts and Sciences
- Business Economics
- Business Administration
- Agriculture
- Forestry
- Other (please specify)

24. Are you certified as a student teacher? (Check one or more you plan to do.)

- Mathematics
- Physics
- Biology
- Chemistry
- Psychology
- Sociology
- Economics
- Political Science
- Social Sciences (other)
- Religious Studies
- Athletics
- Russian
- Other Languages
- Education
- Business Administration
- Psychology
- Religion and Theology
- Law
- Medicine
- Pharmacy
- Nursing
- Dental
- Other health professionals
- Engineering
- Architecture
- Art
- Physical sciences
- Social Sciences (other)
- Humanities
- Arts and Sciences
- Business Economics
- Business Administration
- Agriculture
- Forestry
- Other (please specify)

25. Have you attended any university or college since leaving high school?

- Yes
- No

26. What was your highest degree earned?

- Bachelor's
- Master's
- Doctoral
- Other

27. During the past year, did you hold a job?

- Yes
- No

28. What are your plans for the future?

- To work full-time
- To work part-time
- To attend graduate school
- To attend professional school
- To attend vocational school
- To attend a two-year college
- To attend a four-year college
- To attend a university
- To attend another type of educational institution
- To be a volunteer
- To be unemployed
- Other (please specify)

29. If you have attended any university or college since leaving high school, please specify the degree, and the month and year received.

Name of College or University | City and State |
-----------------------------|----------------|

30. Have you attended any university or college since leaving high school?

- Yes
- No

31. What is your highest degree earned?

- Bachelor's
- Master's
- Doctoral
- Other

32. During the past year, did you hold a job?

- Yes
- No

33. What are your plans for the future?

- To work full-time
- To work part-time
- To attend graduate school
- To attend professional school
- To attend vocational school
- To attend a two-year college
- To attend a four-year college
- To attend a university
- To attend another type of educational institution
- To be a volunteer
- To be unemployed
- Other (please specify)

34. If you have attended any university or college since leaving high school, please specify the degree, and the month and year received.

Name of College or University | City and State |
-----------------------------|----------------|

35. Have you attended any university or college since leaving high school?

- Yes
- No

36. What is your highest degree earned?

- Bachelor's
- Master's
- Doctoral
- Other

37. During the past year, did you hold a job?

- Yes
- No

38. What are your plans for the future?

- To work full-time
- To work part-time
- To attend graduate school
- To attend professional school
- To attend vocational school
- To attend a two-year college
- To attend a four-year college
- To attend a university
- To attend another type of educational institution
- To be a volunteer
- To be unemployed
- Other (please specify)
Dear Project TALENT Alumnus:

In the spring of 1966, you participated in a national survey of high school students called Project TALENT. This study is part of the continuing national effort to improve American education. We want to thank you again for your previous participation in this important national project. Now we are calling on you once more for help. About 260,000 young Americans who were in the eleventh or twelfth grade in 1960 have already been included in this current series of follow-up surveys. Now we are calling on those of you who were in the tenth grade.

Never before in our country's history has education been such a major national concern. With your help, Project TALENT is in the process of determining the strengths and weaknesses of our nation's schools so that recommendations for improvement can be made. To do this, we need to know what has happened to you in the last five years. We would like to know if you have continued your education, or intend to; what jobs you've held; whether you have entered military service; your career plans; etc. You can answer most of the questions by checking the choice that describes what you've been doing, although you should feel free to write in comments wherever you think some explanation is needed.

We want to emphasize that your answers to this questionnaire are strictly confidential; they will be used for research purposes only. We hope you'll answer all the questions, because the more complete your replies are, the more helpful they will be in this very vital research.

Many Project TALENT participants have written to us that they are interested in learning more about the findings from the original Project TALENT tests and the one-year follow-up questionnaires. We try to keep Project TALENT participants informed through the Project TALENT News. We would welcome suggestions from you as to the sorts of things you would be interested in seeing in this publication. Your next copy of the Project TALENT News should reach you in a few days.

The members of the Project TALENT staff are most appreciative of your personal help. We wish you success in carrying out your plans.

Sincerely,

John C. Flanagan
Director of Project TALENT
13. How many times have you married?
A. None
B. Once
C. Twice
D. More than twice

14. What did you first marry?
A. Mary Jane
B. John Smith
C. Sarah
D. Not applicable

15. How long had you known your spouse at the time of marriage?
A. 1 month
B. 6 months
C. 1 year
D. More than 2 years

16. Did you both attend college or university?
A. Yes
B. No

17. If yes, what was the highest degree obtained?
A. Bachelor's
B. Master's
C. Doctorate
D. Other

18. If no, why didn't you attend college or university?

19. How long have you been married?
A. Less than 5 years
B. 5 to 10 years
C. 10 to 20 years
D. More than 20 years

20. How much do you have left?
A. Nothing
B. Little
C. Modest
D. Much

21. What is your occupation?
A. Teacher
B. Businessman
C. Retired
D. Unemployed

22. Have you been working in your occupation for more than 5 years?
A. Yes
B. No

23. Have you been working in your occupation for less than 5 years?
A. Yes
B. No

24. Would you recommend your occupation to a younger generation?
A. Yes
B. No

25. What are your hobbies?
A. Reading
B. Painting
C. Gardening
D. Traveling

26. What is your favorite book?
A. None
B. The Great Gatsby
C. Pride and Prejudice
D. Moby Dick

27. Do you have any children?
A. Yes
B. No

28. If yes, how many children do you have?
A. 1
B. 2
C. 3
D. More than 3

29. If no, why don't you have any children?

30. What is your ethnic background?
A. Caucasian
B. African American
C. Hispanic
D. Asian

31. Do you speak any foreign languages?
A. Yes
B. No

32. If yes, which foreign language(s) do you speak?
A. Spanish
B. French
C. German
D. Italian

33. Have you been on any foreign trips?
A. Yes
B. No

34. What is your favorite vacation destination?
A. Beach
B. Mountains
C. City
D. Desert

35. Do you have a pet?
A. Yes
B. No

36. If yes, what kind of pet do you have?
A. Dog
B. Cat
C. Bird
D. Fish

37. Where do you live now?
A. City
B. Suburb
C. Rural
D. Other

38. Have you given any thought to retirement planning?
A. Yes
B. No

39. If yes, what is your retirement plan?
A. Buy a house
B. Travel
C. Invest
D. Other

40. If no, why haven't you given any thought to retirement planning?

41. Do you have any hobbies or interests outside of work?
A. Yes
B. No

42. If yes, what are your hobbies or interests?
A. Playing an instrument
B. Collecting antiques
C. Gardening
D. Reading

43. Do you have any friends or family members who are also interested in your hobbies or interests?
A. Yes
B. No

44. If yes, how many friends or family members are interested in your hobbies or interests?
A. 1
B. 2
C. 3
D. More than 3

45. Do you have any pets?
A. Yes
B. No

46. If yes, what kind of pet(s) do you have?
A. Dog
B. Cat
C. Bird
D. Fish

47. Do you have any children?
A. Yes
B. No

48. If yes, how many children do you have?
A. 1
B. 2
C. 3
D. More than 3

49. If no, why don't you have any children?

50. Do you think it's important to save money for retirement?
A. Yes
B. No

51. If yes, how much do you think you should save for retirement?
A. 50%
B. 30%
C. 10%
D. Other

52. Do you have a retirement account?
A. Yes
B. No

53. If yes, what type of retirement account do you have?
A. 401(k)
B. IRA
C. Roth IRA
D. Other

54. Do you have any other thoughts or ideas regarding retirement planning?

55. Have you been on any retirement planning courses or workshops?
A. Yes
B. No

56. If yes, what courses or workshops did you attend?
A. Vanguard Retirement Seminar
B. Charles Schwab's Retirement Planning
C. Other

57. Do you have any questions or concerns about retirement planning?
A. Yes
B. No

58. If yes, what are your questions or concerns?

59. Have you considered working part-time after retirement?
A. Yes
B. No

60. If yes, why do you want to work part-time after retirement?
A. Additional income
B. To stay active
C. Other

61. Do you have any other thoughts or ideas regarding retirement planning?

62. Have you made any progress towards your retirement goals?
A. Yes
B. No

63. If yes, what progress have you made?
A. Opened a retirement account
B. Increased contributions
C. Other

64. Do you have any other thoughts or ideas regarding retirement planning?

65. Have you thought about your legacy?
A. Yes
B. No

66. If yes, how do you want to leave your legacy?
A. Charitable donations
B. Family
C. Other

67. Do you have any other thoughts or ideas regarding retirement planning?

68. Have you considered leaving your retirement account to a charitable organization?
A. Yes
B. No

69. If yes, which organization(s) would you like to leave your retirement account to?
A. Salvation Army
B. Red Cross
C. Other

70. Do you have any other thoughts or ideas regarding retirement planning?

71. Have you considered leaving your retirement account to your children or grandchildren?
A. Yes
B. No

72. If yes, which children or grandchildren would you like to leave your retirement account to?
A. Son
B. Daughter
C. Other

73. Do you have any other thoughts or ideas regarding retirement planning?

74. Have you considered leaving your retirement account to your spouse or partner?
A. Yes
B. No

75. If yes, how do you want to leave your retirement account to your spouse or partner?
A. Joint account
B. Solely to your spouse or partner
C. Other

76. Do you have any other thoughts or ideas regarding retirement planning?

77. Have you considered leaving your retirement account to a charitable organization?
A. Yes
B. No

78. If yes, which organization(s) would you like to leave your retirement account to?
A. Salvation Army
B. Red Cross
C. Other

79. Do you have any other thoughts or ideas regarding retirement planning?

80. Have you considered leaving your retirement account to your children or grandchildren?
A. Yes
B. No

81. If yes, which children or grandchildren would you like to leave your retirement account to?
A. Son
B. Daughter
C. Other

82. Do you have any other thoughts or ideas regarding retirement planning?

83. Have you considered leaving your retirement account to your spouse or partner?
A. Yes
B. No

84. If yes, how do you want to leave your retirement account to your spouse or partner?
A. Joint account
B. Solely to your spouse or partner
C. Other

85. Do you have any other thoughts or ideas regarding retirement planning?

86. Have you considered leaving your retirement account to a charitable organization?
A. Yes
B. No

87. If yes, which organization(s) would you like to leave your retirement account to?
A. Salvation Army
B. Red Cross
C. Other

88. Do you have any other thoughts or ideas regarding retirement planning?

89. Have you considered leaving your retirement account to your children or grandchildren?
A. Yes
B. No

90. If yes, which children or grandchildren would you like to leave your retirement account to?
A. Son
B. Daughter
C. Other

91. Do you have any other thoughts or ideas regarding retirement planning?

92. Have you considered leaving your retirement account to your spouse or partner?
A. Yes
B. No

93. If yes, how do you want to leave your retirement account to your spouse or partner?
A. Joint account
B. Solely to your spouse or partner
C. Other

94. Do you have any other thoughts or ideas regarding retirement planning?

95. Have you considered leaving your retirement account to a charitable organization?
A. Yes
B. No

96. If yes, which organization(s) would you like to leave your retirement account to?
A. Salvation Army
B. Red Cross
C. Other

97. Do you have any other thoughts or ideas regarding retirement planning?

98. Have you considered leaving your retirement account to your children or grandchildren?
A. Yes
B. No

99. If yes, which children or grandchildren would you like to leave your retirement account to?
A. Son
B. Daughter
C. Other

100. Do you have any other thoughts or ideas regarding retirement planning?
FIVE-YEAR SPECIAL QUESTIONNAIRE FOR FORMER TENTH GRADE STUDENTS TESTED IN 1960

Project TALENT – P.O. Box 1113, Palo Alto, California 94302

What is the current name and address of the participant?

Name of parent filling out this questionnaire:

Name of parent filling out this questionnaire:

Overseas:

CHECK LIST: Because a number of people may be helping you in locating an individual, it is helpful for us to know what procedures have been used in a particular case. Therefore, please check those items which you have taken in this regard. Please provide any additional information regarding these or other areas which you feel would be helpful for further work in this case. Attach separate sheets of necessary.

Steps that have been taken:

1. Check local telephone directory.
2. Check with telephone company, information operator.
3. Check city directories.
4. Check with parent or relatives.
5. Check with local friends or former employers.
6. Check with former neighbors.
7. Check with school last attended.
8. Check with other teachers.
9. Check with other classmates still living in community.
10. Check with official at school last attended.
11. Check with bankers or financial representatives.
12. Check with department stores.
13. Check with眼泪 organizations.
14. Check with state universities.
15. Check with marriage license record.
16. Check with insurance companies.
17. Check with local public health records.
18. Check with local public utilities.
19. Check with local public utilities.
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49. Check with local public utilities.
50. Check with local public utilities.

Additional Information:

1. Certificate earned at postsecondary level.
2. Certificate earned at postsecondary level.
3. Certificate earned at postsecondary level.
4. Certificate earned at postsecondary level.
5. Certificate earned at postsecondary level.
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13. Certificate earned at postsecondary level.
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23. Certificate earned at postsecondary level.
24. Certificate earned at postsecondary level.
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41. Certificate earned at postsecondary level.
42. Certificate earned at postsecondary level.
43. Certificate earned at postsecondary level.
44. Certificate earned at postsecondary level.
45. Certificate earned at postsecondary level.
46. Certificate earned at postsecondary level.
47. Certificate earned at postsecondary level.
48. Certificate earned at postsecondary level.
49. Certificate earned at postsecondary level.
50. Certificate earned at postsecondary level.

Project TALENT is a joint project of the American Institute for Research and the University of Pennsylvania, with primary support from the U.S. Office of Education.
11. What college or university have you attended as an undergraduate? (If you have already earned a bachelor's degree, please specify the degree, and the month and year received.) (For the college last attended or currently attending first.)

<table>
<thead>
<tr>
<th>Name of College or University</th>
<th>City and State</th>
<th>Degree Earned</th>
<th>Date Earned</th>
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12. If subject is doing or has done graduate work, mark: What is the name and location of the graduate or postgraduate school you are attending or have attended?

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13. As an undergraduate, in which of the following areas did you major in at college and which did you minor? (If you did not have a major, mark the boxes that apply.) Also, if you are a graduate student, what is your graduate major? (Mark ONE for each.)

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Dear Project TALENT Members:

In the spring of 1960, you participated in a national survey of high school students called Project TALENT, a joint study conducted by the University of Pittsburgh and the American Institutes for Research. This study is part of the continuing national effort to understand and improve American life. We want to thank you again for your previous participation in this important national project. Now we need your help again. About 100,000 individuals who were in the tenth, eleventh, and twelfth grades in 1960 have already been included in the current wave of questionnaire follow-ups. Now we are calling on those of you who were in the ninth grade.

With your help, Project TALENT is trying to determine the strengths and weaknesses of our local, state, and national programs in many spheres of life so that recommendations for improvement and change can be made. To do this, we need to know what has happened to you in the last five years. We would like to know if you have continued your education, or intend to what jobs you hold, whether you have entered the military service, your current plans, your family plans, etc. You can answer most of the questions by checking the choice that describes what you've been doing, although you should feel free to write in comments wherever you think your specific explanation is needed.

We want to emphasize that your answers to this questionnaire are strictly confidential; they will be used for research purposes only. We hope you'll answer all the questions, because the more complete your replies are, the more helpful they will be in this very general research.

The members of the Project TALENT staff are most appreciative of your personal help. We wish you success in carrying out your plans.

Sincerely,

John C. Flanagan
Director of Project TALENT

PLEASE CONNECT YOUR ADDRESS
If your present address or name is different from that on the label on page 8, please connect the label so that you can keep your records up-to-date. Please do not remove the address label.

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1. State of your birth
2. Check one
3. Did you go to high school diploma?
4. How many times have you married?
5. When did you first marry?
6. Who is your present marital status?
7. When did you last marry?
8. When did you leave school?
9. How many children do you have?
10. How old is your oldest child?
11. Do you plan to remain on the job for the next several years?
12. Do you plan to change jobs?
13. Do you plan to change careers?
14. Do you plan to change both jobs and careers?
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34. Do you plan to change job and career in a new field?
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48. Do you plan to change job and career in a new field?
49. Do you plan to change job and career in a new field?
50. Do you plan to change job and career in a new field?

START HERE
35. Do you consider yourself to be an average student in your major subject, and in all subjects? (Check one box and fill in the appropriate major subject. If you check "No," please mark all boxes with the appropriate major subject.)

- Average
- Better
- Worse
- No

36. Have you been accepted into any of the following: (Check all that apply)

- University
- College
- Technical Institute
- Career Training Program
- No

37. Have you ever dropped out of college?

- Yes
- No

38. What was your major during your time at college?

- Business
- Engineering
- Psychology
- Political Science
- Other

39. Do you consider yourself to be an average student in your major subject, and in all subjects? (Check one box and fill in the appropriate major subject. If you check "No," please mark all boxes with the appropriate major subject.)

- Average
- Better
- Worse
- No

40. Have you been accepted into any of the following: (Check all that apply)

- University
- College
- Technical Institute
- Career Training Program
- No

ADDITIONAL COMMENTS

If you would like to make any additional comments concerning your work experience, please feel free to do so. We are also interested in comments about any of the decisions you made either in high school or after high school.

Please sign your name below and fill in the date.

Signature:

Date: 

PLEASE CORRECT YOUR NAME AND ADDRESS

Please correct your name and address on the address label on page 9. If you wish to keep your address on file, fill in the information below. If you wish to have your address removed, please fill it in so that it cannot be read by anyone except the individuals who need to know it. If you are a graduate student, please fill in the information below. Then remove the seal, fold the questionnaire, and drop it in the mailbox.

IT REQUIRES NO POSTAGE.
FIVE-YEAR SPECIAL QUESTIONNAIRE FOR
FORMER NINTH GRADE STUDENTS TESTED IN 1960

PROJECT TALENT - P.O. Box 1113, Palo Alto, California 94302

What is the current name and address of the participant?

Note of person filling out this questionnaire:

NAME

RELATIONSHIP

Date completed

CHECK LIST. In case a number of people may be helping us in locating an individual, it is helpful to us to know what procedures have been tried in a particular case. Therefore, please check those steps which you have taken in this regard.

