

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

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Volume III: Wave V

Jerald G. Bachman

ICPSR 3505

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**Volume III: Wave V**

**Jerald G. Bachman**

**ICPSR 3505**



YOUNG MEN IN HIGH SCHOOL AND BEYOND:  
A SUMMARY OF FINDINGS FROM THE YOUTH  
IN TRANSITION PROJECT, 1966-1970  
WAVE V

(ICPSR 3505)

Principal Investigator

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#### ACKNOWLEDGMENT OF ASSISTANCE

All manuscripts utilizing data made available through the Consortium should acknowledge that fact as well as identify the original collector of the data. The ICPSR Council urges all users of ICPSR data facilities to follow some adaptation of this statement with the parentheses indicating items to be filled in appropriately or deleted by the individual user.

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## STUDY DESCRIPTION

A fifth wave has been added to the longitudinal Youth in Transition Project. The original study collected individual interview and group-administered questionnaire data from a nationwide sample of young men, beginning in the fall of 1966 when they entered tenth grade. Subsequent data collections were carried out in the spring of 1968, spring of 1969, June-July of 1970, and the spring of 1974. This 1974 wave repeats a majority of the variables included in the first four waves: academic skills, measures of family background characteristics, and a large number of "criterion" dimensions such as affective states, self-concepts, and values.

The fifth wave is comprised of 1628 respondents, and 191 variables.





# YOUTH IN TRANSITION

## A Nationwide Survey of Young Men

Dear Youth in Transition Member:

We hope you enjoyed our recent Newsletter telling you about some of the many findings from the Youth in Transition study. As we mentioned in the Newsletter, we are now conducting another survey -- much shorter than in the past. Here is the questionnaire we told you about. Please take a few minutes to fill it out -- it should take less than an hour of your time. When you have completed it, simply return it to us in the enclosed postage-paid envelope. When we receive the questionnaire with your code number, we will send you \$10.00 in appreciation of your time and effort.

We will send your check using the same name and address that appear on the envelope in which you received the questionnaire. If the address is incorrect, fill out the enclosed postcard and return it to us *separately* from the questionnaire. If the address is correct, disregard the enclosed postcard.

As before, all of your answers to questions will be kept completely confidential. Your name does not appear anywhere on the questionnaire; only a code number allows the research staff -- and no one else -- to identify it. When the questionnaire is received, the answers are put into a form which can never be traced back to you as an individual. But if there are some questions you'd rather not answer, just leave them blank. Also, you should feel free to write in any comments you want.

Your participation is essential to the success of the project, and we thank you in advance for your continuing help. We hope you find the experience of completing the questionnaire an interesting one.

Best regards,

A handwritten signature in black ink, appearing to read 'Jerald G. Bachman', written over a horizontal line.

Jerald G. Bachman  
Program Director  
Youth in Transition

## INSTRUCTIONS

1. Please answer all questions in order.
2. Most questions need only a check mark (✓) to answer.
3. Please disregard the small numbers in parentheses. They are to help us punch your answers onto IBM cards.
4. When you have finished, seal the questionnaire in the envelope provided and drop it in the mail.

## SECTION A

We would like to ask you some general questions first.

**A1. What are you doing *now*? (CHECK ALL THAT APPLY)**

- (1:21)  a. Working for pay at a full-time or part-time job
- (1:22)  b. Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school)
- (1:23)  c. Taking academic courses at a two- or four-year college
- (1:24)  d. On active duty in the Armed Forces (or service academy)
- (1:25)  e. On temporary lay-off from work, looking for work, or waiting to report to work
- (1:26)  f. Other (please specify) \_\_\_\_\_

(1:27) **A2. What one phrase describes what you are doing *mostly*? (CHECK ONLY ONE)**

- (1) Student in vocational/technical school
- (2) Student in college
- (3) Working on a job
- (4) Serving in the military
- (5) Unemployed
- (6) Other (please specify) \_\_\_\_\_

**A3. With whom do you live? (CHECK ALL THAT APPLY)**

- (1:28)  a. By myself
- (1:29)  b. With parents
- (1:30)  c. With wife
- (1:31)  d. With other relatives
- (1:32)  e. With persons not related to me
- (1:33)  f. Other (please specify) \_\_\_\_\_

(1:34-35) **A4. Which of the following best describes the location of the place where you live?**

- (01) In a rural or farming community
- (02) In a small city or town of fewer than 50,000 people that is not a suburb of a larger place
- (03) In a medium-sized city (50,000 – 100,000)
- (04) In a suburb of a medium-sized city
- (05) In a fairly large city (100,000 – 500,000)
- (06) In a suburb of a fairly large city
- (07) In a very large city (over 500,000)
- (08) In a suburb of a very large city



SECTION B

The next questions are about the kind of job you would *like to have*, not necessarily the job you might have now, but rather the kind of job you'd *like to have*. Different people want different things from a job. Some of the things that might be important are listed below. Please read each of the things on the list, then check the box that tells how important this thing would be to you.

How important is this for you?

Don't just check VERY IMPORTANT for everything. Try to think what things really matter to you, and what things really aren't that important.

