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Inter-university Consortium for
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Detroit Area Study, 1968: Black Attitudes in Detroit

Howard Schuman

ICPSR 7324

DETROIT AREA STUDY, 1968: BLACK ATTITUDES IN DETROIT

(ICPSR 7324)

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BIBLIOGRAPHIC CITATION

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REQUEST FOR INFORMATION ON USE OF ICPSR RESOURCES

To provide funding agencies with essential information about use of archival resources and to facilitate the exchange of information about ICPSR participants' research activities, users of ICPSR data are requested to send to ICPSR bibliographic citations for each completed manuscript or thesis abstract. Please indicate in a cover letter which data were used.

DATA DISCLAIMER

The original collector of the data, ICPSR, and the relevant funding agency bear no responsibility for uses of this collection or for interpretations or inferences based upon such uses.

DATA COLLECTION DESCRIPTION

Howard Schuman

DETROIT AREA STUDY, 1968: BLACK ATTITUDES IN DETROIT
(ICPSR 7324)

SUMMARY: This study sampled Black households within the city of Detroit in the spring and summer of 1968 and interviewed the head of household or spouse of the head of household. The study examined contact between Blacks and whites and the views of Blacks regarding Black militancy, community control, Black consciousness, and anti-white sentiments. Questions included in the interview determined the number and type of contacts respondents had with whites, the respondents' attitudes toward child-rearing, and political activities at neighborhood churches. Perceptions of various local problems were probed, including the effects of the 1967 Detroit riots. Respondents were also asked about the best means for Blacks to gain their rights and reasons for the high unemployment rate in Detroit. Other topics covered respondents' experiences with and awareness of racial discrimination in the areas of housing, local police activities, business relations, and job opportunities. Background information on respondents includes age, sex, race, marital status, religious affiliation, and church activities. The respondent's residence up to age 10, length of residence in Detroit and in their current neighborhood, and the racial composition of the neighborhood were ascertained. Respondent's educational level, the racial composition of schools the respondent attended, and respondent's service in the military were also recorded. Other demographic information was gathered regarding the number of adults and children living in the household, as well as the number of rooms in the house, family income, and income sources. The respondent was also asked about the educational levels and occupations of other family members.

UNIVERSE: Individuals living in Black dwelling units in the city of Detroit during the spring and summer of 1968.

SAMPLING: A sample of Black dwelling units from the city of Detroit was drawn by multistage probability methods during the spring and summer of 1968. There were 619 completed interviews, yielding a response rate of 82.9 percent. Upper-income areas were sampled at twice the rate of low-income areas. The socioeconomic status (SES) variable (V3) should be used to weight the low-income segments to estimate population values. Use of this weight variable results in a sample size of 844. Also, there is a sex weight variable (V22) which, when used with the SES variable, results in a sample size of 1,039. (The original investigator states that use of the sex weight

variable is not necessary in most instances.) In addition to the Black sample, a cross-section of 185 whites from suburban Detroit was drawn, but is not included in the ICPSR dataset.

NOTE: (1) All references to OSIRIS or card image data in the codebook are no longer applicable. (2) The OSIRIS dictionary listing in the codebook and the SAS and SPSS data definition statements correctly document the column locations for the logical record length data now released with this study. (3) The codebook and data collection instrument are provided as a Portable Document Format (PDF) file. The PDF file format was developed by Adobe Systems Incorporated and can be accessed using the Adobe Acrobat Reader. Information on how to obtain a copy of the Acrobat Reader is provided through the ICPSR Website on the Internet.

EXTENT OF COLLECTION: 1 data file + machine-readable documentation (PDF) + SAS data definition statements + SPSS data definition statements

EXTENT OF PROCESSING: DDEF.ICPSR/ REFORM.DATA/ REFORM.DOC/ SCAN

DATA FORMAT: Logical Record Length with SAS and SPSS data definition statements

File Structure: rectangular

Cases: 619

Variables: 308

Record Length: 386

Records Per Case: 1

RELATED PUBLICATION:

Schuman, H., and S. Hatchett. BLACK RACIAL ATTITUDES: TRENDS AND COMPLEXITIES. Ann Arbor, MI: University of Michigan, Institute for Social Research, 1974.

ICPSR Processing Note for ICPSR 7324

DETROIT AREA STUDY, 1968: BLACK ATTITUDES IN DETROIT

This codebook was compiled from information provided by the Principal Investigator.

1. While this codebook documents card image data, the OSIRIS dictionary contains column locations which correspond to the SAS and SPSS data definition statements released with this study.
2. All references to OSIRIS or card-image data in this codebook are no longer applicable.

SUMMARY OF CONTENTS

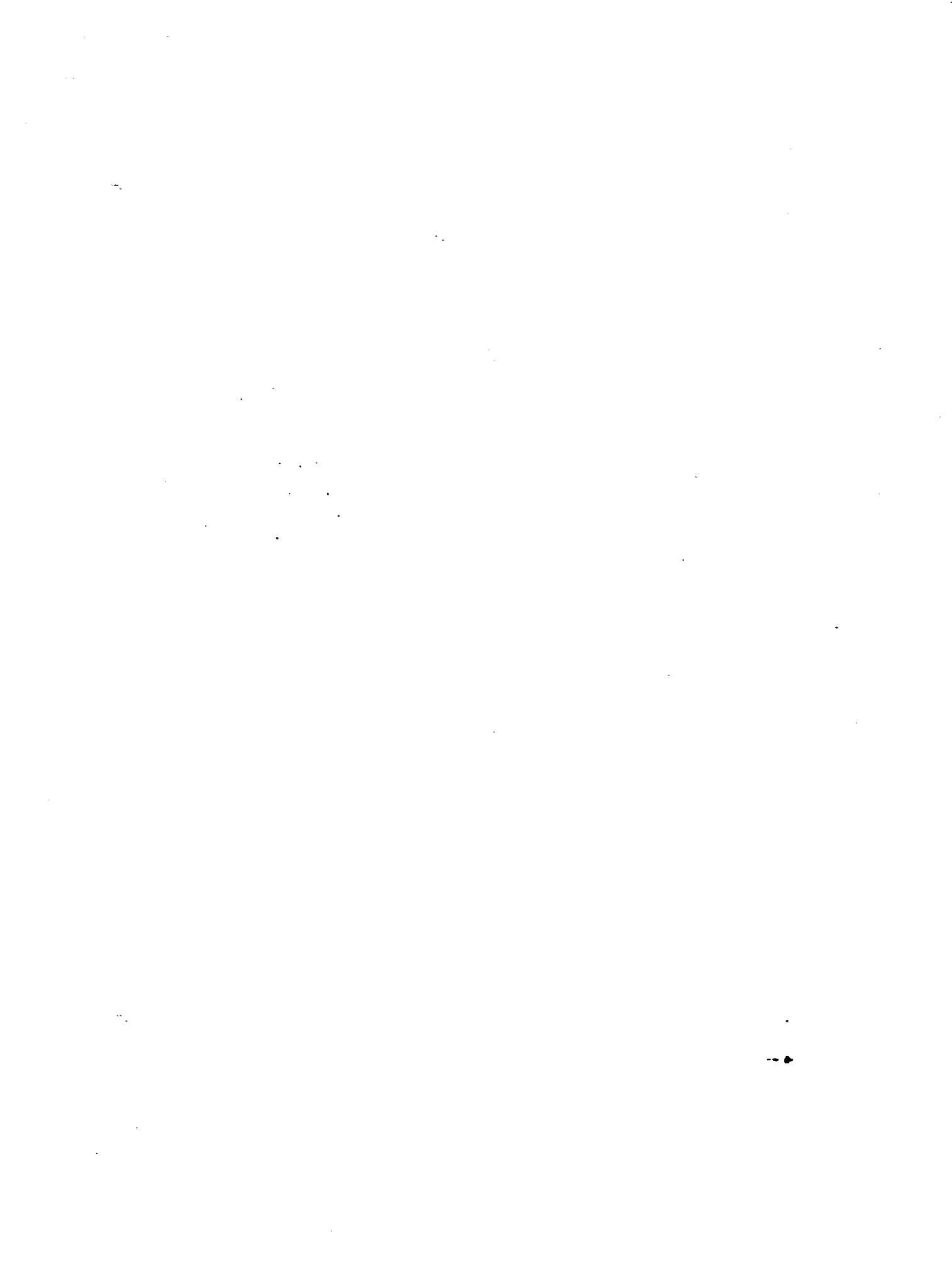
Study Description

Codebook and Processing Information

Interview Form

OSIRIS Dictionary Listing

Codebook



STUDY DESCRIPTION

The Detroit Area Study was established at the University of Michigan in 1951 primarily to provide practical social research training for graduate students. In addition the Detroit Area Study was intended to serve as a resource for basic research and to provide reliable data on the Greater Detroit community. Surveys have been conducted annually since 1951-52 on a variety of subjects. The specific problems which DAS investigates each year are selected by the DAS Executive Committee after reviewing research proposals submitted by interested faculty members. The faculty-participant works with the students and the DAS staff throughout the research period.

The 1968 Detroit Area Study on Black attitudes in Detroit was conducted in the spring and summer of 1968 under the direction of Howard Schuman. A sample of Black dwelling units from the city of Detroit was drawn by multi-stage probability methods. The sampling procedures are more thoroughly explained in the sampling section. There were 619 completed interviews yielding a response rate of 82.9%. Upper income areas were sampled at twice the rate of lower income areas. The socio-economic status (SES) variable (V3) should be used to weight the low income segments to estimate population values. Use of this weight variable results in a sample size of 844. Also, there is a sex weight variable (V22) which, when used with the SES variable, results in a sample size of 1039. The original investigator states that use of the sex weight variable is not necessary in most instances. For further information regarding use of weights to obtain a representative sample refer to Sampling Section (F). In addition to the Black sample, a cross-section of 185 whites from suburban Detroit was drawn, but is not included in the ICPSR dataset.

The 1968 Detroit Area Study examines contact between Blacks and Whites and studies views of Blacks regarding Black militancy, community control, Black consciousness, and anti-white sentiments. Several of the 1968 DAS questions were replicated on the 1971 DAS. Questions included in the interview determined the number and type of contacts the respondent had had with whites, the respondent's attitudes toward child rearing and political activities at neighborhood churches. The respondent's perceptions of various local problems were probed as well as the perceived effects of the 1967 Detroit Riots. The respondent was also asked about the best means for Blacks to gain their rights and reasons for the high unemployment rate in Detroit. Other topics covered were the respondent's experiences with and awareness of racial discrimination in the areas of housing, local police activities, business relations and job opportunities.

Background variables established the respondent's age, sex, race, marital status, religious affiliation and church activities. The respondent's residence up to age 10 and length of residence in Detroit and in this neighborhood were ascertained. Variables on the respondent's educational level, the racial composition of schools the respondent attended and the respondent's service in the military were also included. Other demographic information regarding the number of adults and children living in the household as well as the number of rooms in the house, family income and its sources was gathered. The respondent was also asked about the racial composition of the neighborhood and the educational levels and occupations of other family members.

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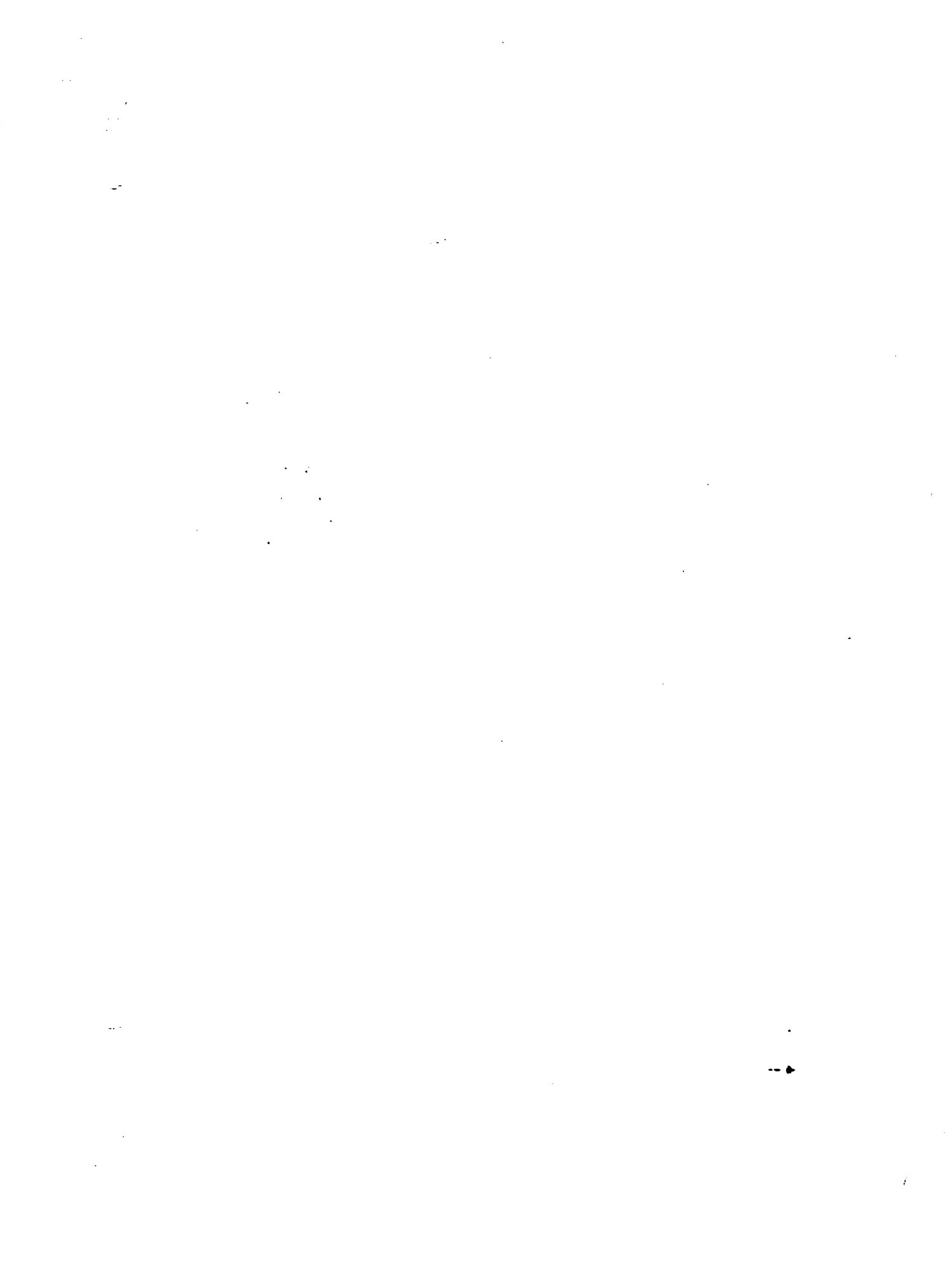
MAJOR PUBLICATION

Schuman, H. and Hatchett, S. Black Racial Attitudes: Trends and Complexities to be published by the Institute for Political and Social Research in Fall, 1974.

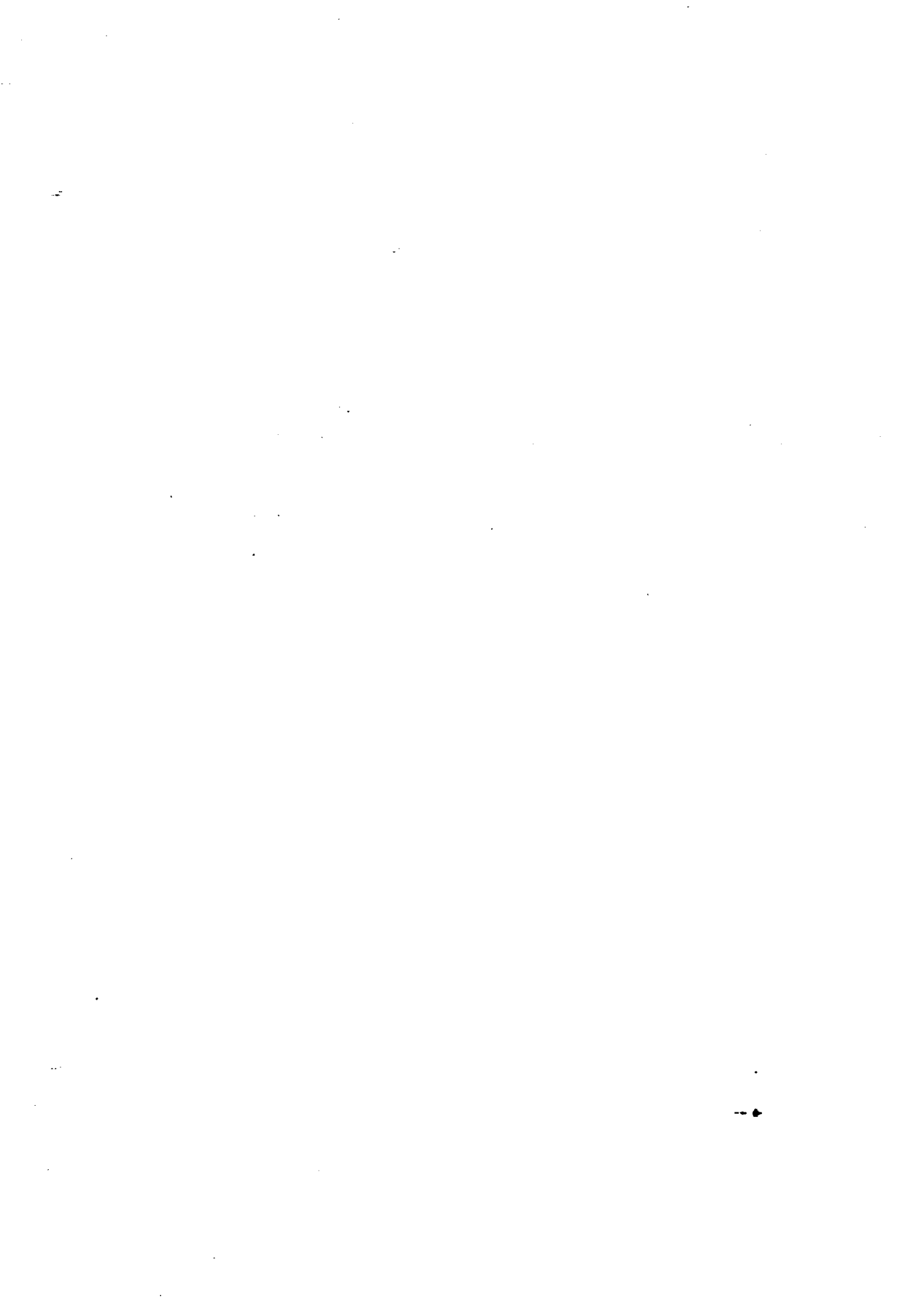


CODEBOOK AND PROCESSING INFORMATION

The 1968 DAS data, consisting of 619 cases and 308 variables is available in OSIRIS format or card-image format. Variable numbers are found in the codebook and a listing of the OSIRIS dictionary is also included. The card-image format, with 6 cards of data per respondent, repeats the two weight variables on each deck. Deck and column locations are found in the codebook under the variable numbers in the form CARD #: COLUMN#(S). The frequencies and percentages shown in the codebook are those reported by the original investigator and have not been checked by the study processor. The data are sorted, and all data decks are present and in ascending order by respondent.



INTERVIEW FORM



6. In serving your family's needs, how do you think your present house compares with the houses of most people in Detroit: Is it better or not as good?

- BETTER 1
- NOT AS GOOD. 2
- SAME (IF VOLUNTEERED). 3

7. Is there a block club in this neighborhood?

1. YES (ASK A & C)

5. NO

A. Do you attend meetings?

B. Have the people in the neighborhood ever gotten together to help each other out or to complain about a problem?

1. YES 5. NO

1. YES 5. NO (GO TO Q. 8)

C. IF BLOCK CLUB OR ANY ORGANIZATION:

What sort of problems (has the block club/have the neighbors) tried to solve?

8. All in all, are you pretty satisfied living in this neighborhood, or would you like to move to another neighborhood?

- PRETTY SATISFIED 1
- LIKE TO MOVE. 2
- OTHER (SPECIFY) 7

9. Thinking generally of the problems cities have today, do you think the federal government in Washington is trying as hard as it can to solve the main problems of cities like Detroit, or that it is not doing all it could to solve such problems?

1. TRYING AS HARD AS THEY CAN X. NOT DOING ALL THEY COULD



A. Do you think they are trying fairly hard to solve these problems, or not hard at all?

FAIRLY HARD . . . 2
NOT HARD AT ALL . 3

10. Turning to some questions about schools, in Detroit there have been many teenagers dropping out of school before finishing. What do you think is the main reason for this?