Steps that have been taken:

1. Check file at telephone directory.
2. Check with telephone company, information operator.
3. Check with directories.
4. Check with friends, neighbors.
5. Check with school last attended.
6. Check with last known employer.
7. Check with local phone company.
8. Check with local business association.
9. Check with local library.
10. Check with local high school.
11. Check with local college registration tables.
12. Check with last known personal property tax bureau.
13. Check with marriage bureau.
14. Check with department store.
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16. Check with department store.
17. Check with local business association.
18. Check with local phone company.
19. Check with friends, neighbors.
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2014. Check with local phone company.
2015. Check with friends, neighbors.
2016. Check with school last attended.
2017. Check with last known employer.
2018. Check with local business association.
2019. Check with local library.
2020. Check with local high school.
2021. Check with local college registration tables.
2022. Check with last known personal property tax bureau.
2023. Check with marriage bureau.
2024. Check with department store.
2025. Check with department store.
2026. Check with department store.
2027. Check with local business association.
2028. Check with local phone company.
2029. Check with friends, neighbors.
2030. Check with school last attended.
2031. Check with last known employer.
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2034. Check with local high school.
2035. Check with local college registration tables.
2036. Check with last known personal property tax bureau.
2037. Check with marriage bureau.
2038. Check with department store.
2039. Check with department store.
2040. Check with department store.
2041. Check with local business association.
19. What is your present marital status?  
- Married  
- Separated  
- Divorced  
- Widowed  
- Single

20. How many children do you have?  
- None  
- 1  
- 2  
- 3  
- 4 or more

21. What is your present occupation?  
- Manager  
- Professional  
- Sales  
- Administrative  
- Skilled Trades  
- Non-Skilled  
- Unemployed  
- Retired

22. What is your present work situation?  
- Working  
- Unemployed  
- Retired  
- Not working  
- Part-time

23. What is your highest level of education completed?  
- High School  
- Some College  
- College Graduate  
- Master's Degree  
- Doctorate

24. What is your current employment status?  
- Full-time  
- Part-time  
- Self-employed  
- Unemployed  
- Retired  
- Other

25. What is your present employment status?  
- Employed  
- Unemployed  
- Retired  
- Other

26. What is your present income level?  
- Less than $20,000  
- $20,000-$40,000  
- $40,000-$60,000  
- $60,000-$80,000  
- $80,000 or more

27. What is your present work situation?  
- Working  
- Unemployed  
- Retired  
- Other

28. What is your present occupation?  
- Manager  
- Professional  
- Sales  
- Administrative  
- Skilled Trades  
- Non-Skilled  
- Unemployed  
- Retired

29. What is your current employment status?  
- Full-time  
- Part-time  
- Self-employed  
- Unemployed  
- Retired  
- Other

30. What is your highest level of education completed?  
- High School  
- Some College  
- College Graduate  
- Master's Degree  
- Doctorate

31. What is your current occupation?  
- Manager  
- Professional  
- Sales  
- Administrative  
- Skilled Trades  
- Non-Skilled  
- Unemployed  
- Retired

32. What is your current employment status?  
- Full-time  
- Part-time  
- Self-employed  
- Unemployed  
- Retired  
- Other

33. What is your present marital status?  
- Married  
- Separated  
- Divorced  
- Widowed  
- Single

34. What is your present employment status?  
- Employed  
- Unemployed  
- Retired  
- Other

35. What is your current occupation?  
- Manager  
- Professional  
- Sales  
- Administrative  
- Skilled Trades  
- Non-Skilled  
- Unemployed  
- Retired

36. What is your current employment status?  
- Full-time  
- Part-time  
- Self-employed  
- Unemployed  
- Retired  
- Other

37. What is your highest level of education completed?  
- High School  
- Some College  
- College Graduate  
- Master's Degree  
- Doctorate

38. What is your present occupation?  
- Manager  
- Professional  
- Sales  
- Administrative  
- Skilled Trades  
- Non-Skilled  
- Unemployed  
- Retired

39. What is your current employment status?  
- Full-time  
- Part-time  
- Self-employed  
- Unemployed  
- Retired  
- Other

40. What is your present income level?  
- Less than $20,000  
- $20,000-$40,000  
- $40,000-$60,000  
- $60,000-$80,000  
- $80,000 or more

41. What is your present occupation?  
- Manager  
- Professional  
- Sales  
- Administrative  
- Skilled Trades  
- Non-Skilled  
- Unemployed  
- Retired

42. What is your current employment status?  
- Full-time  
- Part-time  
- Self-employed  
- Unemployed  
- Retired  
- Other

43. What is your highest level of education completed?  
- High School  
- Some College  
- College Graduate  
- Master's Degree  
- Doctorate

44. What is your present occupation?  
- Manager  
- Professional  
- Sales  
- Administrative  
- Skilled Trades  
- Non-Skilled  
- Unemployed  
- Retired

45. What is your current employment status?  
- Full-time  
- Part-time  
- Self-employed  
- Unemployed  
- Retired  
- Other

46. What is your highest level of education completed?  
- High School  
- Some College  
- College Graduate  
- Master's Degree  
- Doctorate

47. What is your present occupation?  
- Manager  
- Professional  
- Sales  
- Administrative  
- Skilled Trades  
- Non-Skilled  
- Unemployed  
- Retired

48. What is your current employment status?  
- Full-time  
- Part-time  
- Self-employed  
- Unemployed  
- Retired  
- Other

49. What is your highest level of education completed?  
- High School  
- Some College  
- College Graduate  
- Master's Degree  
- Doctorate

50. What is your present occupation?  
- Manager  
- Professional  
- Sales  
- Administrative  
- Skilled Trades  
- Non-Skilled  
- Unemployed  
- Retired

51. What is your current employment status?  
- Full-time  
- Part-time  
- Self-employed  
- Unemployed  
- Retired  
- Other
Project TALENT Follow-up Questionnaire

Form 11A1

Last Name:               First Name:               
Street Address: 
City and State: Zip Code: 

If there are any errors in the name and address shown at the right, or if the address shown is not the one to which your mail should be sent, please enter your correct name and address in the spaces provided above.

Read the DIRECTIONS at the bottom of the enclosed letter before completing this form.

Please read each question completely before responding.

1a. Mark sex: 
   Male   Female

2a. How many times have you moved (i.e., changed your residence) in the past ten years? 
   None 1 2 3 4 5 6 7 8 9 10
   Twice or more

2b. How far from the place you lived when you were in high school in the spring of 1960 do you now live? 
   I live in the same house. 
   I live less than 10 miles away. 
   10 to 30 miles away. 
   30 to 100 miles away. 
   100 to 300 miles away. 
   Over 300 miles away.

3a. How many different employers (i.e., different companies or organizations or individual employers) have you worked for on full-time jobs between June 1960 and September 30, 1971? (If you are not sure, Guam.Do not include jobs held just in the summer when you were in school.)

   None 1 2 3 4 5 6 7
   Twice or more

4a. How many weeks did you work in the 12-month period between October 1, 1970, and September 30, 1971, either full-time or part-time, including self-employment? Count paid vacation and paid sick leave as weeks worked. (If exact figure is not known, give best estimate.)

   Weeks

4b. How many weeks were you unemployed (without a job and looking for work) between October 1, 1970, and September 30, 1971? (If exact figure is not known, give best estimate.)

   Weeks

5a. As of September 30, 1971, were you looking for a job (whether or not you had one)? 
   Yes, I was looking for a full-time job. 
   Yes, I was looking for a part-time job. 
   No.

6b. Did you have any paid job as of September 30, 1971? (Consider active military duty as a full-time job.)
   Yes, a part-time job. 
   Yes, a full-time job. 
   No, I was in school. 
   No, I was a housewife. 
   No, my health would not permit it. 
   No, for a reason not given above. 

6c. If you had a paid job as of September 30, 1971, what was this job called?

6d. What did you do on it?

6e. Average number of hours worked per week on this job

   Hours per week.

6f. How much was your pay or other earnings (before deductions) on this job as of September 30, 1971? (If you don't know exactly, make an estimate. Please fill in ONE of the boxes.)

   in a month OR in a week OR in an hour

6g. Do you enjoy the kind of work you have done on this job? (Consider only the work itself—not the pay, working conditions, or other factors that might make the job attractive or unattractive.)
   No, I hate the work. 
   No, I dislike it very much most of the time. 
   No, I hate the work. 
   Yes, I rather like it. 
   Yes, I like it very much most of the time. 

6h. Do you expect to advance in this job?
   Yes, I expect to advance for in this job. 
   Yes, I expect to advance same. 
   No, I have little or no opportunity for advancement. 
   No, I am content with my present level. 
   No, I do not expect to stay long enough in this job.

6i. Does your job provide good financial security? 
   Yes, that is one of the things I like about it. 
   Yes, but that doesn't what I'm looking for. 
   No, I don't know. 
   No, but financial security is not what I want from a job anyway. 
   No, I don't think I'd want to stay very long even if it did. 
   No, it is one of the drawbacks of the job.

6j. How well does your present job fit with your long-range plans or goals? 
   Extremely well. 
   Very well. 
   Fairly well. 
   Poorly. 
   Not at all. 
   I don't have any long-range plans or goals.
7a. What occupation do you now plan to make your life work? Be as specific as possible. (For instance, if military service is your goal, specify type of work.)

If your answer was "Housewife," skip to question 8.

7b. What steps have you taken in this direction? (Mark as many as apply.)

☐ I now have or have had a regular job in this field.
☐ I now have or have had a part-time job in this field.
☐ My present job may lead to work in this field.
☐ I am doing or have done volunteer work in this field.
☐ I have had special training or education in this field, as follows:
  - In high school.
  - In college as an undergraduate.
  - In graduate school or professional school after college.
  - In some other kind of school, since high school.
  - In an apprenticeship program.
  - In the job-training program or draft.
  - In an informal program, reading or other independent study.
  - Some other way.
☐ None of the above.

8. Indicate how important each of the following characteristics is to you in determining whether you would be satisfied with a particular job.

A. Extremely important.
B. Very important.
C. Moderately important.
D. Of only slight importance.
E. Of absolutely no importance.

<table>
<thead>
<tr>
<th>A</th>
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<th>D</th>
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- Good income or status
- Job security, opportunity for promotion and advancement
- Work in the area in which I specialized or prepared
- Work that I feel I do well
- Short hours
- Long vacations
- Interesting work
- Work that is challenging and permits me to use my abilities fully
- Fraternally likeable co-workers
- A job that leaves me free to take care of my family
- Working in pleasant surroundings
- Now go back and rate your own job (the job you had as of September 30, 1971) on each of the characteristics indicated above, using the following scale:
  - F. My present job is excellent in this respect.
  - G. My present job is very good in this respect.
  - H. My present job is fairly good in this respect.
  - I. My present job is quite poor in this respect.
  - J. My present job is very poor in this respect.
  - K. My present job is terrible in this respect.

9. During the three-year period from October, 1968, through September, 1971, at what points did each of the following describe you? (If you don't remember exactly, just make the best guess you can.)

- Employed on a full-time job in my regular field of work.
- Employed on a part-time job, but not in my regular field of work.
- Employed on a part-time job and seeking a full-time job.
- Employed on a part-time job and not available for a full-time job.
- Full-time student.
- Full-time housewife.
- Unemployed and available for a full-time job.
- Not in any of the above categories and my health would not permit me to hold a job.

Directions for Question 9:
Select one of the above.

10a. Do you consider your primary occupation at present to be "housewife"?
☐ No
☐ Yes

10b. Have you been employed continuously since leaving school (except, perhaps, for brief periods between jobs)?
☐ Yes, (skip to question 10d)
☐ No, if I have never had a job since leaving school.

10c. What were the main reasons you stopped working (if you did) or did not start working (if you didn't)? (Do not mark more than three.)
☐ Marriages
☐ Pregnancy
☐ Adequate childcare facilities not available
☐ Wanted to take care of my children personally
☐ To devote more time to my family
☐ Other household responsibilities
☐ To attend school
☐ Did not enjoy work
☐ Did not need the money
☐ Illness or disability
☐ Moved to new location
☐ No jobs with suitable hours available
☐ No suitable jobs available
☐ Other.
11-Year Follow-up Survey – 12th Grade
33. Those who are doing or have done graduate work should also complete the following, giving the name of the graduate or professional school they are attending or have attended. (Put the college you last attended or are now attending first and all other colleges in reverse chronological order.)

Name of University
School or Department
City and State
Dates Attended
Degree Earned

34. As an undergraduate, in which of the following areas was or is your major in college and which was (a) your major? If you did not have a formal minor, mark the other area in which you took the most courses. Also, if you have done graduate work, what is your graduate major? (Mark ONE for each.)

(a) Undergraduate Major
(b) Undergraduate Minor

Field of Study
- Mathematics
- Chemistry
- Physics
- Physical Sciences (other)
- Anatomy/Physiology
- Microbiology
- Zoology
- Botany
- Biological Sciences (other)
- Psychology
- Sociology
- History
- Economics
- Political Science or Government or International Relations
- Social Sciences (other)
- Social Work
- English
- Journalism
- Foreign Languages
- Fine Arts
- Performing Arts
- Music
- Philosophy
- Religion or Theology
- Humanities (other)
- Law (Pre Law)
- Medicine (Pre Medicine)
- Dentistry (Pre Dentistry)
- Nursing
- Other Health Professions
- Architecture
- Engineering
- Computer Science
- Elementary Education
- Physical Education
- Education (other)
- Library Science
- Accounting
- Business and Commerce
- Home Economics
- Agriculture or Forestry
- Some other. (Please specify.)

35. Please indicate how much college you have completed.
- Less than one year of undergraduate work.
- One year but less than two.
- At least two years but not yet earned a bachelor's degree.
- I have earned a bachelor's degree, but have not done any graduate work.
- I have done some graduate work but haven't received a graduate degree.
- I have earned a master's degree.
- I have earned an advanced (4 year) certificate of graduate study.
- I have earned a doctoral degree.

36a. If you attended a four-year college, was the program you took intended to prepare you for a specific occupation that you could go into immediately after college?

Yes, it was intended to prepare me for _________

No, it was not intended to prepare me for _________

36b. Did you ever take a job in the field you studied? (Mark as many as apply.)
- No. I couldn't find a job in that field and I am now in a different field.
- No, but I am still trying to ________
- Yes, but I decided to change to a different field.
- Yes, and I have changed to a different field.
- Yes, and I have advanced to a higher level.
- Other: ________

36c. Did you ever hold a job while you were in college that did not directly relate to your field of study?
- Yes, it related to my ________
- No, I didn't want to ________

37a. Did you attend college continuously from the time you first enrolled until you received your bachelor's degree?
- Yes, I was a full-time student during the entire period.
- Yes, but was a part-time student during the entire period.
- Yes, I was a part-time student during the entire period and I graduated.
- No, I was a full-time student during the entire period and I graduated.
- No, I was a part-time student during the entire period and I did not graduate.

37b. What were your main reasons for dropping out of college? (Please answer even if you later returned to college.) Do not mark more than three.
- Family reasons/financial difficulties
- Work or health difficulties
- War/active military service
- Other: ________

37c. When you left college, did you think you would return?
- Yes, I definitely intended to.
- No, but I thought I might.
- No, I didn't particularly want to.
- No, I definitely intended not to return.

PLEASE GO ON TO PAGE 11
39. Where did you get the funds for your [ ] graduate education? 
   (Include tuition and other expenses. Mark as many as apply.)
   [ ] Federal Student Loans
   [ ] State or local government grants
   [ ] Other federal government grants
   [ ] Scholarships or grants from private institutions

40. Did you get a high school diploma?
   [ ] Yes, when? [ ] 0.5 [ ] 6.6
   [ ] Yes, but diploma was later revoked
   [ ] Yes, but I have a GED

41a. How many living children (excluding stepchildren) do you have?
   [ ] 0
   [ ] 1
   [ ] 2
   [ ] 3
   [ ] 4
   [ ] 5
   [ ] 6
   [ ] 7
   [ ] 8
   [ ] 9
   [ ] 10
   [ ] 11
   [ ] 12
   [ ] More

41b. How old is the oldest?
   [ ] Under 1
   [ ] 1
   [ ] 2
   [ ] 3
   [ ] 4
   [ ] 5
   [ ] 6
   [ ] 7
   [ ] 8
   [ ] 9
   [ ] 10
   [ ] 11
   [ ] 12
   [ ] Older

41c. How old is the youngest?
   [ ] Under 1
   [ ] 1
   [ ] 2
   [ ] 3
   [ ] 4
   [ ] 5
   [ ] 6
   [ ] 7
   [ ] 8
   [ ] 9
   [ ] 10
   [ ] 11
   [ ] 12
   [ ] Older

41d. How many children (including stepchildren, if any) are now living in your household?
   [ ] None
   [ ] 1
   [ ] 2
   [ ] 3
   [ ] 4
   [ ] 5
   [ ] 6
   [ ] 7
   [ ] 8
   [ ] 9
   [ ] 10
   [ ] 11
   [ ] 12
   [ ] Older

42a. How many times have you married?
   [ ] Never
   [ ] Once
   [ ] Twice
   [ ] More than twice

42b. What is your current marital status?
   [ ] Married
   [ ] Divorced or annulled
   [ ] Separated
   [ ] Widowed

43a. How old were you when you got married? If you have been married more than once, give age at time of first marriage.
   Under 16
   16
   17
   18
   19
   20
   21
   22
   23
   24
   25
   26
   27
   28
   29
   30
   31 or older

43b. How old was your wife or husband when you married?
   Under 16
   16
   17
   18
   19
   20
   21
   22
   23
   24
   25
   26
   27
   28
   29
   30
   31 or older

44. How often do you generally read a newspaper?
   [ ] Every day
   [ ] Most days
   [ ] Weekends only (or Sunday only)
   [ ] Occasionally
   [ ] Very seldom
   [ ] Never (Skip to question 59)

45 - 58. When you read a newspaper to what extent do you read the following parts? Please use the following scale:
   A I always read this.
   B I usually read this.
   C I sometimes read this.
   D I occasionally read this.
   E I never (or almost never) read this.
   F This doesn't appear in the newspaper.

59. What type of activity would you like to have more time for than you have had?

60. What type of activity would you like to have more time for than you have had?

61. Did you vote?
   [ ] In the last presidential election (November 1968)?
   [ ] In the last primary election?
### Project TALENT Follow-up Questionnaire

**Form 11B1**

**PLEASE DO NOT MARK ANY SHADOWED BOXES ON THIS FORM**

If there are any errors in the name and address shown below, or if the address shown is not the one to which your mail should be sent, please enter your correct name and address in the spaces provided in Box 10, at the right.

**MAKE NO STRAY MARKS ON THIS FORM.**

Read the DIRECTIONS at the bottom of the enclosed letter before completing this form.

Fill circles completely with No. 2 pencil.

Please read each question completely before responding.

1. **Mark one:**
   - Male
   - Female

2a. How many times have you moved since incarceration in the past 10 years?
   - Not at all
   - Once
   - Twice
   - 3 to 5 times
   - 6 to 10 times
   - 11 times or more

2b. How far from the place you lived when you were in high school the spring of 1960 do you now live?
   - Less than 10 miles away
   - 10-30 miles away
   - 50-100 miles away
   - 100-300 miles away
   - 200-1,000 miles away
   - Over 1,000 miles away

2c. How many years have you lived in the community (city, town, or village) that you now live in?
   - Less than a year
   - At least 2 years but less than 4
   - At least 4 years but less than 6
   - At least 6 years but less than 8
   - At least 8 years but less than 12
   - At least 12 years but less than 20
   - At least 20 years but not all my life

**Please go on to page 2**

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### Examples of IMPROPER marks

- 

### Examples of PROPER marks

- 

3a. How many different employers (i.e., different companies or organizations or individual employers) have you worked for in full-time jobs in the 11 years between June 1961 and September 1, 1972? (If you are not sure, guess. Do not include jobs held on the summer when you were in school)

3b. How many years of full-time work experience have you had since June 1961? (If you have done part-time work please estimate how much full-time work it is equivalent to.)

4a. How many weeks did you work in the 52-week period between September 1, 1971, and August 31, 1972, either full-time or part-time, including self-employment?

4b. How many weeks were you unemployed (without a job and looking for work) between September 1, 1971, and August 31, 1972? (If exact figure is not known, give best estimate.)

5a. As of September 1, 1972, were you looking for a job (whether or not you had one)?
   - Yes
   - No

5b. Did you have any paid job as of September 1, 1972? (Consider active military duty as a full-time job.)
   - Yes
   - No

5c. If you had a paid job as of September 1, 1972, please tell about it in questions 6a-6j below. Otherwise, skip to question 7a.
   - Skip to Question 7a

5d. What was this job called?

6a. Average number of hours worked per week on this job.

6b. What did you do on it? (Please be specific.)

6c. How much was your pay or other earnings (before deductions) on this job as of September 1, 1972? (If you don't know exactly, make an estimate.)

6d. Do you enjoy the kind of work you have done on this job? (Consider only the work itself—not the pay, working conditions, or other factors that might make the job attractive or unattractive.)

6e. Do you expect to advance in this job?

6f. Do you expect to improve your level of education?

6g. Do you expect to improve your level of skill?

6h. Does your present job provide good educational security?

6i. How well does your present job fit in with your educational plans or goals?

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**11-Year Follow-up Survey - 11th Grade**

**D-44**
7a. What occupation do you now plan to make your life work? Be as specific as possible. (For instance, if military service, specify type of work. If teaching, indicate grade and subject.)

If your answer was "Housewife," skip to question 8a.