		Very important	Pretty important	A little important	Not important
		(1)	(2)	(3)	(4)
(2:21)	B1. A job where there's no one to boss me on the work . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2:22)	B2. A job that is steady, no chance of being laid off . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2:23)	B3. A job where I can learn new things, learn new skills . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2:24)	B4. A job where I don't have to work too hard. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2:25)	B5. A clean job, where I don't get dirty. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2:26)	B6. A job with good chances of getting ahead . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2:27)	B7. A job where I don't have to take a lot of responsibility . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2:28)	B8. A job that leaves me a lot of free time to do what I want to do . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2:29)	B9. A job where the pay is good . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2:30)	B10. A job that my friends think a lot of -- has class . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2:31)	B11. A job that uses my skills and abilities -- lets me do the things I can do best . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2:32)	B12. A job that has nice friendly people to work with . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2:33)	B13. A job that doesn't make me learn a lot of new things . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The next few questions ask you to describe what kind of person you are. Please read each sentence, then mark the box that shows how often it is true for you.  
(CHECK ONE BOX ON EACH LINE)

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

- (2:34) B14. I feel that I'm a person of worth, at least on an equal plane with others. . . . .
- (2:35) B15. I feel that I have a number of good qualities. . . . .
- (2:36) B16. I am able to do things as well as most other people. . . . .
- (2:37) B17. I feel I do not have much to be proud of. . . . .
- (2:38) B18. I take a positive attitude toward myself. . . . .
- (2:39) B19. Sometimes I think I am no good at all. . . . .
- (2:40) B20. I am a useful guy to have around. . . . .
- (2:41) B21. I feel that I can't do anything right. . . . .
- (2:42) B22. When I do a job, I do it well. . . . .
- (2:43) B23. I feel that my life is not very useful. . . . .

The next section of this questionnaire is about government and public affairs.  
(CHECK ONE BOX FOR EACH QUESTION)

(2:44) **B24.** Some people think about what's going on in government very often, and others are not that interested. How much of an interest do you take in government and current events?

- (1) A very great interest
- (2) A lot of interest
- (3) Some interest
- (4) Very little interest
- (5) No interest at all

(2:45) **B25.** Do you think the government wastes much of the money we pay in taxes?

- (1) Nearly all tax money is wasted
- (2) A lot of tax money is wasted
- (3) Some tax money is wasted
- (4) A little tax money is wasted
- (5) No tax money is wasted

(2:46) **B26.** How much of the time do you think you can trust the government in Washington to do what is right?

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

(2:47) **B27.** Do you feel that the people running the government are smart people who usually know what they are doing?

- (1) They almost always know what they are doing
- (2) They usually know what they are doing
- (3) They sometimes know what they are doing
- (4) They seldom know what they are doing
- (5) They never know what they are doing

6.

(2:48) B28. Do you think some of the people running the government are crooked or dishonest?

- (1) Most of them are crooked or dishonest
- (2) Quite a few are
- (3) Some are
- (4) Hardly any are
- (5) None at all are crooked or dishonest

(2:49) B29. Would you say the government is pretty much run for a few big interests looking out for themselves, or is it run for the benefit of all the people?

- (1) Nearly always run for a few big interests
- (2) Usually run for a few big interests
- (3) Run some for the big interests, some for the people
- (4) Usually run for the benefit of all the people
- (5) Nearly always run for the benefit of all the people

(2:50) B30. Do you think military personnel have too much or too little influence on the way the country is run?

- (1) Far too much
- (2) Too much
- (3) About right
- (4) Too little
- (5) Far too little

(2:51) B31. Do you think the U.S. spends too much or too little on the military?

- (1) Far too much
- (2) Too much
- (3) About right
- (4) Too little
- (5) Far too little

(2:52) B32. How would you describe your political preference?

- (1) Strongly Republican
- (2) Mildly Republican
- (3) Mildly Democrat
- (4) Strongly Democrat
- (5) American Independent Party
- (6) No preference, independent
- (7) Other (please specify) \_\_\_\_\_
- (8) Haven't thought about it; don't know

Now we'd like to learn your opinions about the way people of different races get along in America, and how you would *like* things to be. Try to check the answers that tell how you really feel? if there is any question that you don't want to answer, just leave it blank.

Do you agree or disagree with the following statements?  
(CHECK ONE BOX FOR EACH QUESTION)

- |        |   | Agree                    | Agree mostly             | Disagree mostly          | Disagree                 |
|--------|---|--------------------------|--------------------------|--------------------------|--------------------------|
|        |   | (1)                      | (2)                      | (3)                      | (4)                      |
| (2:64) | B44. The government in Washington should see to it that white and black children are allowed to go to the same schools if they want to  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (2:65) | B45. The government in Washington should see to it that people are treated fairly and equally in jobs, no matter what their race may be | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (2:66) | B46. It is not the government's business to pass laws about equal treatment for all races   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Do you agree or disagree with each of the following statements?  
(CHECK ONE BOX ON EACH LINE)

		Strongly agree	Agree	Disagree	Strongly disagree
		(1)	(2)	(3)	(4)
(2:53)	B33. I feel you can be a good citizen even if you don't salute the flag. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2:54)	B34. I feel that you can't be a good citizen unless you always obey the law. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2:55)	B35. I feel a good citizen should go along with whatever the government does even if he disagrees with it. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2:56)	B36. I feel you can't be a good citizen unless you vote regularly in elections. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2:57)	B37. I feel a good citizen tries to change the government policies he disagrees with. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The next questions ask your opinion about the United States fighting in Vietnam during the past few years. Do you agree or disagree with each of the following statements? (CHECK ONE BOX ON EACH LINE)

		Strongly agree	Agree	Disagree	Strongly disagree
		(1)	(2)	(3)	(4)
(2:58)	B38. Fighting the war in Vietnam was damaging to our national honor or pride. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2:59)	B39. Fighting the war in Vietnam was really not in the national interest. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2:60)	B40. Fighting the war in Vietnam was important to fight the spread of Communism. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2:61)	B41. Fighting the war in Vietnam brought us closer to world war. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2:62)	B42. Fighting the war in Vietnam was important to protect friendly countries. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2:63)	B43. Fighting the war in Vietnam was important to show other nations that we keep our promises. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(2:67) B47. Suppose you had a job where your supervisor was a qualified person of a different race (white, black). Would you mind that a lot, a little, or not at all?