A. IF R SAYS MAINLY "PARENTS" OR "HOME", ASK: Why do you think the parents (home/upbringing) are (is) like that?

11. Do you think Negroes get as good an education as whites in Detroit schools, or not as good an education?

1. AS GOOD (GO TO Q 12) 2. NOT AS GOOD (ASK A & B)



A. Why do you think Negroes don't get as good an education?
B. Which do you think is the <u>most</u> important thing to do <u>now</u> to improve the education of Negroes in Detroit--work to get all city schools more integrated, <u>or</u> work to improve conditions in the mostly Negro schools?
<p style="text-align: right;">INTEGRATION 1 IMPROVE NEGRO SCHOOLS . . . 2</p>

12. Do you think Negro parents can work better with a Negro teacher than with a white teacher?

YES, NEGRO TEACHER BETTER. . . 1
NO 5

13. Some people say there should be Negro principals in schools with mostly Negro students because Negroes should have the most say in running inner city schools. Would you agree with that or not?

YES 1
NO. 5

14. Do you think Negro teachers take more of an interest in teaching Negro students than white teachers do?

YES 1
NO. 5

15. All in all, in a public school that is attended mostly by Negro children--do you think the principal should be a Negro, a white person, or that his race should not make any difference?

1. NEGRO 2. WHITE 3. NO DIFFERENCE (GO TO Q 16)



A. IF NEGRO OR WHITE

What is the main reason you feel that way?

16. Here are some things people say about children, please tell me whether you agree or disagree.

A. A child should never be allowed to talk back to his parents or else he will lose respect for them. Would you mostly agree or mostly disagree?

MOSTLY AGREE 1
MOSTLY DISAGREE. 5

B. If a child is unusual in any way, his parents should try to get him to be more like other people. Would you mostly agree or mostly disagree?

MOSTLY AGREE 1
MOSTLY DISAGREE. 5

ASK C OR D, DEPENDING ON WHICH IS CHECKED

C. What do you think is the most important thing a child should learn: some say it is obedience and respect for authority; others say it is to be independent and decide things for himself. Which do you think?

OBEDIENCE AND RESPECT. 1
BE INDEPENDENT 2

D. What do you think is the most important thing a child should learn: some say it is to be independent and decide things for himself; others say it is obedience and respect for authority. Which do you think?

BE INDEPENDENT 1
OBEDIENCE AND RESPECT. 2

17. What do you think was the greatest contribution of Dr. Martin Luther King?

18. Since Dr. King's assassination, do you think there are more whites in favor of equal rights for Negroes, fewer whites, or isn't there much change?

- MORE WHITES. 1
- FEWER. 2
- NOT MUCH CHANGE. 3

19. Some people are saying that the assassination of Martin Luther King will drive Negroes and whites further apart. Others think that it will bring them closer together. Which do you think will probably happen?

- FURTHER APART. 1
- CLOSER TOGETHER. 2
- NO CHANGE. 3
(IF VOLUNTEERED)

(ASK EVERYONE)

A. Why do you feel this way?

X19. Now that Martin Luther King is gone, who do you think is the single most important Negro leader in the country?

20. Turning to another issue, we're interested in finding out how people feel about the poverty program here in Detroit.

	<u>YES</u>	<u>NO</u>	<u>DK</u>
A. First, have you or anyone in your family ever had any direct contact with the <u>Headstart</u> program?	1	5	8
B. Have you or anyone in your family ever had any direct contact with <u>Job Training</u> programs?	1	5	8
C. Have you or anyone in your family had any direct contact with one of the <u>Tap Centers</u>	1	5	8
D. Have you or anyone in your family had any direct contact with any of the other <u>poverty programs</u> ?	1	5	8

FOR EACH YES TO Q 20 A-D, ASK APPROPRIATE FORM OF E-H. IF NONE GO TO Q 21.

E. What did you or someone in your family do in the Headstart program?

Child in family <u>attended</u> Headstart	1
Child in family <u>will attend</u> Headstart.	2
Someone in family is (was) staff worker.	5
Other (PROBE TO DETERMINE WHETHER RECIPIENT OR STAFF)	7
	7

F. What did you or someone in your family do in the Job Training program?

Attended classes in job training	1
Applied for classes but didn't attend.	2
Staff worker or volunteer.	5
Other (PROBE TO DETERMINE WHETHER RECIPIENT OR STAFF)	7
	7

G. What did you or someone in your family do at the Tap Center?

- Received medical, dental or other health service . . . 1
- Received Job referral. 2
- Received Legal Aid 3
- Tried to receive _____ service but didn't . 4
- Staff worker 5
- Other. (PROBE TO DETERMINE WHETHER RECIPIENT OR STAFF
_____ . 7

H. (FOR OTHER PROGRAMS) What did you or someone in your family do in the _____ program? (SPECIFY PROGRAM AND TYPE OF PARTICIPATION AS MUCH AS POSSIBLE)

21. Do you think that the poverty program is really a serious effort to help the poor, or that it is just an empty promise?

- 1. SERIOUS EFFORT (GO TO Q 22)
- 2. EMPTY PROMISE
- 7. OTHER (SPECIFY)

↓
A. Why do you feel it's an empty promise?

22. The number of families on welfare has been going up in the past few years. What do you think is the main reason for this?

25. Do you think the police should have the right to stop and search people they just think look suspicious?

YES 1
NO. 5

26. Do you think many policemen would use this right unfairly against Negroes?

YES 1

(VOLUNTEERED) MORE TO NEGROES
BUT NOT UNFAIRLY 3

NO 5

27. I'd like to ask you some questions about finding a good place to live in Detroit. Do you think you have ever been discriminated against when you were trying to buy or rent a particular house or apartment?

YES 1
NO. 5

28. Whether or not you've ever been discriminated against, do you feel that you personally have missed out on getting the kind of house you really would like because of your race?

YES 1
NO. 5

29. Do you think there are many, some, or just a few places in the city of Detroit where a Negro could not rent or buy a house because of racial discrimination?

MANY. 1

SOME. 2

JUST A FEW. 3

30. Do you think Negro customers who shop in the big downtown Detroit stores are treated as politely as white customers, or are they treated less politely?

AS POLITELY AS WHITES . . 1
LESS POLITELY 2

31. If you were treated impolitely in a downtown store in Detroit, how would you feel...very angry, a little angry, or would you not let it bother you?

- VERY ANGRY 1
- A LITTLE ANGRY 2
- NOT LET IT BOTHER. 3

32. Suppose there is a white storekeeper in a Negro neighborhood. He hires white clerks but refuses to hire any Negro clerks. Talking with him about the matter does no good. What do you think Negroes in the neighborhood should do to change the situation?

A. (ASK EVERYONE) What if that didn't work: what should they do then?

33. Some people say that over the last 10 or 15 years, there has been a lot of progress in getting rid of racial discrimination. Others say there hasn't been much real change for most Negroes over that time. Which do you agree with most?

- LOT OF PROGRESS. 1
- NOT MUCH REAL CHANGE 2

34. Do you think there will always be a lot of racial prejudice and discrimination in America, or that there is real hope of ending it in the long run?

- WILL ALWAYS BE PREJUDICE AND DISCRIMINATION. 1
- REAL HOPE OF ENDING IT 2
- OTHER (SPECIFY). 3

X34. If our country got into a big world war today, would you personally feel the United States is worth fighting for?

- YES 1
- NO. 5

Now I'd like to ask how you feel about a number of different things Negroes have done to gain equal rights.

35. First, some leaders have organized marches and picketing about the lack of housing and jobs. Do you feel that these are worthwhile?

1. YES (GO TO Q 36)

5. NO

↓
A. Why do you think they are not worthwhile?

36. What about students walking out of high schools to force improvements in the schools. Do you think this is worthwhile or not? (INTERVIEWER: IF R SAYS "DO SOMETHING ELSE", ASK "IF THAT DIDN'T WORK" AND REPEAT QUESTION, RECORD FULL ANSWER CAREFULLY).

1. YES (GO TO Q 37)

5. NO

↓
A. Why don't you think it's worthwhile?

37. Some leaders want to organize Negroes into groups to protect themselves against any violence by whites. Do you think this is worthwhile or not?

1. YES

↓
A. Why do you think it's worthwhile?

5. NO

↓
B. Why do you think this isn't worthwhile?

38. Some civil rights leaders say that Negroes should be more concerned with developing the Negro community than with working for integration. Do you mostly agree or mostly disagree with this?

MOSTLY AGREE 1
MOSTLY DISAGREE 5

41. On the whole, do you think most white people in Detroit want to see Negroes get a better break, or do they want to keep Negroes down, or don't they care one way or the other?

- BETTER BREAK 1
- KEEP NEGROES DOWN. . . . 2
- DON'T CARE 3

42. Do you personally feel that you can trust most white people, some white people, or none at all?

- MOST. 1
- SOME. 2
- NONE. 3

43. Suppose someone you knew told you he could "pass" into white society, and was going to because of the advantages it would give him. How would you feel toward this person?

A. IF NOT CLEAR: Why would you feel that way?

44. Thinking back, what was the worst experience you have ever had with whites or with a white person? (GET ONLY ONE EXPERIENCE)

45. Now I want to read to you a list of people active in Detroit. For each one, please tell me whether you approve or disapprove of what the person stands for, or whether you don't know enough about him to say?

	Approve	(VOLUNTEERED) Partly Approve/Dis- approve	Disapprove	Don't know Enough to say
--	---------	--	------------	--------------------------------

A. Jerome Cavanaugh	1	2	3	8
B. Albert Cleague	1	2	3	8
C. Mel Ravitz	1	2	3	8
D. John Conyers	1	2	3	8
E. Nicholas Hood	1	2	3	8

46. Another problem in Detroit these days is the number of unemployed men. What do you think is the main reason for this?

47. R'S OWN OCCUPATION

Are you working at the present time, unemployed, (keeping house), or what?

- Working (at least ten hours per week) (GO TO B) 1
- Retired (GO TO B) 2
- Unemployed (GO TO A) 3
- Keeping house (GO TO Q 53) 4
- Student (GO TO Q 53) 5
- Other (SPECIFY AND ASK B-G IN
TERMS OF MOST RECENT JOB) (GO TO B) 7

IF R IS UNEMPLOYED

- A. How long have you been unemployed? _____
(ASK Q B-G IN TERMS OF MOST RECENT JOB.)

IF R IS WORKING OR RETIRED OR UNEMPLOYED

- B. What kind of work do (did) you do? (PROBE FOR CONCISE BUT CLEAR DISCRIPTION)
- C. What kind of business is (was) that in? CLARIFY WHETHER BUSINESS IS MANUFACTURING, WHOLESALE, OR RETAIL. IF LARGE ORGANIZATION (OVER 1,000) OBTAIN NAME AND GENERAL LOCATION [e.g., Ford Rouge Plant]).
- D. Do (Did) you have your own business or work for someone else?
- | | |
|-----------------|-----------------|
| 1. OWN BUSINESS | 2. SOMEONE ELSE |
|-----------------|-----------------|
- ↓
- E. Do (Did) you have an official job title? What is (was) it?
- F. How many hours a week (do/did) you work at this job?
_____ HOURS PER WEEK
- G. During the past five years how many times, if at all, were you unemployed when you didn't want to be? (DON'T COUNT ILLNESS OR STRIKES).

_____ TIMES UNEMPLOYED

IF R IS PRESENTLY UNEMPLOYED GO TO Q 53

48. IF WORKING OR RETIRED

I'd like to know how satisfied you are (were) with some things about your job: What about your chances for promotion and pay raises, would you say you are (were) generally satisfied, or not so satisfied?

SATISFIED 1
NOT SO SATISFIED. 5

49. IF WORKING OR RETIRED

What about the kind of work you do (did). Are (Were) you generally satisfied, or not so satisfied?

SATISFIED 1
NOT SO SATISFIED. 5

ASK Q'S 50-52 OF ALL R'S WHO ARE EMPLOYED IN AN ORGANIZATION OR BUSINESS OF ANY KIND.

50. Do (Did) Negroes have an equal opportunity to be hired for and promoted to all jobs in the company (business/organization), or only to some jobs?

1. ALL JOBS

5. SOME JOBS

↓
A. Which jobs are (were) closed to Negroes?

51. Is (was) your own immediate supervisor white or Negro?

1. WHITE

2. NEGRO (GO TO Q 52)

↓
IF SUPERVISOR WHITE ASK:

A. Do (Did) you feel he treats (treated) the whites and Negroes under him in the same way on the job?

1. YES (GO TO Q 52)

5. NO

↓
B. How does (did) he treat people differently?

52. On your job do (did) you work with only Negroes, only whites, or with both Negroes and whites?

- 1. ONLY NEGRO (GO TO Q 53)
- 2. ONLY WHITE
- 3. BOTH NEGRO AND WHITE



A. How often do (did) you get together for lunch with whites you work (worked) with: often, sometimes, rarely or never?

- OFTEN 1
- SOMETIMES 2
- RARELY. 3
- NEVER 4

53. ASK EVERYONE Q 53-56

Do you think you were ever refused a job or laid off from a job because of being Negro?

- 1. YES
- 5. NO



A. Has it happened more than once?	
1. YES	5. NO

54. Do you feel that you personally have missed out on getting the kind of job you want and are qualified for because of race?

- YES 1
- NO. 5

55. How many places in Detroit do you think will hire a white person before they will hire a Negro even though they have the same qualifications...many, some, or just a few places?

- MANY. 1
- SOME. 2
- FEW 3

56. Are you single, married, divorced, widowed, or separated?

- SINGLE . . . (GO TO Q 58). . . 1
- MARRIED. . . (GO TO Q 57). . . 2
- DIVORCED . . (GO TO Q 58). . . 3
- WIDOWED. . . (GO TO Q 58). . . 4
- SEPARATED. . (GO TO Q 58). . . 5

IF R IS PRESENTLY MARRIED, ASK ABOUT SPOUSE:

Is your (husband/wife) working at the present time, unemployed, (keeping house), or what?

- Working (at least ten hours per week) (GO TO B) 1
- Retired. (GO TO B) 2
- Unemployed (GO TO A) 3
- Keeping house. (GO TO Q 58). . . 4
- Student. (GO TO Q 58). . . 5
- Other (SPECIFY AND ASK B-F IN TERMS OF MOST RECENT JOB). (GO TO B) 7

IF SPOUSE UNEMPLOYED

A. How long has (he/she) been unemployed? _____
(ASK Q B-F IN TERMS OF MOST RECENT JOB).

IF SPOUSE WORKING, RETIRED, OR UNEMPLOYED

B. What kind of work does (did) he (she) do? (PROBE FOR CONCISE BUT CLEAR DESCRIPTION)

C. What kind of business is (was) that in? (CLARIFY WHETHER BUSINESS IS MANUFACTURING, WHOLESALE, OR RETAIL; IF LARGE ORGANIZATION [OVER 1,000] OBTAIN NAME AND GENERAL LOCATION [e.g., Ford Rouge Plant]).

D. Does (Did) he (she) have his (her) own business or work for someone else?

1. OWN BUSINESS

2. SOMEONE ELSE



E. Does (did) he (she) have an official job title? What is (was) it?

F. During the past five years how many times, if at all, was your (husband/wife) unemployed when (he/she) didn't want to be? (DON'T COUNT ILLNESS OR STRIKES) _____ (TIMES)

ASK EVERYONE Q 58 AND SO ON.

58. Now looking ahead and thinking about the next few years, do you expect your family's financial situation to get better, stay about the way it is now, or get worse?

GET BETTER 1

STAY THE WAY IT IS NOW 2

GET WORSE. 3

A. Why do you feel that way?

59. This next part of the interview deals with the effects of last July's disturbance in Detroit. How do you feel we should refer to it: Should it be called a riot, a rebellion, or what?

- RIOT 1
- REBELLION. 2
- OTHER (SPECIFY). . . . 3

60. Some people feel that last summer's disturbance was a step forward for the cause of Negro rights. Other people feel that it was a step backward for the cause of Negro rights. Which opinion comes closest to the way you feel?

1. STEP FORWARD



2. STEP BACKWARD



A. Why do you feel it was a step forward for the cause of Negro rights?

D. Why do you feel it was a step backward for the cause of Negro rights?

B. Do you think the riots had any bad effects for the cause of Negro rights?

E. Do you think the riots had any good effects for the cause of Negro rights?

1. YES 5. NO (GO TO Q 61)

1. YES 5. NO (GO TO Q 61)

↓
C. What were they?

↓
F. What were they?

61. There have been a lot of different opinions as to who actually took part in last summer's disturbance. Do you think the people who looted and burned stores were almost all Negroes, mostly Negroes with a number of whites, or about half Negroes and half whites? (DO NOT COUNT POLICE, NATIONAL GUARD, OR ARMY).

- ALMOST ALL NEGRO 1
- MOSTLY NEGRO, SOME WHITES. 2
- HALF NEGRO, HALF WHITE 3

62. Now I'd like to ask you about some of the ways the disturbance may have changed things in Detroit. For instance....What about jobs?: Are there more jobs for Negroes now as a result of last July's disturbance, not as many jobs, or about the same number of jobs?

- MORE 1
- NOT AS MANY. 2
- SAME NUMBER. 3

63. Do you think city officials in Detroit are more willing to listen to Negro demands since the disturbance, less willing to listen, or hasn't there been much change?

- MORE WILLING 1
- LESS WILLING 2
- NOT MUCH CHANGE 3

64. What about safety from crime. Do you feel safer than you did before the disturbance, not as safe, or just the same?

- 1. SAFE
- 2. NOT AS SAFE
- 3. SAME(GO TO Q 65)

↓

A. Why do you feel safer?

↓

B. Why don't you feel as safe?

65. Would you say that because of the disturbance Negroes in Detroit now feel more ready to stand up for their rights, less ready to stand up for their rights, or that there hasn't been much change?

- MORE 1
- LESS 2
- NO CHANGE. . . 3

66. Do you think that because of the disturbance there are more whites in favor of equal rights for Negroes, fewer whites in favor, or that there isn't much difference?

- 1. MORE
- 2. FEWER (GO TO Q 67)
- 3. NO CHANGE (GO TO Q 67)



A. Why do you think there are now more whites in favor of Negro rights? Do you think it's mainly because whites are afraid of more riots, or mainly because they are now more aware of Negroes' problems?

- MAINLY AFRAID 1
- AWARE OF PROBLEM. 2

67. What do you think is the most important thing the city government can do to keep a disturbance like the one last summer from breaking out again in Detroit?

A. IF MORE THAN ONE CAUSE MENTIONED, AFTER RECORDING READ FOLLOWING TO R AND WRITE HERE HIS SELECTION: You mentioned several things the city government should do. Which of these do you think is the single most important thing the city government should do to prevent another disturbance?

71. Do you have any children living at home?

1. YES

5. NO (GO TO Q 72)

A. How many? _____ (NUMBER)

B. How many of the children are 15 years of age or younger?
_____ (NUMBER)

72. How many other people are there in this household besides you and your (husband/wife) and children?

_____ (NUMBER)

73. ASK MEN ABOUT A SON; ASK WOMEN ABOUT A DAUGHTER

How much would you like a (son/daughter) of yours to be like you when (he/she) grows up--exactly like you, pretty much like you, slightly like you, or not at all like you?

1. EXACTLY 2. PRETTY MUCH 3. SLIGHTLY 4. NOT AT ALL (GO TO B)

A. In what ways would you want him (her) to be like you?

GO TO B UNLESS "EXACTLY"

B. In what ways would you want him (her) to be different from you?

71. What was your age on your last birthday? _____ (YEARS)

75. EDUCATION: CIRCLE EACH ANSWER BELOW. (IF DK FOR ANY, GET R'S BEST GUESS)

- A. What was the highest grade of school you completed?
- B. What was the highest grade of school your father completed?
- C. What was the highest grade of school your mother completed?
- D. IF MARRIED: What was the highest grade of school your (wife/husband) completed?
- E. What was the highest grade of school your brother closest in age to you completed?

<u>A. RESPONDENT</u>	<u>B. FATHER</u>	<u>C. MOTHER</u>	<u>D. SPOUSE</u>	<u>E. BROTHER</u>
0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9
10	10	10	10	10
11	11	11	11	11
12	12	12	12	12
13	13	13	13	13
14	14	14	14	14
15	15	15	15	15
16	16	16	16	16
17+	17+	17+	17+	17+

IF R IS UNDER 30 YEARS OF AGE AND HAS A BROTHER IN E, ASK:

F. Is this brother in school now?

YES 1
NO. 5

76. Would you like to have gotten (even) more education than you did?

1. YES

5. NO (GO TO 77)

↓
A. What was the main reason that you didn't get more education?

77. Now would you think of the person who is your closest friend and whom you see most often.

A. How many years of school did this person complete? _____ (YEARS)

B. What kind of job does this friend have?

78. ASK OF MALES ONLY

Have you ever served in the armed forces?

YES 1
NO 5

79. How long have you lived in this neighborhood? _____ (YEARS)

80. Do you own your home, are you buying it, or do you rent?

OWN OR BUYING . . . 1

RENT 2

OTHER (SPECIFY) . . 3

85. ASK EVERYONE

Apart from your neighbors are there (other) white people, including people from work, that you get together with socially or in recreational activities?