7b. What steps have you taken in this direction? (Mark as many as apply.)
- I now have or have had a regular job in this field.
- I am taking or have taken training in this field.
- My present job may lead to work in this field.
- I am doing or have done volunteer work in this field.
- I have had special training or education in this field, as follows:
  - In high school
  - In college or graduate school
  - In other kind of school, since high school
  - An apprenticeship program
  - On-the-job training (formal or informal)
  - An informal program: reading or other independent study.
- Some other way:
- None of the above.

8a. Indicate how important each of the following characteristics is to you in determining whether you would be satisfied with a particular job. (Please answer this question even if you don't have a job at present.)

A. Extremely important.
B. Very important.
C. Moderately important.
D. Of only slight importance.
E. Of absolutely no importance.

- Good income to start.
- Good income expected within a few years.
- Job security and permanence.
- Work that is interesting.
- Work that I feel I do well.
- Opportunity for promotion and advancement.
- Work in the area in which I specialize or prepared.
- Work that is challenging and permits me to use my abilities fully.
- Friendly colleagues.
- A job that gives me status and makes people look up to me.
- A job that provides real power.
- Working in pleasant surroundings.

8b. Now go back and rate your own job (the one you had as of September 1, 1972) on each of the characteristics indicated above, using the following scale:

- This job is excellent in this respect.
- This job is very good in this respect.
- This job is only slightly good in this respect.
- This job is quite poor in this respect.
- This job is terrible in this respect.

9. During the three-year period from September 1969 through August 1972, at what points did each of the following describe you? (If you don't remember exactly, just make the best guess you can.)

A. Employed on a full-time job in my regular field of work.
B. Employed on a full-time job, but not in my regular field of work.
C. Employed on a part-time job and seeking a full-time job.
D. Employed on a part-time job in my regular field of work, not available for a full-time job.
E. Full-time student.
F. Full-time housewife.
G. Unemployed and available for a full-time job.
H. Not in any of the above categories and my health would not permit me to hold a job.
I. None of the above.

DIRECTIONS FOR QUESTION 9:
Check the appropriate part of the appropriate columns. For each of the 36 months, at least one of the nine columns at the left should be marked.
25f. Did you get a job in the field for which the junior college trained you? (Mark all that apply.)
(1) Yes, but I have not been working since then.
(2) Yes, but I have advanced to a higher level.
(3) Yes, but I have changed to a different field.
(4) No.
(5) No, but I am still looking for a job in that field.
(6) Yes, and I am still in that field.
(7) Yes, and I have advanced to a higher level.
(8) Yes, but I have advanced to a different field.
(9) No, but since then I have stopped working.
(10) Other

26. Which of the following licenses certificates, or college degrees do you already have or plan to get?

[Mark all that apply.]

[1] Have received
[2] Plan to earn

11. C.P.A. (Certified Public Accountant)
12. Practical nursing certificate
13. R.N. (Registered Nurse)
14. Teaching certificate, issued by state or city
15. Associate in Arts or Associate in Science
16. Other junior college certificate or diploma
17. B.A. or B.S.
18. Other bachelor's degree
19. M.A. or M.S.
20. Other master's degree
21. LL.B. or J.D. (law)
22. D.D.S. (Dentistry)
23. M.D. (Medicine)
24. Ed.D.
25. Ph.D.
26. Other professional degree
27. Other

27. Race:
(1) White/Caucasian
(2) Black/Negro/Other American
(3) Oriental
(4) American Indian
(5) Other — (Specify.)

28. Which of the following minority groups, if any, do you consider yourself a member of?
(1) Mexican-American
(2) Eskimo
(3) Puerto Rican
(4) Cuban
(5) Other — (Specify.)
(6) No minority group

29. Did you get a high school diploma?
(1) Yes, I left school but later returned and got my diploma in
(2) Yes, by examination through correspondence school in
(3) No, I left school in
The last grade I completed was:
1. 8
2. 9
3. 10
4. 11
5. 12

30. What college or universities have you attended for credit, as an undergraduate? (Include junior colleges, as well as four-year colleges and universities.)
If you have never gone to college, blacken the circle at the right and then go on to question 38a on page 10.
If you have already been a bachelor's degree, please specify the degree, the month and year received. (Put the college you last attended or are now attending first, then the next-to-last one, etc.)
(1) Undergraduate Major
(2) Undergraduate Minor
(3) MBA or other Graduate Degree

31. Those who are doing or have done graduate work should also complete the following, giving the name of the graduate or professional school, they are attending or have attended. (Put the college you last attended or are now attending first, then the next-to-last one.)
If there are more than two, continue on a separate sheet of paper marked “Question 31.”

32. As an undergraduate, in which of the following areas areas were you or is your major field in college and which was
(1) your minor? (If you did not have a formal minor, mark the other area in which you took the most courses)
(2) As noted above for each one.

[1] Mathematics
[2] Chemistry
[3] Physics
[4] Physical Sciences (other)
[6] Physiology
[7] Biochemistry
[8] Zoology
[9] Botany
[10] Biological Sciences (other)
[12] Anthropology
[13] Sociology
[14] Economics
[15] Political Science or Government
[16] International Relations
[17] Social Sciences (other)
[18] Social Work
[19] English
[20] Journalism
[21] Foreign Languages
[22] Fine Arts
[23] Performing Arts
[25] Philosophy
[26] Religion or Theology
[27] Humanities (other)
[28] Law (pre-law)
[29] Medicine (Pharm. Medicine)
[30] Dentistry (Pre-Dentistry)
[31] Pharmacy
[32] Nursing
[33] Other Health Professions
[34] Architecture
[35] Engineering
[36] Computer Science
[37] Statistics
[38] Elementary Education
[39] Physical Education
[40] Library Science
[41] Accounting
[42] Business and Commerce
[43] Home Economics
[44] Agriculture or Forestry
[45] Other

Page 7

Page 8
33. Please indicate how much college you have completed.
   a. Less than one year of undergraduate work.
   b. One year but less than two.
   c. At least two years but have not earned a bachelor's degree.
   d. I have earned a bachelor's degree, but have not done any graduate work.
   e. I have done some graduate work but have not received a graduate degree.
   f. I have earned a master's degree.
   g. I have earned an advanced (6-year) certificate of graduate study.
   h. I have earned a doctoral degree.

34a. If you attended a four-year college, was the program you took intended to prepare you for a specific occupation that you could go into immediately after college?
   a. Yes, it was intended to prepare me for:
      (Occupation)
   b. No, it was intended to prepare me for graduate or professional school, which would prepare me for:
      (Occupation)
   c. No, it was not intended to lead to any specific occupation.
      (Skip to question 35a.)

35a. Did you attend college continuously from the time you first entered until you got a bachelor's degree?
   a. Yes, I was a full-time student during the entire period.
   b. Yes, I was a part-time student during the entire period.
   c. Yes, sometimes as a full-time student, sometimes part-time.
   d. No, I dropped out of college and have not graduated. I don't expect to return.
   e. No, I dropped out of college and have not graduated. I expect to go back and finish.
   f. No, for at least one semester or quarter (other than summer) I was out of college altogether, but I returned later.
   g. I am still an undergraduate, and have been in college continuously since I first entered.
      (Skip to question 36.)

35b. What were your main reasons for dropping out of college? (Please answer even if you later returned to college.) Do not mark more than three.
   a. To earn enough money to go back to college.
   b. Had financial difficulties.
   c. Was offered a job.
   d. Changed career goals.
   e. Became homeless.
   f. Didn't enjoy social life.
   g. Got married.
   h. Pregnancy or childbirth.
   i. College work was boring.
   j. Had to study too hard.
   k. Poor grades.
   l. Got into disciplinary troubles.
   m. Became ill or had an accident.
   n. Family responsibilities.
   o. Entered military service.
   p. Other, (Please specify).
      (Occupation)

36a. When you left college, did you think you would return?
   a. Yes, I definitely intended to.
   b. No, I definitely did not intend to.
   c. I thought I might.
   d. I hoped to, but doubted I would be able to.
   e. I definitely did not intend to return.

36b. In college did you participate in the Undergraduate Research Participation (URP) program sponsored by the National Science Foundation?
   a. Yes
   b. No
   c. I think so, but I'm not sure.
   d. Probably not, but I'm not sure.
   e. No

37. Where did you get the funds for your college education?
   a. (a) Undergraduate college education?
   b. (b) Graduate education?
      (Include tuition and other expenses. Mark as many as apply.)
   c. O OPM aid for paraprofessional family, other than spouse, trust fund.
   d. O Loans from National Defense Education Act Loan Fund, or government-assisted loans.
   e. O Loans from family or friends.
   f. O Loans from banks or other organizations.
   g. O Other, (Please specify).

38a. What is the population of the community (city, town, or village) you live in? (If you are not sure, make the best guess you can.)
   a. Over 2,000,000
   b. 1,000,000 - 2,500,000
   c. 500,000 - 1,000,000
   d. 250,000 - 500,000
   e. 100,000 - 250,000
   f. 50,000 - 100,000
   g. 25,000 - 50,000
   h. 10,000 - 25,000
   i. Under 10,000
   j. Unincorporated rural area

38b. Which of the following describes the community you live in? (Mark as many as apply.)
   a. City
   b. Suburb, industrial town near a large city.
   c. Industrial suburb.
   d. Small town, non-industrial.
   e. Rural.

39. Most people have "second thoughts" later on, about some decisions they have made. What would you have done differently in the light of what you have known? (Mark as many as apply.)
   a. I would have graduated from high school instead of dropping out.
   b. I would have taken a vocational program instead of an academic program.
   c. I would have taken a different vocational program in high school from the one I took.
   d. Instead of a program in:
      (Specify.)
   e. I would have combined work and school.
   f. I would not have worked and gone to school at the same time.
   g. I would have taken additional educational training after high school to prepare me for a better job.
   h. I would have gone to college.
   i. I would never have gone to college.
   j. I would have selected a different college from the one I attended.
   k. I would have chosen a different major field in college.
   l. I would not have dropped out of college.
   m. I would have gone to graduate school.
   n. I would not have gone to graduate school.
   o. I would have gone into some other line of work. (Specify.)
   p. I would have gotten married.
   q. I wouldn't have gotten married when I did.
   r. Other, (Specify.)
   s. I wouldn't have done any of the above differently.
40a. How many living children (including adopted children, but not stepchildren or foster children) do you have?
None □ 1 □ 2 □ 3 □ 4 □ 5 □ 6 or more □

40b. How old is the oldest?
Under 1 yr □ 1 □ 2 □ 3 □ 4 □ 5 □
6-7 □ 8-9 □ 10 □ 11 □ 12 or older □

40c. How old is the youngest?
Under 1 yr □ 1 □ 2 □ 3 □ 4 □ 5 □
6-7 □ 8-9 □ 10 □ 11 □ 12 or older □

40d. How many children (including adopted children, stepchildren, and foster children, if any) are now living in your household?
None □ 1 □ 2 □ 3 □ 4 □ 5 □ 6 □ 7 □ 8-9 □ 10 □ 11 □ 12 or more □

41a. How many times have you married?
Never □ (Skip to question 44.)
Once □
Twice □
More than twice □

41b. What is your present marital status? (Mark one.)
Married □ Divorced or annulled □ Separated □ Widowed □

42a. How old were you when you got married? (If you have been married more than once, give age at time of first marriage.)
Under 16 □ 16-17 □ 18 □ 19 □ 20 □ 21 □ 22 □
23 □ 24 □ 25 □ 26 □ 27 □ 28 □ 29 □ 30 □
31-35 □ 36-40 □ 41-49 □ 50-59 □ 60 or older □

42b. How old was your wife or husband when you married?
Under 16 □ 16-17 □ 18 □ 19 □ 20 □ 21 □ 22 □
23 □ 24 □ 25 □ 26 □ 27 □ 28 □ 29 □ 30 □
31-35 □ 36-40 □ 41-49 □ 50-59 □ 60 or older □

43a. How old was your new wife or husband at that time?
Under 16 □ 16-17 □ 18 □ 19 □ 20 □ 21 □ 22 □
23 □ 24 □ 25 □ 26 □ 27 □ 28 □ 29 □ 30 □
31-35 □ 36-40 □ 41-49 □ 50-59 □ 60 or older □

43b. How old was your husband's or wife's present occupation? If he (she) is not now working, give his (her) main post occupation —

43c. Which of the following describes your husband's (wife's) status as of September 1, 1972? (Mark as many as apply, but at least one.)
A. Had a full-time job. □
B. Had a part-time job. □
C. Was looking for a full-time job. □
D. Was looking for a part-time job. □
E. Had no job and was not looking for one. □
F. In school. □
G. Housewife. □
Poor health prevented holding a job. □

43d. How many hours do you normally spend each week on the activities listed below? (Note that the same activity may be included in more than one category.)
A. None □
B. Under 1 hour per week □
C. 1-2 hours per week □
D. 2-5 hours per week □
E. 5-10 hours per week □
F. 10-20 hours per week □
G. 20-40 hours per week □
H. 40-60 hours per week □
I. More than 60 hours per week □

44. What is the most satisfying during the past year? Why would it be so satisfying?

45a. How is the general state of your health?
Excellent □
Good □
Fair □
Poor □
Very Poor □

45b. Do you have any chronic (long-term) health condition or physical handicap that keeps you from doing some things you would like to do?
No □
Yes, but nothing important □
Yes, my health is a serious handicap □

46a. How much do you weigh?

46b. How tall are you?
Project TALENT Follow-up Questionnaire Form 11C1

If there are any errors in the name and address shown below, or if the address shown is not the one to which your mail should be sent, please enter your correct name and address in the spaces provided in Box M, below at the right.

PLEASE DO NOT MARK ANY BOXES ON THIS FORM.

Last Name
First Name
Street Address
City and State
Zip Code

Read the DIRECTIONS at the bottom of the enclosed letter before completing this form.

MAKE NO STRAY MARKS ON THIS FORM.

Please read each question completely before responding.

1. Mark one: 
   ☐ Male 
   ☐ Female

2a. How many different employers (i.e., different companies or organizations or individual employers) have you worked for on full-time jobs in the 10 years between June 1962 and September 1, 1973? (If you are not sure, guess.) Do not include jobs held just in the summer when you were in school.

   ☐ None
   ☐ 4
   ☐ 8
   ☐ 12
   ☐ 1
   ☐ 5
   ☐ 9
   ☐ 13
   ☐ 2
   ☐ 6
   ☐ 10
   ☐ 14
   ☐ 3
   ☐ 7
   ☐ 11
   ☐ 15 or more

2b. How many years of full-time work experience have you had since June 1962? (If you have done part-time work please estimate how much full-time work it is equivalent to.)

   ☐ None
   ☐ 2 yrs
   ☐ 6 yrs
   ☐ 10 yrs
   ☐ 1 yr or less
   ☐ 4 yrs
   ☐ 7 yrs
   ☐ 10 yrs
   ☐ 2 yrs
   ☐ 5 yrs
   ☐ 8 yrs
   ☐ 11 yrs
   ☐ 3 yrs
   ☐ 6 yrs
   ☐ 10 yrs
   ☐ 4 yrs
   ☐ 7 yrs
   ☐ 11 yrs
   ☐ 5 yrs
   ☐ 8 yrs

3a. How many weeks did you work in the 52-week period between September 1, 1972, and August 31, 1973, either full time or part-time, including self-employment? Count paid vacation and paid sick leave as weeks worked. If exact figure is not known, give best estimate.

   ☐ 53
   ☐ 36
   ☐ 26
   ☐ 17
   ☐ 14
   ☐ 13
   ☐ 12
   ☐ 11
   ☐ 10
   ☐ 9
   ☐ 8
   ☐ 7
   ☐ 6
   ☐ 5
   ☐ 4
   ☐ 3
   ☐ 2
   ☐ 1
   ☐ 0

3b. How many weeks were you unemployed (without a job and looking for work) between September 1, 1972, and August 31, 1973? (If exact figure is not known, give best estimate.)

   ☐ 53
   ☐ 36
   ☐ 26
   ☐ 17
   ☐ 14
   ☐ 13
   ☐ 12
   ☐ 11
   ☐ 10
   ☐ 9
   ☐ 8
   ☐ 7
   ☐ 6
   ☐ 5
   ☐ 4
   ☐ 3
   ☐ 2
   ☐ 1
   ☐ 0

4a. As of September 1, 1973, were you looking for a new job or not? Have you been looking for a new job over the past 12 months?

   ☐ Yes
   ☐ No
   ☐ Refused

4b. Did you have any paid job as of September 1, 1973? (Consider active military duty as a full-time job.)

   ☐ Yes
   ☐ No
   ☐ Refused

5a. What was this job called?

   (Please be specific.)

5b. What did you do on it?

   (Please be specific.)

5c. Average number of hours worked per week on this job.

   hours per week

5d. How much was your pay or other earnings (before deductions) on this job as of September 1, 1973? (If you don't know exactly, make an estimate. Please fill in ONE of the boxes.)

   $ per month
   $ per week
   $ per hour

5e. Do you enjoy the kind of work you have done on this job? (Consider only the work itself—not the pay, working conditions, or other factors that might make the job attractive or unattractive.)

   ☐ No
   ☐ Yes
   ☐ Refused

6. Considering all aspects of this job (pay, working conditions, etc.), how do you feel about your job?

   ☐ Very satisfied with it
   ☐ Fairly satisfied with it
   ☐ Neither satisfied nor dissatisfied
   ☐ Rather dissatisfied with it
   ☐ Very dissatisfied with it

7a. What occupation do you now plan to make your life work? Be as specific as possible. (For instance, if military service, specific type of work. If teaching, indicate grade and subject.)

   (Do not write outside box.)
If your answer was “Housewife” (“Homemaker”), you may either skip to question 7c, or, if you regard it as appropriate, answer question 7b also.

7b. What steps have you taken in this direction?
(Mark as many as apply.)
- I now have or have had a regular job in this field.
- I now have or have had a job as a trainee in this field.
- My present job may lead to work in this field.
- I am doing or have done volunteer work in this field.
- I have had special training or education in this field, as follows:
  - In high school.
  - In college as an undergraduate.
  - In graduate school or professional school after college.
  - In some other kind of school, since high school.
  - As an apprentice or on-the-job training in the field.
  - As an apprenticeship program.
  - As on-the-job training in the field.
  - As an informal program: reading or other independent study.
  - Some other way.
- None of the above.

7c. Do you remember at what age the thought first entered your mind that you might choose that particular occupation (i.e., the choice you indicated in question 2a above)? (If you don't remember exactly, make the best guess you can.) Mark in column 1 below. Also please indicate, in column 2 below, at what age you first seriously considered choosing that occupation, and in column 3 when you definitely decided.

- 1. Age when thought first entered mind.
- 2. Age when first seriously considered.
- 3. Age when definitely decided.
  - Under age 10
  - 11-13
  - 14-16
  - 17-19
  - 20-22
  - 23-25
  - 26 or older
  - Never

7d. Where were you in terms of school when you began to seriously consider this occupation?
- Pre-school (or kindergarten)
- Elementary school
- Junior high school
- High school
- College (undergraduate)
- Graduate student
- Had finished my formal schooling; I never gave the matter serious consideration.

7e. What factors influenced you in the choice of career indicated in answer 2a above?
(Mark as many as apply.)
- I don't feel I had much choice; it seemed to be the only thing available.
- I happened to get a job in that field and later decided to stay in the field because I liked it.
- It seemed too late to start over in a different field.
- There was really no good reason to switch to something I would like better.
- It seemed more realistic to stay in the field, since I had been trained in it.
- I had opportunities to learn or develop skills in the field.
- I would probably get a job.
- I would probably get a good job compared with my educational background.
- I was urged by relatives or friends to go into it.
- One or both parents.
- Other member(s) of my family.
- My teachers.
- A school counselor.
- Another member of the school staff.
- An acquaintance in that occupational field.
- Some other adult.
- A friend or friend of a friend who was my own age.
- My interest in this field was increased by advice against going into it that I received from a person.