- (1) A lot
- (2) A little
- (3) Not at all

(2:68) B48. If a family of a different race (but same level of education and income) moved next door to you, how would you feel about it?

- (1) I'd mind it a lot
- (2) I'd mind it a little
- (3) I wouldn't mind it at all

(2:69) B49. If you have small children now or later on, would you rather they had only white friends, only black friends, or both?

- (1) I'd like them to have only white friends
- (2) I'd like them to have only black friends
- (3) I'd like them to have both black and white friends

(2:70) B50. Do you think that very many blacks miss out on jobs and promotions because of racial discrimination?

- (1) Many
- (2) Some
- (3) Only a few
- (4) None at all

(2:71) B51. Do you think that many blacks miss out on good housing because white owners will not rent or sell to them?

- (1) Many
- (2) Some
- (3) Only a few
- (4) None at all

(2:72) B52. Do you think that many blacks miss out on good schooling because of racial discrimination?

- (1) Many
- (2) Some
- (3) Only a few
- (4) None at all

**SECTION C**  
**WORK EXPERIENCE**

Please answer the following questions about your present, or your most recently held, job. If you hold (held) more than one job, answer only for the most important job.

(3:21-23) C1. What kind of work do you (did you) do? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

(3:24-25) C1a. In what kind of business or industry is (was) this job? \_\_\_\_\_  
 \_\_\_\_\_

(3:26) C1b. Do you (did) you work for yourself or someone else?  
 (1) Self  
 (2) Someone else

(3:27-28) C2. About how many hours a week do you (did you) work on this job? \_\_\_\_\_

(3:29-32) C3. What is (was) your hourly wage? \$ \_\_\_\_\_ per hour

(3:33-36) C3a. (OR: \$ \_\_\_\_\_ per week)

(3:37-41) C3b. (OR: \$ \_\_\_\_\_ per month)

(3:42-45) C4. When did you enter this job? \_\_\_\_\_ (month, year)

The next four questions refer to the entire 52-week period from January 1, 1973 to December 31, 1973.

(3:46-47) C5. How much did you earn from working (salary, wages, tips, commissions) in the entire year of 1973 (before taxes)?

- |   |  |
|---|--|
| <input type="checkbox"/> (01) \$0             | <input type="checkbox"/> (10) \$8,000 - 8,999    |
| <input type="checkbox"/> (02) \$1 - 999       | <input type="checkbox"/> (11) \$9,000 - 9,999    |
| <input type="checkbox"/> (03) \$1,000 - 1,999 | <input type="checkbox"/> (12) \$10,000 - 10,999  |
| <input type="checkbox"/> (04) \$2,000 - 2,999 | <input type="checkbox"/> (13) \$11,000 - 11,999  |
| <input type="checkbox"/> (05) \$3,000 - 3,999 | <input type="checkbox"/> (14) \$12,000 - 14,999  |
| <input type="checkbox"/> (06) \$4,000 - 4,999 | <input type="checkbox"/> (15) \$15,000 - 19,999  |
| <input type="checkbox"/> (07) \$5,000 - 5,999 | <input type="checkbox"/> (16) \$20,000 - 24,999  |
| <input type="checkbox"/> (08) \$6,000 - 6,999 | <input type="checkbox"/> (17) \$25,000 - 34,999  |
| <input type="checkbox"/> (09) \$7,000 - 7,999 | <input type="checkbox"/> (18) \$35,000 and above |

(3:48-49) C6. In how many different weeks did you work either full- or part-time in this period (not counting work around the house)? Count any week where you did any work at all and include paid vacations and paid sick leave.

\_\_\_\_\_ Number of weeks

(3:50-51) C7. How many weeks during this period did you spend looking for work or on lay-off from a job?

\_\_\_\_\_ Number of weeks

(3:52) C8. How many different employers did you work for altogether during this period? (Count each employer only once, even if you had different jobs for the same employer.)

\_\_\_\_\_ Number of employers in 1973

(3:53-54) C9. Now, about how many different employers (that is, different companies or organizations or individual employers) have you worked for on *full-time* jobs since summer, 1969? (If you are not sure, guess) Do not include jobs held just in the summer when you were in school.

\_\_\_\_\_ Number of employers since summer, 1969

(3:55) C10. Do you have any health problems or physical conditions that limit in any way the amount or kind of work you can do?

- (1) Yes (EXPLAIN) \_\_\_\_\_
- (2) No

## SECTION D

## MILITARY EXPERIENCE

(4:21) D1. Are you now or have you ever been a member of the Armed Forces?

- (1) Yes  
 (2) No → GO TO NEXT PAGE, QUESTION E1

(4:22) D2. What branch of the Armed Forces were (are) you in?