1. YES

5. NO (GO TO Q 86)

A. Is this something you do fairly often or just once in a while?

FAIRLY OFTEN 1
ONCE IN A WHILE 2

86. IF ANY WHITE NEIGHBORS OR FRIENDS

Thinking of the white people you know fairly well, do you discuss racial questions with them often, once in a while, or never?

OFTEN 1
ONCE IN A WHILE 2
NEVER 3

87. Would you personally prefer to live in a neighborhood with all Negroes, mostly Negroes, mostly whites, or a neighborhood that's mixed half and half?

ALL NEGRO 1
MOSTLY NEGRO 2
MOSTLY WHITE 3
MIXED 4
MAKES NO DIFFERENCE 7

88. Here are a few more questions about yourself. Would you say it's better to plan one's life in advance, or would you say that life is too unpredictable to plan ahead very far?

PLAN IN ADVANCE 1
TOO UNPREDICTABLE 2

89. When you do make plans ahead, do you usually get to carry out things the way you expected, or do things usually come up to make you change your plans?

THINGS WORK OUT AS EXPECTED . . . 1
HAVE TO CHANGE PLANS 2

90. Some people feel they can run their lives pretty much the way they want to; others feel the problems of life are sometimes too big for them. Which one are you most like?

CAN RUN OWN LIFE 1
PROBLEMS OF LIFE TOO BIG 2

91. About how often do you go to church: once a week, two or three times a month, a few times a year, or never?

ONCE A WEEK OR MORE (ASK A-B) 1
TWO OR THREE TIMES A MONTH (ASK A-B). 2
FEW TIMES A YEAR (ASK A-B). 3
NEVER (GO TO Q 92). 4

ASK EVERYONE EXCEPT NEVER

A. In your church, has money ever been collected at Sunday service for the Civil Rights movement?

YES 1
NO 5

B. Have there ever been speakers at Sunday services who were running for public office and were seeking support?

YES 1
NO 5

ASK EVERYONE Q 92 TO END

92. How important a part of your life are your religious beliefs: Would you say they are extremely important, quite important, of some importance, or not at all important?

- 1. EXTREMELY IMPORTANT 1
- 2. QUITE IMPORTANT 2
- 3. SOME IMPORTANCE 3
- 4. NOT IMPORTANT AT ALL 4

93. Would you say the Negro churches generally have done enough in working for equal rights, or haven't they done enough?

- 1. ENOUGH
- 2. NOT ENOUGH

A. What do you think the churches should be doing that they aren't?

94. How many people in your family living here receive wages or salaries?

_____ (NUMBER OF PEOPLE)

A. Do any of the members of your family receive income from the government, like veteran's benefits, welfare, or social security?

- YES 1
- NO 5

B. Do any members of your family receive income from renting buildings or rooms, life insurance, or retirement pensions?

- YES 1
- NO 5

C. Here's a card that lists monthly income for the whole family. (HAND CARD)
Would you tell me how much money your family makes in one month, including all the kinds of income we mentioned before: Just give the letter on the card that fits.

- A. Under \$200 . . .00
- B. \$200-299 . . .01
- C. \$300-399 . . .02
- D. \$400-499 . . .03
- E. \$500-599 . . .04
- F. \$600-699 . . .05
- G. \$700-799 . . .06
- H. \$800-999 . . .07
- I. \$1000-1,199 . .08
- J. \$1200-1,399 . .09
- K. \$1400 and over 10

93. Do you buy the Michigan Chronicle?

- YES 1
- NO. 5
- (VOLUNTEERED) DOESN'T BUY BUT READS OFTEN 7

94. Could you tell me who two or three of your favorite actors or entertainers are?

95. We're finished now except I would like to know how you feel about surveys like this. Some people feel that surveys give people a chance to speak out on important issues. Others feel there has already been enough interviewing on these issues, especially of Negroes. What do you think?

- CHANCE TO SPEAK OUT . . . 1
- ENOUGH INTERVIEWING . . . 2

96. That finishes the interview. Would you mind giving me your phone number in case my office wants to verify this interview?

(IF R SEEMS UNWILLING, DO NOT INSIST)

PHONE NO. _____

* TIME IS NOW: _____

97. INTERVIEWER: FILL THIS OUT IMMEDIATELY BEFORE LEAVING NEIGHBORHOOD. ESSENTIAL

A. Total interview time (NUMBER OF MINUTES) _____ (DO NOT INCLUDE THE TIME SPENT TALKING WITH R AFTER INTERVIEW IS OFFICIALLY OVER.)

B. R'S INTEREST IN TALKING ABOUT RACIAL ISSUES:

- Very interested in discussing racial issues 1
- Average interest. 2
- Reluctant to discuss racial issues. 3

C. R'S UNDERSTANDING OF QUESTIONNAIRE WAS:

- Excellent 1
- Good. 2
- Fair. 3
- Poor. 4

D. WHAT PERSONS OVER 14 YEARS OF AGE WERE PRESENT DURING INTERVIEW? CIRCLE ALL THAT APPLY. NOTE IF THIS AFFECTED INTERVIEW.

- None. 0
- Spouse. 1
- Parent 2
- Child over 14 3
- Other relative or friend. . . 4
- Other (SPECIFY) 5

E. RESPONDENT'S SKIN COLOR

- Fair. 1
- Light brown 2
- Dark brown. 3
- Dark. 4

F. WAS RESPONDENT UNUSUALLY ATTRACTIVE?

YES 1
NO. 5

G. RESPONDENT'S ABILITY TO EXPRESS HIMSELF

Very articulate, excellent vocabulary 1
. 2
. 3
Limited vocabulary, expresses self with great difficulty. 4

H. RATE THE CONFIDENCE AND POISE OF THE RESPONDENT.

Very confident and poised 1
. 2
. 3
Very hesitant, lacks confidence 4

I. HOME FURNISHINGS

Excellent - handsomely furnished, attractive. 1
Good - well-furnished 2
Fair. 3
Poor - shabby run-down furnishings. 4

J. NEATNESS OF INTERIOR

Very neat and clean. 1
Fairly neat and clean 2
Fairly disordered 3
Very disordered 4

K. SEX OF RESPONDENT

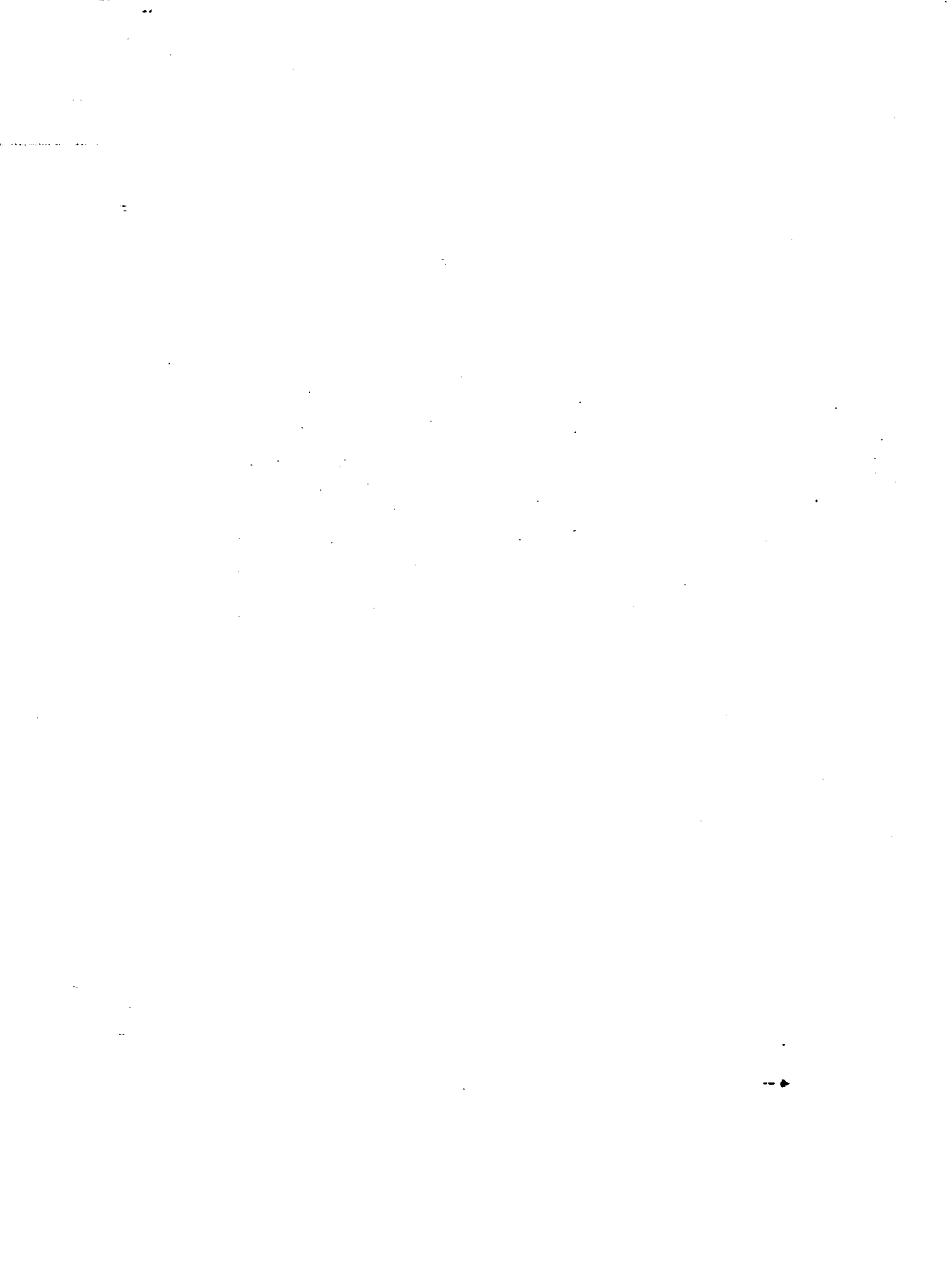
Male. 1
Female. 2

L. WERE THERE ANY QUESTIONS YOU THINK THE RESPONDENT DID NOT SEEM TO ANSWER FRANKLY OR HONESTLY. IF SO, GIVE QUESTION NUMBERS AND THE REASON YOU DOUBT THE ANSWER.

M. THUMBNAIL SKETCH OF RESPONDENT: PLEASE GIVE A BRIEF DESCRIPTION OF RESPONDENT, AND OF ANY SPECIAL CONDITIONS THAT AFFECTED THE INTERVIEW.

USE THIS PAGE FOR CONTINUATION OF QUESTIONS WHERE MORE SPACE IS NEEDED. BE SURE TO INDICATE QUESTION NUMBERS.

OSIRIS DICTIONARY LISTING



VAR.	TYPE	VARIABLE NAME	TLOC	WIDTH	NODEC	RESP.	MDCODE1	MDCODE2	REFNO	ID	TSEQNO
T	1	0	INTERVIEW NUMBER	CS	1	3	0		1		00000
T	2	0	RACE OF INTERVIEWER	CS	4	1	0		1		00000
T	3	0	STRATUM	CS	5	1	0		1		00000
T	4	0	INCOME RATING	CS	6	1	0		1		00000
T	5	0	FINAL STATUS OF CS	CS	7	1	0		1		00000
T	6	0	INTERVIEWER'S NAME	CS	8	2	0		1		00000
T	7	0	SEX BY RACE OR INTVR	CS	10	1	0		1		00000
T	8	0	CLUSTER NUMBER	CS	11	4	0		1		00000
T	9	0	TYPE OF ADDRESS	CS	15	1	0	1	0000009		00000
T	10	0	NO. EXTRA DU	CS	16	1	0	1	0000009		00000
T	11	0	TIME OF LAST CONTACT	CS	17	1	0	1	0000009		00000
T	12	0	DATE OF LAST CONTACT	CS	18	1	0	1	0000009		00000
T	13	0	DAY OF LAST CONTACT	CS	19	1	0	1	0000009		00000
T	14	0	NO. OF WAF & RA	CS	20	1	0	1			00000
T	15	0	NO. DEFINHE REPSL	CS	21	1	0	1			00000
T	16	0	NO. DEP REP TO W M	CS	22	1	0	1			00000
T	17	0	NO DEP REP TO W F	CS	23	1	0	1			00000
T	18	0	NO. DEP REP TO N M	CS	24	1	0	1			00000
T	19	0	NO. DEP REP TO N F	CS	25	1	0	1			00000
T	20	0	R'S HSLD STATUS	CS	26	1	0	1	0000009		00000
T	21	0	R'S RACE	CS	27	1	0	1			00000
T	22	0	WEIGHTS FOR SEX	CS	28	2	0	1			00000
T	23	0	R'S AGE-YEARS	CS	30	2	0	1	0000099		00000
T	24	0	R'S AGE-DECADES	CS	32	1	0	1	0000009		00000
T	25	0	MARITAL STATUS	CS	33	1	0	1	0000009		00000
T	26	0	RACE OF R'S WIFE	CS	34	1	0	1	0000000	0000009	00000

LISTING OF DICTIN

VAR.	TYPE	VARIABLE NAME	TLOC	WIDTH	NODEC	RESP.	MDCODE1	MDCODE2	REFNO	ID	TSQONJ
T	27	0	AGE OF R'S WIFE	CS	35	2	0	1	0000000	0000039	00000
T	28	0	AGE OF WIFE-DECADES	CS	37	1	0	1	0000000	0000009	00000
T	29	0	RACE OF R'S HUSBND	CS	38	1	0	1	0000000	0000009	00000
T	30	0	AGE OF R'S HUSBND	CS	39	2	0	1	0000000	0000099	00000
T	31	0	AGE OF HUSB-DECADES	CS	41	1	0	1	0000000	0000009	00000
T	32	0	WHO REFUSED	CS	42	1	0	1	0000000	0000009	00000
T	33	0	AGE OF REFUSER	CS	43	2	0	1	0000000	0000099	00000
T	34	0	AGE OF REF-DECADES	CS	45	1	0	1	0000000	0000009	00000
T	35	0	SEX OF REFUSER	CS	46	1	0	1	0000000	0000009	00000
T	36	0	WHERE REF OCCURED	CS	47	1	0	1	0000000	0000009	00000
T	37	0	REASON FOR REF 1	CS	48	1	0	1	0000000	0000009	00000
T	38	0	REASON FOR REF 2	CS	49	1	0	1	0000000	0000009	00000
T	39	0	THINK REAL REASON	CS	50	1	0	1	0000000	0000008	00000
T	40	0	TONE OF REFUSAL	CS	51	1	0	1	0000000	0000007	00000
T	41	0	RESULT OF CALL 1	CS	52	1	0	1			00000
T	42	0	RESULT OF CALL 2	CS	53	1	0	1	0000000		00000
T	43	0	RESULT OF CALL 3	CS	54	1	0	1	0000000		00000
T	44	0	RESULT OF CALL 4	CS	55	1	0	1	0000000		00000
T	45	0	RESULT OF CALL 5	CS	56	1	0	1	0000000		00000
T	46	0	RESULT OF CALL 6	CS	57	1	0	1	0000000		00000
T	47	0	SEX OF INTERVIEWER		58	1	0	1			00000
T	48	0	RACE OF INTERVIEWER		59	1	0	1			00000
T	49	0	POOR CITY SERVICES	1	60	1	0	1	0000009	0000009	00000
T	50	0	SAFE PLAY AREAS PRBLM	2	61	1	0	1	0000009	0000009	00000
T	51	0	PROPERTY KEPT UP PRBLM	3	62	1	0	1	0000009	0000009	00000
T	52	0	IS HOME SATISFACTORY	5	63	1	0	1	0000009	0000009	00000

LISTING OF DICTIN

3

VAR.	TYPE	VARIABLE NAME	TLOC	WIDTH	NODEC	RESP.	MDCODE1	MDCODE2	REPNO	ID	TSEQNO
T	53	0	COMP HOUSE W/AVG DET	6	64	1	0	1	0000009	0000008	00000
T	54	0	SATISFACTION W/NBHD	8	65	1	0	1	0000009	0000007	00000
T	55	0	FED GOVT TRYING	9	66	1	0	1	0000009	0000008	00000
T	56	0	W PARNTS PREFR W TCHR	12	67	1	0	1	0000009	0000008	00000
T	57	0	W PRINCPL INNER CITY	13	68	1	0	1	0000009	0000008	00000
T	58	0	W TCHRS MORE INTRST	14	69	1	0	1	0000009	0000008	00000
T	59	0	CHILD TALK BACK	16A	70	1	0	1	0000009	0000007	00000
T	60	0	IF CHILD UNUSUAL	16B	71	1	0	1	0000009	0000007	00000
T	61	0	CHLD LRN OBEDNC/INDEP16C		72	1	0	1	0000000	0000008	00000
T	62	0	CHLD LRN INDEP/OBEDNC16D		73	1	0	1	0000000	0000008	00000
T	63	0	CHLD LRN-SUM	16C,D	74	1	0	1	0000009	0000008	00000
T	64	0	MORE WHTS IN FAVOR	18	75	1	0	1	0000008	0000009	00000
T	65	0	CONTACT W/HEADSTART	20A	76	1	0	1	0000008	0000009	00000
T	66	0	CONTACT W/JOB TRNG	20B	77	1	0	1	0000008	0000009	00000
T	67	0	CONTACT W/TAP CNTR	20C	78	1	0	1	0000008	0000009	00000
T	68	0	CONTACT W/OTHR PRGRM	20D	79	1	0	1	0000008	0000009	00000
T	69	0	CONTACTS W/POV PRGRM	20S	80	1	0	1	0000009		00000
T	70	0	ROLE IN HEADSTART	20E	81	1	0	1	0000000	0000008	00000
T	71	0	ROLE IN JOB TRNG	20F	82	1	0	1	0000000	0000008	00000
T	72	0	ROLE IN TAP CNTR	20G	83	1	0	1	0000000	0000008	00000
T	73	0	ROLE IN OTHR PRGRM	20H	84	1	0	1	0000000	0000008	00000
T	74	0	ENOUGH POLICE PROTCTN	24	85	1	0	1	0000008	0000009	00000
T	75	0	RIGHT TO STOP/SEARCH	25	86	1	0	1	0000008	0000009	00000
T	76	0	WOULD USE UNFAIRLY	26	87	1	0	1	0000008	0000009	00000
T	77	0	EVER DISCR HOUSING	27	88	1	0	1	0000008	0000009	00000
T	78	0	MISSED OUT PRFRD HOUSG28		89	1	0	1	0000008	0000009	00000

LISTING OF DICTIN

4

VAR.	TYPE	VARIABLE NAME	TLOC	WIDTH	NODEC	RESP.	RDCODE1	RDCODE2	REFNO	ID	TSEQNO
T	79	0	EXTENT CITY HOUS DSCR 29	90	1	0	1	0000008	0000009		00000
T	80	0	N/W CUST TREATMT DWTN 30	91	1	0	1	0000008	0000009		00000
T	81	0	ANGRY IF TRTED IMPOLT 31	92	1	0	1	0000009	0000007		00000
T	82	0	PROGRESS VS DSCRHNATN 33	93	1	0	1	0000008	0000009		00000
T	83	0	FUTURE RACLPREJ IN US 34	94	1	0	1	0000009	0000007		00000
T	84	0	US WORTH FIGHTING FOR 34	95	1	0	1	0000008	0000009		00000
T	85	0	DEVL P N CONN/INTEGRTE 38	96	1	0	1	0000009	0000007		00000
T	86	0	PARTCPT NONVIOL PRST 40	97	1	0	1	0000008	0000009		00000
T	87	0	PARTIC IN BOYCOTT 40A	98	1	0	1	0000000	0000008		00000
T	88	0	PARTIC IN MARCH 40A	99	1	0	1	0000000	0000008		00000
T	89	0	PARTIC IN SIT IN 40A	100	1	0	1	0000000	0000008		00000
T	90	0	PARTIC IN PICKETING 40A	101	1	0	1	0000000	0000008		00000
T	91	0	PARTIC IN OTHER 40A	102	1	0	1	0000000	0000008		00000
T	92	0	PARTCPT-SUMMARY 40AS	103	1	0	1	0000000	0000008		00000
T	93	0	CTY WHTS SYMPHZ NGRS 41	104	1	0	1	0000008	0000009		00000
T	94	0	CAN TRUST MOST WHITES 42	105	1	0	1	0000008	0000009		00000
T	95	0	APPROVE CAVANAUGH 45A	106	1	0	1	0000008	0000009		00000
T	96	0	APPROVE CLEAGUE 45B	107	1	0	1	0000008	0000009		00000
T	97	0	APPROVE RAVITZ 45C	108	1	0	1	0000008	0000009		00000
T	98	0	APPROVE CONYERS 45D	109	1	0	1	0000008	0000009		00000
T	99	0	APPROVE HOOD 45E	110	1	0	1	0000009	0000009		00000
T	100	0	SATIS JOB PROMTN & PAY 48	111	1	0	1	0000000	0000009		00000
T	101	0	SATIS KIND OF WORK 49	112	1	0	1	0000000	0000009		00000
T	102	0	JOB RACL COMPSTN 52	113	1	0	1	0000000	0000009		00000
T	103	0	LUNCH W/WHITES 52A	114	1	0	1	0000000	0000009		00000
T	104	0	R SUPPRD JOE DSCRNTN 53	115	1	0	1	0000000	0000008		00000