7f. Before you actually entered the career field you had chosen did you have much knowledge about it? (Mark all that apply.)
- Yes, because I
  - Had learned about it in school
  - Had learned about it in the community
  - Had learned about it from sources other than school

8a. Indicate how important each of the following characteristics is to you in determining whether you would be satisfied with a particular job. (Please answer this question even if you don't have a job at present.)
(Mark as many as apply.)
- A. Extremely important (and desirable)
- B. Very important.
- C. Moderately important.
- D. Of slight importance.
- E. Of absolutely no importance.

8b. Now go back and rate your own job (the job you held as of September 3, 1972) on each of the characteristics indicated above, using the following scale.
- In this respect (circle one)
  - A. Excellent
  - B. Very good
  - C. Satisfactory
  - D. Fairly good
  - E. Poor

8c. If one of the job characteristics listed in question 8a above is important to you, in the box at the right please tell us what it is and if you have a job at present, how your job rates on it. (Otherwise go on to question 9a on the next page.)

What is important to me in a job is:
- My job is:
  - Excellent
  - Very good
  - Satisfactory
  - Fairly good
  - Poor

- In this respect, I feel:
  - My job is:
    - Excellent
    - Very good
    - Satisfactory
    - Fairly good
    - Poor

PLEASE GO ON TO PAGE 4
9a. Was your high school program designed to prepare you for a specific occupation?
   - No (Skip to question 10.)
   - Yes, it was intended to prepare me for: [Specify]

9b. When you got out of high school did you get a job in that field? (Mark as many as apply.)
   - No, I couldn't find one without additional training.
   - No, I decided I wasn't interested or that I was more interested in a different field.
   - Yes, but I found I wasn't adequately prepared.
   - Yes, and I found my high school training very helpful.
   - Yes, but I found other experiences more helpful than my high school training.
   - Other [Specify]

9c. Do you still consider yourself in the occupational field for which you were prepared in high school?
   - Yes, my present job is in that field.
   - No, I am not now employed in it but I hope to get a job in the field.
   - No, I have changed:
     - [Specify]
   - No, I have no job now and am not seeking one.

10. Have you found what you learned in high school useful in preparing you for the job(s) you have obtained since then?
   - Yes, it was valuable.
   - Yes, it was fairly useful.
   - Adequate.
   - It proved of very little use.
   - It was a complete waste of time.

11. Have you gone to college at all since leaving high school?
   - Yes, a 4-year college or university.
   - Yes, a junior college or community college.
   - Yes, both a junior college and a 4-year college.
   - No.

---

12. Did you attend any other (non-college) type of school for four weeks or more since leaving high school? (Mark as many as apply.)
   - No, I couldn't find one without additional training.
   - Yes, a technical school for training in electronics, drafting, computer programming, medical or dental technician training, etc.
     - Specify course:

13a. How long was the course? [Specify number of months]

13b. Did you complete it?
   - Yes, I am still in the program.
   - No, I have dropped out.

13c. If you dropped out, why? (Mark as many as apply.)
   - I decided I didn't want to go into that field.
   - I decided I could get a job in the field without training.
   - The work was too hard.

13d. Did you ever get a job in the field you studied?
   - No, I never looked for a job in that field.
   - Yes, but I am still trying to.

---

14. If you never attended junior college, please skip to question 16.

14a. What kind of program did you take in junior college (i.e., in what field)?
   - Liberal arts
   - Other [Specify]

14b. What program was taken at junior college?
   - 2 years
   - 3 years
   - More than 3 years
   - Other [Specify]

14c. Did you complete the program?
   - Yes, I am still in it.
   - No, I dropped out.

14d. If you dropped out, why? (Mark as many as apply.)
   - I decided I didn't want to go into that field.
   - I decided I could get a job in that field without training.
   - The work was too hard.
   - Other [Specify]

14e. If the junior college program was intended to prepare you for a specific occupation, what occupation?
   - [Specify]

---

15. In which of the following licenses, certificates, or college degrees do you have already or plan to get?
   - Plan to earn
   - Bachelor's degree
   - Associate or Arts or Associate in Science
   - Other professional degree
   - [Specify]

---

Please go on to page 6.
16. Which of the following are you? (Mark all that apply.)
- African-American
- Black/Reg. African-American
- American Indian
- Oriental
- Asian-American/ChiCano
- Puerto Rican-American
- Eskimo
- None of the above

Specify:

17. Did you get a high school diploma?
- Yes, when I graduated:
  - City and State:
  - Dates attended:
  - Degree earned:
- Yes, I left school but later returned and got my diploma:
  - City and State:
  - Dates attended:
  - Degree earned:
- Yes, by examination or through correspondence school:
  - City and State:
  - Dates attended:
  - Degree earned:
- No, I left school:
  - City and State:
  - Dates attended:
  - Degree earned:
- The last grade I completed:
  - Grade:

18. What colleges or universities have you attended for credit, as an undergraduate? (Include junior colleges, as well as four-year colleges and universities.)
If you have never gone to college, blacken the circle at the right and then go on to question 23 on page 9.
If you have already earned a bachelor’s degree, please specify the degree and the month and year received. (Put the college you last attended or are now attending first, then the next to last one, etc.)
If you attended more than three colleges as an undergraduate, please continue listing them on a separate sheet of paper marked “Question 18.”

Name of College or University:
- City and State:
- Dates attended:
- Degree earned:

19. Those who are doing or have done graduate work should also complete the following, giving the name of the graduate or professional school they are attending or have attended. (Put the college you last attended or are now attending first, then the next-to-last one.)
If there are more than two, continue on a separate sheet of paper marked “Question 19.”

Name of University:
- School or Department:
- City and State:
- Dates attended:
- Degree earned:

20. As an undergraduate, in which of the following areas did you major or take your major in college, and which was your minor? If you did not have a formal minor, mark the area in which you took the most courses. Also, if you have done graduate work, what is your graduate major?
- (Circle ONE for each.)
- (1) Undergraduate Major
- (2) Undergraduate Minor
- (3) Graduate Major
- (4) Graduate Minor
- (5) Specify:

- Mathematics
- Computer Science
- Physical Sciences (other)
- Social Science (other)
- History
- Economics
- Political Science or Government
- Religious Studies
- Journalism
- Foreign Languages
- Fine Arts
- Performing Arts
- Music
- Performing Arts
- Philosophy
- Language or Literature
- Humanities (other)
- Law (Pro-Law)
- Medicine (Pro-Medicine)
- Dental (Pro-Dental)
- Pharmacy
- Veterinary
- Other Health Professions
- Architecture
- Engineering
- Computer Science
- Statistics
- Elementary Education
- Physical Education
- Education (other)
- Library Science
- Accounting
- Business and Commerce
- Home Economics
- Agriculture or Forestry
- Some other

Specify:

21. Please indicate how much college you have completed:
- Less than one year of undergraduate work
- One year but less than two
- At least two years but have not earned a bachelor’s degree
- I have earned a bachelor’s degree, but have not done any graduate work
- I have done some graduate work but have not earned a graduate degree
- I have earned a master’s degree
- I have earned an advanced (16-years or higher) degree

22a. If you attended a four-year college, was the program you took intended to prepare you for a specific occupation that you could go into immediately after college?
- Yes, it was intended to prepare me for:
  - Occupation:
- No, it was not intended to lead to any specific occupation. (Skip to question 23.)

22b. Did you ever take a job in the field you studied? (Mark as many as apply.)
- Yes, I took a job in that field and I am still in that field.
- Yes, but I am still in that field.
- No, I decided to change to a different field.
- Yes, but I am still in that field.
- Yes, and I am still in that field.
- Yes, and I have advanced to a higher level.
- Other

Explain:

23. Please go on to page 9.
Project TALENT Follow-up Questionnaire Form 11D1

If there are any errors in the name and address shown below, or if the address shown is incomplete, please enter your correct name and address in the spaces provided in the Address Box below.

Please read the DIRECTIONS at the bottom of the enclosed letter before completing this form. MAKE NO STRAY MARKS ON THIS FORM. Please read each question completely before responding.

Fill circles completely with No. 1 or No. 2 pencil:

Examples of IMPROPER marks

Examples of PROPER marks

1. Mark one:

   [ ] Male
   [ ] Female

2. Birth date:

   [ ] Mo. [ ] Day. [ ] Year

3a. How many different employers (i.e., different companies or organizations or individual employers) have you worked for on full-time work in the 11 years between June 1963 and September 1, 1974? (If you are not sure, guess.) Do not include jobs held in the summer when you were in school.

   • None
   • 1
   • 2
   • 3
   • 4
   • 5
   • 6
   • 7
   • 8
   • 9
   • 10
   • 11
   • 12

3b. How many years of full-time work experience have you had since June 1963? (If you have done part-time work, please estimate how much full-time work it is equivalent to.)

   • 1 yr. or less
   • 2 yrs.
   • 3 yrs.
   • 4 yrs.
   • 5 yrs.
   • 6 yrs.
   • 7 yrs.
   • 8 yrs.
   • 9 yrs.
   • 10 yrs.
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   • 27 yrs.
   • 28 yrs.
   • 29 yrs.
   • 30 yrs.
   • 31 yrs.
   • 32 yrs.
   • 33 yrs.
   • 34 yrs.
   • 35 yrs.
   • 36 yrs.
   • 37 yrs.
   • 38 yrs.
   • 39 yrs.
   • 40 yrs.
   • 41 yrs.
   • 42 yrs.
   • 43 yrs.
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   • 45 yrs.
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   • 92 yrs.
   • 93 yrs.
   • 94 yrs.
   • 95 yrs.
   • 96 yrs.
   • 97 yrs.
   • 98 yrs.
   • 99 yrs.
   • 100 yrs.

4. How many weeks did you work in the 52-week period between September 1, 1973, and August 31, 1974, either full-time or part-time, including self-employment? Count paid vacation and paid sick leave as weeks worked. (If exact figure is not known, give best estimate.)

   [ ] weeks

5. How many weeks were you unemployed (without a job and looking for work) in the 52-week period between September 1, 1973, and August 31, 1974? (If exact figure is not known, give best estimate.)

   [ ] weeks

6. Of September 1, 1974, were you looking for a job (whether or not you had one)?

   • Yes, I was looking for a full-time job.
   • Yes, I was looking for a part-time job.
   • No.

7. Were you engaged in any of the following activities as of September 1, 1974? Mark as many as apply. (Consider active military duty as a full-time paid job.)

   • One full-time paid job
   • Two or more full-time paid jobs
   • One part-time paid job
   • Two or more part-time paid jobs
   • I was a housewife (homemaker)
   • I had an unpaid job other than housewife.
   • I was in school.
   • None of the above.
   • Because of my health, I would not permit it. (Please skip to question 15a.)
   • For other reasons (Please skip to question 15a.)

If you were a student and/or housewife and had no other job, you may either skip to question 15a or if you feel it is appropriate, answer questions 8 through 14b also. If you had more than one job, please answer questions 8 through 14b for the paid job or unpaid job other than housewife on which you worked the most time.

8. What was this job called?

9. What did you do on it? (Please be specific.)

10. What kind of business or industry was this? (For example: county, junior high school, auto assembly plant, radio service, retail supermarket, road construction, farm).

   [ ] Specify

11. Average number of hours worked per week on this job:

   [ ] per week

12. Which of the following were your?

   • Mark only one:
   • An employee of a private company or corporation, or individual for wages, salary, or commissions.
   • A government employee (Federal, state, county, local government).
   • Self-employed in own business, professional practice, or farm.
   • Working without pay in a family business or farm.
   • Working for pay in a family business or farm.
   • Other

13a. How long had you worked for this employer as of September 1, 1974? (If you don't know exactly, make an estimate. Please fill in ONE of the boxes.)

   • Less than 1 yr.
   • 1 yr.
   • 2 yrs.
   • 3 yrs.
   • 4 yrs.
   • 5 yrs.
   • 6 yrs.
   • 7 yrs.
   • 8 yrs.
   • 9 yrs.
   • 10 yrs.
   • 11 yrs.

13b. How much was your pay or other earnings before deductions on this job as of September 1, 1974? (If you don't know exactly, make an estimate. Please fill in ONE of the boxes.)

   • $ per month
   • $ per week
   • $ per hour

14a. Considering all aspects of this job (the work, pay, co-workers, future, etc.), how do you feel about your job?

   • Extremely well.
   • Very well.
   • Fairly well.
   • Hardly at all.
   • Not at all.

14b. How well does your present job fit in with your long-range plans or goals?

   • Extremely well.
   • Very well.
   • Fairly well.
   • Hardly at all.
   • Not at all.

[ ] I don't have any long-range plans or goals.
15a. What were your total personal earnings (before deductions) from all your jobs for the year between September 1, 1973 and August 31, 1974? (Please include all wages, salaries, commissions, tips, as well as net income from farming or other businesses. Do not include income other than earnings such as social security, public assistance, interest, welfare, or veterans' payments.) If you don't know exactly, please make an estimate.

15b. What were your husband's or wife's total personal earnings (before deductions) from all his or her jobs for the year between September 1, 1973 and August 31, 1974? If you don't know exactly, please make an estimate. If you were not married at all between September 1, 1973 and August 31, 1974, please blacken this circle and skip to question 16b.

16a. Indicate how important each of the following characteristics is to you in determining whether you would be satisfied with a particular job. (Please answer this question even if you don't have a job at present.)

A. Extremely important (and desirable)
B. Very important
C. Moderately important
D. Of only slight importance
E. Of absolutely no importance

16b. How do you rate your present job (the job you had as of September 1, 1974) on each of the characteristics indicated above, using the following scale:

1. Excellent in this respect
2. Good job in this respect
3. Average in this respect
4. Poor in this respect
5. Very poor in this respect

17. In which of the following branches of the military have you served, and what type of service was it? (Mark as many as apply.)

18. What are the most important career goals you have for the next 10 years? (Please mark as many as apply.)

19. What occupation do you now plan to make your life work? Be as specific as possible. (For instance, if military service, specify type of office work. If teaching, indicate grade and subject.)

20. What steps have you taken in this direction (toward the occupation you named in question 19)? (Mark as many as apply.)

21. How many other occupations have you seriously considered for your life work? (Mark as many as apply.)

22. Why did you change your mind about your planned occupation? (Mark as many as apply.)

23. What do your plans for the future mean (to you) in terms of your educational plans? (Mark as many as apply.)

24. If your answer was "Housewife" or "Homemaker," you may either skip to question 21 or, if you regard it as appropriate, answer question 20 also.

25. What are your plans for the future in terms of your educational plans? (Mark as many as apply.)

26. What other occupation(s) do you plan to consider for your future? (Mark as many as apply.)

27. What is your most important goal for the future? (Mark as many as apply.)

28. What is your second most important goal for the future? (Mark as many as apply.)

29. What is your third most important goal for the future? (Mark as many as apply.)

30. What is your fourth most important goal for the future? (Mark as many as apply.)

31. What is your fifth most important goal for the future? (Mark as many as apply.)

32. What is your sixth most important goal for the future? (Mark as many as apply.)

33. What is your seventh most important goal for the future? (Mark as many as apply.)

34. What is your eighth most important goal for the future? (Mark as many as apply.)

35. What is your ninth most important goal for the future? (Mark as many as apply.)

36. What is your tenth most important goal for the future? (Mark as many as apply.)

37. What is your eleventh most important goal for the future? (Mark as many as apply.)

38. What is your twelfth most important goal for the future? (Mark as many as apply.)

39. What is your thirteenth most important goal for the future? (Mark as many as apply.)

40. What is your fourteenth most important goal for the future? (Mark as many as apply.)

41. What is your fifteenth most important goal for the future? (Mark as many as apply.)

42. What is your sixteenth most important goal for the future? (Mark as many as apply.)

43. What is your seventeenth most important goal for the future? (Mark as many as apply.)

44. What is your eighteenth most important goal for the future? (Mark as many as apply.)

45. What is your nineteenth most important goal for the future? (Mark as many as apply.)

46. What is your twentieth most important goal for the future? (Mark as many as apply.)
26. Did you get a high school diploma?  [Circle one]
   Yes: 60  61  62  63  64  65  66  67  68  69  70  71  72  73  74
   No: 80  81  82  83  84  85  86  87  88  89  90  91  92  93  94
   (If you did not answer question 25, circle 80 through 94.)

27. Did you attend any non-college type of school for four weeks or more since leaving high school?  [Circle one]
   Yes: 60  61  62  63  64  65  66  67  68  69  70  71  72  73  74
   No: 80  81  82  83  84  85  86  87  88  89  90  91  92  93  94
   (If you did not answer question 25, circle 80 through 94.)

28. Post High School Education

29. High School Experiences

30. Did you complete the course?  [Circle one]
   Yes: 60  61  62  63  64  65  66  67  68  69  70  71  72  73  74
   No: 80  81  82  83  84  85  86  87  88  89  90  91  92  93  94
   (If you did not answer question 25, circle 80 through 94.)

31. Have you gone to college at all since leaving high school?  [Circle one]
   Yes: 60  61  62  63  64  65  66  67  68  69  70  71  72  73  74
   No: 80  81  82  83  84  85  86  87  88  89  90  91  92  93  94
   (If you did not answer question 25, circle 80 through 94.)

32. Are you working at the time of this survey?  [Circle one]
   Yes: 60  61  62  63  64  65  66  67  68  69  70  71  72  73  74
   No: 80  81  82  83  84  85  86  87  88  89  90  91  92  93  94
   (If you did not answer question 25, circle 80 through 94.)

33. What college or universities have you attended for credit as an undergraduate?  [Include junior colleges, as well as four-year colleges and universities.]

34. Those who are doing or have done graduate work should also complete the following, giving the name of the graduate or professional school they are attending or have attended. (Put the college you last attended or are now attending first, then the next-to-last one.)

35. If there are more than two, continue on a separate sheet of paper marked "Question 33."

36. How long was the course?  [Circle one]
   2 years or more 60  61  62  63  64  65  66  67  68  69  70  71  72  73  74
   Between 1 and 2 years 60  61  62  63  64  65  66  67  68  69  70  71  72  73  74
   Less than 1 year 60  61  62  63  64  65  66  67  68  69  70  71  72  73  74

37. Degree Earned  [Circle one]
   80  81  82  83  84  85  86  87  88  89  90  91  92  93  94

38. If you marked more than one type of school for question 29 above, please consider the first one you marked (i.e., the top mark) when you answer questions 30a and 30b.

39. If you marked more than one type of school for question 29 above, please consider the first one you marked (i.e., the top mark) when you answer questions 30a and 30b.

40. If you marked more than one type of school for question 29 above, please consider the first one you marked (i.e., the top mark) when you answer questions 30a and 30b.

41. If you marked more than one type of school for question 29 above, please consider the first one you marked (i.e., the top mark) when you answer questions 30a and 30b.

42. If you marked more than one type of school for question 29 above, please consider the first one you marked (i.e., the top mark) when you answer questions 30a and 30b.

43. If you marked more than one type of school for question 29 above, please consider the first one you marked (i.e., the top mark) when you answer questions 30a and 30b.
35. As an undergraduate, in which of the following areas was or is your major in college and which (a) or (b) your minor? (If you did not have a formal minor, mark the other area in which you took the most courses.) Also, if you have done graduate work, what is your graduate major? (Mark one for each.)

(a) Undergraduate Major
(b) Undergraduate Minor
(c) Graduate Major

01. Math/Statistics
02. Physics
03. Chemistry
04. Physical Sciences (other)
05. Anatomy/Physiology
06. Biochemistry
07. Zoology
08. Botany
09. Biological Sciences (other)
10. Psychology
11. Sociology
12. History
13. Economics
14. Political Science or Government or International Relations
15. Social Sciences (other)
16. English
17. Spanish
18. Journalism
19. Foreign Languages
20. Fine Arts
21. Performing Arts
22. Music
23. Philosophy
24. Religion or Theology
25. Humanities (other)
26. Law (Pre-Law)
27. Medicine (Pre-Medicine)
28. Dentistry (Pre-Dentistry)
29. Pharmacy
30. Nursing
31. Accounting
32. Other Health Professions
33. Architecture
34. Engineering
35. Computer Science
36. Statistics
37. Elementary Education
38. Education (other)
39. Library Science
40. Accounting
41. Business and Commerce
42. Home Economics
43. Agriculture or Forestry
44. Other

00. None
01. I have not done graduate work.
02. -

36. In what ways do you consider your college education (and graduate education, if any) to have been worth while? Did it contribute anything that has made your life better, happier, or more rewarding than it would otherwise have been? Please mark as many statements as apply — separately for undergraduate education (column a) and graduate education (column b).