- |   |  |
|---|--|
| <input type="checkbox"/> (1) Army         | <input type="checkbox"/> (5) Reserves (any branch) |
| <input type="checkbox"/> (2) Navy         | <input type="checkbox"/> (6) National Guard        |
| <input type="checkbox"/> (3) Marine Corps | <input type="checkbox"/> (7) Coast Guard           |
| <input type="checkbox"/> (4) Air Force    | <input type="checkbox"/> (8) ROTC                  |

(4:23) D3. Were you drafted?

- (1) Yes  
 (3) No  
 (5) No, but I would have been if I hadn't enlisted

(4:24-27) D4. When did you serve on active duty (don't count Reserves, National Guard, or ROTC)?

(4:28-31)

From \_\_\_\_\_ to \_\_\_\_\_ (if still on active duty,  
 Month, Year Month, Year please fill in date you  
 expect to complete your  
 active duty)

(4:32-33) D5. What is the highest rank you reached in the Armed Forces?

-----

(4:34) D6. Did you serve in Vietnam?

- (1) Yes  
 (2) No

(4:35-36) D6a. For how many months? \_\_\_\_\_ (Number of months)

(4:37) D7. All things considered, how satisfied are you with the work you were (are) doing in the military service?

- (1) Very satisfied  
 (2) Quite satisfied  
 (3) Somewhat satisfied  
 (4) Not very satisfied  
 (5) Not at all satisfied

SECTION E

EDUCATIONAL EXPERIENCE

(4:38) E1. How many years of schooling have you completed?

- |                                 |   |
|---------------------------------|---|
| <input type="checkbox"/> (1) 10 | <input type="checkbox"/> (5) 14         |
| <input type="checkbox"/> (2) 11 | <input type="checkbox"/> (6) 15         |
| <input type="checkbox"/> (3) 12 | <input type="checkbox"/> (7) 16         |
| <input type="checkbox"/> (4) 13 | <input type="checkbox"/> (8) 17 or over |

(4:39) E2. Have you a high school diploma?

- (1) Yes
- (5) No

(4:40) E2a. Does the fact of not having a high school diploma seem to hinder you as far as getting a job is concerned?

- (1) Yes, I've had a lot of trouble
- (3) Yes, I've had a little trouble
- (5) No

(4:41) E2b. Does not having a high school diploma seem to hinder you as far as advancing on the job is concerned? (promotions, raises, etc.)

- (1) Yes, a lot
- (3) Yes, a little
- (5) No

(4:42) E3. What is the highest degree you have earned?

- (1) Less than a high school diploma
- (2) High school diploma or equivalency (for example, G.E.D.)
- (3) Associate's degree
- (4) Bachelor's degree (or LL.B)
- (5) Master's degree
- (6) Other graduate degree
- (7) Other (please specify)\_\_\_\_\_

(4:43) E4. Since leaving high school, have you attended any school like a college or university, service academy, business school, trade school, technical institute, vocational school, community college, and so forth?

- (1) Yes GO TO NEXT PAGE
- (2) No GO TO QUESTION F1, PAGE 16

Please answer the following questions for your current school, or the school you most recently attended (unless you are a graduate student, in which case answer about the school where you received your Bachelor's degree).

- (4:44-46) E5. What is the exact name and location of the school you are (were) attending?  
(PLEASE PRINT AND DO NOT ABBREVIATE)

School name: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_

- (4:47-50) E6. When did you attend this school?

(4:51-54)

Month, year \_\_\_\_\_ to \_\_\_\_\_ Month, year

- (4:55) E7. What kind of school is this?

- (1) Vocational, trade, business or other career training school  
 (2) Junior or community college  
 (3) Four-year college or university  
 (4) Other (please specify) \_\_\_\_\_

- (4:56) E8. Roughly how many students are (were) enrolled at this school?

- (1) 1 - 99  
 (2) 100 - 499  
 (3) 500 - 999  
 (4) 1,000 - 2,999  
 (5) 3,000 - 9,999  
 (6) 10,000 - 19,999  
 (7) over 20,000

(4:57-58) E9. What is (was) your major field of study? (CHECK ONLY ONE BOX)

**ACADEMIC FIELDS** (usually leading to at least a Bachelor's degree)

- (01) Biological Sciences
- (02) Business
- (03) Education (elementary, special, physical, etc.)
- (04) Engineering
- (05) Humanities and Fine Arts (music, religion, English, etc.)
- (06) Physical Sciences and Mathematics
- (07) Social Sciences (psychology, history, etc.)
- (08) Other academic fields (please specify) \_\_\_\_\_

**VOCATIONAL AREAS** (usually *not* leading to a Bachelor's degree)

- (09) Office and Clerical
- (10) Computer Technology
- (11) Mechanical and Engineering Technology
- (12) Health Services
- (13) Public Services (police science, food service, beautician, etc.)
- (14) Other vocational areas (please specify) \_\_\_\_\_

(4:59-60) E10. What is the average grade you received in your classes during your last year at this school? Putting them all together, how did your grades average out?