LISTING OF DICTIN

5

VAR.	TYPE	VARIABLE NAME	TLJC	WIDTH	NODEC	RESP.	NDCODE1	NDCODE2	REPNO	ID	TSEQNO
T	105	0	HAPP MORE THAN ONCE 53A	116	1	0	1	0000000	0000008		00000
T	106	0	MISSED OUT PRPRD JOB 54	117	1	0	1	0000000	0000008		00000
T	107	0	EXTENT CITY JOB DSCR 55	118	1	0	1	0000008	0000009		00000
T	108	0	WHAT CALL DISTURBANCES59	119	1	0	1	0000009	0000007		00000
T	109	0	RIOTERS NEGR/WHT 61	120	1	0	1	0000008	0000009		00000
T	110	0	MORE JOBS SNC RIOT 62	121	1	0	1	0000008	0000009		00000
T	111	0	OFFCLS LISTN SNC RIOT 63	122	1	0	1	0000008	0000009		00000
T	112	0	N MORE MILTNT SNC RIOT65	123	1	0	1	0000008	0000009		00000
T	113	0	WHTS FAVOR CR SNC RIOT66	124	1	0	1	0000008	0000009		00000
T	114	0	WHTS AFRAID/AWARE 66A	125	1	0	1	0000000	0000008		00000
T	115	0	ALWAYS LIVED IN CITY 68	126	1	0	1	0000008	0000009		00000
T	116	0	HOW LONG LIVED HERE 68A	127	2	0	1	0000000	0000098		00000
T	117	0	HOW LONG HERE-DEC 68A	129	1	0	1	0000009			00000
T	118	0	HOME STATE 1ST 10YRS 68B	130	2	0	1	0000000			00000
T	119	0	REGION OF FIRSTSTATE 68B	132	1	0	1	0000000			00000
T	120	0	HOME CNTRY 1ST 10 YRS 68B	133	1	0	1	0000000	0000009		00000
T	121	0	POPUL OF 1ST CONHTY 68C	134	1	0	1	0000000	0000008		00000
T	122	0	ATTND INTEG SCHLS 70	135	1	0	1	0000008	0000009		00000
T	123	0	GRADE SCHL/HIGH SCHL 70A	136	1	0	1	0000000	0000008		00000
T	124	0	SCHL RACL COMPSTN 70B	137	1	0	1	0000000	0000008		00000
T	125	0	ANY CHLDN AT HOME 71	138	1	0	1	0000009			00000
T	126	0	# CHLDN AT HOME 71A	139	2	0	1	0000000	0000098		00000
T	127	0	# CHLDN 15 OR YNGR 71B	141	2	0	1	0000000	0000098		00000
T	128	0	# CHLDN OVER 15 71B	143	2	0	1	0000000	0000098		00000
T	129	0	# OTHER HSEHLD RESDNTS72	145	1	0	1	0000008	0000009		00000
T	130	0	R'S AGE-YEARS 74	146	2	0	1	0000098	0000099		00000

LISTING OF DICTIN

6

VAR.	TYPE	VARIABLE NAME	TLOC	WIDTH	NODEC	RESP.	MDCODE1	MDCODE2	REPNO	ID	TSEQNO
T	131	0	B'S AGE-DECADES	74	148	1	0	1	0000009		00000
T	132	0	B'S EDUCATION	75A	149	2	0	1	0000098	0000099	00000
T	133	0	B'S TECH TRNG	75A	151	1	0	1			00000
T	134	0	FATHER'S EDUCATION	75B	152	2	0	1	0000098	0000099	00000
T	135	0	MOTHER'S EDUCATION	75C	154	2	0	1	0000098	0000099	00000
T	136	0	SPOUSE'S EDUCATION	75D	156	2	0	1	0000000	0000098	00000
T	137	0	BROTHER'S EDUCATION	75E	158	2	0	1	0000000	0000098	00000
T	138	0	IS BROTHER IN SCHL	75F	160	1	0	1	0000000	0000008	00000
T	139	0	FRIEND'S EDUCATION	77A	161	2	0	1	0000000	0000098	00000
T	140	0	EVER IN ARMED FORCES	78	163	1	0	1	0000000	0000009	00000
T	141	0	HOW LONG IN THIS NBHD	79	164	2	0	1	0000098	0000099	00000
T	142	0	HOW LONG IN NBHD-DEC	79	166	1	0	1	0000009		00000
T	143	0	OWN OR RENT DWELLING	80	167	1	0	1	0000007	0000009	00000
T	144	0	NO. ROOMS IN DWELLING	81	168	2	0	1	0000098	0000099	00000
T	145	0	COMP HOME W/DET M'S	82	170	1	0	1	0000008	0000009	00000
T	146	0	COMP HOME W/DET W'S	83	171	1	0	1	0000008	0000009	00000
T	147	0	NBHD RACIAL COMP	84	172	1	0	1	0000008	0000009	00000
T	148	0	VISIT NBHD WHITES	84A	173	1	0	1	0000000	0000008	00000
T	149	0	SOCIAL ACTVTY W/WHITS	85	174	1	0	1	0000008	0000009	00000
T	150	0	HOW OFTEN	85A	175	1	0	1	0000000	0000008	00000
T	151	0	DISCUSS RACL Q'S W/WH	86	176	1	0	1	0000000	0000008	00000
T	152	0	PREP NBHD RACIAL COMP	87	177	1	0	1	0000009	0000007	00000
T	153	0	EFFIC PLAN AHEAD	88	178	1	0	1	0000009	0000007	00000
T	154	0	EFFIC CHANGE PLANS	89	179	1	0	1	0000008	0000009	00000
T	155	0	EFFIC RUN OWN LIFE	90	180	1	0	1	0000008	0000009	00000
T	156	0	CHURCH ATTENDANCE	91	181	1	0	1	0000008	0000009	00000

LISTING OF DICTIN

7

VAR.	TYPE	VARIABLE NAME	TLOC	WIDTH	NODEC	RESP.	MDCODE1	MDCODE2	REPNO	ID	TSEQNO
T	157	0	CHRCH COLLECT CR MONY 91A	182	1	0	1	0000000	0000008		00000
T	158	0	POLIT CANDIDTS AT CHR91B	183	1	0	1	0000000	0000008		00000
T	159	0	HOW IMPRINT RELIGION 92	184	1	0	1	0000008	0000009		00000
T	160	0	NO. HSLD WAGEARNERS 94	185	1	0	1	0000008	0000009		00000
T	161	0	INCH FROM GOVT 94A	186	1	0	1	0000008	0000009		00000
T	162	0	INCH FRM RENT/INS/PEN94B	187	1	0	1	0000008	0000009		00000
T	163	0	TOTL FNLY INCOME 94C	188	2	0	1	0000011			00000
T	164	0	BUY NICH CHRONICLE X93	190	1	0	1	0000008	0000009		00000
T	165	0	CHNCE SPK/ENOUGH INT 95	191	1	0	1	0000009	0000007		00000
T	166	0	INTERVIEW LENGTH 97A	192	1	0	1	0000009			00000
T	167	0	RACIAL ISSUES INTRST 97B	193	1	0	1	0000009			00000
T	168	0	R'S UNDERSTANDING 97C	194	1	0	1	0000009			00000
T	169	0	PERSONS PRESENT 1 97D	195	1	0	1	0000000	0000009		00000
T	170	0	PERSONS PRESENT 2 97D	196	1	0	1	0000000	0000009		00000
T	171	0	R'S SKIN COLOR 97E	197	1	0	1	0000009			00000
T	172	0	R'S ATTRACTIVENESS 97F	198	1	0	1	0000009			00000
T	173	0	R'S ABILITY TO EXPRES97G	199	1	0	1	0000009			00000
T	174	0	R'S CONFIDENCE 97H	200	1	0	1	0000009			00000
T	175	0	HOME FURNISHINGS 97I	201	1	0	1	0000009			00000
T	176	0	INTERIOR NEATNESS 97J	202	1	0	1	0000009			00000
T	177	0	SEX OF R 97K	203	1	0	1				00000
T	178	0	ANY DIFFICLT Q'S 97L	204	1	0	1				00000
T	179	0	DIFFICULT Q 1 97L	205	3	0	1	0000000			00000
T	180	0	DIFFICULT Q2 97L	208	3	0	1	0000000			00000
T	181	0	DIFFICULT Q 3 97L	211	3	0	1	0000000			00000
T	182	0	R'S EMPLOYMT STATUS 47	214	1	0	1	0000007	0000009		00000

LISTING OF DICTIN

8

VAR.	TYPE	VARIABLE NAME	TLOC	WIDTH	MODEC	RESP.	MDCODE1	MDCODE2	REFNO	ID	TSZQNO
T	183	0	UNEMPLOYED HOW LONG	47A	215	1	0	1	0000000	0000009	00000
T	184	0	R SELF EMPLOY	47D	216	1	0	1	0000000	0000009	00000
T	185	0	R'S INDUSTRY	47C	217	3	0	1	0000999	0000998	00000
T	186	0	R'S OCCUPATION	47B	220	3	0	1	0000995	0000993	00000
T	187	0	HOURS PER WEEK	47F	223	2	0	1	0000000	0000098	00000
T	188	0	HRS PER WK-SUN	47FS	225	1	0	1	0000000	0000009	00000
T	189	0	TIMES UNEMP PAST 5YR	47G	226	1	0	1	0000000	0000008	00000
T	190	0	MARITAL STATUS	56	227	1	0	1	0000009		00000
T	191	0	SPOUSE'S ENPL STATUS	57	228	1	0	1	0000000	0000007	00000
T	192	0	SPOUSE UNEMP HOW LNG	57A	229	1	0	1	0000000	0000008	00000
T	193	0	SPOUSE SELF EMPLOY	57D	230	1	0	1	0000000	0000008	00000
T	194	0	SPOUSE'S INDUSTRY	57C	231	3	0	1	0000999	0000998	00000
T	195	0	SPOUSE'S OCCUPATION	57B	234	3	0	1	0000995	0000993	00000
T	196	0	SPOUSE UNEMP PAST 5YR	57F	237	1	0	1	0000000	0000008	00000
T	197	0	DID R KNOW FTHR'S OCC	69	238	1	0	1	0000009		00000
T	198	0	FATHER SELF EMPLOY	69	239	1	0	1	0000000	0000009	00000
T	199	0	FATHER'S INDUSTRY	69	240	3	0	1	0000999	0000998	00000
T	200	0	FATHER'S OCCUPATION	69	243	3	0	1	0000995	0000993	00000
T	201	0	FRIEND SELF EMPLOY	77B	246	1	0	1	0000000	0000008	00000
T	202	0	FRIEND'S INDUSTRY	77B	247	3	0	1	0000999	0000998	00000
T	203	0	FRIEND'S OCCUPATION	77B	250	3	0	1	0000995	0000993	00000
T	204	Q	IS CRIME NBHD PRBLM	4	253	1	0	1	0000008	0000009	00000
T	205	Q	HOW MAKE NBHD SAFER1	4A	254	1	0	1	0000000	0000007	00000
T	206	Q	HOW MAKE NBHD SAFER 2	4A	255	1	0	1	0000000	0000007	00000
T	207	Q	BLOCK CLUB IN NBHD	7	256	1	0	1	0000008	0000009	00000
T	208	Q	R ATTEND MEETINGS	7A	257	1	0	1	0000008	0000009	00000

LISTING OF DICTIN

9

VAR.	TYPE	VARIABLE NAME	TLOC	WIDTH	NODEC	RESP.	MDCODE1	MDCODE2	REFNO	ID	TSEQNO
T	209	0	NBHD GOTTEN TOGETHR	7B	258	1	0	1	0000000	0000009	00000
T	210	0	WHAT PROBLMS-EXT	7C	259	1	0	1	0000000	0000007	00000
T	211	0	WHAT PROBLMS-INT	7C	260	1	0	1	0000000	0000006	00000
T	212	0	TEENAGE DROPOUTS 1	10	261	2	0	1	0000099	0000098	00000
T	213	0	TEEN DROPS-SUN 1	10S	263	1	0	1	0000009		00000
T	214	0	TEENAGE DROPOUTS 2	10	264	2	0	1	0000000	0000098	00000
T	215	0	TEEN DROPS-SUN 2	10S	266	1	0	1	0000000	0000009	00000
T	216	0	N KIDS N PRINCIPAL	15	267	1	0	1	0000008	0000009	00000
T	217	0	WHY N KIDS N PRINCIPA15A		268	2	0	1	0000000	0000010	00000
T	218	0	KING'S GREATST CONTR1	17	270	2	0	1	0000011	0000009	00000
T	219	0	KING'S GREATST CONTR2	17	272	2	0	1	0000000	0000009	00000
T	220	0	HLK W/N APRT/TGTHR	19	274	1	0	1	0000008	0000009	00000
T	221	0	WHY FURTHER APART	19A	275	1	0	1	0000000	0000007	00000
T	222	0	WHY CLOSER TOGTHR	19A	276	1	0	1	0000000	0000007	00000
T	223	0	WHY NO CHNG/BOTH	19A	277	1	0	1	0000000	0000007	00000
T	224	0	H0ST IMP N LEADER 1	X19	278	1	0	1	0000000	0000007	00000
T	225	0	H0ST IMP N LEADER2	X19	279	1	0	1	0000000	0000007	00000
T	226	0	N LEADER-NEGATIVE	X19	280	1	0	1	0000000	0000007	00000
T	227	0	WHY MORE WELFARE 1	22	291	2	0	1	0000099	0000071	00000
T	228	0	WHY MORE WELFARE 2	22	293	2	0	1	0000000	0000071	00000
T	229	0	WHY WELFARE-SUN 1	22S	285	1	0	1	0000009	0000007	00000
T	230	0	WHY WELFARE-SUN 2	22S	286	1	0	1	0000000	0000007	00000
T	231	0	CONPLAINTS ABT POLICE	23	287	1	0	1	0000009		00000
T	232	0	WHAT HAPPENED	23A	288	2	0	1	0000000	0000010	00000
T	233	0	HCW LONG AGO	23R	290	1	0	1	0000000	0000009	00000
T	234	0	SEEN HAPN/HAPN FREIDN23C		291	1	0	1	0000000	0000009	00000

LISTING OF DICTIN

10

VAR.	TYPE	VARIABLE NAME	TLOC	WIDTH	NODEC	RESP.	MDCODE1	MDCODE2	REFNO	ID	TSEQNO
T	235	0	WHAT HAPPENED	23D	292	2	0	1	0000000	0000010	00000
T	236	0	HOW LONG AGO	23E	294	1	0	1	0000000	0000009	00000
T	237	0	DO ABT W NOT HIRE M	32	295	2	0	1	0000099	0000077	00000
T	238	0	DO WIT W NOT HIRE M	32A	297	2	0	1	0000099	0000077	00000
T	239	0	BESTMEANS RIGHTSGAIN	39	299	2	0	1	0000010	0000008	00000
T	240	0	IF NOT WRK,USE VLNC	39A	301	1	0	1	0000000	0000008	00000
T	241	0	WHEN USE VIOLENCE1	39BC	302	1	0	1	0000000	0000007	00000
T	242	0	WHEN USE VIOLENCE2	39BC	303	1	0	1	0000000	0000007	00000
T	243	0	WORST EXPRNC W/WH	44	304	2	0	1	0000011	0000008	00000
T	244	0	UNEMPLOYED MEN1	46	306	2	0	1	0000099	0000097	00000
T	245	0	UNEMP MEN-SUM1	46S	308	1	0	1	0000009		00000
T	246	0	UNEMPLOYED MEN 2	46	309	2	0	1	0000000	0000097	00000
T	247	0	UNEMP MEN-SUM2	46S	311	1	0	1	0000000	0000009	00000
T	248	0	EQUAL JOB OPPOR	50	312	1	0	1	0000000	0000008	00000
T	249	0	WHICH JOBS CLOSED	50A	313	1	0	1	0000000	0000007	00000
T	250	0	R MENTH TOKENISH	50A	314	1	0	1	0000000	0000009	00000
T	251	0	IS SUPERVSR W/N	51	315	1	0	1	0000000	0000009	00000
T	252	0	TREATS M/W SAME	51A	316	1	0	1	0000000	0000009	00000
T	253	0	HOW TREAT DIFFRNT	51B	317	1	0	1	0000000	0000008	00000
T	254	0	EXPT PHLY FINAN IMPRV58	318	318	1	0	1	0000008	0000009	00000
T	255	0	WHY FEEL THAT WAY	58A	319	1	0	1	0000009	0000007	00000
T	256	0	FEEL SAFR FROM CRIME	64	320	1	0	1	0000008	0000009	00000
T	257	0	WHY FEEL SAFER	64A	321	1	0	1	0000000	0000007	00000
T	258	0	WHY NOT AS SAFE1	64B	322	1	0	1	0000000	0000007	00000
T	259	0	WHY NOT AS SAFE2	64B	323	1	0	1	0000000	0000007	00000
T	260	0	CITY RIOT PREVENTN1	67	324	2	0	1	0000098	0000099	00000

LISTING OF DICTIN

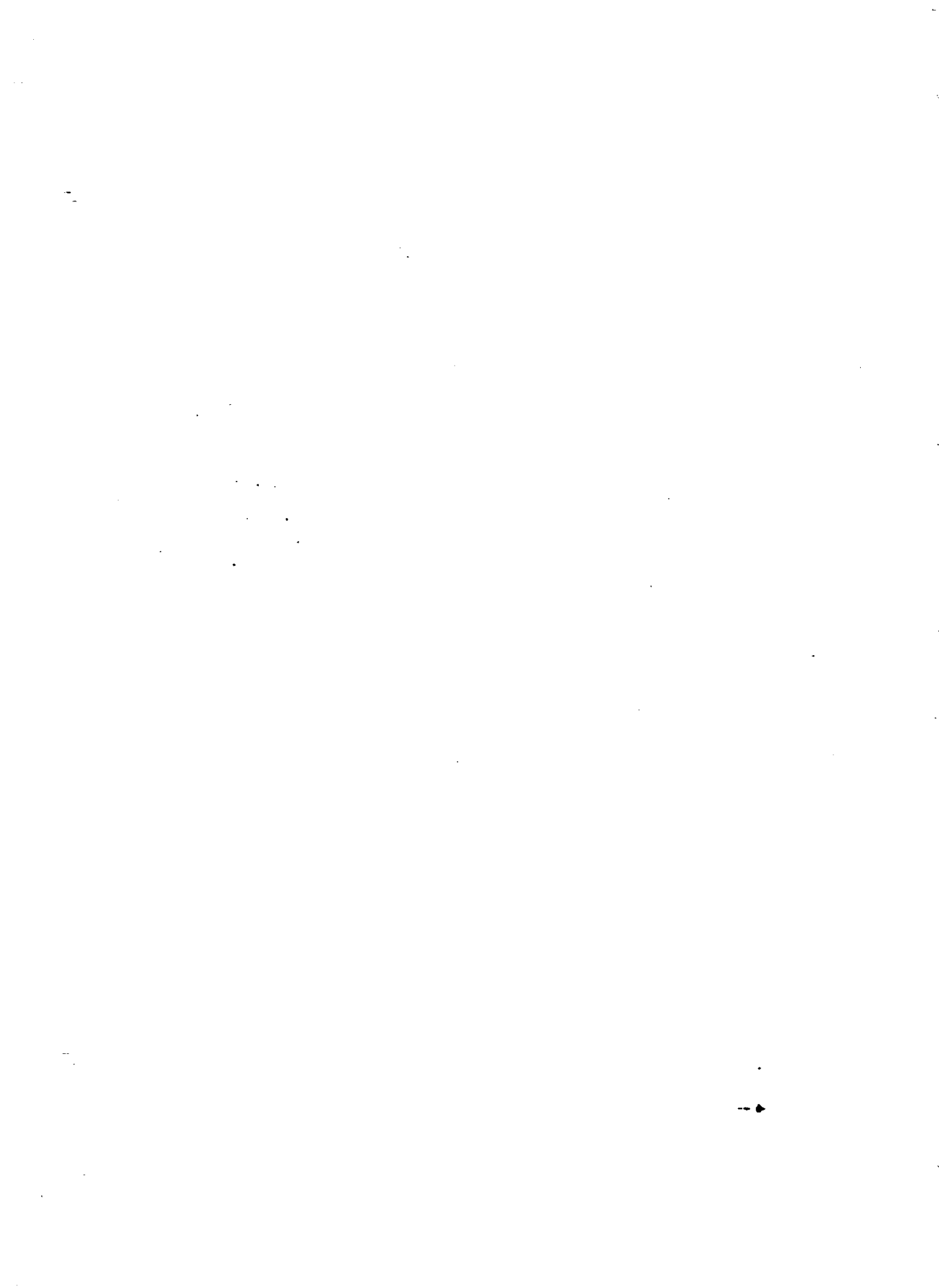
VAR.	TYPE	VARIABLE NAME	TLOC	WIDTH	NODEC	RESP.	MDCODE1	MDCODE2	REFNO	ID	TSEQNO
T	261	0	RIOT PREVNTN-SUM1	67S	326	1	0	1	0000009		00000
T	262	0	CITY RIOT PREVENTN2	67	327	2	0	1	0000000	0000098	00000
T	263	0	RIOT PREVNTN-SUM2	67S	329	1	0	1	0000000	0000009	00000
T	264	0	CITY RIOT PREVENTN3	67	330	2	0	1	0000000	0000098	00000
T	265	0	RIOT PBEVNTN-SUM3	67S	332	1	0	1	0000000	0000009	00000
T	266	0	MOST IMP RIOT PRVN	67A	333	2	0	1	0000000	0000097	00000
T	267	0	MOST IMP PRVN-SUM	67AS	335	1	0	1	0000000	0000009	00000
T	269	0	LIKED MORE EDUC	76	336	1	0	1	0000009		00000
T	269	0	WHY NO MORE EDUC	76A	337	2	0	1	0000000	0000097	00000
T	270	0	WHY NO MORE EDUC	76AS	339	1	0	1	0000000	0000009	00000
T	271	0	CCNPAR W-N EDUCATN	11	340	1	0	1		0000007	00000
T	272	0	WHY N POOR EDUC 1	11A	341	2	0	1	0000000	0000097	00000
T	273	0	WHY N POOR ED-SUM 1	11A	343	1	0	1	0000000	0000009	00000
T	274	0	WHY N POOR EDUC 2	11A	344	2	0	1	0000000	0000097	00000
T	275	0	WHY N POOR ED-SUM 2	11A	346	1	0	1	0000000	0000009	00000
T	276	0	MOST IMP IMPVMT N ED	11B	347	1	0	1		0000007	00000
T	277	0	POVERTY PROGRAM	21	348	1	0	1		0000007	00000
T	278	0	MARCHES WORTHWHILE?	35	349	1	0	1		0000008	00000
T	279	0	WHY MARCHS WORTHLESS	35A	350	1	0	1	0000000	0000007	00000
T	280	0	STUDNT WALK-OUT	36	351	1	0	1		0000008	00000
T	281	0	STUDNT WLK-OUT WRTHLS	36A	352	1	0	1	0000000	0000007	00000
T	282	0	ORGANIZE NEGROES?	37	353	1	0	1		0000007	00000
T	283	0	WHY ORGANIZ NEGROES?	37A	354	1	0	1	0000000	0000007	00000
T	284	0	WHY NOT ORGNZ NEGROS	37B	355	1	0	1	0000000	0000007	00000
T	285	0	NEGRO "PASSING"	43	356	1	0	1		0000007	00000
T	286	0	RIOT POSITV OR NEGATV	60	357	1	0	1	0000000	0000007	00000