(a) Undergraduate
(b) Graduate

- It gave me skills necessary for carrying out my job.
- It helped me get a more interesting job than I probably could have gotten otherwise.
- It helped me get a better-paying job than I probably could have gotten otherwise.
- It prepared me for more advanced education.
- It has enriched my use of my leisure time.
- It helped me develop a set of values.
- I learned some things that were interesting and worth knowing though not of practical value.
- I made some friendships in school that have been important to me.
- I met my wife (husband) there.
- It had some important values other than those mentioned above.
- It was adequate but did not have exceptionally important value.
- It was of no real value at all.
- I didn't go to graduate school.

37. What kind of program did you take in junior college (i.e., in what fields?)

(a) Liberal arts
(b) Other

Specify.

38. How long was the program you took?

- 2 years
- 1 year
- 1 semester or quarter (3 to 5 months)
- Less than 3 months
- Just an occasional course (not towards a degree)
- Other

Specify.

39. Did you complete the program?

- Yes
- Not yet; I am still in it.

No: I didn't because (mark all that apply):

- I decided I didn't want to go into that field.
- I decided I could get a job in the field without completing the program.
- I decided I couldn't get a job in the field even if I completed the program.
- I decided to transfer to another kind of program in junior college.
- I decided to transfer to another kind of school (not a junior college).
- I took a job.
- I couldn't afford to stay in school.
- The training was not satisfactory.
- Other

40. Which of the following licenses, certificates, or college degrees do you have already or plan to get?

- Have received
- Plan to earn

(a) Graduate Plan (b) Undergraduate

01. C.P.A. (Certified Public Accountant)
02. Practical nursing certificate
03. R.N. (Registered nurse)
04. Teaching certificate, issued by state or city
05. Associate in Arts or Associate in Science
06. Other junior college certificate or diploma

Specify.

41a. Did you attend college continuously from the time you first entered until you got a bachelor's degree? (If you never attended a four-year college, please skip to question 43.)

- Yes, I was a full-time student during the entire period.
- Yes, I was a part-time student during the entire period.
- Yes, sometimes as a full-time student, sometimes part-time.

41b. What were your main reasons for dropping out of college? (Please answer even if you later returned to college.)

- Please do not mark more than three.

- To earn enough money to be able to go back to college.
- Had financial difficulties.
- Was offered a job.
- Needed money.
- Became homesick.
- Didn't enjoy the social life.
- Got married.
- Became ill or had an accident.
- Family responsibilities.
- Entered military service.
- Some other reason

Specify.

41c. What were your main reasons for dropping out of college? (Please answer even if you later returned to college.)

- Please do not mark more than three.

- To earn enough money to be able to go back to college.
- Had financial difficulties.
- Was offered a job.
- Needed money.
- Became homesick.
- Didn't enjoy the social life.
- Got married.
- Became ill or had an accident.
- Family responsibilities.
- Entered military service.
- Some other reason

Specify.
42. Was the four-year college program you took intended to prepare you for a specific occupation that you could go into immediately after college?

☐ Yes, it was intended to prepare me for:

[Occupation]

☐ No, it was intended to prepare me for graduate or professional school, which would prepare me for:

[Occupation]

☐ No, it was not intended to lead to any specific occupation.

43. Please indicate the year and month of birth of each of your children by filling in the correct circle (in Box X below) for each birth. (For this question include your natural children only, not adopted children.)

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44. If any of these children are twins (or triplets, etc.), indicate month and year of birth.

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45. How many living children (including adopted children, but not stepchildren or foster children) do you have?

☐ None ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 or more

46. How many children (including adopted children, stepchildren, and foster children, if any) are now living in your household?

☐ None ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 or more

47. What do you think is the ideal number of children for a family?

☐ None ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11

48. How many children do you expect to have (including any you now have)?

☐ None ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 or more

49. Given the circumstances of your life, how many children in all would you really consider most desirable for you and your husband or wife?

☐ None ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 or more

50. How many times have you married?

☐ Never (Skip to question 56.)

☐ Once ☐ Twice ☐ More than twice

51. What is your present marital status? (Mark one.)

☐ Married ☐ Divorced or annulled ☐ Separated ☐ Widowed

52. How old were you when you got married? (If you have been married more than once, give age at time of first marriage.)

Under 18 ☐ 19-23 ☐ 24-28 ☐ 29-33 ☐ 34-38 ☐ 39-43 ☐ 44-48 ☐ 49-53 ☐ 54-58 ☐ 59-63 ☐ 64-68 ☐ 69-73 ☐ 74 or older

53. How old was your wife or husband when you married? (If you have been married more than once, give age at time of first marriage.)

Under 18 ☐ 19-23 ☐ 24-28 ☐ 29-33 ☐ 34-38 ☐ 39-43 ☐ 44-48 ☐ 49-53 ☐ 54-58 ☐ 59-63 ☐ 64-68 ☐ 69-73 ☐ 74 or older

54. How old were you at the time of your most recent marriage?

Under 18 ☐ 19-23 ☐ 24-28 ☐ 29-33 ☐ 34-38 ☐ 39-43 ☐ 44-48 ☐ 49-53 ☐ 54-58 ☐ 59-63 ☐ 64-68 ☐ 69-73 ☐ 74 or older

55. How old was your new wife or husband at that time?

Under 18 ☐ 19-23 ☐ 24-28 ☐ 29-33 ☐ 34-38 ☐ 39-43 ☐ 44-48 ☐ 49-53 ☐ 54-58 ☐ 59-63 ☐ 64-68 ☐ 69-73 ☐ 74 or older

56. Which of the following is your husband's or wife's present occupation? If he/she is not now working, give his/her main past occupation.

☐ An employee of a private company, business, or individual for wages, salary, or commissions.

☐ A government employee (Federal, state, county, or local government).

☐ Self-employed in own business, professional practice, or farm.

☐ Working without pay in a family business or farm.

☐ Working other in a family business or farm.

☐ Other

57. Which of the following describes your husband's (wife's) status as of September 1, 1972? (Mark as many as apply, but at least one.)

☐ Had a full-time job.

☐ Had a part-time job.

☐ Was looking for a full-time job.

☐ Was looking for a part-time job.

☐ Had no job and wasn't looking for one.

☐ Was taking care of home.

☐ Poor health prevented holding a job.

58. How much formal education has your husband or wife had? Mark one answer, indicating the highest level reached.

☐ Never entered high school.

☐ Some grade school but not a graduate.

☐ High school graduate.

☐ Some college but no degree.

☐ Associate degree (two-year degree: A.A., A.S., etc.).

☐ Graduate nurse (R.N.).

☐ Bachelor's degree (B.A., B.S., etc.).

☐ Some graduate work or professional school beyond bachelor's degree, but no graduate degree.

☐ Master's degree (M.A., M.S., etc.).

☐ Ph.D. or Ed.D.

☐ Advanced professional degree (M.D., D.D.S., LL.B., etc.).
60. Which of the following are you? (Mark all that apply.)
- White/Caucasian
- Black/Negro/African-American
- Mexican-American/Chicano
- Oriental
- American Indian
- Puerto Rican-American
- Other (Specify.)

61. In what situation did this discrimination occur?
- Being hired for a job
- Pay
- Promotion
- Admission to a school or training program
- Entering a particular area of study or type of work
- Not being able to enter military service
- Being drafted into military service
- Buying or renting a house or apartment
- Obtaining credit
- Admission to a public place (restaurant, theater, etc.)
- Admission to a social club
- Other (Specify.)

64. How tall are you?
- 4 ft. 6 in. and under
- 5 ft. 6 in. and under
- 6 ft. 6 in. and under
- 7 ft. 6 in. and under

65. How much do you weigh? _______ pounds

66. How much time do you normally spend each week reading books or magazines in the following areas?
- A. Science fiction
- B. Westerns or adventure stories (other)
- C. Mystery stories
- D. Science (non-fiction)
- E. Plays, poetry, essays, literary criticism, or classics
- F. Biographies, autobiographies, memoirs
- G. Books on politics, world affairs, history
- H. Newspapers and magazines
- I. Magazines (other)
- J. Reading done in connection with your work and not listed above
- K. Other types of reading not listed above

67a. Who was the principal income earner of your family in March 1960, when you were in the 9th grade? (Mark only one.)
- My father
- My mother
- A woman other than my mother and I don't know. (Please skip to question 68.)

67b. What was the occupation of this person? (Your answer to question 67a.) In March 1960? Please be specific.

67c. What kind of business or industry was this? (For example: county junior high school, auto assembly plant, radio service, retail supermarket, road construction, farm).

68. Do you have any chronic (long-term) health condition or physical handicap that keeps you from doing something you would like to do?
- Yes
- No
- Yes, but nothing important.
- Yes, my health is a serious handicap.

69. We have listed below 15 areas which could be related to how satisfied you are with your life. Please rate how important each of these areas is to you.

A. Of the greatest importance to me
B. Moderately important to me
C. Not very important to me

A. Material well-being, standard of living, financial security.
B. Health, health care, and personal safety.
C. Personal relationships with husband or wife (boyfriend or girlfriend).
D. Having and raising children.
E. Personal relationships with parents, siblings, and other relatives.
F. Personal relationships with close friends.
G. Helping others (not including relatives and friends); church, club, and volunteer activities.
H. Political and civic activities.
I. Learning; increasing knowledge and ability.
J. Personal understanding, maturity, insight and inspiration.
K. Occupation or job.
L. Personal accomplishments; using creativity.
M. Socializing, communicating, entertaining others.
N. Participation in active recreation (sports, travel, hobbies, etc.).
O. Participation in observational and passive recreation (reading, TV, movies, etc.).
APPENDIX E

SCHOOL LEVEL QUESTIONNAIRES
A National Inventory of Aptitudes and Abilities

SCHOOL QUESTIONNAIRE

General School Characteristics

General Directions:

Sections I, II, and III of the questionnaire should be filled out by the principal (or, if not available, the assistant principal or dean) of the school. If desired, Section IV, the checklist of courses offered by the school, may be given to an administrative assistant to fill out. Answers are to be marked directly in the booklet, in the spaces provided.

It is suggested that the principal should review such parts of the questionnaire as are not filled out by him in order to assure himself that no important information has been omitted.

TO THE PRINCIPAL:

Some of the most important information for the national TALEM project will be supplied by principals through this questionnaire. It is the only source of information regarding school policies and practices vital to the overall educational process. This questionnaire answered by a national sample of secondary school principals will provide an unprecedented picture of our American educational system. The information from the questionnaires together with test scores and other data collected from students will provide educators with a basis for a comprehensive study of the impact of educational policy and practice on the student.

The information from principals and students and the data collected in the follow-up phases of the project will provide the framework for the first really representative and definitive study of the long-term effects of school characteristics on educational, vocational, and life achievements and satisfactions of students.

It is important that every question be answered correctly. Your answers will not be identified with your school. You and your school will not be identified or compared with any other school or school system.

It is recognized that some of the answers to certain questions may not be readily accessible. In instances where you are requested to indicate "about what percentage..." or to "estimate..." it is not necessary for you to compute a precise answer—a reasonable estimate is all that is necessary.

Please do not spend a great deal of time in researching precise answers. However, we would appreciate your providing the best estimates you can based on information readily available to you.

Please do not leave any questions blank.

PLEASE FILL IN THE INFORMATION REQUESTED BELOW

Sections I, II, and III of this questionnaire completed by (please print):

(Last Name) (First Name) (Middle Initial) (Title)

Section IV completed by (please print):

(Last Name) (First Name) (Middle Initial) (Title)

Name of School:

City: ___________________________ State: ___________________________

Information supplied reviewed by:

(Signature) ______________________ Principal
Section I - Your School

1. Type of secondary school:
   ( ) 1. General comprehensive high school
   ( ) 2. Academic or college preparatory high school only
   ( ) 3. School specializing in commercial or office subjects
   ( ) 4. School exclusively for superior students
   ( ) 5. School exclusively for slow learners
   ( ) 6. General vocational or trade educational high school
   ( ) 7. School primarily for special talents (art, music, etc.)
   ( ) 8. Military academy
   ( ) 9. University school
   ( ) 10. School for the deaf
   ( ) 11. School for the physically handicapped (other than blind or deaf)
   ( ) 12. Private "Preparatory" school (other than Military Academy)
   ( ) 13. School for emotionally disturbed
   ( ) 14. School exclusively for non-English speaking
   ( ) 15. Other (specify)

2. Grades included in your school:
   ( ) 1. K-12 or 1-12
   ( ) 2. 6-9
   ( ) 3. 7-9
   ( ) 4. 7-10
   ( ) 5. 7-12
   ( ) 6. 8-11
   ( ) 7. 9-12
   ( ) 8. 9-12
   ( ) 9. 10-12
   ( ) 10. 11-12
   ( ) 11. 11-14
   ( ) 12. Other specify

3. Type of accreditation or official recognition:
   ( ) 1. Regional only
   ( ) 2. State only
   ( ) 3. Regional and State
   ( ) 4. Other (specify)
   ( ) 5. None

4. Does your school have midyear admissions to the first grade in the elementary school?
   ( ) 1. Yes, on a regular basis
   ( ) 2. Only in a few exceptional cases
   ( ) 3. No, not at all
   ( ) 4. Does not apply

5. Does your school have midyear promotions?
   ( ) 1. Yes
   ( ) 2. No

6. How many school days are there in your school year this year? (Write in on
   the line below.)
   ________ days

7. How many class periods a day does each grades 9-12 student usually spend
   in school?
   ( ) 1. 1-3 or fewer
   ( ) 2. 4
   ( ) 3. 5
   ( ) 4. 6
   ( ) 5. 7
   ( ) 6. 8 or more

8. What is the usual length of a class period for grades 9-12?
   ( ) 1. 30 minutes or less
   ( ) 2. About 35 minutes
   ( ) 3. About 40 minutes
   ( ) 4. About 45 minutes
   ( ) 5. About 50 minutes
   ( ) 6. About 55 minutes or more

9. What size is your average instructional class in science and math (grades
   9-12)?
   ( ) 1. 5 or less
   ( ) 2. 6-8
   ( ) 3. 9-11
   ( ) 4. 12-14
   ( ) 5. 15-17
   ( ) 6. 18-20
   ( ) 7. 21-23
   ( ) 8. 24-26
   ( ) 9. 27-29
   ( ) 10. 30-32
   ( ) 11. 33-35
   ( ) 12. 36 or more

10. What is your average instructional class size in non-science courses (grades
    9-12)?
    ( ) 1. 8 or fewer
    ( ) 2. 9-11
    ( ) 3. 12-14
    ( ) 4. 15-17
    ( ) 5. 18-20
    ( ) 6. 21-23
    ( ) 7. 24-26
    ( ) 8. 27-29
    ( ) 9. 30-32
    ( ) 10. 33-35
    ( ) 11. 36-38
    ( ) 12. 39 or more

11. What is the average amount of homework per day which a student in grades
    9-12 in your school is expected to do?
    ( ) 1. Students are not usually given out of class assignments.
    ( ) 2. Less than 1 hour
    ( ) 3. 1-2 hours
    ( ) 4. 2-3 hours
    ( ) 5. 3-4 hours
    ( ) 6. 4-5 hours
    ( ) 7. More than 5 hours
12. How many study halls or periods a week does the average grades 9-12 student in your school have during school hours?

( ) 1. None
( ) 2. 1
( ) 3. 2
( ) 4. 3
( ) 5. 4
( ) 6. 5
( ) 7. 6
( ) 8. 7
( ) 9. 8
( ) 10. 9 or more

13. For which of the following special groups does your school provide special, separate classes (grades 9, 10, 11, or 12)? Mark as many as apply.

( ) 1. Low I.Q. or mentally retarded
( ) 2. Behavior or adjustment problems, or record of delinquency
( ) 3. Physical handicaps (specify what)
( ) 4. Non-English speaking
( ) 5. Rapid learners
( ) 6. Special skills or talents (e.g., art, music, science)
( ) 7. Math difficulty
( ) 8. Reading difficulty
( ) 9. Speech difficulty
( ) 10. Special provision for all (other) exceptional children in their regular class groups. All (other) exceptional children are integrated into regular classes without special privileges.
( ) 11. Other groups (specify)

14. Which of the following types of recognition for achievement are available in your school? Mark all that apply.

( ) 1. Honors courses or other special classes
( ) 2. Privilege of taking additional work
( ) 3. Dean's list, honor roll, or other published list
( ) 4. National Honor Society or equivalent club
( ) 5. Special prizes or awards
( ) 6. Other special recognition (specify)

15. Does your school provide an accelerated curriculum for superior grades 9-12 students? Mark all that apply.

( ) 1. Yes, student classified as "superior" may enter an advanced curriculum in any course.
( ) 2. Yes, advanced curricula are available in all courses for students classified as "superior" in that course area.
( ) 3. Yes, in one or more science courses for students classified "superior" in science.
( ) 4. Yes, in one or more math courses for students classified "superior" in math.
( ) 5. Yes, in one or more language courses for students classified "superior" in language.
( ) 6. Yes, in one or more courses other than math, science, or languages for students classified "superior" in that course area.
( ) 7. No

16. What opportunities is there for students in your school to obtain advanced placement and/or credit in college?

( ) 1. We offer one or more courses that use the syllabuses of the Advanced Placement Program of the College Entrance Examination Board.
( ) 2. We offer our own advanced courses to superior students and they take the Advanced Placement Tests of the College Entrance Examination Board.
( ) 3. We offer no special advanced courses, but superior students from our school have qualified for advanced placement in college by taking the Advanced Placement Tests of the College Entrance Examination Board.
( ) 4. Particular colleges that are familiar with our program give advanced placement and/or credit to superior students in certain of their courses for which they feel our program provides satisfactory equivalent instruction.
( ) 5. No special opportunity for advanced placement in college is available.

17. What do the grades in subjects generally represent?

( ) 1. Primarily level of subject matter achievement.
( ) 2. Primarily level of achievement relative to the achievement of classmates.
( ) 3. Primarily achievement in relation to ability.
( ) 4. Separate grades for achievement and achievement in relation to ability are given for each course.
( ) 5. Separate grades are given for achievement and achievement relative to the achievement of classmates for each course.
( ) 6. Other (specify)

18. What kind of final course grades are given in your school (grades 9-12)? Mark all that apply.

( ) 1. Letter grades
( ) 2. Numerical grades
( ) 3. Pass-Fail; or Pass-Double-Fail; or Excellent-Satisfactory- Unsatisfactory; or similar two or three-category system
( ) 4. Written descriptive paragraphs
( ) 5. Conference with parent
( ) 6. Other (specify)

19. Are the principal bases used to assign pupils to instructional classes in your school (grades 9-12)?

( ) 1. Intelligence or aptitude test scores
( ) 2. Achievement test scores
( ) 3. School marks
( ) 4. Judgments of teachers or principal
( ) 5. One combination of the above factors
( ) 6. Other (specify)

( ) A method is made to assign pupils to particular instructional classes.
20. Which of the following statements best describes your school system's summer program (grades 9-12)?

( ) 1. Students can take one repeat course only.
( ) 2. Students can take as many as two courses, but only repeat work.
( ) 3. Certain students can take one course of new work.
( ) 4. Certain students can take as many as two courses of new work.
( ) 5. There is no summer program in this school system.
( ) 6. Other (specify).

21. Which of the following kinds of grades 9-12 courses are offered by your school system in an organized summer school program?

( ) 1. No courses are offered.
( ) 2. Non-credit courses only.
( ) 3. Courses creditable toward high school graduation only.
( ) 4. Both credit and non-credit courses.

22. Which of the following kinds of grades 9-12 courses are offered by your school system as part of an organized adult education program (day and/or evening)? Mark all that apply.