- |  |   |
|--|---|
| <input type="checkbox"/> (01) A+ (97 to 100) | <input type="checkbox"/> (07) C+ (77 to 79) |
| <input type="checkbox"/> (02) A (93 to 96)   | <input type="checkbox"/> (08) C (73 to 76)  |
| <input type="checkbox"/> (03) A- (90 to 92)  | <input type="checkbox"/> (09) C- (70 to 72) |
| <input type="checkbox"/> (04) B+ (87 to 89)  | <input type="checkbox"/> (10) D+ (67 to 69) |
| <input type="checkbox"/> (05) B (83 to 86)   | <input type="checkbox"/> (11) D (63 to 66)  |
| <input type="checkbox"/> (06) B- (80 to 82)  | <input type="checkbox"/> (12) D- (60 to 62) |
|  | <input type="checkbox"/> (13) E (F) Failing |

## SECTION F

The next questions ask about your present (or most recently held) job. If you hold more than one job, answer only for the job you consider most important. If you are on active duty in the Armed Forces, consider that your job.

- (5:21) F1. All things considered, how satisfied are you with your work experience on your present (or most recent) job?
- (1) Very satisfied
  - (2) Quite satisfied
  - (3) Somewhat satisfied
  - (4) Not very satisfied
  - (5) Not at all satisfied
- (5:22) F2. How often do you get a chance to work with a supervisor in planning what your work will be — like what you will be doing, or how you should do it?
- (1) Almost always
  - (2) Often
  - (3) Sometimes
  - (4) Seldom
  - (5) Never
- (5:23) F3. How interesting is your job to you?
- (1) Very exciting and stimulating
  - (2) Quite interesting
  - (3) Fairly interesting
  - (4) Slightly dull
  - (5) Very dull
- (5:24) F4. How important do you think the things you are learning in your job are going to be for your later life?
- (1) Very important
  - (2) Quite important
  - (3) Fairly important
  - (4) Slightly important
  - (5) Not at all important
- (5:25) F5. What I have learned in high school helps me do better on my job.
- (1) Very true
  - (2) Somewhat true
  - (3) Not at all true

(5:26) F6. I could do my present (or most recent) job just as well without any high school education.

- (1) Very true
- (2) Somewhat true
- (3) Not at all true

How true is this for your present (most recent) job?

In an earlier section, we asked you some questions about the kind of job you'd *like* to have. Here are some questions about your present job – how true is each of the following statements for *the job you have now*? (or for your most recent job, if you don't have a job now.)

		Very true	Pretty true	A little true	Not at all true
		(1)	(2)	(3)	(4)
(5:27)	F7. There's no one to boss me on the work. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(5:28)	F8. It is steady, no chance of being laid off. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(5:29)	F9. I can learn new things, learn new skills. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(5:30)	F10. I don't have to work too hard. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(5:31)	F11. It is a clean job, where I don't get dirty. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(5:32)	F12. It has good chances for getting ahead. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(5:33)	F13. I don't have to take a lot of responsibility. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(5:34)	F14. It leaves me a lot of free time to do what I want to do. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(5:35)	F15. The pay is good. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(5:36)	F16. It is a job that my friends think a lot of -- has class. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(5:37)	F17. It uses my skills and abilities -- lets me do the things I can do best. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(5:38)	F18. There are nice friendly people to work with. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(5:39)	F19. It doesn't make me learn a lot of new things. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## SECTION G

Now we'd like to ask you some questions about your long-range occupational plans.

- (5:40-44) G1. In the long run, what sort of work do you think you might do for a living?  
(PLEASE WRITE IN - SAY AS MUCH AS YOU CAN ABOUT THE SORT OF JOB YOU EXPECT TO HAVE.)

-----  
 -----  
 -----  
 -----

- (5:45) G2. How certain are you that the work you plan to do is a good choice for you?

- (1) Completely certain  
 (2) Very certain  
 (3) Fairly certain  
 (4) Somewhat certain  
 (5) Not at all certain

- (5:46) G3. How satisfying do you think you will find this kind of work?

- (1) Not very satisfying  
 (2) Somewhat satisfying  
 (3) Quite satisfying  
 (4) Very satisfying  
 (5) Extremely satisfying

- (5:47) G4. Fifteen years from now, if you are doing this type of work, about how much do you expect you will be earning? Assume that the value of the dollar will be the same.

- (1) Less than \$3,000 a year  
 (2) \$3,000 - \$5,000  
 (3) \$5,000 - \$7,500  
 (4) \$7,500 - \$10,000  
 (5) \$10,000 - \$15,000  
 (6) \$15,000 - \$25,000  
 (7) More than \$25,000 a year



## SECTION H

This section deals with activities which may be against the rules or against the law. For the most part, these are questions we have asked you in past interviews about an earlier stage in your life. Now we want to ask you about your more recent experiences.

We hope you will answer all of these questions. However, if you find a question which you cannot answer honestly, we would prefer that you leave it blank. Remember, only the research staff will see your answers. Your answers will never be connected with your name — they cannot be traced back to you as an individual.

Here are a number of things which you might do that could get you into trouble. Please tell us how many times you have done these things in the last year. For each question, put a check in the box next to the answer that is true for you.

(CHECK ONE BOX ON EACH LINE)

		5 or more times	3 or 4 times	Twice	Once	Never
		(1)	(2)	(3)	(4)	(5)
(6:21)	H1. Gotten into a serious fight in school or at work . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(6:22)	H2. Taken something not belonging to you worth under \$50 . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(6:23)	H3. Went onto someone's land or into some house or building when you weren't supposed to be there . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(6:24)	H4. Set fire to someone else's property on purpose . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(6:25)	H5. Gotten something by telling a person something bad would happen to him if you didn't get what you wanted . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(6:26)	H6. Argued or had a fight with either of your parents . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(6:27)	H7. Gotten into trouble with police because of something you did. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(6:28)	H8. Hurt someone badly enough to need bandages or a doctor . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(6:29)	H9. Damaged school property on purpose . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(6:30)	H10. Damaged property at work on purpose . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(6:31)	H11. Taken something from a store without paying for it . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(6:32)	H12. Hit an instructor or supervisor. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

In the last year, how often have you done this?