LISTING OF DICTIN

12

VAR.	TYPE	VARIABLE NAME	TLOC	WIDTH	NODEC	RESP.	MDCODE1	MDCODE2	PEPNO	ID	TSEQNO
T	287	0	RIOT: WHY FORWARD?	60A	358	1	0	1	0000000	0000007	00000
T	288	0	RIOT HAD BAD EFFCTS?	60B	359	1	0	1		0000007	00000
T	289	0	NEG EFFECTS OF RIOT	60C	360	1	0	1	0000000	0000007	00000
T	290	0	RIOT: WHY NEGATIV?	60D	361	1	0	1	0000000	0000007	00000
T	291	0	RIOT HAD GOOD EFFCT?	60E	362	1	0	1		0000007	00000
T	292	0	POS EFFECT OF RIOT	60F	363	1	0	1	0000000	0000007	00000
T	293	0	CHILD BE LIKE YOU?	73	364	1	0	1		0000007	00000
T	294	0	HOW LIKE YOU?-1	73A	365	2	0	1	0000000	0000097	00000
T	295	0	HOW LIKE YOU? SUM-1	73A	367	1	0	1	0000000	0000009	00000
T	296	0	HOW LIKE YOU?-2	73A	368	2	0	1	0000000	0000097	00000
T	297	0	HOW LIKE YOU?SUM-2	73A	370	1	0	1	0000000	0000009	00000
T	298	0	HOW CHILD DIFFRNT?	73B	371	2	0	1	0000000	0000097	00000
T	299	0	HOW CHILD DIFF-SUM	73B	373	1	0	1	0000000	0000009	00000
T	300	0	NEG CHURCHS ACTV?	93A	374	1	0	1		0000007	00000
T	301	0	# NEG ENTRTNRS	94	375	1	0	1		0000009	00000
T	302	0	# WHT ENTRTNRS	94	376	1	0	1		0000009	00000
T	303	0	TOTAL # ENTRTNRS	94	377	1	0	1		0000009	00000
T	304	0	W-N RATIO ENT	94	378	1	0	1	0000000	0000006	00000
T	305	0	OTHR NEGRO ENT	94	379	1	0	1		0000009	00000
T	306	0	TRACT NUMBER		380	4	0	1			00000
T	307	0	SUBCOMMUNITY		384	2	0	1			00000
T	308	0	EAST-WEST OF WOODWARD		386	1	0	1			00000

CODEBOOK



VARIABLE
NUMBER

CODE BOOK
NEGRO COVER SHEET*

1:1-3 Study Number(965)

1:4 Deck Number(1)

1 Interview Number (001-900) (In red pencil on Interview)

1:5-7

*(1) Segments were rated as "high" or "low" in income level (based on appearance of housing). "High" rated segments were sampled at double the rate of "low" segments. Variable 3 identifies these two strata and can be used to weight the "Low" stratum to its correct proportion in the population.

(2) This sample can be weighted to represent a cross-section of DU's in the City of Detroit. Non-Negroes were ineligible and all persons 70 years of age and over were ineligible. Within each DU, the Head and Wife of Head (if any) were identified. For intact families, Heads were selected randomly 2/3 of the time, wives 1/3 of the time. For families with male Heads but no wives, all Heads were selected. For families with Female Heads, 2/3 were selected randomly for interview and 1/3 were not interviewed. Variable 22 contains weights by sex to allow recovery of actual proportions in the sample before this subselection.

Race of Interviewer (CODED IN BLUE INK AND
CIRCLED ON NEGRO COVER SHEET IN TOP LEFT CORNER)

2

1:11

(Unwtd.)	(Wtd.)
<u>N</u>	<u>N</u>

165

213

1. DAS White Student Interviewer: These segments were randomly assigned to DAS students

330

426

2. Comparable SRC Negro Interviewer: These segments were randomly assigned to Negro interviewers.

124

205

3. Segments arbitrarily set aside for SRC Negro Interviewers: These segments were set aside to be done by Negro interviewers only because of some possible risk to students.

COVER SHEETVARIABLE
NUMBER

3

1:8

(Unwtd.)

<u>f</u>	<u>%</u>
394	64%
<u>225</u>	<u>36%</u>
619	100%

Stratum (High and low Income Segments; numbers can be used directly as weights)

1. Rates as relatively High income (actually codes 3-5 of variable 2) and sampled completely.
2. Rates as relatively Low income (codes 1 & 2 of variable 4 below), and sub-sampled at 0.5 rate.

4

1:13

(Wtd.)

<u>f</u>	<u>%</u>
270	32%
180	21%
213	25%
77	9%
<u>104</u>	<u>12%</u>
844	99%

Rating of Income Level of Dwelling Unit Segment

1. Low
2. Medium Low
3. Medium
4. Medium high
5. High
9. NA

*Final Status of Cover Sheets

5

1:14

(Unwtd.)

<u>f</u>
619
51
40
37
49
14
386

1. Completed Interview
2. Refusals: Punched on Card Deck 01-A only.
3. Not at Home or Respondent Absent: Punched on Card Deck 01-A only.
4. Non-Interview Other (Eligible DU) Punched on Card Deck 01-A only.
5. (House Vacant: Not Punched - Total for Study 965N was 49 addresses.)
6. (Building is not DU; no such address: Not Punched - Total for Study 965N was 14 addresses.)
7. (No Eligible Respondent: Not punched - Total for Study 965N was 386 addresses: 309 race; 37 age; 40 wrong sex, female head or wife was discarded.)

*In the ICPR tape files for 965/N only the completed interview cases are included.

COVER SHEET

VARIABLE NUMBER

6 (2 digits) D4

1:15-16

FINAL INTERVIEWER'S NAME (If non-interview, last interviewer to dispose of cover sheet.)

WHITE INTERVIEWERS, MALE

- 01. Bonham, Gordon
- 02. Draper, Mike
- 03. Fields, Jim
- 04. Fischer, Robert
- 05. Flory, Stan
- 06. Gentle, Al
- 07. Hammer, Frank
- 08. Kulka, Richard
- 09. Pawlak, Ed.
- 10. Taramoto, David
- 11. Himel, Harlan

WHITE INTERVIEWERS, FEMALE

- 20. Fields, Gwynn
- 21. Kulka, Linda
- 22. Pelletier, Paula
- 23. Robison, Sally
- 24. Schiefflin, Olivia
- 25. Schneider, Beth

NEGRO INTERVIEWERS, FEMALE

- 30. Bingham, Julia
- 31. Carter, Helen
- 32. Conner, Alice
- 33. Dailey, Josie
- 34. Dodson, Luella
- 35. Greer, Elizabeth
- 36. Guyton, Mildred
- 37. Hall, Ella
- 38. Jackson, Raechelle
- 39. Johnson, Pearl
- 40. Key, Corrine
- 41. Mott, Madeline
- 42. Nichols, Lucia
- 43. Owens, Lois
- 44. Parrish, Floria
- 45. Powell, Elba
- 46. Redley, Leora
- 47. Tolliver, Mary
- 48. Wilson, Etta
- 49. Wooten, Loretta

NEGRO INTERVIEWERS, MALE

- 50. Brown, Willie
- 51. Coleman, Wayne
- 52. Farrow, Samuel
- 53. Holland, Allen
- 54. Moore, Michael

SEX AND RACE OF INTERVIEWER

VARIABLE NUMBER

7 (1st digit only)

1:17	<u>f</u>	<u>%</u>
	124	15%
	31	4%
	58	7%
	272	32%
	315	37%
	<u>44</u>	5%
	844	

- 0 White male interviewer
- 1 White male interviewer
- 2 White female interviewer
- 3 Negro female interviewer
- 4 Negro female interviewer
- 5 Negro male interviewer

COVER SHEET

VARIABLE
NUMBER

8
1:18-21
(See also note on
variable 8 following
variable 48.)

9 f
1:22
0
196
194
218
22
56
17
39

102
844

10
1:23

B

SAMPLE CLUSTER NUMBER

(First Three digits and convert letter as follows:
A=1, B=2, Y=3, Z=4; for sample numbers 1-99, add
preceeding "0's", e.g., 1B-0012, 89Z=0894.)

TYPE OF ADDRESS

1. TRAILER
2. SINGLE FAMILY DU, SINGLE STORY
3. SINGLE FAMILY DU, MULTIPLE STORY
4. FLAT IN 2 or 3 FAMILY HOUSE
5. FLAT IN 4 FAMILY HOUSE
6. FLAT IN APARTMENT HOUSE (5-20 apts.)
7. FLAT IN APARTMENT HOUSE (21 plus apts.)
8. FLAT IN APARTMENT HOUSE (NA # of apts.)

9. NA

"Are there any other dwelling units at the sample
address that are not already listed on the segment
listing sheet?"

0. No additional dwelling units. If yes, code
actual number of dwelling units at address.

8. 8 or more

9. NA

11
1:24

D1

Hour of day of last contact (Round down; e.g., 2:45=
2:00).

1. 8-10 A.M.
2. 11-12 Noon
3. 1-3 PM
4. 4-6 PM
5. 7-9 PM
6. 10-12 Midnight

9. NA

COVER SHEETVARIABLE
NUMBER

<u>VARIABLE NUMBER</u>		<u>Date of Last Contact</u>
12	D2	
1:25	<u>f</u>	<u>z</u>
189	22.4%	1. April 24 to April 30
69	8.2%	2. May 1 to May 10
79	9.4%	3. May 11 to May 20
82	9.7%	4. May 21 to May 31
145	17.2%	5. June 1 to June 20
103	12.2%	6. June 21 to July 10
56	6.6%	7. July 11 to July 20
113	13.4%	8. July 21 and beyond
8	0.9%	9. NA
13	D3	<u>Day of Week of Last Contact</u>
1:26		1. Monday
		2. Tuesday
		3. Wednesday
		4. Thursday
		5. Friday
		6. Saturday
		7. Sunday
		9. NA
14	D5	<u>Number of "Not at Home" by respondent, plus Respondent Absent (Include broken appointments.)</u>
1:27		Code Actual number Average No. NAH = 1.595
		8 = 8 or more
		9 = NA
15	D5	<u>Number of Definite Refusals by anyone at DU</u>
1:28		Code actual number
16	D5	<u>Number of Definite Refusals to White males</u>
1:29		Code actual number
17	D5	<u>Number of Definite Refusals to White females</u>
1:30		Code actual number
18	D5	<u>Number of Definite Refusals to Negro males</u>
1:31		Code actual number
19	D5	<u>Number of Definite Refusals to Negro females</u>
1:32		Code actual number

COVER SHEETVARIABLE
NUMBER

<u>VARIABLE NUMBER</u>	<u>Ea&B</u>	<u>Respondent's Position in Household</u>
20		
1:33	<u>f</u>	<u>%</u>
	438	52%
	169	20%
	231	27%
	6	01%
		1. Male Head of House
		2. Female Head of House
		3. Wife of Head of House
		9. NA
21	<u>Ec</u>	<u>Respondent's Race</u>
1:34		
		1. White
		2. Negro
		3. Other Non-white
22		<u>Weights For Sex of Respondent</u>
1:9-10	<u>f</u>	<u>%</u>
	442	10 Male: Apply to all male respondents
	402	15 Female: Apply to all female respondents
23 (Years)	<u>Ed</u>	<u>Respondent's age</u>
1:35-36		
24 (Decades)		Code Actual Age
1:37		99. NA
		<u>NOTE:</u> Use variables 130 and 131 for analytical purposes, instead of variables 23 & 24.
25	<u>Ee</u>	<u>Respondent's Present Marital Status</u>
1:38		
		1. Single
		2. Married
		3. Divorced
		4. Separated or spouse absent for other reasons
		5. Widow(er)
		9. NA
		<u>NOTE:</u> Use variable 190, instead of variable 25, for analytical purposes.

COVER SHEETVARIABLE
NUMBER

26	Ed	<u>Race of Respondent's Wife (R=Married Male Head)</u>
1:39		1. White 2. Negro 3. Other-Non-white 9. NA 0. INAP., R is unmarried male; R is female
27 (Years) 1:40-41 28 (Decades)	Ee	<u>Age of Respondent's Wife (R=Married Male Head)</u>
1:42		Code Actual Age 99. NA 00. INAP., R is unmarried Male; R is female
29	Ed	<u>Race of Respondent's Husband (R=Wife of Head)</u>
1:43		1. White 2. Negro 3. Other Non-white 9. NA 0. INAP; R is unmarried female; R is male
30 (Years) 1:44-45 31 (Decades)	Ee	<u>Age of Respondent's Husband (R=Wife of Head)</u>
1:46		Code Actual Age 99. NA 00. INAP; R is unmarried female; R is male

COVER SHEETVARIABLE
NUMBERFINAL REFUSALS ONLY

32

F1

Who Refused

1:47

1. R designated
2. R's wife
3. R's husband
4. Another person at DU
8. DK ("Can't Tell")
0. INAP; non-refusal coded other than 2 in variable 5.

1:48-49 33 (Years)
1:50 34 (Decades)

F1

Approximate Age of Person who Refused

Code Actual Age

99. NA
00. INAP; Non-refusal

35

F1

Sex of Person who Refused

1:51

1. Male
2. Female
8. DK
9. NA
0. INAP; Non-refusal

36

F2

Refusal Occured

1:52

1. At door
2. After you were inside
3. By telephone (did not see who was refusing)
9. NA
0. INAP; Non-refusal

COVER SHEETVARIABLE
NUMBER

1:53 37
38
1:54

F2 and
F3a(No)

Reason for refusal (Code first two mentions if F3a is coded "5" (No), disregard F2 and code response(s) given to F3a (No) as reason(s) for refusal.)

1. Too busy (no further explanation or detail).
2. Too busy; (legitimate pressures mentioned, e.g., business, work, illness in family).
3. Not interested
4. Negative estimates of surveys (e.g., waste of money, been interviewed before, opinions are none of your business.

SECOND
PRIORITY

5. Self deprecation of importance of own attitudes (e.g., "I have no opinion, my views are unimportant").

SECOND
PRIORITY

6. Pressure from spouse (e.g., "My husband won't let me be interviewed").

7. Other
8. No verbal contact established (e.g., will not answer door; slams door without verbal interaction)

9. NA
0. INAP; Non-refusals; No second mention

39
1:55

F3a

Do you think this was the real reason?

1. Yes
5. NO
8. DK
9. NA
0. INAP; (Non-refusal)

40
1:56

F4

Tone of refusal

1. Hostile
2. Fearful
3. Polite but cool
4. Rather pleasant
7. Other
9. NA
0. INAP; (Non-refusal)

ADDITIONAL COVER SHEET INFORMATION

VARIABLE NUMBER

41
1:57

D

CODE RESULT OF EACH CALL LISTED IN THE CALL RECORD

f

Call 1:

252
17
472
3
52

- 1. INT - completed interview
- 2. REF - refusal
- 3. NAH or RA - not at home or respondent absent
- 4. NI - Other - non-interview other (eligible DU)
- 5. Tentative refusal (e.g. made appointment to come back)

48

7. Other

42
1:58

Call 2:

USE CODE FROM Variable 41 EXCEPT ADD
0. INAP (NO SUCH CALL)

43
1:59

Call 3:

USE CODE FROM Variable 42.

44
1:60

Call 4:

USE CODE FROM Variable 42.

45
1:61

Call 5:

USE CODE FROM Variable 42.

46
1:62

Call 6:

USE CODE FROM Variable 42.

(7 or more not coded; N = 61.)

Average number of call-backs = 2.799

NOTE:

For additional cover sheet information see Variable 306 - 308.

CLOSED QUESTIONSVARIABLE
NUMBERQUESTION AND CODE

47

Sex of Interviewer

1:63

(Penciled by Interviewer's name)

<u>f</u>	<u>%</u>	
205	24%	1. Male (M)
639	76%	2. Female (F)

48

Race of Interviewer

1:64

(Penciled by interviewer's name)

<u>f</u>	<u>%</u>	
631	75%	1. Negro (N)
213	25%	2. White (W)

8

Variable 8 also appears in numerical sequence. Segment No: (Each segment has a 4-digit identification number. The first three digits identify the block uniquely within either an all-Negro (90% or more Negro) stratum or a mixed (10-89% Negro) stratum, the fourth digit indicating which stratum is involved. The fourth digit may be a 1, 2, 3, or 4. Punches 1 and 2 identify the first and second segments of an all-Negro stratum. Punches 3 and 4 identify the first and second segments of a mixed stratum. Within each block there are two segments.)

49

Q1. First I'd like to talk about problems that neighborhoods sometimes have. How about poor city services, such as street cleaning or garbage collection. Is this something of a problem, or not a problem?

1:65

<u>f</u>	<u>%</u>	
393	47%	1. PROBLEM
449	53%	5. NOT A PROBLEM
1	-	8. DK
1	-	9. NA

QUESTION AND CODE

VARIABLE NUMBER

50
1:66

Q2. How about not having enough safe play areas for children, is this something of a problem or not a problem in this neighborhood?

<u>f</u>	<u>%</u>
501	59%
302	36%
29	3%
12	1%

- 1. PROBLEM
- 5. NOT A PROBLEM
- 8. DK
- 9. NA

51
1:67

Q3. What about housing and property not being kept up--is this something of a problem in this neighborhood or not a problem?

<u>f</u>	<u>%</u>
361	43%
473	56%
2	-
8	1%

- 1. PROBLEM
- 5. NOT A PROBLEM
- 8. DK
- 9. NA

Q4, 4A OPEN-ENDED

52
1:68

Q5. Is the home you're living in now satisfactory for your family's needs?

<u>f</u>	<u>%</u>
669	79%
170	20%
0	0
5	1%

- 1. YES
- 5. NO
- 8. DK
- 9. NA

53
1:69

Q6. In serving your family's needs, how do you think your present house compares with the houses of most people in Detroit: Is it better or not as good?