( ) 1. No courses are offered.
( ) 2. Elementary level courses.
( ) 3. High school credit courses, non-vocational.
( ) 4. Credit, vocational courses.
( ) 5. Non-credit, vocational courses.
( ) 6. Non-credit courses, non-vocational.

23. Does the school system provide for religious education?

( ) 1. Yes, within the regular curriculum.
( ) 2. Yes, by released time, for all pupils.
( ) 3. Yes, by released time, but pupils are excused from exercises which are alien to their religious tenets.
( ) 4. No.

24. If a foreign language is studied by a pupil, how many years work is ordinarily required for him to obtain graduation credit for that language?

( ) 1. 1/2
( ) 2. 1
( ) 3. 1 1/2
( ) 4. 2
( ) 5. 2 1/2
( ) 6. 3
( ) 7. 3 1/2 or more

25. In which of the following areas has your grades 9-12 school taken part in a large scale inter-system type of a special, experimental curriculum?

( ) 1. Math only
( ) 2. Science only
( ) 3. Non-science only
( ) 4. Math and science only
( ) 5. Math, science, and non-science

26. In which of the following areas has your grades 9-12 school taken part in a large scale inter-system type of a special, experimental curriculum?

( ) 1. Math only
( ) 2. Science only
( ) 3. Non-science only
( ) 4. Math and science only
( ) 5. Math, science, and non-science

27. Which of the following statements best describes the current use (grades 9-12) of teaching machines in your school? (Teaching machines may be thought of as individual self-instructional devices which automatically provide both learning material and answers to student responses. They do not include the usual educational films, slides, educational TV, etc.)

( ) 1. They are not now used; no use is foreseen within the next year or so.
( ) 2. They are not now used, but plans are being made to experiment with their use during the next year or so.
( ) 3. They are now being used sparingly on an experimental basis.
( ) 4. They are now being used regularly in a few cases.
( ) 5. They are now being used regularly in many instances.
( ) 6. Other (specify).

28. Which of the following best describes the changes which have occurred in your total grades 9-12, current active enrollment as compared to this time last year?

( ) 1. Up, about 1-10%
( ) 2. Up, by about 11-20%
( ) 3. Up, by 21% or more
( ) 4. About the same this year as last year
( ) 5. Down, by about 1-10%
( ) 6. Down, by about 11-20%
( ) 7. Down, by 21% or more

29. Estimate the average daily percentage of absenteeism in grades 9-12 in your school over the current school year.

( ) 1. 0% or less
( ) 2. 1-5%
( ) 3. 6-10%
( ) 4. 11-15%
( ) 5. 16-20%
( ) 6. 21-25%
( ) 7. 26-30%
( ) 8. 31-35%
( ) 9. 36-40%
( ) 10. 40% or more
30. Which of the following best describes the tenure situation in your school system?

( ) 1. There is no formal tenure system at this time.
( ) 2. Tenure is awarded to some teachers, at the discretion of school officials.
( ) 3. It is the policy to place teachers on tenure, after a period of time which depends on the case.
( ) 4. Teachers are automatically placed on tenure after a certain fixed period of time prescribed by school regulations.

31. In which of the following areas do you feel that your school (grades 9-12) now needs some additional staff members? Mark all that apply.

( ) 1. Administrative
( ) 2. Supervisory
( ) 3. Counseling and guidance
( ) 4. Classroom teachers
( ) 5. Clerical
( ) 6. Janitorial - maintenance

32. About how many books does your school have in its library?

( ) 1. Less than 300
( ) 2. 300-599
( ) 3. 600-899
( ) 4. 900-1199
( ) 5. 1200-1499
( ) 6. 1500-1799
( ) 7. 1800-2099
( ) 8. 2100-2399
( ) 9. 2400-2699
( ) 10. 2700 or more

33. About how old is the main building of your school plant?

( ) 1. Less than 5 years old
( ) 2. 5-9 years ago
( ) 3. 10-14 years ago
( ) 4. 15-19 years
( ) 5. 20-24 years
( ) 6. 25-29 years
( ) 7. 30-34 years
( ) 8. 35-39 years
( ) 9. 40-44 years
( ) 10. 45 years or more

34. About how long since your school plant received its last major renovation? (Include painting if no reconstruction work was done.)

( ) 1. Less than 3 years ago
( ) 2. 3-5 years ago
( ) 3. 6-8 years ago
( ) 4. 9-11 years ago
( ) 5. 12-14 years ago
( ) 6. 15-17 years ago
( ) 7. 18-20 years ago
( ) 8. 21-23 years ago
( ) 9. 24 or more years ago
( ) 10. Has never had a major renovation

35. In which of the following areas does your school have full-time curriculum supervisors? Mark all that apply.

( ) 1. Music
( ) 2. Math
( ) 3. Art
( ) 4. Science
( ) 5. English
( ) 6. Foreign language
( ) 7. History and/or social studies
( ) 8. Other (specify)

36. Which one of the following categories best describes your school?

( ) 1. Public
( ) 2. Parochial or diocesan
( ) 3. Private, religious affiliated
( ) 4. Private, not religious affiliated
( ) 5. Other (specify)

37. Does your school system have midyear graduations?

( ) 1. Yes, in all or almost all cases
( ) 2. In elementary schools, but not in high schools
( ) 3. In high schools, but not in elementary schools
( ) 4. No
( ) 5. Other (specify)

38. Which of the following extra-curricular activities are offered by your school? Mark as many as apply.

( ) 1. Student government
( ) 2. School newspaper
( ) 3. School magazine and/or annual
( ) 4. Inter-school athletics for boys
( ) 5. Inter-school athletics for girls
( ) 6. Intramural athletics for boys
( ) 7. Intramural athletics for girls
( ) 8. Glee club
( ) 9. Glee club, sororities, or other exclusive social clubs
( ) 10. National Honorary Society
( ) 11. National Honorary Society, as math club, music club, Latin club, etc.
( ) 12. Chess club
( ) 13. Military clubs (as stamp club, model airplane club, Hi-Fi club, etc.)
( ) 14. Drama, plays
( ) 15. Debate
( ) 16. Dance
( ) 17. Military cadets
( ) 18. Service clubs (as Key club, wheel club, Hi-Y, etc.)
( ) 19. Religious clubs (as Newman club, etc.)
( ) 20. Other (specify)
39. Does your school have homogeneous grouping of students into classes, 
to take care of different ability levels (grades 9-12)?

( ) 1. Yes, for all courses
( ) 2. Yes, for many courses
( ) 3. Yes, for a few courses
( ) 4. No

40. How many tracks does your school have in grades 9-12?

( ) 1. One track
( ) 2. One track with electives
( ) 3. Two tracks
( ) 4. Three tracks
( ) 5. Four or more tracks

41. What is the policy on acceleration in your school?

( ) 1. Bright children are permitted to graduate from high 
school in less than the normal time by taking summer 
courses.
( ) 2. Bright children are permitted to graduate from high 
school in less than the normal time by taking more 
than the minimal number of courses during the school 
year.
( ) 3. Bright children are permitted to graduate from high 
school in less than the normal time by taking 
examinations for credit in courses they have not taken.
( ) 4. No acceleration is permitted.
( ) 5. Other (specify) ___________________________

42. What is the policy in your school regarding promotion of slow learners?

( ) 1. The pupil must repeat courses in which he has done 
falling work.
( ) 2. The pupil must repeat courses in which he has done 
falling work if he wishes to receive credit for them.
( ) 3. The policy is 100% promotion.
( ) 4. Other (specify) ___________________________

43. About how many full-time teachers are on your grades 9-12 teaching staff this 
school year, not counting counselors and administrative personnel? (Include the 
number of full-time equivalents of part-time teachers.)

( ) 1. 2 or fewer
( ) 2. 3-5
( ) 3. 6-8
( ) 4. 9-11
( ) 5. 12-14
( ) 6. 15-17
( ) 7. 18-20
( ) 8. 21-23
( ) 9. 24-26
( ) 10. 27 or more

44. About how many full-time teachers were on your grades 9-12 teaching staff 
last school year, not counting counselors and administrative personnel? (Include the 
number of full-time equivalents of part-time teachers.)

( ) 1. 2 or fewer
( ) 2. 3-5
( ) 3. 6-8
( ) 4. 9-11
( ) 5. 12-14
( ) 6. 15-17
( ) 7. 18-20
( ) 8. 21-23
( ) 9. 24-26
( ) 10. 27 or more

45. About how many part-time teachers are on your grades 9-12 teaching staff on 
a regular basis (do not include substitutes or those appointed for less than one school year)?

( ) 1. 2 or fewer
( ) 2. 3-5
( ) 3. 6-8
( ) 4. 9-11
( ) 5. 12-14
( ) 6. 15-17
( ) 7. 18-20
( ) 8. 21-23
( ) 9. 24-26
( ) 10. 27 or more

46. About what percentage of your full-time grades 9-12 teachers are men?

( ) 1. None
( ) 2. 0-25%
( ) 3. 26-50%
( ) 4. 51-75%
( ) 5. 76-100%
( ) 6. 100%
( ) 7. 50-75%
( ) 8. 66-75%
( ) 9. 76-100%
( ) 10. 80-100%
( ) 11. 90-100%
( ) 12. 100%

47. About how many full-time, grades 9-12, teachers left your school during the 
last school year and had to be replaced?

( ) 1. 0-2
( ) 2. 3-5
( ) 3. 6-8
( ) 4. 9-11
( ) 5. 12-14
( ) 6. 15-17
( ) 7. 18-20
( ) 8. 21-23
( ) 9. 24-26
( ) 10. 27 or more
48. About how many of your full-time grades 9-12 teachers have a Bachelor's degree, but not a Master's or a Doctor's degree?

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49. About how many of your full-time grades 9-12 teachers have a Master's degree but not a Doctor's degree?

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50. About how many of your full-time grades 9-12 classroom teachers have a Doctor's degree?

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51. About what percentage of your full-time, grades 9-12, teaching staff is fully certified by your state? (Do not include those holding temporary or provisional certification.)

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52. About what percentage of your full-time, grades 9-12, teaching staff currently spend more than half of their teaching time teaching in their major or area of preparation?

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<td>All</td>
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53. About how many of your full-time, grades 9-12, teachers have some graduate training in one or more of the subject matter areas they teach?

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54. How many of your full-time grades 9-12 teachers attended summer school last summer?

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<td>30 or more</td>
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55. In which of the following areas have one or more of your grades 9-12 teaching staff attended one or more of the Summer Institutes for teachers sponsored by the National Science Foundation or the National Defense Education Act of 1958?

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<td>Science only</td>
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<td>3</td>
<td>Counseling and guidance only</td>
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<td>5</td>
<td>None of the three areas</td>
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56. What is the annual starting salary in your school for male secondary teachers with a Bachelor's degree and no experience?

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57. What is the annual starting salary in your school for female secondary teachers with a Bachelor's degree and no experience?

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58. What is the average number of years of full-time teaching experience among your current full-time teaching staff (grades 9-12)?

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SECTION I - YOUR SCHOOL (Cont.)

About Your Students

59. Pupils: Please write in the number of students on the current active roll in your school for the 9th, 10th, 11th, and 12th grades by boys and girls, in the spaces below. (Place a cross (X) in Column II in each case where boys and girls are taught in separate classes.)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Separate Class</th>
<th>II</th>
<th>III No. of Boys</th>
<th>IV No. of Girls</th>
<th>V Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th</td>
<td>( )</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10th</td>
<td>( )</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11th</td>
<td>( )</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12th</td>
<td>( )</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ungraded</td>
<td>( )</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Postgraduate</td>
<td>( )</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

|                |                |
| TOTALS:        |                |

60. About what percentage of the grades 9-12 pupils attending your school this school year attended a different school last year? (Do not include pupils who started in the lowest grade in your school this year.)

|                |                |
| TOTALS:        |                |

Questions 62 through 68 refer to the table of percentages below. For each item mark an "X" in the parentheses to show the correct percentage.

About what percentage of your grades 9-12 pupils are in each of the following school programs:

<table>
<thead>
<tr>
<th>Percentage Category</th>
<th>None</th>
<th>0-9%</th>
<th>10-19%</th>
<th>20-39%</th>
<th>40-59%</th>
<th>60-79%</th>
<th>80-99%</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Prep.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commercial and/or</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distributive Ed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Industrial, Trade</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and/or Vocational</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diversified Co-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>operative Ed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agricultural</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Diploma</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(not one of the</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>above)</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (not one of</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>the above)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

62. During the last school year, about what percentage of your students in grades 9-12 were required to appear before juvenile courts for one or more offenses?

|                |                |
| TOTALS:        |                |

63. About what percentage of all boys who enter your 10th grade drop out before graduation? (Do not include boys who transfer in your calculations.)

|                |                |
| TOTALS:        |                |
71. About what percentage of all girls who enter your 10th grade drop out before graduation? (Do not include girls who transfer in your calculations.)

<table>
<thead>
<tr>
<th></th>
<th>1. 0-5%</th>
<th>2. 5-10%</th>
<th>3. 10-20%</th>
<th>4. 20-30%</th>
<th>5. 30-40%</th>
<th>6. 40-50%</th>
<th>7. 50-55%</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

72. About what percentage of the boys in your graduating senior class last year went on to college?

<table>
<thead>
<tr>
<th></th>
<th>1. None</th>
<th>2. 0-5%</th>
<th>3. 5-10%</th>
<th>4. 10-20%</th>
<th>5. 20-30%</th>
<th>6. 30-40%</th>
<th>7. 40-45%</th>
<th>8. All</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

73. About what percentage of the girls in your graduating senior class last year went on to college?

<table>
<thead>
<tr>
<th></th>
<th>1. None</th>
<th>2. 0-5%</th>
<th>3. 5-10%</th>
<th>4. 10-20%</th>
<th>5. 20-30%</th>
<th>6. 30-40%</th>
<th>7. 40-45%</th>
<th>8. All</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

74. Approximately what percentage of your grades 9-12 students go on to get some post high school education or training of some kind other than the usual junior college or 4-year college program? (Do not include military service or post graduate high school work.)

<table>
<thead>
<tr>
<th></th>
<th>1. Less than 5%</th>
<th>2. 5-9%</th>
<th>3. 10-14%</th>
<th>4. 15-19%</th>
<th>5. 20-24%</th>
<th>6. 25-29%</th>
<th>7. 30-34%</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

75. Estimate the percentage of your grades 9-12 students who go on specifically to junior college (whether or not they intend to continue their college work elsewhere later).

<table>
<thead>
<tr>
<th></th>
<th>1. Less than 5%</th>
<th>2. 5-9%</th>
<th>3. 10-14%</th>
<th>4. 15-19%</th>
<th>5. 20-24%</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

76. What percentage of your grades 9-12 students are taking some course or special classwork in remedial arithmetic or remedial mathematics?

<table>
<thead>
<tr>
<th></th>
<th>1. 0-4%</th>
<th>2. 5-9%</th>
<th>3. 10-14%</th>
<th>4. 15-19%</th>
<th>5. 20-24%</th>
<th>6. 25% or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

77. What percentage of your grades 9-12 students are taking some course or special classwork in remedial reading and/or remedial English?

<table>
<thead>
<tr>
<th></th>
<th>1. 0-4%</th>
<th>2. 5-9%</th>
<th>3. 10-14%</th>
<th>4. 15-19%</th>
<th>5. 20-24%</th>
<th>6. 25% or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

78. What percentage of your grades 9-12 students take repeat or remedial summer school work?

<table>
<thead>
<tr>
<th></th>
<th>1. 0-4%</th>
<th>2. 5-9%</th>
<th>3. 10-14%</th>
<th>4. 15-19%</th>
<th>5. 20-24%</th>
<th>6. 25% or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

79. About what percentage of the grades 9-12 boys in your school are members of fraternities?

<table>
<thead>
<tr>
<th></th>
<th>1. 0-4%</th>
<th>2. 5-9%</th>
<th>3. 10-14%</th>
<th>4. 15-19%</th>
<th>5. 20-24%</th>
<th>6. 25-29%</th>
<th>7. 30-34%</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

80. About what percentage of the grades 9-12 girls in your school are members of sororities?

<table>
<thead>
<tr>
<th></th>
<th>1. 0-4%</th>
<th>2. 5-9%</th>
<th>3. 10-14%</th>
<th>4. 15-19%</th>
<th>5. 20-24%</th>
<th>6. 25-29%</th>
<th>7. 30-34%</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
81. About what percentage of your grades 9-12 students take new work in summer school?

( ) 1. None, because of school policy
( ) 2. 0-10%
( ) 3. 11-15%
( ) 4. 16-19%
( ) 5. 20% or more

82. What percentage of your grades 9-12 students are on half-day sessions (i.e., double shifts)?

( ) 1. None
( ) 2. 0-9%
( ) 3. 10-17%
( ) 4. 18-20%
( ) 5. 21-27%
( ) 6. 28-34%
( ) 7. 35-41%
( ) 8. 42-49%
( ) 9. 50-59%
( ) 10. 60-69%
( ) 11. 70-79%
( ) 12. All of them

SECTION II - THE COMMUNITY

83. Has a citizens group made a study in grades 9-12 of your school in the last three years?

( ) 1. Yes, an age-graded study
( ) 2. Yes, but not an age-graded study
( ) 3. No, but an age-graded study is planned for this year or next
( ) 4. No, but a study other than age-graded is planned for this year or next
( ) 5. No, and no study is currently planned

84. For approximately what percentage of your students in grades 9-12 are one or both parents members of the PTA?

( ) 1. Less than 10%
( ) 2. 11-20%
( ) 3. 21-30%
( ) 4. 31-40%
( ) 5. 41-50%
( ) 6. 51-60%
( ) 7. 61-70%
( ) 8. 71-80%
( ) 9. 81-90%
( ) 10. 91-100%

85. On the average, how often does your PTA meet?

( ) 1. About once a week or oftener
( ) 2. About once every two weeks
( ) 3. About once every three weeks
( ) 4. About once every four weeks
( ) 5. About once every five weeks
( ) 6. About once every six weeks
( ) 7. About once every seven weeks
( ) 8. About once every eight weeks
( ) 9. About once every nine weeks
( ) 10. Only irregularly
( ) 11. There is currently no organized PTA in this school.

86. Roughly, how old is the average house or apartment house in the area from which most of your school's pupils in grades 9-12 are drawn?

( ) 1. Less than 5 years old
( ) 2. 5-9 years old
( ) 3. 10-14 years old
( ) 4. 15-19 years old
( ) 5. 20-24 years old
( ) 6. 25-29 years old
( ) 7. 30-34 years old
( ) 8. 35-39 years old
( ) 9. 40-44 years old
( ) 10. 45-49 years old
( ) 11. 50 years or more years old
( ) 12. Students are resident students - cannot estimate.

87. The residences in the area served by your school are best described as primarily

( ) 1. expensive private homes.
( ) 2. moderate-priced homes.
( ) 3. low cost homes.
( ) 4. high-rental apartments.
( ) 5. moderate-rental apartments.
( ) 6. low rental apartments.
( ) 7. about equally apartments and homes.
( ) 8. low income areas.
( ) 9. Students are resident students - cannot estimate.
88. Pupils attending grades 9-12 in your school come from areas which are best described as primarily:

( ) 1. urban residential.  ( ) 7. scattered over the entire city (larger than 5000 people).
( ) 2. urban industrial.  ( ) 8. small town (under 5000 people).
( ) 3. urban commercial.  ( ) 9. rural - farm.
( ) 4. suburban residential.  ( ) 10. Other (specify)
( ) 5. suburban industrial.  ( )
( ) 6. suburban commercial.

89. In dollars per year, what was the average per-pupil expenditure for all purposes in your school system last year (grades 9-12)? (Write in the blank provided.)

$ ______ per year

90. In dollars per year, what was the average per-pupil expenditure for all purposes in your school last year (grades 9-12)? (Write in the blank provided.)