		5 or more times	3 or 4 times	Twice	Once	Never
		(1)	(2)	(3)	(4)	(5)
(6:33)	H13. Taken a car that didn't belong to someone in your family without permission of the owner . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(6:34)	H14. Taken an expensive part of a car without permission of the owner . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(6:35)	H15. Taken part in a fight where a bunch of your friends are against another bunch . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(6:36)	H16. Taken something not belonging to you worth over \$50 . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(6:37)	H17. Taken an inexpensive part of a car without permission of the owner . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(6:38)	H18. Used a knife or gun or some other thing (like a club) to get something from a person . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The rest of this section deals with drugs. This study has already made a considerable contribution to our knowledge about drugs because of your cooperation in the past, and we hope you can help us again. However, if you find a question which you cannot answer honestly, we would prefer that you leave it blank.  
(CHECK ONE BOX ON EACH LINE)

		All	Most	Some	A few	None
		(1)	(2)	(3)	(4)	(5)
(6:39)	H19. How many of your friends would you estimate: a. smoke cigarettes? . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(6:40)	b. smoke marijuana (pot, grass) or hashish? . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(6:41)	c. take amphetamines (pep pills, bennies, speed, uppers)? . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(6:42)	d. take methaqualone (quads, quaaludes)? . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(6:43)	e. take barbiturates (yellow jackets, red devils, downers)? . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(6:44)	f. take heroin (smack, "H")? . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(6:45)	g. take hallucinogens (LSD, mescaline, peyote, etc.)? . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(6:46)	h. take cocaine? . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(6:47)	i. drink alcoholic beverages (liquor, beer, wine)? . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>







		Nearly every day	Once or twice a week	Once or twice a month	3 to 10 times a year	Once or twice a year	Never
		(1)	(2)	(3)	(4)	(5)	(6)
(7:37)	a. marijuana or hashish . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(7:38)	b. amphetamines . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(7:39)	c. methaqualone (quaaludes). . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(7:40)	d. barbiturates . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(7:41)	e. heroin . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(7:42)	f. hallucinogens . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(7:43)	g. cocaine . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(7:44)	h. alcoholic beverages (liquor, beer, wine) . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(7:45)	i. wine, specifically . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(7:46)	j. beer . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(7:47)	k. hard liquor . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(7:48) H39. How difficult do you think it would be for you to get marijuana (pot, grass) if you wanted some?

- (1) Probably impossible  
 (2) Very difficult  
 (3) Fairly difficult  
 (4) Fairly easy  
 (5) Very easy

(7:49) H40. How difficult do you think it would be for you to get heroin (smack, "H") if you wanted some?

- (1) Probably impossible  
 (2) Very difficult  
 (3) Fairly difficult  
 (4) Fairly easy  
 (5) Very easy

(8:21) **H41. Have you ever had any drug education courses or lectures since leaving high school?**

- (1) No, and I wish I had  
 (2) No, and I'm glad I didn't  
 (3) Yes, and it was of some value  
 (4) Yes, but it was of little or no value

(8:22) **H42. Have you ever wanted to get professional help for a problem with your own use of drugs (including alcohol)? (CHECK ONLY ONE)**

- (1) No  
 (2) Yes, and I did get help  
 (3) Yes, but I didn't know where to go  
 (4) Yes, but I didn't get help

(8:23) **H43. Have you ever felt in your own mind that you should *reduce* or *stop* your use of alcohol, cigarettes, or any other drug listed below?**

- (1) No  
 (2) Yes  **CHECK WHICH DRUG(S)**

(8:24)

a. Cigarettes

(8:25)

b. Marijuana

(8:26)

c. Amphetamines

(8:27)

d. Methaqualone (quaaludes)

(8:28)

e. Barbiturates

(8:29)

f. Heroin

(8:30)

g. Hallucinogens

(8:31)

h. Cocaine

(8:32)

i. Alcohol

(8:33) **H44. Have you ever been arrested for possession or sale of an illegal drug?**

- (1) No  
 (2) Yes

(8:34) H45. How likely do you think it is that you will use marijuana at some time in the future?

- (1) I definitely will
- (2) I probably will
- (3) I probably will not
- (4) I definitely will not

(8:35) H46. If marijuana were legal and available, I would probably:

- (1) Try it
- (2) Use it more than I do now
- (3) Use it less than I do now
- (4) Use it about as often as I do now
- (5) Not use it even if it were legal
- (6) Don't know

H47. Here are some reasons people give for not using marijuana, or for stopping use. If you have *never* used marijuana, or if you have *stopped* using it, please tell us which reasons are true for you. (CHECK ALL THAT APPLY)

(8:36)  I am currently using it, question does not apply to me.