<u>f</u>	<u>%</u>
232	27%
257	30%
327	39%
10	1%
18	2%

- 1. BETTER
- 2. NOT AS GOOD
- 3. SAME (IF VOLUNTEERED); better than some, worse than some.
- 8. DK
- 9. NA

QUESTION AND CODEVARIABLE
NUMBERQ7. A-C OPEN-ENDED

54

Q8. All in all, are you pretty satisfied living in this neighborhood, or would you like to move to another neighborhood?

1:70

<u>f</u>	<u>%</u>	
541	64%	1.. PRETTY SATISFIED
294	35%	2. LIKE TO MOVE
7	1%	7. OTHER (SPECIFY)
2	-	8. DK
0	0	9. NA

55

Q9,9A. Thinking generally of the problems cities have today, do you think the federal government in Washington is trying as hard as it can to solve the main problems of cities like Detroit, or that it is not doing all it could to solve such problems? Do you think they are trying fairly hard to solve these problems, or not hard at all?

1:71

<u>f</u>	<u>%</u>	
244	29%	1. TRYING AS HARD AS THEY CAN
279	33%	2. FAIRLY HARD
286	34%	3. NOT HARD AT ALL
21	2	8. DK
14	2	9. NA

Q's 10, 10A, 11, 11A & 11B OPEN-ENDED

56

Q12. Do you think Negro parents can work better with a Negro teacher than with a white teacher?

1:72

<u>f</u>	<u>%</u>	
222	26%	1. YES, NEGRO TEACHER BETTER
48	6%	3. Race doesn't, or shouldn't make any difference.
41	5%	4. Depends on the parents or teacher or both
481	57%	5. NO
35	4%	8. DK
17	2%	9. NA

Categories 3 & 4; used only if R did not answer Yes or No.

QUESTION AND CODEVARIABLE
NUMBER57
1:73

Q13. Some people say there should be Negro principals in schools with mostly Negro students because Negroes should have the most say in running inner city schools. Would you agree with that or not?

<u>f</u>	<u>%</u>
323	38%
10	1%
487	58%
12	1%
12	1%

1. YES
3. Race shouldn't make any difference
5. NO
8. DK
9. NA

Category 3 was used only if R did not answer Yes or No.

58
1:74

Q14. Do you think Negro teachers take more of an interest in teaching Negro students than white teachers do?

<u>f</u>	<u>%</u>
291	34%
18	2%
23	3%
410	49%
86	10%
16	2%

1. YES
3. Race doesn't or shouldn't make any difference.
4. Depends on the teacher or student or both.
5. NO
8. DK
9. NA

Q's 15 & 15A OPEN-ENDED

59
1:75

Q16A. A child should never be allowed to talk back to his parents or else he will lose respect for them. Would you mostly agree or mostly disagree?

CODER: CODE MARGINAL COMMENT

<u>f</u>	<u>%</u>
515	61%
24	3%
20	2%
12	1%
267	32%
2	-
1	-
3	-

1. MOSTLY AGREE
2. Mostly agrees but volunteers qualifications ("1" is circled).
3. Both, or It depends. R volunteers "Partly agree, partly disagree." "Child should be allowed to express himself."
4. R mostly disagrees but volunteers qualifications ("5" is circled).
5. MOSTLY DISAGREE.
7. OTHER
8. DK
9. NA

QUESTION AND CODEVARIABLE
NUMBER60
1:76

Q16B. If a child is unusual in any way, his parents should try to get him to be more like other people. Would you mostly agree or mostly disagree?

<u>f</u>	<u>%</u>	
353	42%	1. MOSTLY AGREE
1	-	2. Agree, if child is retarded
21	2%	3. Depends on how he is unusual
441	52%	5. MOSTLY DISAGREE
3	-	7. Other
13	1%	8. DK
12	1%	9. NA

61
1:77

Q16C. What do you think is the most important thing a child should learn; Some say it is obedience and respect for authority; others say it is to be independent and decide things for himself. Which do you think?

<u>f</u>	<u>%</u>	
276	33%	1. OBEDIENCE AND RESPECT
109	13%	2. BE INDEPENDENT
39	5%	3. Both equally important
0	0	8. DK
2	-	9. NA
418	49%	0. INAP: Q16D (Variable 62) was asked.

NOTE: This wording of the question was asked of only half of the sample. The alternate wording "16D" was asked of the other half. Use Variable 63 for Analytical purposes.

QUESTION AND CODEVARIABLE
NUMBER62
1:78

Q16D. What do you think is the most important thing a child should learn: some say it is to be independent and decide things for himself; others say it is obedience and respect for authority. Which do you think?

<u>f</u>	<u>%</u>	
118	14%	1. BE INDEPENDENT
249	29%	2. OBEDIENCE AND RESPECT
51	6%	3. Both equally important
0	0	8. DK
1	-	9. NA
425	50%	0. INAP <u>Q.16C (Variable 61) was asked</u>

NOTE: This wording of the question was asked of only half of the sample. The alternate wording "Question 16C" was asked of the other half. Use Variable 63 for analytical purposes.

63
1:79

Q16C&D SUMMARY CODE: IF 16C WAS ASKED, RESPONSE REPEATED HERE. IF 16D WAS ASKED, RESPONSES 1 AND 2 REVERSED AND RECODED HERE.

<u>f</u>	<u>%</u>	
530	63%	1. OBEDIENCE AND RESPECT
220	26%	2. BE INDEPENDENT
92	11%	3. Both equally important
0	0	8. DK
2	-	9. NA

Q.17 OPEN-ENDED64
1:80

Q18. Since Dr. King's assassination, do you think there are more whites in favor of equal rights for Negroes, fewer whites, or isn't there much change?

<u>f</u>	<u>%</u>	
499	59%	1. MORE WHITES
30	4%	2. FEWER
282	33%	3. NOT MUCH CHANGE
3	-	4. Some are more in favor and some less
25	3%	8. DK
5	1%	9. NA

Q19, 19A & X19 OPEN-ENDED

VARIABLE
NUMBER

2:1-3 Study Number(965)

2:4 Deck Number(2)

1 Interview Number(001-900)

2:5-7

3 Stratum (High and low Income Segments; numbers
2:8 can be used directly as weights)

(Unwtd.)

<u>f</u>	<u>%</u>
394	64%
<u>225</u>	<u>36%</u>
619	100%

1. Rates as relatively High income (actually codes 3-5 of variable 2) and sampled completely.
2. Rates as relatively Low income (codes 1 & 2 of variable 4 below), and sub-sampled at 0.5 rate.

22

Weights For Sex of Respondent

2:9-10

<u>f</u>	<u>%</u>
442	
402	

10 Male: Apply to all male respondents

15 Female: Apply to all female respondents

QUESTION AND CODEVARIABLE
NUMBER

65
2:11

Q20. Turning to another issue, we're interested in finding out how people feel about the poverty program here in Detroit.

Q20A. First, have you or anyone in your family ever had any direct contact with the Headstart Program?

CODER: "FAMILY" IN Q 20 INCLUDES ANY RELATIVE
IN OR OUT OF THE HOUSEHOLD

<u>f</u>	<u>%</u>	
145	17%	1. YES
690	82%	5. NO
7	1%	8. DK
2	-	9. NA

66
2:12

Q20B. Have you or anyone in your family ever had any direct contact with Job Training Programs?

<u>f</u>	<u>%</u>	
141	17%	1. YES
694	82%	5. NO.
4	-	8. DK
5	1%	9. NA

67
2:13

Q20C. Have you or anyone in your family had any direct contact with one of the Tap Centers?

<u>f</u>	<u>%</u>	
113	13%	1. YES
721	85%	5. NO
7	1%	8. DK
3	-	9. NA

68
2:14

Q20D. Have you or anyone in your family had any direct contact with any of the other poverty programs?

<u>f</u>	<u>%</u>	
37	4%	1. YES
791	94%	5. NO
8	1%	8. DK
8	1%	9. NA

QUESTION AND CODE

VARIABLE NUMBER

69

Q20A-D: SUMMARY CODE

2:15

Number of Yes responses (Total of 1's in Variables 65-68).

<u>f</u>	<u>%</u>	
563	67%	0
171	20%	1
79	9%	2
21	2%	3
9	1%	4
1	-	9 NA

70

Q20E. What did you or someone in your family do in the Headstart Program?

2:16

<u>f</u>	<u>%</u>	
84	10%	1. CHILD IN FAMILY ATTENDED HEADSTART
10	1%	2. CHILD IN FAMILY WILL ATTEND HEADSTART
1	-	3. Combination of 1 and 2.
42	5%	5. SOMEONE IN FAMILY IS (WAS) A STAFF WORKER
2	-	6. Combination: Staff worker and a participating child, both are in family
0	0	8. DK
2	-	9. NA
703	83%	0. INAP, coded 5, 8, or 9 in variable 65.

71

Q20F. What did you or someone in your family do in the Job Training Program?

2:17

<u>f</u>	<u>%</u>	
94	11%	1. ATTENDED CLASSES IN JOB TRAINING
14	2%	2. APPLIED FOR CLASSES BUT DIDN'T ATTEND
31	4%	5. STAFF WORKER OR VOLUNTEER
2	-	6. combination: Staff worker and recipient both in family, or one person involved in both functions.
2	-	7. Other
0	0	8. DK
1	-	9. NA
700	83%	0. INAP, coded 5, 8, or 9 in variable 66.

72

Q20G. What did you or someone in your family do at the Tap Center

2:18

<u>f</u>	<u>%</u>	
23	3%	1. RECEIVED MEDICAL, DENTAL OR OTHER HEALTH SERVICE.
33	4%	2. RECEIVED <u>JOB</u> REFERRAL
3	-	3. RECEIVED LEGAL AID
9	1%	4. TRIED TO RECEIVE _____ SERVICE BUT DIDN'T.

(Continued on next page)

Q20G (CONT'D)

<u>VARIABLE</u> <u>NUMBER</u>	<u>f</u>	<u>%</u>	
	23	3%	5. STAFF WORKER
72	2	-	6. Combination: Staff worker and recipient both in family, or one person involved in both functions.
2:18			7. Received other aid
	9	1%	
	4	-	8. OTHER
	6	1%	9. DK. NA.
732	732	87%	0. INAP., Coded 5, 8 or 9 in variable 67.

QUESTION AND CODE

VARIABLE
NUMBER

73
2:19 Q20H. (FOR OTHER PROGRAMS) What did you or some-
one in your family do in the _____
program?

(SPECIFY PROGRAM AND TYPE OF PARTICIPATION
AS MUCH AS POSSIBLE).

<u>f</u>	<u>%</u>	
7	1%	1. Received service or aid
14	2%	5. Staff worker
2	-	6. Combination-staff worker and recipient (both in family or one person involved in both functions).
10	1%	7. Other
0	0	8. DK
8	1%	9. NA
803	95%	0. INAP., coded 5, 8 or 9 in variable 68.

Q 21, 21A, 22, 23, 23A-E, OPEN -ENDED

74
2:20 Q24. Do the Detroit police provide enough protec-
tion in your neighborhood against crime, some
protection but not enough, or practically
no protection at all?

<u>f</u>	<u>%</u>	
259	31%	1. ENOUGH
452	54%	2. SOME BUT NOT ENOUGH
103	12%	3. NO PROTECTION AT ALL
15	2%	8. DK
15	2%	9. NA

75
2:21 Q25. Do you think the police should have the
right to stop and search people they just
think look suspicious?

<u>f</u>	<u>%</u>	
218	26%	1. YES
604	72%	5. NO
16	2%	8. DK
6	1%	9. NA

QUESTION AND CODEVARIABLE
NUMBER76
2:22

Q26. Do you think many policemen would use this
right unfairly against Negroes?

<u>f</u>	<u>%</u>	
654	78%	1. YES
6	1%	3. (VOLUNTEERED) MORE TO NEGROES BUT NOT UNFAIRLY
10	1%	4. It depends; some would and some wouldn't.
136	16%	5. NO
25	3%	8. DK
13	1%	9. NA

77
2:23

Q27. I'd like to ask you some questions about finding a good place to live in Detroit. Do you think you have ever been discriminated against when you were trying to buy or rent a particular house or apartment?

<u>f</u>	<u>%</u>	
217	26%	1. YES
0	0	4. No, with volunteered comment to effect that R has never tried in discriminatory areas.
618	73%	5. NO (Not codable in 4)
7	1%	8. DK
2	-	9. NA

78
2:24

Q28. Whether or not you've ever been discriminated against, do you feel that you personally have missed out on getting the kind of house you really would like because of your race?

<u>f</u>	<u>%</u>	
257	30%	1. YES
576	68%	5. NO
3	-	8. DK
8	1%	9. NA

QUESTION AND CODEVARIABLE
NUMBER

79
2:25

Q29. Do you think there are many, some, or just a few places in the city of Detroit where a Negro could not rent or buy a house because of racial discrimination?

<u>f</u>	<u>%</u>	
308	36%	1. MANY
253	30%	2. SOME
239	28%	3. JUST A FEW
9	1%	4. NONE
31	4%	8. DK
4	1%	9. NA

80
2:26

Q30. Do you think Negro customers who shop in the big downtown Detroit stores are treated as politely as white customers, or are they treated less politely?

<u>f</u>	<u>%</u>	
567	67%	1. AS POLITELY AS WHITES
232	27%	2. LESS POLITELY (also if R says "clerks impolite/owners not")
29	3%	8. DK
16	2%	9. NA

81
2:27

Q31. If you were treated impolitely in a downtown store in Detroit, how would you feel...very angry, a little angry, or would you not let it bother you?

<u>f</u>	<u>%</u>	
304	36%	1. VERY ANGRY
196	23%	2. A LITTLE ANGRY
324	38%	3. NOT LET IT BOTHER
11	1%	7. OTHER
3	-	8. DK
6	1%	9. NA

Q32 & 32A OPEN-ENDED

QUESTION AND CODEVARIABLE
NUMBER

82
2:28

Q33. Some people say that over the last 10 or 15 years, there has been a lot of progress in getting rid of racial discrimination. Others say there hasn't been much real change for most Negroes over that time. Which do you agree with most?

<u>f</u>	<u>%</u>	
586	69%	1. LOT OF PROGRESS
225	27%	2. NOT MUCH REAL CHANGE
17	2%	3. Change in some areas, not in others; change for some people, not for others. (Neither "1" nor "2" is circled on questionnaire).
5	1%	8. DK
11	1%	9. NA

83
2:29

Q34. Do you think there will always be a lot of racial prejudice and discrimination in America, or that there is really hope of ending it in the long run?

<u>f</u>	<u>%</u>	
450	53%	1. WILL ALWAYS BE PREJUDICE AND DISCRIMINATION
342	40%	2. REAL HOPE OF ENDING IT
25	3%	3. Hope only in the very distant future. (#2 is not circled on questionnaire).
8	1%	4. Hope of reducing it, but will always be some prejudice
9	1%	7. OTHER (SPECIFY)
6	1%	8. DK
4	1%	9. NA

84
2:30

QX34. If our country got into a big world war today, would you personally feel the United States is worth fighting for?

<u>f</u>	<u>%</u>	
704	83%	1. YES
118	14%	5. NO
11	1%	8. DK
11	1%	9. NA

QUESTION AND CODEQ35, 35A, 36, 36A, 37, A&B, OPEN-ENDEDVARIABLE
NUMBER

85
2:31

Q38. Some Civil Rights leaders say that Negroes should be more concerned with developing the Negro community than with working for integration. Do you mostly agree or mostly disagree with this?

<u>f</u>	<u>%</u>	
456	54%	1. MOSTLY AGREE
84	10%	3. Should do both (no box checked)
286	34%	5. MOSTLY DISAGREE
1	-	7. OTHER
6	1%	8. DK
11	1%	9. NA

Q 39A-C OPEN-END

86
2:32

Q40. Have you ever taken part in any kind of non-violent protest for civil rights?

<u>f</u>	<u>%</u>	
223	26%	1. YES
617	73%	5. NO
2	-	8. DK
2	-	9. NA

QUESTION AND CODEVARIABLE
NUMBER

Q40A. Was that a boycott, a march, a sit-in,
picketing or something else? (CODE ALL
THAT APPLY).

CODER: CODE EACH CATEGORY SEPARATELY IN
VARIABLES 87 - 91.

87

Q40A. Took part in a boycott

2:33	<u>f</u>	<u>%</u>	
	48	6%	1. YES
	171	20%	5. NO
	0	0	8. DK
	2	-	9. NA
	623	74%	0. INAP, coded 5, 8 or 9 in variable 86.

88

Q40A. Took part in a march

2:34	<u>f</u>	<u>%</u>	
	195	23%	1. YES
	28	3%	5. NO
	2	-	9. NA
	619	73%	0. INAP.

89

Q40A. Took part in a sit-in

2:35	<u>f</u>	<u>%</u>	
	15	2%	1. YES
	205	24%	5. NO
	2	-	9. NA
	622	74%	0. INAP.

90

Q 40A Took part in picketing

2:36	<u>f</u>	<u>%</u>	
	32	4%	1. YES
	188	22%	5. NO
	2	-	9. NA
	622	74%	0. INAP.

91

Q40A. Took part in something else (SPECIFY)

2:37	<u>f</u>	<u>%</u>	
	18	2%	1. YES
	202	24%	5. NO
	0	0	8. DK
	2	-	9. NA
	622	74%	0. INAP., coded 5, 8, or 9 in variable 86.

IF NOT A FORM OF NON-VIOLENT PROTEST FOR CIVIL RIGHTS, CODE "NO". IF RECODABLE IN PRECEDING CATEGORIES, RECODE THERE, AND CODE "NO" HERE.

QUESTION AND CODEVARIABLE
NUMBER92
2:38

Q40A. SUMMARY CODE-TOTAL NUMBER OF PROTEST ACTIVITIES
IN WHICH R PARTICIPATED.

	<u>f</u>	<u>%</u>	
			1. ONE
21%			2. TWO
2%			3. THREE
2%			4. FOUR
1%			5. FIVE or MORE
			8. DK
			9. NA
73%			0. NONE; INAP., coded 5, 8, or 9 in variable 86.

93
2:39

Q41. On the whole, do you think most white people
in Detroit want to see Negroes get a better
break, or do they want to keep Negroes down,
or don't they care one way or the other?

	<u>f</u>	<u>%</u>	
	365	43%	1. BETTER BREAK
	161	19%	2. KEEP NEGROES DOWN
	235	28%	3. DON'T CARE
	37	4%	4. Some better break and some keep Negroes down (no alternative circled).
	27	3%	8. DK
	19	2%	9. NA

94
2:40

Q42. Do you personally feel that you can trust most
white people, some white people, or none at
all?

	<u>f</u>	<u>%</u>	
	127	15%	1. MOST
	641	76%	2. SOME
	70	8%	3. NONE
	3	-	4. Trust same number of whites as Negroes, same proportion (no alternative circled).
	0	0	8. DK
	3	-	9. NA

VARIABLE
NUMBER

Q45. Now I want to read to you a list of people active in Detroit. For each one, please tell me whether you approve or disapprove of what the person stand for, or whether you don't know enough about him to say?

95

Q45A. Jerome Cavanagh

2:41	<u>f</u>	<u>%</u>	
	337	40%	1. APPROVE
	169	20%	2. (VOLUNTEERED) PARTLY APPROVE/DISAPPROVE
	197	23%	3. DISAPPROVE
	139	16%	8. DK ENOUGH TO SAY
	2	-	9. NA

96

Q45B. Albert Cleage

2:42	<u>f</u>	<u>%</u>	
	102	12%	1.
	83	10%	2.
	313	37%	3.
	337	40%	8.
	9	1%	9.

SAME CODE AS VARIABLE 95

97

Q45C. Mel Ravitz

2:43	<u>f</u>	<u>%</u>	
	216	26%	1
	78	9%	2
	30	4%	3
	507	60%	8
	13	2%	9

SAME CODE AS VARIABLE 95

98

Q45D. John Conyers

2:44	<u>f</u>	<u>%</u>	
	517	61%	1
	48	6%	2
	22	3%	3
	245	29%	8
	12	1%	9

SAME CODE AS VARIABLE 95

99

Q45E. Nicholas Hood

2:45	<u>f</u>	<u>%</u>	
	497	59%	1
	79	9%	2
	33	4%	3
	224	26%	8
	11	1%	9

SAME CODE AS VARIABLE 95

QUESTION AND CODEVARIABLE
NUMBER

182

Q47. R's OWN OCCUPATION

NOTE: Variable
182 also appears
in numerical
sequence.

Are you working at the present time, unemployed,
(keeping house), or what?