$ ______ per year

91. What is the current school tax rate in the community where your school is located? (Write in in dollars per $1000 of evaluation in the blank provided.)

$ _____ per year for $1000 of evaluation

92. What is the current ratio of assessment to property value? (Write in as a percentage in the blank provided.)

____%

93. Approximately what percentage of your grades 9-12 pupils come from homes where one or more languages other than English are regularly spoken?

( ) 1. None  ( ) 7. 50-59%
( ) 2. 0-9%  ( ) 8. 60-69%
( ) 3. 10-19%  ( ) 9. 70-79%
( ) 4. 20-29%  ( ) 10. 80-89%
( ) 5. 30-39%  ( ) 11. 90-99%
( ) 6. 40-49%  ( ) 12. All

94. Approximately what percentage of school support is obtained from local (city, county, school district) sources?

( ) 1. None  ( ) 7. 50-59%
( ) 2. 0-9%  ( ) 8. 60-69%
( ) 3. 10-19%  ( ) 9. 70-79%
( ) 4. 20-29%  ( ) 10. 80-89%
( ) 5. 30-39%  ( ) 11. 90-99%
( ) 6. 40-49%  ( ) 12. All

Items 95 through 99 refer to the following table. Mark the correct percentage for each item by placing an "X" in the parentheses in the appropriate place in the table.

About what percentage of your grades 9-12 pupils are:

<table>
<thead>
<tr>
<th>Percentage Category</th>
<th>Home</th>
<th>0-9</th>
<th>10-19</th>
<th>20-29</th>
<th>30-39</th>
<th>40-49</th>
<th>50-59</th>
<th>60-69</th>
<th>70-79</th>
<th>80-89</th>
<th>90-99</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>95. Spanish or</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Latin American</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>96. Oriental</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>97. American Indian</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>98. Negro</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>99. Other &quot;Minority&quot; Group (specify)</td>
<td></td>
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<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

100. Which of the following community facilities are readily available to the students in your school? Mark an "X" for all that apply.

( ) 1. Public Library
( ) 2. Museum
( ) 3. Opera
( ) 4. Concerts
( ) 5. Community Theater, Amateur Theater
( ) 6. Legitimate Professional Stage
( ) 7. 4-H Club Chapter
( ) 8. Boy Scout Troop or similar group
( ) 9. Girl Scout Troop or similar group
( ) 10. Public Recreational Center
( ) 11. Public Swimming Facilities
( ) 12. Future Farmers Club
( ) 13. Art Gallery
( ) 14. Teen-age Centers
( ) 15. Future Farmers of America
( ) 16. Future Teachers of America
( ) 17. Other (specify)

- 19 -
SECTION III - YOU

101. How many years have you been a principal (or assistant principal) in any school?

<table>
<thead>
<tr>
<th></th>
<th>1. Fewer than 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>5-9</td>
</tr>
<tr>
<td>3.</td>
<td>10-14</td>
</tr>
<tr>
<td>4.</td>
<td>15-19</td>
</tr>
<tr>
<td>5.</td>
<td>20-24</td>
</tr>
<tr>
<td>6.</td>
<td>25 or more</td>
</tr>
</tbody>
</table>

102. How long have you been principal in this school?

<table>
<thead>
<tr>
<th></th>
<th>1. This is my first year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>This is my second year.</td>
</tr>
<tr>
<td>3.</td>
<td>This is my third year.</td>
</tr>
<tr>
<td>4.</td>
<td>3-5 years</td>
</tr>
<tr>
<td>5.</td>
<td>6-8 years</td>
</tr>
<tr>
<td>6.</td>
<td>9-11 years</td>
</tr>
<tr>
<td>7.</td>
<td>12-14 years</td>
</tr>
<tr>
<td>8.</td>
<td>15-17 years</td>
</tr>
<tr>
<td>9.</td>
<td>18-20 years</td>
</tr>
<tr>
<td>10.</td>
<td>21 years or more</td>
</tr>
</tbody>
</table>

103. How old are you?

<table>
<thead>
<tr>
<th></th>
<th>1. 24 or younger</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>25-29</td>
</tr>
<tr>
<td>3.</td>
<td>30-34</td>
</tr>
<tr>
<td>4.</td>
<td>35-39</td>
</tr>
<tr>
<td>5.</td>
<td>40-44</td>
</tr>
<tr>
<td>6.</td>
<td>45-49</td>
</tr>
<tr>
<td>7.</td>
<td>50-54</td>
</tr>
<tr>
<td>8.</td>
<td>55-59</td>
</tr>
<tr>
<td>9.</td>
<td>60-69</td>
</tr>
<tr>
<td>10.</td>
<td>70 or older</td>
</tr>
</tbody>
</table>

104. What is your sex?

<table>
<thead>
<tr>
<th></th>
<th>1. Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Female</td>
</tr>
</tbody>
</table>

105. How many years of teaching experience did you have prior to taking your present position? (Include all years of full-time teaching and all full time years of part teaching - part administration or supervision. Do not include years as full-time administrator or supervisor in previous schools.)

<table>
<thead>
<tr>
<th></th>
<th>1. Fewer than 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>5-9</td>
</tr>
<tr>
<td>3.</td>
<td>10-14</td>
</tr>
<tr>
<td>4.</td>
<td>15-19</td>
</tr>
<tr>
<td>5.</td>
<td>20-24</td>
</tr>
<tr>
<td>6.</td>
<td>25 or more</td>
</tr>
</tbody>
</table>

106. What is the highest earned college degree you hold?

<table>
<thead>
<tr>
<th></th>
<th>1. No college degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Junior College or less-than-four-year teachers college degree</td>
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<tr>
<td>3.</td>
<td>Bachelor's degree or four-year teachers college degree</td>
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<tr>
<td>4.</td>
<td>Master's degree</td>
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<td>5.</td>
<td>Professional Diploma (Master's + 30 graduate hours)</td>
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<td>6.</td>
<td>Doctor's degree</td>
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<td>7.</td>
<td>Other (Specify)</td>
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107. About how many credit hours in education courses do you have?

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<td>50 or more</td>
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108. Which of the following honorary degrees do you hold if any?

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<tr>
<th></th>
<th>1. No honorary degree</th>
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<tr>
<td>2.</td>
<td>Litt. D. (Doctor of Literature or Letters)</td>
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<td>3.</td>
<td>LL. D. (Doctor of Law)</td>
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<td>4.</td>
<td>D. Sc. (Doctor of Science)</td>
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<td>5.</td>
<td>Other (Specify)</td>
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<td>6.</td>
<td>More than one of the above listed degrees</td>
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- 21 -
## SECTION IV - COURSES OFFERED

**Name of School:**

**City:**

**State:**

**Directions:**

Below is a listing of courses, grades 9-12, taken from the United States Office of Education Biennial Survey of Education. These courses are grouped into fifteen broad fields or categories. In the parentheses in front of each course, simply indicate whether or not this course is offered in your school by marking a number (0, 1, 2, 3, or 4) according to the code given at the bottom of this page. You should consider all courses that have been offered in your school during the current school year (either semester). Consider courses in all phases of your program.

It is expected that the list will cover almost all of the courses offered in your school, but if you offer courses that are not listed, mark a number in the parentheses in front of the category "Other (specify)," in the appropriate broad field. Then write in the descriptive title of the course. It will probably be best to mark all courses with your school for the entire list first, then go back and indicate the courses not covered in the list by marking the "Other" category and writing in their descriptive titles. In this way duplication will be avoided.

**CODE**

For each of the courses listed below, write one of the following code numbers in the parentheses in front of the course:

- **4** - This course is offered and is compulsory for all students.
- **3** - This course is offered and is compulsory for all college preparatory students, but not for all students.
- **2** - This course is offered and is compulsory only for some group of students other than college preparatory students.
- **1** - This course is offered as an elective only.
- **0** - This course is not offered.

### ENGLISH

- a. ( ) Ninth Grade English
- b. ( ) Tenth Grade English
- c. ( ) Eleventh Grade English
- d. ( ) Twelfth Grade English
- e. ( ) Speech and Public Speaking
- f. ( ) Dramatic Art
- g. ( ) Debate
- h. ( ) Radio Speaking and Broadcasting
- i. ( ) Journalism, School Publications
- j. ( ) Creative Writing
- k. ( ) Advanced Composition
- l. ( ) World Literature
- m. ( ) History of Literature
- n. ( ) American Literature
- o. ( ) English Literature
- p. ( ) Current Literature
- q. ( ) College Preparatory English
- r. ( ) English IV (Fifth year when not postgraduate)
- s. ( ) Grammar
- t. ( ) Remedial English, English Review
- u. ( ) Language Skills
- v. ( ) Problems in Oral and Written Expression
- w. ( ) Remedial Reading, Reading Clinic
- x. ( ) Remedial Speech, Speech Clinic
- y. ( ) Library Usage
- z. ( ) Penmanship
- aa. ( ) Foreign Adjustment English

### OTHER ENGLISH (specify)

### SOCIAL STUDIES - Continued

- g. ( ) U. S. History, American History (Advanced)
- h. ( ) Latin-American History (Grades 9 - 12)
- i. ( ) World History (Grades 9 - 12)
- j. ( ) State History (Grades 9 - 12)
- k. ( ) English History (Grades 9 - 12)
- l. ( ) History of the Orient (Grades 9 - 12)
- m. ( ) Ancient and/or Medieval History (Grades 9 - 12)
- n. ( ) Modern European History (Grades 9 - 12)
- o. ( ) Negro History (Grades 9 - 12)
- p. ( ) Industrial History and Geography (Grades 9 - 12)
- q. ( ) World Geography (Grades 9 - 12)
- r. ( ) Map Reading
- s. ( ) American Geography (Grades 9 - 12)
- t. ( ) American Government or Advanced Civics
- u. ( ) Problems of Democracy, Current History, Current Events
- v. ( ) Race Relations
- w. ( ) International Relations, World Citizenship
- x. ( ) Economics
- y. ( ) Sociology, Social Science
- z. ( ) Problems of Aging
- aa. ( ) Psychology, Mental Hygiene, Human Relations
- bb. ( ) Guidance and Personal Problems, Social Adjustment
- cc. ( ) Consumer Education
- dd. ( ) Other Social Studies (specify)
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<tr>
<th>SCIENCE</th>
<th>MATHEMATICS</th>
<th>FOREIGN LANGUAGES - Continued</th>
<th>INDUSTRIAL ARTS - Novocational - Cont.</th>
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<td>r. ( ) German IV</td>
<td>e. ( ) Machine Shop</td>
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<td>j. ( ) Radio Theory and Practice</td>
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<td>y. ( ) Hebrew I</td>
<td>k. ( ) Handicrafts (Arts and</td>
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<td>u. ( ) General Foreign Language (Introduction to Language)</td>
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<td>c. ( ) Business Mathematics, Industrial</td>
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<td>d. ( ) Vocational Chemistry, Shop</td>
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<td>Physics, Vocational Science</td>
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<td>e. ( ) Metallurgy, Applied</td>
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<td>f. ( ) Mechanics, Strength of Materials</td>
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<td>g. ( ) Industrial Chemistry</td>
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<td>h. ( ) Distributive Education</td>
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<td>i. ( ) Cooperative Industrial Training</td>
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<td>a. ( ) Domestic Science, Cooperative</td>
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<td>b. ( ) Building trades</td>
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<td>c. ( ) General Vocational Industrial</td>
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<td>o. ( ) Radio</td>
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<td>p. ( ) Electrical Work (Industrial)</td>
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<td>c. ( ) Shoe Repair</td>
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<td>d. ( ) Painting and Decorating</td>
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<td>e. ( ) Tailoring</td>
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<td>g. ( ) Masonry</td>
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<td>j. ( ) Textiles, Weaving</td>
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<td>k. ( ) Chef's Trade and Baking</td>
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<td>uu. ( ) Power Sewing Machine Operating</td>
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<td>vv. ( ) Upholstery</td>
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<td>xx. ( ) Watch and Jewelry Repair</td>
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<td>yy. ( ) Optical Mechanics</td>
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<td>aaa. ( ) Surveying</td>
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<td>bbb. ( ) Commercial Fisheries</td>
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<td>ccc. ( ) Industrial Management</td>
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<td>ddd. ( ) Millinery</td>
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<td>ggg. ( ) Bookbinding</td>
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<td>hhh. ( ) Boat Building</td>
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<td>iii. ( ) Cleaning and Pressing</td>
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<td>jjj. ( ) Dental Mechanics</td>
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<td>kkk. ( ) Other Trade and Industrial Education (specify)</td>
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<td>p. ( ) Shorthand IV (4th year)</td>
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<td>v. ( ) Banking and Investments</td>
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<td>x. ( ) Merchandising, Retailing</td>
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<td>aa. ( ) Advertising</td>
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<td>bb. ( ) Cooperative Office Training</td>
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<td>dd. ( ) Office Practice (Secretarial, Clerical</td>
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<td>ff. ( ) Other Business Education (specify)</td>
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<td>v. ( ) Etiquette</td>
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<td>w. ( ) Marriage and Family Living, Problems</td>
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<td>x. ( ) Sex Education for Boys</td>
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<td>y. ( ) Child Development, Child Care</td>
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<td>z. ( ) Consumer Buying</td>
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<td>aa. ( ) Home Planning, Furnishing and Decorations</td>
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<td>bb. ( ) Fine Arts and Crafts</td>
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<td>b. ( ) Biblical Literature</td>
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<td>c. ( ) Church and/or Religious History</td>
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<td>d. ( ) Comparative Religions</td>
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<td>e. ( ) Ethics</td>
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<td>f. ( ) Values (Moral, Spiritual, etc.)</td>
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<td>g. ( ) Other Religious (specify)</td>
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<td>e. ( ) Home Management, Family Economics</td>
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<td>f. ( ) Health and Home Nursing, Home Systems</td>
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<td>j. ( ) Home Management, Family Economics</td>
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HEALTH, SAFETY, AND PHYSICAL EDUCATION

a. Physical Education
b. Camping, Outdoor Education
c. Dancing
d. Health, Alcohol Education, etc.
e. Hygiene
f. Safety Education
g. First-aid
h. Driver Education
i. Military Drill
j. Other Health, Safety, and Physical Education (specify)

ART - Cont'd

a. Art I, Fine Art I
b. Art II, Fine Art II
c. Art III, Fine Art III
d. Art IV, Fine Art IV
e. Costume Design
f. Freehand Drawing
g. Art Appreciation
h. Art History
i. General Art, Basic Art
j. Applied Art
k. Commercial Art
l. School Service Art (cooler, club, halls, etc.)
m. Other Art (specify)

MUSIC

a. Chorus, Choir
b. Glee Club
c. Band
d. Music Appreciation
e. History of Music
f. General or Public School Music, Music Orientation
g. Orchestra
h. Harmony, Creative Music
i. Instrumental Piano
j. Instrumental Woodwind
k. Instrumental String
l. Instrumental Percussion
m. Vocal Theory and Practice
n. Other Music (specify)

OTHER INSTRUCTION OR COURSES

a. Group Guidance
b. Student Service, Student Government
c. Audio-visual Education
d. Lip Reading
e. Sight Saving Classes
f. Teacher Training
g. Correspondence Courses (of any kind or subject matter)
h. Other Instruction or Courses (specify)

FACILITIES

Directions: Indicate which of the following facilities are provided for your pupils. Put an "X" in the parentheses in front of all that apply.

a. School examination
b. School library
c. Health clinic
d. Social worker, visiting teacher
e. Teacher of the "home bound"
f. Free lunches

g. School Doctor
h. School Dentist
i. Recreation workers
j. School Psychologist
k. School counselor(s)
l. School nurse
m. School cafeteria
n. Gym and locker-rooms
o. Swimming pool
p. Athletic field and/or playground
q. Auditorium
r. Sound movie projector
s. Slide projector
t. Closed-circuit educational TV
u. Television receivers
v. Radio
w. Teaching machines
x. Phonographs
y. P.A. system to rooms
z. Office machines (typewriters, bookkeeping machines, etc.)
aa. Assembly programs
bb. Study halls
c. School buses
dd. Physics lab and equipment
e. Chemistry lab and equipment
ff. Biology lab and equipment
gg. Botany lab
hh. Other labs and/or equipment
ii. Extension and/or post-graduate courses
jj. Lay readers for English themes
kk. Other (specify)
A National Inventory of Aptitudes and Abilities

SCHOOL QUESTIONNAIRE

Guidance Program

General Directions:
This questionnaire contains questions relating to your guidance program and facilities. Please answer these questions as accurately as possible, but do not spend too much time on any one question.
All answers are strictly confidential.

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<th>IF YOU ANSWERED YES:</th>
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<td>How many persons in your school are assigned full time to guidance?</td>
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| How many persons in your school devote part-time to guidance? |
| ( ) None |
| ( ) 1 |
| ( ) 2-5 |
| ( ) 6-9 |
| ( ) 10-14 |
| ( ) 15-19 |
| ( ) 20 or more |

| Have you any plans to install a counseling or guidance program? |
| ( ) Yes, in the near future |
| ( ) Yes, but not for at least two years |
| ( ) No |

| Who is responsible for guidance activities in your school? (Mark one answer.) |
| ( ) No one |
| ( ) A school counselor |
| ( ) Teachers handle questions brought to them by students. |
| ( ) The principal |
| ( ) Other (specify) |

| What is the principal reason that a guidance program has not been established? (Mark one answer.) |
| ( ) Administration has not approved a program |
| ( ) Other (specify) |

Go on to question 4.

Now skip to question 10, page 9.
4. How many years ago did your school organize a guidance program?
   a. Less than 1 year ago  
   b. 1 year ago  
   c. 2 years ago  
   d. 3 years ago  
   e. 4 years ago  
   f. 5 years ago  
   g. 6 or 7 years ago  
   h. 8 or 9 years ago  
   i. 10 to 11 years ago  
   j. 12 years or longer

5. What facilities for referral are available in your school and community? Place an X in the parentheses for each that applies.
   a. Available in our school  
   b. Available in the school system  
   c. Available in the community  
   d. Available only after a long waiting period
   e. Psychiatrist  
   f. Psychologist  
   g. Social worker  
   h. Child guidance clinic  
   i. Speech clinic  
   j. Hearing clinic  
   k. Other (specify)

6. How frequently do students bring each of these topics to a counselor for discussion or advice? Mark your answers in the spaces below.
   a. Very frequently  
   b. Frequently  
   c. Occasionally  
   d. Very rarely  
   e. Never
   a. Dissatisfaction over low grades  
   b. Students with high grades who want extra academic work  
   c. Dating problems  
   d. Personality problems  
   e. Problems with other students  
   f. Course planning  
   g. Vocational planning  
   h. Plans for further education or training  
   i. Financial problems in high school  
   j. Financing education after high school  
   k. Other (specify)

7. How long do counseling conferences with students last? Please estimate the percent of conferences that last the following amounts of time.
   a. % Less than 20 minutes  
   b. % 20 - 30 minutes  
   c. % 31 - 45 minutes  
   d. % 46 - 60 minutes  
   e. % More than 1 hour  
   f. Total

8. Under what circumstances are conferences held with parents? Mark your answers as follows.
   a. If the parent requests it  
   b. If the student requests it  
   c. If a teacher or principal requests it  
   d. If a counselor feels it necessary

9. What are some of the reasons that students request interviews? Mark your answers as follows.
   a. If the student requests it  
   b. As part of a course in industrial arts  
   c. If a teacher or principal requests it  
   d. If a parent requests it  
   e. At the counselor's discretion  
   f. Periodically with all students  
   g. Other (specify)

10. Under what circumstances are conferences held with parents? Mark your answers as follows.
    a. This is not done  
    b. Routinely  
    c. For special problems only  
    d. If the parent requests it  
    e. If the student requests it  
    f. If a teacher or principal requests it  
    g. If a counselor feels it necessary
11. For each of the following, how often does the counselor call the student's parents for a conference? Mark your answers as follows:

1. Always
2. Frequently
3. Occasionally
4. Rarely
5. Never

a. For disciplinary reasons
b. Low grades
c. High grades
d. Personality problems
e. Medical problems
f. Attendance
g. College plans
h. Job plans
i. This is the method used for reporting academic progress
j. Other (specify)

12. For each of the following activities, mark your answers as follows:

1. The counselor performs it regularly, as a major responsibility
2. The counselor performs it occasionally, but not regularly
3. The counselor performs it
4. The counselor never performs it

a. Counseling individual students on jobs and occupations
b. Helping students find part-time jobs
c. Helping graduates find jobs
d. Counseling with individual students on personal or family problems
e. Identifying seriously disturbed students having severe emotional problems, and referring them elsewhere for help
f. Counseling with disturbed students having emotional problems
g. Counseling with students over minimum age who wish to drop out of school
h. Counseling with students under minimum age who wish to drop out of school
i. Conducting group sessions for new students
j. Conducting group discussions on jobs and occupational skills
k. Conducting group discussions on colleges and other training after high school
l. Conducting group discussions on adjustment of personality
m. Conducting group discussions on military obligations
n. Following up with individuals to determine the results of counseling
o. Counseling with gifted students
p. Counseling with students having problems with teachers
q. Other (specify)

13. What is the policy of your school on reporting test results to students' parents?

1. No reports are given
2. Only interpretive reports are given
3. Test scores are reported in addition to an interpretive report

- 5 -

Continued on next page.
RECENT CHANGES IN THE PROGRAM

Counseling programs in many schools have undergone a great deal of change in recent years. The following questions are about ways in which the counseling program in your school has changed.