- (8:37)  a. Hard to get
- (8:38)  b. Concerned about possible psychological damage
- (8:39)  c. Concerned about possible physical damage
- (8:40)  d. Concerned about getting arrested
- (8:41)  e. Concerned about becoming addicted to marijuana
- (8:42)  f. It's against my beliefs
- (8:43)  g. Concerned about loss of energy or ambition
- (8:44)  h. Concerned about possible loss of control of myself
- (8:45)  i. It might lead to stronger drugs.
- (8:46)  j. Not enjoyable
- (8:47)  k. My parents would disapprove
- (8:48)  l. My wife or girlfriend would disapprove
- (8:49)  m. I don't like being with the people who use it
- (8:50)  n. My friends don't use it
- (8:51)  o. I might have a bad trip
- (8:52)  p. Other (please specify) \_\_\_\_\_

H48. Which of the following best describes your parents' (or guardians') cigarette use during the time you were growing up?

(8:53)

A. Mother . . .

- (1) Never smoked cigarettes
- (2) Smoked only occasionally
- (3) Was a regular smoker, but quit
- (4) Was a regular smoker
- (5) Doesn't apply or don't know

(8:54)

B. Father . . .

- (1) Never smoked cigarettes
- (2) Smoked only occasionally
- (3) Was a regular smoker, but quit
- (4) Was a regular smoker
- (5) Doesn't apply or don't know

H49. How would you describe your parents' use of alcohol during the time you were growing up?

(8:55)

A. Mother . . .

- (1) Never drank
- (2) Light drinker
- (3) Moderate drinker
- (4) Heavy drinker
- (5) Doesn't apply or don't know

(8:56)

B. Father . . .

- (1) Never drank
- (2) Light drinker
- (3) Moderate drinker
- (4) Heavy drinker
- (5) Doesn't apply or don't know

H50. During the time you were growing up, how often did either of your parents use the kinds of pills we now call uppers or downers (for example, sleeping pills, tranquilizers, amphetamines, or barbiturates)?

(8:57)

A. Mother used them . . .

- (1) Never
- (2) Almost never
- (3) Sometimes
- (4) Often
- (5) Doesn't apply or don't know

(8:58)

B. Father used them . . .

- (1) Never
- (2) Almost never
- (3) Sometimes
- (4) Often
- (5) Doesn't apply or don't know

## SECTION J

We'd like to ask you a few questions about your current and future family plans.

- (9:21) J1. What is your marital status?
- (1) Single → GO TO QUESTION J2
- (2) Married with one or more children → GO TO QUESTION J4
- (3) Married with no children → GO TO QUESTION J8
- (4) Divorced or separated with one or more children → GO TO QUESTION J4
- (5) Divorced or separated with no children → GO TO QUESTION J8

FOR THOSE WHO ARE SINGLE:

- (9:22) J2. When do you think you are most likely to get married?
- (1) Within the next year or so
- (2) In 2 – 3 years
- (3) In 4 – 5 years
- (4) Over 5 years from now
- (5) I don't expect to get married

- (9:23) J3. How long after getting married do you think a couple should wait before trying to have their first child?
- (1) Shouldn't wait at all
- (2) One year
- (3) Two years
- (4) Three years
- (5) Four or five years
- (6) Over five years

GO TO QUESTION J12

FOR THOSE WHO HAVE ONE OR MORE CHILDREN:

- (9:24) J4. How many children do you have?
- (1) One
- (2) Two
- (3) Three
- (4) Four or more
- (9:25) J5. What is the sex of your *first* child?
- (1) Male
- (2) Female

- (9:26-29) J6. When was your child born?

\_\_\_\_\_, \_\_\_\_\_

MONTH                      YEAR

30.

(9:30) J7. Did you and your wife plan on having your first child at that time?

- (1) Yes, we were trying to have a child
- (2) No, we were trying to avoid a pregnancy at that time
- (3) We weren't trying either way

GO TO QUESTION J10

**FOR THOSE WHO ARE MARRIED, SEPARATED, OR DIVORCED WITH NO CHILDREN:**

(9:31) J8. Is your wife currently expecting a child?

- (1) Yes
- (2) No

(9:32-33)

J8a. When is the baby expected? \_\_\_\_\_  
MONTH

(9:34)

J8b. Did you and your wife plan this pregnancy?

- (1) Yes, we were trying to have a child
- (2) No, we were trying to avoid a pregnancy at the time
- (3) We weren't trying either way

GO TO QUESTION J10

(9:35) J9. When do you think you're most likely to have your first child?

- (1) We're trying to have a baby now
- (2) About one year or so from now
- (3) About two years from now
- (4) About three or four years from now
- (5) Five or more years from now
- (6) Never
- (7) Doesn't apply to me

**FOR ALL WHO ARE MARRIED, SEPARATED, OR DIVORCED:**

J10. Did you decide to delay having a first child for any of the following reasons?  
(CHECK ALL THAT APPLY)

- (9:36)  a. No, we didn't decide to delay a first child
- (9:37)  b. Yes, because we couldn't afford to have a child
- (9:38)  c. Yes, because I wanted to finish my education
- (9:39)  d. Yes, because my wife wanted to finish her education
- (9:40)  e. Yes, because my wife was interested in developing her career
- (9:41)  f. Yes, because we wanted to get to know each other before we had a child
- (9:42)  g. Yes, because we wanted to enjoy our life together before being tied down by a child

(9:43-46) J11. When did you get married? \_\_\_\_\_, \_\_\_\_\_  
MONTH YEAR

THE NEXT QUESTIONS ARE FOR EVERYONE. THEY ASK ABOUT HAVING CHILDREN.

(9:47) J12. Have you thought at all about whether you'd like to have children or how many you'd like to have?