<u>f</u>	<u>%</u>	
546	65%	1. WORKING (AT LEAST TEN HOURS PER WEEK)
64	8%	2. RETIRED, PERMANENTLY DISABLED
31	4%	3. UNEMPLOYED
190	22%	4. KEEPING HOUSE
8	1%	5. STUDENT (IF ALSO WORKING AT LEAST TEN HOURS A WEEK, CODE 1)
5	-	7. OTHER
0	0	9. NA

Q47A-G: Occupational

100

Q48. IF WORKING OR RETIRED

2:46

I'd like to know how satisfied you are (were)
with some things about your job: What about
your chances for promotion and pay raises,
would you say you are (were) generally satis-
fied, or not so satisfied?

<u>f</u>	<u>%</u>	
424	50%	1. SATISFIED
6	1%	3. Satisfied with one but not the other (either promotions or pay raises and no box checked).
171	20%	5. NOT SO SATISFIED
14	2%	9. NA
229	27%	0. INAP., coded 3, 4, or 5 in variable 182.

QUESTION AND CODE

VARIABLE
NUMBER

101
2:47

Q49. IF WORKING OR RETIRED

What about the kind of work you do (did).
Are (were) you generally satisfied, or not
so satisfied?

<u>f</u>	<u>%</u>	
505	60%	1. SATISFIED
101	12%	5. NOT SO SATISFIED
10	1%	9. NA
228	27%	0. INAP., Coded 3, 4, or 5 in variable 182.

Q50, 50A, 51 A&B, OPEN-ENDED

102
2:48

Q52. On your job do (did) you work with only
Negroes, only whites, or with both Negroes
and whites?

<u>f</u>	<u>%</u>	
54	6%	1. ONLY NEGRO
19	2%	2. ONLY WHITE
496	59%	3. BOTH NEGRO AND WHITE
35	4%	9. NA
240	28%	0. INAP., Coded 3, 4, or 5 in variable 182; or R works alone.

103
2:49

Q52A. How often do (did) you get together for lunch
with whites you work(ed) with: often, some-
times, rarely, or never?

<u>f</u>	<u>%</u>	
361	43%	1. OFTEN
75	9%	2. SOMETIMES
28	3%	3. RARELY
53	6%	4. NEVER
28	3%	9. NA
299	35%	0. INAP., Coded 3, 4, or 5 in variable 182; coded 1 in variable 102; or R works alone.

QUESTION AND CODEVARIABLE
NUMBER

104	Q53. Do you think you were ever refused a job or laid off from a job because of being Negro?		
2:50	<hr/>		
	<u>f</u>	<u>%</u>	
	218	26%	1. YES
	617	73%	5. NO
	4	-	8. DK
	2	-	9. NA
	3	-	0. R has never worked.
105	Q53A. Has it happened more than once?		
2:51	<hr/>		
	<u>f</u>	<u>%</u>	
	156	18%	1. YES
	56	7%	5. NO
	0	0	8. DK
	6	1%	9. NA
	626	74%	0. INAP., Coded 5 in 8 or 9 in variable 104.
106	Q54. Do you feel that you personally have missed out on getting the <u>kind</u> of job you want and are qualified for because of race?		
2:52	<hr/>		
	<u>f</u>	<u>%</u>	
	231	27%	1. YES
	600	71%	5. NO
	4	-	8. DK
	7	1%	9. NA
	2	-	0. INAP. R has never worked.
107	Q55. How many places in Detroit do you think will hire a white person before they will hire a Negro even though they have the same qualifications...many, some, or just a few places?		
2:53	<hr/>		
	<u>f</u>	<u>%</u>	
	452	54%	1. MANY
	208	25%	2. SOME
	138	16%	3. FEW
	1	-	4. None
	38	5%	8. DK
	7	1%	9. NA

QUESTION AND CODEVARIABLE
NUMBER

190* Q56. Are you single, married, divorced, widowed, or separated?

<u>f</u>	<u>%</u>	
40	5%	1. SINGLE
599	71%	2. MARRIED
61	7%	3. DIVORCED
64	8%	4. WIDOWED
80	9%	5. SEPARATED
0	0	9. NA

191* Q57. IF R IS PRESENTLY MARRIED, ASK ABOUT SPOUSE:

Is your (husband/wife) working at the present time, unemployed, (keeping house), or what?

<u>f</u>	<u>%</u>	
344	41%	1. WORKING (AT LEAST TEN HOURS PER WEEK)
28	3%	2. RETIRED
20	2%	3. UNEMPLOYED
199	24%	4. KEEPING HOUSE
5	1%	5. STUDENT (if also working at least 10 hours/week, code 1)
2	-	7. OTHER
		9. NA
246	29%	0. INAP., Coded 1, 3, 4, 5 or 9 in variable 190.

Q57A-F: Occupational
Q58 and 58A OPEN-ENDED

108 Q59. This next part of the interview deals with
2:54 the effects of last July's disturbance in
Detroit. How do you feel we should refer to
it: Should it be called a riot, a rebellion,
or what?

<u>f</u>	<u>%</u>	
196	23%	1. RIOT
442	52%	2. REBELLION
12	1%	3. Revolt
54	6%	4. Looting, stealing, other unlawful behavior
52	6%	5. Disturbance, Civil Disorder
6	1%	6. Combination riot and rebellion
39	5%	7. OTHER
31	4%	8. DK
12	1%	9. NA

*(Variables 190 & 191 also appear in numerical sequence)

VARIABLE
NUMBERQUESTION AND CODEQ60 A-F OPEN-ENDED

109
2:55

Q61. There have been a lot of different opinions as to who actually took part in last summer's disturbance. Do you think the people who looted and burned stores were almost all Negro, mostly Negroes with a number of whites, or about half Negroes and half whites? (DO NOT COUNT POLICE, NATIONAL GUARD, OR ARMY)

<u>f</u>	<u>%</u>	
44	5%	1. ALMOST ALL NEGRO
515	61%	2. MOSTLY NEGRO, SOME WHITES
252	30%	3. HALF NEGRO, HALF WHITE
28	3%	8. DK
5	1%	9. NA

110
2:56

Q62. Now I'd like to ask you about some of the ways the disturbance may have changed things in Detroit. For instance...what about jobs? Are there more jobs for Negroes now as a result of last July's disturbance, not as many jobs, or about the same number of jobs?

<u>f</u>	<u>%</u>	
517	61%	1. MORE
61	7%	2. NOT AS MANY
217	26%	3. SAME NUMBER
39	5%	8. DK
10	1%	9. NA

QUESTION AND CODEVARIABLE
NUMBER

111 Q63. Do you think city officials in Detroit are
2:57 more willing to listen to Negro demands since
the disturbance, less willing to listen, or
hasn't there been much change?

<u>f</u>	<u>%</u>	
625	74%	1. MORE WILLING
7	1%	2. LESS WILLING
177	21%	3. NOT MUCH CHANGE
28	3%	8. DK
7	1%	9. NA

Q64. OPEN-ENDED

112 Q65. Would you say that because of the disturbance
2:58 Negroes in Detroit now feel more ready to
stand up for their rights, less ready to
stand up for their rights, or that there hasn't
been much change?

<u>f</u>	<u>%</u>	
661	78%	1. MORE
8	1%	2. LESS
153	18%	3. NO CHANGE
17	2%	8. DK
5	1%	9. NA

113 Q66. Do you think that because of the disturbance
2:59 there are more whites in favor of equal rights
for Negroes, fewer whites in favor, or that
there isn't much difference?

<u>f</u>	<u>%</u>	
452	54%	1. MORE
77	9%	2. FEWER
292	35%	3. NO CHANGE
16	2%	8. DK
7	1%	9. NA

VARIABLE
NUMBER

114 Q66A. Why do you think there are now more whites in
2:60 favor of Negro rights? Do you think it's
 mainly because whites are afraid of more riots,
 or mainly because they are now more aware of
 Negroes' problems?

<u>f</u>	<u>%</u>	
119	14%	1. MAINLY AFRAID
278	33%	2. AWARE OF PROBLEM
46	5%	3. Both: some mainly afraid and some more aware (No box checked).
5	1%	4. Positive references to improved racial harmony (without references to problems of fear)
2	-	8. DK
5	1%	9. NA
389	46%	0. INAP., Coded 2-9 in variable 113

Q67 & 67A OPEN-ENDED

115 Q68. Have you lived in Detroit all your life?

<u>f</u>	<u>%</u>	
174	21%	1. YES
670	79%	5. NO
0	0	8. DK
0	0	9. NA

116 (Years) Q68A. How long have you lived in Detroit?

2:62-63 CODE ACTUAL NUMBER OF YEARS; IF RANGE IS GIVEN
 CODE MIDPOINT; ROUND 6 OR MORE MONTHS UP.

01. One year or less
02. Two years
 etc.

98. DK
99. NA
00. INAP., Coded 1, 8, or 9 in variable 115.

117 (Decades) Q68A. Cont.

<u>f</u>	<u>%</u>	
263	31%	0-9 yrs.
172	20%	10-19
257	30%	20-29
77	9%	30-39
56	7%	40-49
4	1%	50-59
15	2%	NA

VARIABLE 119 CONT'D.
2:16

Note: To obtain region of entire sample, must also use variable 115 (Detroit),

SUMMARY CODE FOR REGIONS TO WHICH STATE BELONGS. NOTE:
REGION IS FIRST DIGIT OF STATE CODE.

<u>f</u>	<u>%</u>	
139	16%	0 NA, Non-continental U.S. and native Detroiters.
0	0%	1 New England
23	3%	2 Middle Atlantic
128	15%	3 East North Central
14	2%	4 West North Central
164	19%	5 South Atlantic
303	36%	6 East South Central
70	8%	7 West South Central
1	-	8 Mountain
2	-	9 Pacific

QUESTION AND CODEVARIABLE
NUMBER

120 Q68B. COUNTRY R LIVED IN LONGEST DURING THE FIRST
2:68 10 YEARS OF HIS LIFE.

<u>f</u>	<u>%</u>	
705	83%	1. United States
4	1%	2. Canada
0	0	3. West Indies, (Puerto Rico , Jamaica, Bahama Islands, Cuba, Hispaniola)
0	0	7. OTHER
3	-	9. NA
132	16%	0.. INAP, coded 1, 8, or 9 in variable 115. (Includes native Detroiters)

121 Q68C. Was that in a large city (over 100,000 people)
2:69 a small city, a small town, or on a farm?

<u>f</u>	<u>%</u>	
225	27%	1. LARGE CITY (over 100,000)
133	16%	2. SMALL CITY
230	27%	3. SMALL TOWN
92	11%	4. FARM
0	0	8. DK
0	0	9. NA
157	19%	0. INAP., coded 1 (native Detroiters), 8 or 9 in variable 115 .

Q69: Occupational

122 Q70. Were there any white students in the schools
2:70 you attended?

<u>f</u>	<u>%</u>	
309	37%	1. YES
528	63%	5. NO
0	0	8. DK
2	-	9. NA
5	1%	0. INAP; never attended school.

QUESTION AND CODEVARIABLE
NUMBER

123 Q70A. Was this in grade school or high school or
2:71 both?

<u>f</u>	<u>%</u>	
33	4%	1. GRADE SCHOOL.
52	6%	2. HIGH SCHOOL
222	26%	3. BOTH
0	0	8. DK
5	1%	9. NA
532	63%	0. INAP., coded 5, 8, 9, variable 122.

124 Q70B. About how many white students were there in the
2:72 school(s) you attended: few whites, less than
half, more than half, or almost all white?

<u>f</u>	<u>%</u>	
45	5%	1. FEW WHITES
65	8%	2. LESS THAN HALF
95	11%	3. MORE THAN HALF
67	8%	4. ALMOST ALL WHITE
25	3%	5. 50/50, about half
8	1%	6. Combination of above.
0	0	8. DK
6	1%	9. NA
533	63%	0. INAP., coded 5, 8, or 0 in variable 122.

125 Q71 Do you have any children living at home?

<u>f</u>	<u>%</u>	
514	61%	1. YES
328	39%	5. NO
2	-	9. NA

126 Q71A. How many?

<u>f</u>	<u>%</u>	
16%		01. 1 Child
16%		02. 2 Children
10%		03. 3 Children
7%		04. 4 Children
4%		05. 5 Children
6%		06. 6-8 Children
		98. DK
		99. NA
39%		00. INAP., coded 5, or 9 in variable 125.

QUESTION AND CODE

VARIABLE
NUMBER

127
2:76-77

Q71B. How many of the children are 15 years of age or younger?

CODE ACTUAL NUMBER:

- 01. One child 15 years or younger, etc.
- 98. DK
- 99. NA
- 00. INAP., coded 5, 8, or 9 in variable 125

128
2:78-79

Q71B. SUBTRACT B FROM A TO FIND NO. OF CHILDREN OLDER THAN 15.

(CODE SAME AS variable 127).

129
2:80

Q72. How many other people are there in this household besides you and your (husband/wife) and children?

- 1. One other person
- 2. Two other people
- etc.
- 8. DK
- 9. NA
- 0. INAP., NONE

Q73, A-B, OPEN - ENDED

130 (Years)
3:11-12

Q74. What was your age on your last birthday?

CODE ACTUAL AGE

- 98. DK
- 99. NA

131 (Decades)
3:13

Q74. (CONT'D.)

<u>f</u>	<u>%</u>	
11	1%	Under 20
136	16%	20 - 29
207	24%	30 - 39
234	28%	40 - 49
150	18%	50 - 59
97	12%	60 - 69
1	-	70 - 79
8	1%	NA

VARIABLE
NUMBER

3:1-3 Study Number(965)

3:4 Deck Number(3)

1 Interview Number(001-900)
3:5-7

3 Stratum (High and low Income Segments; numbers
3:8 can be used directly as weights)

(Unwtd.)

<u>f</u>	<u>%</u>
394	64%
<u>225</u>	<u>36%</u>
619	100%

1. Rates as relatively High income (actually codes 3-5 of variable 2) and sampled completely.
2. Rates as relatively Low income (codes 1 & 2 of variable 4 below), and sub-sampled at 0.5 rate.

22

Weights For Sex of Respondent

3:9-10

<u>f</u>	<u>%</u>
442	
402	

- 10 Male: Apply to all male respondents
- 15 Female: Apply to all female respondents

VARIABLE NUMBER

QUESTION AND CODE

132
3:14-15

Q75A. What was the highest grade of school you completed?

- 00. None, no formal education
- 01. First grade
etc.
- 12. High School diploma
etc.
- 14. Business College, some college courses
etc.
- 16. College diploma (four-year)
- 17. Some graduate work; graduate degree
- 98. DK (Include here if parent died when R was too young to know educational level)
- 99. NA

<u>f</u>	<u>%</u>	
211	25%	01 - 8 Yrs.
58	7%	9
110	13%	10
106	13%	11
236	28%	12
20	2%	13
40	5%	14
17	2%	15
16	2%	16
30	4%	17

133

Q75A. DID R COMPLETE SOME TIME OF TECHNICAL TRAINING?

3:16

<u>f</u>	<u>%</u>	
8	1%	1. YES, R completed technical training. (not unless written int)
836	99%	0. INAP., R did not mention technical training.

134
3:17-18

Q75B What was the highest grade of school your father completed?

SAME CODE AS variable 132
(See next page)

135
3:19-20

Q75C What was the highest grade of school your mother completed?

SAME CODE AS variable 132.
(See next page)

QUESTION AND CODEVARIABLE
NUMBERQ75B. Same code as variable 132

134	<u>f</u>	<u>%</u>	
3:17-18			
	366	43%	0 - 8 Yrs.
	50	6%	9
	52	6%	10
	20	2%	11
	61	7%	12
	4	-	13
	8	1%	14
	6	1%	15
	17	2%	16
	11	1%	17
	233	28%	98DK
	16	2%	99NA

135 Q75C. Same code as variable 132

3:19-20	<u>f</u>	<u>%</u>	
	369	44%	0 - 8 Yrs.
	44	5%	9
	52	6%	10
	41	5%	11
	136	16%	12
	6	1%	13
	16	2%	14
	2	-	15
	13	2%	16
	8	1%	17
	145	17%	98 DK
	12	1%	99 NA

QUESTION AND CODEVARIABLE
NUMBER136
3:21-22Q75D IF MARRIED: What was the highest grade of
school your (wife/husband) completed?

NOTE CODE CHANGE FOR "NO EDUCATION"

- 01. First grade or less, no education
etc.
- 12. High School Diploma
etc.
- 14. Business College, Some college courses
etc.
- 16. College diploma (four year)
- 17. Graduate work, graduate degree
- 98. DK
- 99. NA
- 00. INAP., R is not married

<u>f</u>	<u>%</u>	
181	21%	Grades 1 - 8
164	19%	9 - 11
186	22%	H.S. Diploma (12)
66	8%	Grades 13 - 15
36	4%	16 - 17
8	1%	DK & N A
203	24%	INAP.

137
3:23-24Q75E. What was the highest grade of school your
brother closest in age to you completed?

SAME CODE AS variable 136

<u>f</u>	<u>%</u>	
146	17%	Grades 1 - 8
165	20%	9 - 11
221	26%	H.S. Diploma (12)
85	10%	13 - 17
31	4%	DK 98 - 99
196	23%	INAP

QUESTION AND CODE

VARIABLE
NUMBER

138

Q75F. Is this brother in school now?

3:25

	<u>f</u>	<u>%</u>	
	38	4%	1. YES
	103	12%	5. NO
	0	0	8. DK
	2	-	9. NA (If No response)
	701	83%	0. INAP; R is 30 or over; or R has no brother.

Q76, 76A OPEN-ENDED

QUESTION AND CODEVARIABLE
NUMBER

139

3:26-27

Q77. Now would you think of the person who is your closest friend and whom you see most often.

Q77A. How many years of school did this person complete?

- 01. First grade or less, no formal education
- 12. High school diploma
- 14. Business college, nurses' training, some college etc.
- 16. College degree (4 years)
- 17. Graduate work; graduate degree
- 20. Completed some type of technical training
- 21. High school diploma plus technical training
- 98. DK
- 99. NA
- 00. INAP., R has no close friend

Q77B Occupational

<u>f</u>	<u>%</u>	
55	6%	1 - 8 Yrs.
138	16%	9 - 11
354	42%	12
195	23%	13 - 17
77	9%	98 - 99
25	3%	00 INAP

QUESTION AND CODEVARIABLE
NUMBER

140 Q78. ASK OF MALES ONLY
3:28 Have you ever served in the armed forces?

<u>f</u>	<u>%</u>	
209	25%	1. YES
227	27%	5. NO
4	1%	9. NA
404	48%	0. INAP., R is female

141 (Years) Q79. How long have you lived in this
3:29-30 neighborhood?

CODE ACTUAL NUMBER OF YEARS. IF RANGE IS
GIVEN, CODE MIDPOINT, ROUND UP.

142 (Decades) Q79

3:31

		01. One year or less
		02. Two years
		Etc.
		98. DK
		99. NA

<u>f</u>	<u>%</u>	
553	65%	0 - 9 Yrs.
209	25%	10 - 19
50	6%	20 - 29
24	3%	30 and over
8	1%	NA

143 Q80. Do you own your home, are you buying it, or
3:32 do you rent?

<u>f</u>	<u>%</u>	
465	55%	1. OWN OR BUYING
375	44%	2. RENT
4	1%	7. OTHER (SPECIFY)
0	0	9. NA

QUESTION AND CODEVARIABLE
NUMBER

144 Q81. How many rooms do you and your family have
3:33-34 here altogether, not counting bathrooms or
 storage rooms?
 (EXPLAIN THIS MEANS R'S FAMILY ONLY).

<u>f</u>	<u>%</u>	
5	-	01. One Room
28	3%	02. Two Rooms
67	8%	03. Three Rooms
73	9%	04. Four Rooms
221	26%	05. Five Rooms
242	29%	06. Six Rooms
122	14%	07. Seven Rooms
86	10%	08. Eight Rooms and over
0	0	98 DK
0	0	99. NA

145 Q82. In serving your family's needs, how do you
3:35 think your home compares with the homes of
 most Negroes in Detroit: Is it better or
 not as good in serving your family's needs?

<u>f</u>	<u>%</u>	
258	31%	1. BETTER
205	24%	2. NOT AS GOOD
339	40%	3. SAME (IF VOLUNTEERED)
7	1%	4. Better than some and worse than some
12	1%	8. DK
23	3%	9. NA

146 Q83. How does it compare to the homes of most
3:36 whites in Detroit: Would you say your
 home is better or not as good in serving
 your family's needs?

<u>f</u>	<u>%</u>	
63	7%	1.
427	51%	2.
294	35%	3.
4	1%	4.
39	5%	8.
17	2%	9.

} Code categories as in Q82, variable 145.

(USE SAME CODE Variable 145).

QUESTION AND CODEVARIABLE
NUMBER

147

3:37

Q84. In the two or three blocks right around here, how many of the families are white: none, only a few, many but less than half, or more than half?