14. Have counseling, guidance, or testing services in your school been increased in recent years?
   ( ) 1. No
   ( ) 2. Yes, in the past two years
   ( ) 3. Yes, since about 3 or 4 years ago
   ( ) 4. Yes, since about 5 or 6 years ago
   ( ) 5. Yes, since about 7 to 10 years ago

IF YOUR ANSWER WAS NO, PLEASE SKIP TO NUMBER 16.

15. In which of the following ways has your school's counseling program changed in the last 2 years? Mark an X in the parentheses under Yes or No for each item.
   ( ) 1. We have more full-time counselors.
   ( ) 2. We have fewer full-time counselors.
   ( ) 3. We have more part-time counselors.
   ( ) 4. We have fewer part-time counselors.
   ( ) 5. Our counselors have received additional training.
   ( ) 6. Clerical personnel have been added to relieve counselors of these routines.
   ( ) 7. Our counselors have more personal contact with students.
   ( ) 8. Our counselors have more personal contact with parents.
   ( ) 9. We do more follow-up work on students.
   ( ) 10. We use standardized tests.
   ( ) 11. We use fewer standardized tests.
   ( ) 12. We participate in national testing programs.
   ( ) 13. We participate in state or regional testing programs.
   ( ) 14. We maintain more detailed records of students' progress.
   ( ) 15. We keep fewer records.
   ( ) 16. We make more effective use of test results.
   ( ) 17. We have started to keep cumulative records.
   ( ) 18. We have more referral services available.
   ( ) 19. We are doing more research.

u. ( ) There has been no change

PLAN FOR EXPANSION

Some schools are planning to expand their counseling, guidance, or testing facilities in the future. The next questions are about plans for expansion of counseling, guidance, or testing services.

If your school has no plans for expanding these services, please mark NO for number 16 and skip to number 20.

16. Is your school planning to expand counseling, guidance, or testing services within the near future?
   ( ) 1. No
   ( ) 2. Yes, and will probably get under way within a year
   ( ) 3. Yes, but will probably not get under way for one or two years
   ( ) 4. Yes, but will probably not get under way for three or four years
   ( ) 5. Yes, but will probably not get under way for at least five years

17. To what extent has your school developed plans for expanding guidance facilities? (Mark one.)
   ( ) 1. Administrative approval for expansion has been obtained and expansion is in process, or will soon be carried out.
   ( ) 2. Careful consideration is being given to a plan for expansion by administrative authorities.
   ( ) 3. A plan for expansion is being formulated and will be given administrative consideration at a later date.
   ( ) 4. Expansion of services has been discussed, but a formal plan is not yet under consideration.
   ( ) 5. Expansion of services has been given some thought, but nothing very definite has been done.

18. To what extent has your school developed plans for expanding testing facilities? (Mark one.)
   ( ) 1. Administrative approval for expansion has been obtained and expansion is in process, or will soon be carried out.
   ( ) 2. Careful consideration is being given to a plan for expansion by administrative authorities.
   ( ) 3. A plan for expansion is being formulated and will be given administrative consideration at a later date.
   ( ) 4. Expansion of services has been discussed, but a formal plan is not yet under consideration.
   ( ) 5. Expansion of services has been given some thought, but nothing very definite has been done.
19. Are any of the following included in your plans for expansion? Mark an X in the parentheses under Yes or No for each item.

   Yes  No
a. ( ) Additional full-time counselors
b. ( ) Additional part-time counselors
c. ( ) More time made available for counseling
d. ( ) Additional clerical staff
e. ( ) Courses in occupational information
f. ( ) Increased use of standardized tests
g. ( ) More extensive follow-up after graduation or withdrawal
h. ( ) More contact with parents
i. ( ) More detailed records of students' performance
j. ( ) Other (specify)

   ( )

THE USE OF TESTS

20. Are standardized tests or inventories used in your school?

( ) 1. Yes
   ( ) 2. No

IF YOU ANSWERED NO TO THIS QUESTION, SKIP TO NUMBER 27.

21. In what grades does your school give each of the following types of tests to all students. Place an X in the parentheses for each that applies.

   a. Individual intelligence test
   b. Paper-and-pencil intelligence test
   c. Multiple aptitude batteries
   d. Standardized achievement tests
   e. Interest inventories
   f. Personality or adjustment inventories
   g. Locally devised system-wide tests or inventories (may include above types)
   h. Special aptitude tests - art, music, language, etc.
   i. Tests for scholarship competitions
   j. Other (specify)

   9  10  11  12

   a. ( )  b. ( )  c. ( )  d. ( )
   e. ( )  f. ( )  g. ( )  h. ( )
   i. ( )  j. ( )

22. In what high school subjects are standardized achievement tests given? Mark your answers as follows:

   a. _ English
   b. _ Math
   c. _ Physical Sciences
   d. _ Social Sciences
   e. _ Foreign Languages
   f. _ Reading
   g. _ Spelling
   h. _ Other (specify)

23. Which of the following kinds of tests are administered to groups of high school students (but not to all students) under special circumstances? Mark Yes for those that apply and No for those that do not.

   a. ( ) Paper-and-pencil intelligence test
   b. ( ) Multiple aptitude batteries
   c. ( ) Standardized achievement tests
   d. ( ) Interest inventories
   e. ( ) Personality or adjustment inventories
   f. ( ) Locally devised system-wide tests or inventories
   g. ( ) Special aptitude tests - art, music, language, etc.
   h. ( ) Tests associated with contests
   i. ( ) Employment test batteries
   j. ( ) Tests for scholarship competitions
   k. ( ) Tests for college entrance
   l. ( ) Other (specify)

24. Which of the following kinds of tests are administered to the individual student (but not to all students)? Mark Yes for those that apply and No for those that do not.

   a. ( ) Individual intelligence test
   b. ( ) Projective personality tests
   c. ( ) Personality or adjustment inventories
   d. ( ) Reading tests
   e. ( ) Speech tests
   f. ( ) Special aptitude tests - art, music, language, etc.
   g. ( ) Other (specify)
25. For which of the following purposes are test or inventory results used in your school? Mark Yes for those that apply and No for those that do not.

   a. ([ ] [ ] Yes No) To meet state requirements
   b. ([ ] [ ] Yes No) To aid in establishing homogeneous classes according to ability in each subject
   c. ([ ] [ ] Yes No) To aid in establishing homogeneous groups or tracks in each grade
   d. ([ ] [ ] Yes No) To aid in placing students in the various curricula (business, vocational, college preparatory)
   e. ([ ] [ ] Yes No) As a screening device for admission to your school
   f. ([ ] [ ] Yes No) For comparison of your school with others in the nation
   g. ([ ] [ ] Yes No) As a measure of achievement during the year
   h. ([ ] [ ] Yes No) To evaluate curricula
   i. ([ ] [ ] Yes No) To measure the students' growth
   j. ([ ] [ ] Yes No) To measure the school's growth
   k. ([ ] [ ] Yes No) To help the student gain a better understanding of himself
   l. ([ ] [ ] Yes No) As an aid in counseling
   m. ([ ] [ ] Yes No) Other (specify)

26. Cont'd.

   o. ([ ] [ ] Yes No) To provide information to students on their personality and adjustment
   p. ([ ] [ ] Yes No) To aid in interpreting the student's needs to his teachers
   q. ([ ] [ ] Yes No) To aid in providing information to the student to prospective employers
   r. ([ ] [ ] Yes No) To provide information on the student to colleges or other post high school educational institutions
   s. ([ ] [ ] Yes No) To provide information to scholarship granting agencies
   t. ([ ] [ ] Yes No) To provide information to the student for self-appraisal
   u. ([ ] [ ] Yes No) Other (specify)

27. Does your school have available the following materials for the students' use? Mark your answers as follows:

   1. [ ] No
   2. [ ] Yes, but minimal or inadequate
   3. [ ] Yes, fairly complete, up-to-date, and well organized
   4. [ ] Yes, very complete, up-to-date, and well organized

   a. ([ ] [ ] Yes No) Catalogs of colleges within commuting distance
   b. ([ ] [ ] Yes No) Catalogs of colleges beyond commuting distance
   c. ([ ] [ ] Yes No) Catalogs for vocational or industrial schools
   d. ([ ] [ ] Yes No) Printed matter about scholarships, loan plans, etc.
   e. ([ ] [ ] Yes No) Printed matter about military service
   f. ([ ] [ ] Yes No) Printed matter about occupational opportunities
   g. ([ ] [ ] Yes No) Printed matter about recreational and cultural opportunities in the community
   h. ([ ] [ ] Yes No) Printed matter about placement organizations (e.g., WORK)
   i. ([ ] [ ] Yes No) Other (specify)

28. Which of the following methods are used to present information to students on colleges, scholarships, military, and occupational opportunities? Place an X in the appropriate boxes to indicate your answer.

   a. [ ] [ ] [ ] Talks by the counselor
   b. [ ] [ ] [ ] Talks by the faculty members (other than counselor)
   c. [ ] [ ] [ ] Talks by authorities and experts external to the school system
   d. [ ] [ ] [ ] Films and audio-visual means
   e. [ ] [ ] [ ] Bulletin board displays (posters, pictures, etc.)
   f. [ ] [ ] [ ] Printed material (pamphlets, books, fliers, etc.)
   g. [ ] [ ] [ ] Group discussion sessions
   h. [ ] [ ] [ ] Occupational information library
   i. [ ] [ ] [ ] Individual conferences
   j. [ ] [ ] [ ] Career days
28. Cont'd.

k. [ ] [ ] [ ] Visits to campuses
l. [ ] [ ] [ ] Visits to industries
m. [ ] [ ] [ ] Talks by company recruiters
n. [ ] [ ] [ ] Talks by military service recruiters
c. [ ] [ ] [ ] Other (specify)

29. Which of the following topics are offered as a full course or part of a course at your school? Indicate whether it is required, an elective, or not offered or whether it is a full course or part of a course. Mark even if the title differs somewhat, if you feel the content is the same.

<table>
<thead>
<tr>
<th>Not Offered</th>
<th>Req.</th>
<th>Elect.</th>
<th>Full Course</th>
<th>Part of Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td></td>
<td></td>
<td></td>
<td>Life Adjustment</td>
</tr>
<tr>
<td>b.</td>
<td></td>
<td></td>
<td></td>
<td>Occupational Information</td>
</tr>
<tr>
<td>c.</td>
<td></td>
<td></td>
<td></td>
<td>Mental Health or Mental Hygiene</td>
</tr>
<tr>
<td>d.</td>
<td></td>
<td></td>
<td></td>
<td>Self-appraisal</td>
</tr>
<tr>
<td>e.</td>
<td></td>
<td></td>
<td></td>
<td>Personality Development</td>
</tr>
<tr>
<td>f.</td>
<td></td>
<td></td>
<td></td>
<td>How to Study</td>
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<tr>
<td>g.</td>
<td></td>
<td></td>
<td></td>
<td>Family Living</td>
</tr>
</tbody>
</table>

(Do on to Question 30 on page 14.)

30. Outstanding talent: List the names of all students in your school who have displayed truly outstanding talent in some area. Some examples of talents are music, art, dramatics, dancing, writing, public speaking or debate, athletics, leadership, science, mechanics, electronics, etc. Include any other talents that occur to you. It is anticipated that only a small number of a typical group of students will be listed here. Under comments, list any evidence of talent such as winning a competitive art award, etc.

<table>
<thead>
<tr>
<th>Name</th>
<th>Grade</th>
<th>Special Talent</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Continue on the next page, if necessary.
APPENDIX F

TALENT Career Codes
The TALENT career and occupation codes are entered first as four-digit figures. This allows the coding to be done with a high level of specificity of function. Because this system uses over 1000 different codes, and is therefore unwieldy for most analyses, it was planned from the beginning that the four-digit codes could be collapsed into about 250 three-digit codes. These codes may be found in Appendix G of *Five Years After High School* (Flanagan, Shaycoft, Richards, and Claudy, 1971).

The following pages show the three-digit codes grouped into 12 Career Groups plus 2 groups that indicate vague or unpaid occupations. These groups are:

(01) Engineering, Physical Science, Mathematics, and Architecture
(02) Medical and Biological Science
(03) Business Administration
(04) General Teaching and Social Service
(05) Humanities, Law, Social and Behavioral Science
(06) Fine Arts, Performing Arts
(07) Technical Jobs
(08) Proprietors, Sales
(09) Mechanics, Industrial Trades
(10) Construction Trades
(11) Secretarial-Clerical, Office Workers
(12) General Labor, Community and Public Service
(13) Housewives
(00) Vague, Unpaid, or Not Designated Occupations

The certainty code shown in the right column shows the degree of certainty that the occupation belongs in the indicated group. A 3 indicates that the occupation definitely belongs; a 2 indicates that it probably belongs; and a 1 indicates that it possibly belongs but there is room for considerable doubt.
<table>
<thead>
<tr>
<th>Career Group</th>
<th>Job Code</th>
<th>Job Titles</th>
<th>Certainty</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>244</td>
<td>Aeronautical Engineer</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>250</td>
<td>Architect</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>847</td>
<td>Astronaut</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>233</td>
<td>Astronomer</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>245</td>
<td>Chemical Engineer</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>231</td>
<td>Chemist</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>241</td>
<td>Civil and/or Hydraulic Engineer</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>461</td>
<td>College or University Teacher: Math</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>462</td>
<td>College or University Teacher: Science</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>229</td>
<td>Computer Specialist (NEC)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>242</td>
<td>Electrical and/or Electronic Engineer</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>240</td>
<td>Engineer (NEC)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>234</td>
<td>Geologist</td>
<td>3</td>
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<tr>
<td></td>
<td>211</td>
<td>Mathematician</td>
<td>3</td>
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<tr>
<td></td>
<td>243</td>
<td>Mechanical or Automotive Engineer</td>
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<tr>
<td></td>
<td>235</td>
<td>Meteorologist</td>
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<td></td>
<td>232</td>
<td>Physicist</td>
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<td></td>
<td>230</td>
<td>Scientist or Physical Scientist (NEC)</td>
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<tr>
<td></td>
<td>221</td>
<td>Systems Analyst (Computer)</td>
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<tr>
<td></td>
<td>212</td>
<td>Other Stat. (Including Actuary, etc.)</td>
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<tr>
<td>02</td>
<td>317</td>
<td>Biochemist</td>
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<td>310</td>
<td>Biologist, Zoologist, Botanist, Paleontologist</td>
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<td></td>
<td>332</td>
<td>Dentist</td>
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<td>871</td>
<td>Dietitian</td>
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<td>337</td>
<td>Graduate Nurse (RN)</td>
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<td>347</td>
<td>Medical and Dental Technologists (Other)</td>
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<tr>
<td></td>
<td>316</td>
<td>Microbiologist</td>
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<td>344</td>
<td>Occupational Therapist</td>
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<td></td>
<td>336</td>
<td>Optometrist</td>
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<td>331</td>
<td>Osteopath</td>
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<td></td>
<td>335</td>
<td>Pharmacist</td>
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<td>315</td>
<td>Pharmacologist</td>
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<td></td>
<td>343</td>
<td>Physical Therapist, Physiotherapist</td>
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<tr>
<td></td>
<td>321</td>
<td>Physician, General Practitioner</td>
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<td>324</td>
<td>Physician, Medical Researcher</td>
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<td>329</td>
<td>Physician, Other and Unspecified</td>
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<td>323</td>
<td>Physician, Psychiatrist</td>
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<td>322</td>
<td>Physician, Surgeon</td>
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<td>313</td>
<td>Specialist in Agricultural Science</td>
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<td></td>
<td>314</td>
<td>Specialist in Fish, Wildlife, Forestry</td>
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<td>346</td>
<td>Specialized Therapist: Miscellaneous</td>
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<td>033</td>
<td>Veterinarian</td>
<td>3</td>
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<tr>
<td></td>
<td>319</td>
<td>Other Clinical Sciences</td>
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<tr>
<td>03</td>
<td>717</td>
<td>Accountant, Auditor, Comptroller (Except CPA)</td>
<td>3</td>
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<td>724</td>
<td>Advertising</td>
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<td></td>
<td>843</td>
<td>Airplane Navigator</td>
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<td>841</td>
<td>Airplane Pilot</td>
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<td>Appraiser, Estimator</td>
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<td>Career Group</td>
<td>Job Code</td>
<td>Job Titles</td>
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<td>----------</td>
<td>-----------------------------------------------------------------------------</td>
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<td>03</td>
<td>711</td>
<td>Banking and Finance</td>
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<td>(con't)</td>
<td>736</td>
<td>Business Agent for a Private Individual</td>
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<td>Business Manager, Business Administrator (NEC)</td>
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<td>722</td>
<td>Buyer for Retail Store</td>
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<tr>
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<td>398</td>
<td>City Planner (NEC)</td>
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<td>222</td>
<td>Computer Programmer</td>
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<td>716</td>
<td>Certified Public Accountant</td>
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<td>723</td>
<td>Efficiency Expert, Industrial Engin., Prod. Management (NEC)</td>
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<td>101</td>
<td>Executive (NEC)</td>
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<td>842</td>
<td>Flight Engineer</td>
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<td>664</td>
<td>FBI and Secret Service</td>
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<td>350</td>
<td>Hospital Administrator, Etc.</td>
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<td>120</td>
<td>Industry, Business, or Commerce (NEC)</td>
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<td>124</td>
<td>Insurance (NEC)</td>
<td>1</td>
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<td></td>
<td>650</td>
<td>Intelligence Operations (CIA, etc.)</td>
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<td>Artist Esp. Fine Arts (E.G. Painter, Sculptor)</td>
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<td>Commercial, Fashion or Advertising Artist, Illustrator</td>
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<td>Phone Installer and Repair Person</td>
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<td>Legal Secretary</td>
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<td>Medical or Dental Secretary</td>
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<td>Phone Operator, PBX Operator</td>
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<td>Radio, Telegraph, or Teletype Operator</td>
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<td>Stenographer, Court Reporter, Etc.</td>
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<td>Teller or Bank Clerk</td>
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<td>Typist, Clerk-Typist</td>
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<td>798</td>
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<td>Misc. Computing &amp; Account Recording Occupations</td>
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<td>Other &quot;Public Contact&quot; Occupations</td>
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<td>Airline Steward, Stewardess</td>
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<td>892</td>
<td>Barber</td>
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<td>853</td>
<td>Auto, Bus, or Truck Driver, Etc.</td>
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<td>Butcher, Meat Cutter</td>
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<td>Food &amp; Beverage Preparation (Cook, Baker Bartender, Etc.)</td>
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