- (1) I've thought about it a lot  
 (2) I've thought about it a little  
 (3) I have not thought about it at all

(9:48) J13. Have you talked with anyone, such as your parents, friends, or wife about how many children to have?

- (1) Yes  
 (2) No

(9:49) J14. What is the *largest* number of children you would choose to have?

\_\_\_\_\_ children  
NUMBER

(9:50) J15. How certain do you feel that this is the largest number of children you would choose to have?

- (1) Quite certain or sure  
 (2) Moderately certain  
 (3) Not at all certain

(9:51) J16. What is the *smallest* number of children you would choose to have?

\_\_\_\_\_ children  
NUMBER

(9:52) J17. How certain do you feel that this is the smallest number of children you would choose to have?

- (1) Quite certain or sure  
 (2) Moderately certain  
 (3) Not at all certain

People have different reasons for wanting a certain number of children. Please read each reason below and check how important it is in *your own thinking* about how many children to have.

Don't just check VERY IMPORTANT for everything. Try to think what things really matter to you, and what things really aren't that important.

How important is this for you?

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

- (9:53) J18. I want a family -- at least one child. . . . .
- (9:54) J19. I want more than one child because an only child is likely to be spoiled. . . . .
- (9:55) J20. I want at least one boy and one girl. . . . .
- (9:56) J21. Having more children means they can get more companionship and help from each other. . . . .
- (9:57) J22. Having fewer children helps avoid overpopulation. . . . .
- (9:58) J23. Having fewer children means a better life together for the husband and wife. . . . .
- (9:59) J24. Having fewer children means each child gets more love and attention from the parents. . . . .
- (9:60) J25. Having children costs a lot of money. . . . .

(9:61) J26. All things considered, if you could have exactly the number of children you want, what number would that be? (GIVE A SINGLE NUMBER)

\_\_\_\_\_ children  
NUMBER

(9:62) J26a. How many boys? \_\_\_\_\_ boy(s)  
NUMBER

(9:63) J26b. How many girls? \_\_\_\_\_ girl(s)  
NUMBER

This section presents a number of important issues. Some of the issues are controversial, so if you find particular questions which you would rather not answer, just leave them blank and go on with the rest.

We would like you to indicate whether you agree or disagree with each statement.

(CHECK ONE BOX ON EACH LINE)

		Agree	Mostly agree	Mostly disagree	Disagree
		(1)	(2)	(3)	(4)
(9:64)	J27. High schools should offer instruction in birth control methods. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(9:65)	J28. A woman should be permitted to have an abortion at any time during the first three months of pregnancy. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(9:66)	J29. A couple should have as many children as they want, without worrying about increasing population. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(9:67)	J30. There is no danger of overpopulation becoming a serious problem in the United States. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(9:68)	J31. To prevent overpopulation, each couple has a responsibility to limit the number of children they have. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(9:69)	J32. I feel strongly enough about preventing overpopulation that I'd be willing to limit my family to two children. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(9:70)	J33. Turning now to a more general issue, what do you think would be the ideal population size for the United States?				
	<input type="checkbox"/> (1) Much smaller than it is now				
	<input type="checkbox"/> (2) Somewhat smaller than it is now				
	<input type="checkbox"/> (3) About the same as it is now				
	<input type="checkbox"/> (4) Somewhat larger than it is now				
	<input type="checkbox"/> (5) Much larger than it is now				
(9:71)	J34. What do you think would be the ideal population size for the entire world?				
	<input type="checkbox"/> (1) Much smaller than it is now				
	<input type="checkbox"/> (2) Somewhat smaller than it is now				
	<input type="checkbox"/> (3) About the same as it is now				
	<input type="checkbox"/> (4) Somewhat larger than it is now				
	<input type="checkbox"/> (5) Much larger than it is now				

When you have completed the questionnaire, just place it in the postage-paid envelope and mail it.

Your check for \$10.00 will be mailed to you when we receive your questionnaire.

THANKS VERY MUCH FOR YOUR HELP

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## PUBLICATIONS FROM THE YOUTH IN TRANSITION PROJECT

### Monograph Series:

- Bachman, J. G., O'Malley, P. M., & Johnston, J. Youth in Transition, Volume VI: Adolescence to adulthood--A study of change and stability in the lives of young men. Ann Arbor: The Institute for Social Research, 1978.
- Johnston, J. & Bachman, J. G. Youth in Transition, Volume V: Young men and military service. Ann Arbor: The Institute for Social Research, 1972.
- Davidson, T. N. Youth in Transition, Volume IV: Evolution of a strategy for longitudinal analysis of survey panel data. Ann Arbor: The Institute for Social Research, 1972. (This volume is out of print and available only through University Microfilm International, Ann Arbor.)
- Bachman, J. G., Green, S., & Wirtanen, I. D. Youth in Transition, Volume III: Dropping out--Problem or symptom? Ann Arbor: The Institute for Social Research, 1971.
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Bachman, J. G., O'Malley, P. M., & Johnston, J. Response to Silberman. Educational Leadership, 1979, 36(7), 489-490. An excerpt from Youth in Transition, Volume VI: Adolescence to adulthood--A study of change and stability in the lives of young men (Bachman et al., 1978) also appears in this issue.

Bachman, J. G. & O'Malley, P. M. Self-esteem in young men: A longitudinal analysis of the impact of educational and occupational attainment. Journal of Personality and Social Psychology, 1977, 35, 365-380.

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