<u>f</u>	<u>%</u>	
121	14%	1. NONE
530	63%	2. ONLY A FEW
120	14%	3. MANY BUT LESS THAN HALF
58	7%	4. MORE THAN HALF
7	1%	6. Half and half-
7	1%	8. DK
1	-	9. NA

QUESTION AND CODEVARIABLE
NUMBER

148 Q84A. Do you and the white families that live around
3:38 here visit in each other's homes, or do you
 only see and talk to each other on the street,
 or do you hardly know each other?

<u>f</u>	<u>%</u>	
86	10%	1. VISIT IN EACH OTHER'S HOME
262	31%	2. SEE AND TALK ON THE STREET
359	42%	3. HARDLY KNOW THEM
1	-	8. DK
8	1%	9. NA
128	15%	0. INAP., coded '1' in variable 147.

149 Q85. ASK EVERYONE: Apart from your neighbors are
3:39 there (other) white people, including people
 from work, that you get together with
 socially or in recreational activities?

<u>f</u>	<u>%</u>	
290	34%	1. YES
550	65%	5. NO
0	0	8. DK
4	1%	9. NA

150 Q85A. Is this something you do fairly
3:40 often or just once in a while?

<u>f</u>	<u>%</u>	
114	14%	1. FAIRLY OFTEN
172	20%	2. ONCE IN A WHILE
0	0	8. DK
6	1%	9. NA
552	65%	0. INAP., coded '5', '8', or '9' in variable 149.

151 Q86. IF ANY WHITE NEIGHBORS OR FRIENDS
3:41 Thinking of the white people you know fairly
 well, do you discuss racial questions with
 them often, once in a while, or never?

<u>f</u>	<u>%</u>	
153	18%	1. OFTEN
287	34%	2. ONCE IN A WHILE
263	31%	3. NEVER
1	-	8. D K
52	6%	9. NA
88	11%	0. INAP., no white neighbors or friends (coded '1' in variable 147 and 5 in variable 149).

QUESTION AND CODEVARIABLE
NUMBER

152 Q87. Would you personally prefer to live in a
neighborhood with all Negroes, mostly
3:42 Negroes, mostly whites, or a neighborhood
that's mixed half and half?

<u>f</u>	<u>%</u>	
49	6%	1. ALL NEGRO
34	4%	2. MOSTLY NEGRO
13	2%	3. MOSTLY WHITE
484	57%	4. MIXED
258	31%	7. Makes no difference
0	0	8. DK
6	1%	9. NA

153 Q88. Here are a few more questions about yourself.
3:43 Would you say it's better to plan one's life
in advance, or would you say that life is too
unpredictable to plan ahead very far?

<u>f</u>	<u>%</u>	
425	50%	1. PLAN IN ADVANCE
412	49%	2. TOO UNPREDICTABLE
0	0	3. Do <u>some</u> planning, but not a lot (no box checked)
4	1%	7. Other
0	0	8. DK
3	-	9. NA

154 Q89. When you do make plans ahead, do you
3:44 usually get to carry out things the way
you expected, or do things usually come
up to make you change your plans?

<u>f</u>	<u>%</u>	
421	50%	1. THINGS WORK OUT AS EXPECTED
394	47%	2. HAVE TO CHANGE PLANS
14	2%	3. Half and half: sometimes plans work out and sometimes have to change them (no code circled)
4	~	8. DK
11	1%	9. NA

QUESTION AND CODEVARIABLE
NUMBER

155 Q90. Some people feel they can run their lives
3:45 pretty much the way they want to; others
 feel the problems of life are sometimes
 too big for them. Which one are you most
 like?

<u>f</u>	<u>%</u>	
563	67%	1. CAN RUN OWN LIFE
247	29%	2. PROBLEMS OF LIFE TOO BIG
4	1%	3. Sometimes can run life and sometimes , problems too big
0	0	4. Can run life with the help of others; always need others
6	1%	8. DK
24	3%	9. NA

156 Q91. About how often do you go to church: once
3:46 a week, two or three times a month, a few
 times a year, or never?

<u>f</u>	<u>%</u>	
290	34%	1. Once a week or more
207	24%	2. Two or three times a month
262	31%	3. Few times a year
84	10%	4. Never
0	0	8. DK
1	-	9. NA

157 Q91A. In your church, has money ever been collected
3:47 at Sunday service for the Civil Rights movement?

<u>f</u>	<u>%</u>	
312	37%	1. YES
390	46%	5. NO
59	7%	8. DK
3	-	9. NA
80	10%	0. INAP., coded '4' in variable 156.

QUESTION AND CODEVARIABLE
NUMBER

158

3:48

Q91B. Have there ever been speakers at Sunday services who were running for public office and were seeking support?

<u>f</u>	<u>%</u>	
269	32%	1. YES
456	54%	5. NO
1	-	7. OTHER
34	4%	8. DK
4	1%	9. NA
80	10%	0. INAP., coded '4' in variable 156.

QUESTION AND CODEVARIABLE
NUMBER

159 Q92. How important a part of your life are
3:49 your religious beliefs: Would you say
 they are extremely important, quite
 important, of some importance, or not at
 all important?

<u>f</u>	<u>%</u>	
340	40%	1. EXTREMELY IMPORTANT
275	32%	2. QUITE IMPORTANT
201	24%	3. SOME IMPORTANCE
24	3%	4. NOT IMPORTANT AT ALL
0	0	8. DK
4	-	9. NA

Q93, Q93A, OPEN END

160 Q94. How many people in your family living
3:50 here receive wages or salaries?

(CODE EXACT NUMBER OF PEOPLE)

<u>f</u>	<u>%</u>	
404	48%	1. One person
240	30%	2. Two persons
51	6%	3. Three persons
8	1%	4. Four persons
1	-	5. Five persons
3	-	9. NA
127	15%	0. INAP, no one received wages or salary

161 Q94A. Do any of the members of your family
3:51 receive income from the government,
 like veteran's benefits, welfare, or
 Social Security?

<u>f</u>	<u>%</u>	
210	25%	1. YES
628	74%	5. NO
0	0	8. DK
6	1%	9. NA

QUESTION AND CODEVARIABLE
NUMBER

162

3:52

Q94B. Do any members of your family
receive income from renting build-
ings or rooms, life insurance, or
retirement pensions?

<u>f</u>	<u>%</u>	
153	18%	1. YES
687	81%	5. NO
0	0	8. DK
4	1%	9. NA

QUESTION AND CODE

VARIABLE
NUMBER163
3:53-54

Q94C. Here's a card that lists monthly income for the whole family.
(HAND CARD)
Would you tell me how much money your family makes in one month, including all the kinds of incomes we mentioned before? Just give the letter on the card that fits.

<u>f</u>	<u>%</u>	
107	13%	00. A Under \$200...
80	9%	01. B \$200-299
69	8%	02. C \$300-399
127	15%	03. D \$400-499
111	13%	04. E \$500-599
87	10%	05. F \$600-699
48	6%	06. G \$700-799
75	9%	07. H \$800-999
34	4%	08. I \$1,000-1,199
23	3%	09. J \$1,200-1,399
32	4%	10. K \$1,400 and over
51	6%	11. DK, NA

164
3:55

QX93. Do you buy the Michigan Chronicle?
NOTE: Two questions appear on the interview schedule as No. 93. The second one is designated as X93.

<u>f</u>	<u>%</u>	
656	78%	1. YES
29	3%	3. Sometimes
148	18%	5. NO
11	1%	7. (Volunteered) doesn't buy but reads often
0	0	8. DK
0	0	9. NA

Q94 OPEN END

QUESTION AND CODEVARIABLE
NUMBER

165

3:56

Q95. We're finished now except I would like to know how you feel about surveys like this. Some people feel that surveys give people a chance to speak out on important issues. Others feel there has already been enough interviewing on these issues, especially of Negroes. What do you think?

<u>f</u>	<u>%</u>	
714	85%	1. CHANCE TO SPEAK OUT
82	10%	2. ENOUGH INTERVIEWING
15	2%	7. Other
5	1%	8. DK
28	3%	9. NA

QUESTION AND CODEVARIABLE
NUMBER

166			<u>Q97A. Total length of interview</u>
3:57	<u>f</u>	<u>%</u>	
	1	-	1. Less than 30 min.
	9	1%	2. 30-44 min. (1/2 hour)
	96	11%	3. 45-59 min. (3/4 hour)
	199	24%	4. 60-74 min. (1 hour)
	185	22%	5. 75-89 min. (1 1/4 hour)
	212	25%	6. 90-118 min. (1 1/2 hour)
	120	14%	7. 120 or more min. (2 hour)
	22	3%	9. NA
167			<u>Q97B. R's INTEREST IN TALKING ABOUT RACIAL ISSUES:</u>
3:58	<u>f</u>	<u>%</u>	
	337	40%	1. Very interested in discussing racial issues
	421	50%	2. Average interest
	70	8%	3. Reluctant to discuss racial issues
	16	2%	9. NA
168			<u>Q97C. R's UNDERSTANDING OF QUESTIONNAIRE WAS:</u>
3:59	<u>f</u>	<u>%</u>	
	183	22%	1. Excellent
	409	48%	2. Good
	186	22%	3. Fair
	46	5%	4. Poor
	20	2%	9. NA
169			<u>Q97D. WHAT PERSONS OVER 14 YEARS OF AGE WERE PRESENT DURING INTERVIEW? CIRCLE ALL THAT APPLY. NOTE IF THIS AFFECTED INTERVIEW.</u>
3:60			<u>FIRST MENTION</u>
	<u>f</u>	<u>%</u>	
	249	29%	1. Spouse
	13	2%	2. Parent
	38	4%	3. Child over 14
	77	9%	4. Other relatives or friend
	15	2%	7. Other (specify)
	3	-	9. NA
	449	53%	0. INAP., none

QUESTION AND CODEVARIABLE
NUMBER

170

Q97D. SECOND MENTION

3:61

fz

1

-

1. Spouse

1

-

2. Parent

20

2%

3. Child over 14

22

3%

4. Other relatives or friend

6

1%

7. Other

1

-

9. NA

793

94%

0. INAP., none, no second mention.

QUESTION AND CODEVARIABLE
NUMBER

171		<u>Q97E. RESPONDENT'S SKIN COLOR</u>	
3:62	<u>f</u>	<u>%</u>	
	124	15%	1. Fair
	244	29%	2. Light brown
	357	42%	3. Dark Brown
	111	13%	4. Dark
	8	1%	9. NA
172		<u>Q97F. WAS RESPONDENT UNUSUALLY ATTRACTIVE?</u>	
3:63	<u>f</u>	<u>%</u>	
	185	22%	1. YES
	647	77%	5. NO
	12	1%	9. NA
173		<u>Q97G. RESPONDENT'S ABILITY TO EXPRESS HIMSELF</u>	
3:64	<u>f</u>	<u>%</u>	
	168	20%	1. Very articulate, excellent vocabulary
	324	38%	2.
	204	24%	3.
	126	15%	4. Limited vocabulary, expresses self with great difficulty
	22	3%	9. NA
174		<u>Q97H. RATE THE CONFIDENCE AND POISE OF THE RESPONDENT</u>	
3:65	<u>f</u>	<u>%</u>	
	344	41%	1. Very confident and poised
	245	29%	2.
	128	15%	3.
	117	14%	4. Very hesitant, lacks confidence
	10	1%	9. NA
175		<u>Q97I. HOME FURNISHINGS</u>	
3:66	<u>f</u>	<u>%</u>	
	126	15%	1. Excellent, handsomely furnished, attractive
	334	40%	2. Good-well furnished
	259	31%	3. Fair
	88	10%	4. Poor-shabby, run-down furnishings
	37	4%	9. NA

QUESTION AND CODEVARIABLE
NUMBER

176		<u>Q97J. NEATNESS OF INTERIOR</u>	
3:67		<u>f</u>	<u>%</u>
	408	48%	1. Very neat and clean
	259	31%	2. Fairly neat and clean
	99	12%	3. Fairly disordered
	46	5%	4. Very disordered
	32	4%	9. NA
177		<u>Q97K. SEX OF RESPONDENT</u>	
3:68		<u>f</u>	<u>%</u>
	442	52%	1. Male
	402	48%	2. Female
178		<u>Q97L. WERE THERE ANY QUESTIONS YOU THINK THE RESPONDENT DID NOT SEEM TO ANSWER FRANKLY OR HONESTLY? IF SO, GIVE QUESTION NUMBERS AND THE REASON YOU DOUBT THE ANSWER.</u>	
3:69		<u>f</u>	<u>%</u>
	76	9%	1. YES
	768	91%	5. NO, interviewer makes no mention of problem questions
179 3:70-72		<u>Q97M. CODE QUESTIONS MENTIONED AS DIFFICULT. CODE THREE MENTIONS.</u>	
180 3:73-75		010. Question one	
181 3:76-78		491. Question 49a.	
		492. Question 49b.	
		Etc.	
		192=QX19.	
		000. INAP., coded '5' in variable 178, no second or third mentions.	

VARIABLE
NUMBER

4:1-3 Study Number(965)

4:4 Deck Number(4)

1 Interview Number(001-900)

4:5-7

3 Stratum (High and low Income Segments; numbers
4:8 can be used directly as weights)

(Unwtd.)

<u>f</u>	<u>%</u>
394	64%
<u>225</u>	<u>36%</u>
619	100%

1. Rates as relatively High income (actually codes 3-5 of variable 2) and sampled completely.
2. Rates as relatively Low income (codes 1 & 2 of variable 4 below), and sub-sampled at 0.5 rate.

22 Weights For Sex of Respondent

4:9-10

<u>f</u>	<u>%</u>
442	
402	

- 10 Male: Apply to all male respondents
- 15 Female: Apply to all female respondents

OCCUPATIONAL QUESTIONSQUESTION AND CODEVARIABLE
NUMBER

182

Q47. R's OWN OCCUPATION

4:11

Are you working at the present time,
'unemployed, (keeping house), or what?

<u>f</u>	<u>%</u>	
546	65%	1. WORKING (AT LEAST 10 HOURS/WEEK)
64	8%	2. RETIRED
31	4%	3. UNEMPLOYED
190	22%	4. KEEPING HOUSE
8	1%	5. STUDENT (IF HALF TIME OR MORE)
5	1%	7. OTHER
0	0	9. NA

QUESTION AND CODEVARIABLE
NUMBER

183 Q47A. IF R IS UNEMPLOYED: How long have you
4:12 been unemployed?

<u>f</u>	<u>%</u>	
1	-	1. One week or less
3	-	2. 2-4 weeks
2	-	3. 1.1-3 months
5	1%	4. 3.1-6 months
4	-	5. 6.1-12 months
4	-	6. 12.1-24 months
12	1%	7. More than two years
		8. DK
		9. NA
813	96%	0. INAP, coded 1, 2, 4, or 5 in variable 182; R has never worked.

CLASS OF WORKER - RESPONDENT

184 Q47D. (Do/Did) you have your own business or
4:13 (do/did) you work for someone else?

<u>f</u>	<u>%</u>	
32	4%	1. OWN BUSINESS
610	72%	2. SOMEONE ELSE
3	-	9. NA
199	24%	0. INAP - student or housewife, coded 4 or 5 in variable 182.

INDUSTRY - RESPONDENT

185 Q47C. What kind of business (is/was) that in?

4:14-16

Industry is coded from U.S. Bureau of the Census, 1960 Census of Population, Alphabetical Index of Occupations and Industries, revised edition (Washington: Government Printing Office, 1960) With the following supplement: 998-Inap, "Student" or "Housewife" only occupation reported.

(Continued on next page)

QUESTION AND CODEVARIABLE
NUMBER

185 (Cont.)

4:14-16

SUMMARY OF BUREAU OF CENSUS INDUSTRY CODES

The individual industry codes frequently are grouped into the following 12 major industries:

<u>f</u>	<u>z</u>	
0	0	016 to 018 Agriculture, forestry and fisheries
0	0	126 to 156 Mining
40	5%	196 Construction
268	32%	206 to 459 Manufacturing
19	2%	506 to 579 Transportation, communications, and other public utilities
75	9%	606 to 699 Wholesale and retail trade
5	1%	706 to 746 Finance, insurance, and real estate.
15	2%	806 to 809 Business and repair services
61	7%	816 to 839 Personal services
1	-	846 to 849 Entertainment and recreation services
95	11%	867 to 898 Professional and related services
57	7%	906 to 936 Public administration
		and
199	24%	998 Student; housewife; INAP; never worked
9	1%	999 Industry entry incomplete or missing

OCCUPATION - RESPONDENT

186

4:17-19

If working, retired or unemployed

Q47B. What kind of work (do/did) you do?

Q47E. Do (did) you have an official job title?
What (is/was) it?

Each occupation is coded from the U.S. Bureau of the Census, 1960 Census of population, Alphabetical Index of Occupations, Government Printing Office, 1960 with the following supplements: 993-"Student" only occupation reported; and 994 - Inapplicable "housewife."

(Continued on next page)

QUESTION AND CODESUMMARY OF BUREAU OF CENSUS OCCUPATION CODES

The individual occupation codes frequently are grouped into the following 11 major occupations:

- 000 to 195 Professional, technical, and kindred workers
- 200 to 222 Farmers and farm managers
- 250 to 290 Managers, officials, and proprietors, except farm
- 301 to 370 Clerical and kindred workers
- 380 to 395 Sales workers
- 401 to 555 Craftsmen, foremen and kindred workers
- 601 to 775 Operatives and kindred workers
- 801 to 804 Private household workers
- 810 to 890 Service workers, except private household
- 901 to 985 Laborers, except farm and mine. and
 - 993 Student
 - 994 Inapplicable; never worked; housewife
 - 995 Occupation entry incomplete or missing

Where alphabetic codes are given in the Alphabetical Index for occupation and industry, these are changed into the following numerical equivalents:

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

QUESTION AND CODE

VARIABLE
NUMBER

4:20-21 187 (2 digits)
4:22 188 (1st digit)

Q47F. How many hours a week (do/did) you work at this job?

CODER: CODE ACTUAL NO. OF HOURS. IF RANGE IS GIVEN, CODE MIDPOINT. ROUND UP.

- 01. One hour or less.
- 02. Two hours
etc.
- 97. R says he works 24 hours a day.
- 98. DK
- 99. NA
- 00. INAP. coded 4 or 5 in variable 182.

<u>f</u>	<u>%</u>	
202	24%	0 - 9 Hours
13	2%	10 - 19
17	2	20 - 29
54	6%	30 - 39
460	54%	40 - 49
60	7%	50 - 59
12	1%	60 - 69
6	1%	70 - 79
4	1%	80 - 89
16	2%	DK, NA

189
4:23

Q47G. During the past five years how many times, if at all, were you unemployed when you didn't want to be? (DON'T COUNT ILLNESS OR STRIKES).

CODE EXACT NUMBER OF TIMES UNEMPLOYED

<u>f</u>	<u>%</u>	
66	8%	1. One time
20	2%	2. Two times
20	2%	3. Three times - five times
0	0	7. Seven or more times unemployed
2	-	8. DK
8	1%	9. NA
728	86%	0. INAP; student or housewife, never unemployed during past 5 years

QUESTION AND CODEVARIABLE
NUMBER190
4:24

Q56. Are you single, married, divorced,
widowed, or separated?

<u>f</u>	<u>%</u>	
40	5%	1. SINGLE
599	71%	2. MARRIED
61	7%	3. DIVORCED
64	8%	4. WIDOWED
80	10%	5. SEPARATED
0	0	9. NA

191
4:25

Q57. If R IS PRESENTLY MARRIED, ASK ABOUT
SPOUSE

Is your (husband/ wife) working at the
present time, unemployed (keeping house),
or what?

<u>f</u>	<u>%</u>	
344	41%	1. WORKING (AT LEAST TEN HOURS PER WEEK)
28	3%	2. RETIRED, PERMANENTLY DISABLED
20	2%	3. UNEMPLOYED, TEMPORARY ILLNESS
199	24%	4. KEEPING HOUSE
5	1%	5. STUDENT (Half time or more)
2	-	7. Other
0	0	9. NA
246	29%	0. INAP. R not presently married

QUESTION AND CODEVARIABLE
NUMBER

192

Q57A. How long has (he/she) been unemployed?

4:26	<u>f</u>	<u>%</u>	
	0	0	1. One week or less
	5	1%	2. 2-4 weeks
	4	-	3. 1.1-3 months
	0	0	4. 3.1-6 months
	2	-	5. 6.1-12 months
	3	-	6. 12.1-24 months
	2	-	7. More than two years
	0	0	8. DK
	4	-	9. NA
	824	98%	0.. INAP., coded 1, 2, 4, or 5 in variable 191, spouse has never worked; no spouse

193

IF SPOUSE WORKING, RETIRED OR UNEMPLOYED

4:27

Q57D. CLASS OF WORKER: SPOUSE
Does (Did) he (she) have his (her) own
business or work for someone else?

	<u>f</u>	<u>%</u>	
	14	2%	1. OWN BUSINESS
	378	45%	2. SOMEONE ELSE
	2	-	9. NA
	450	53%	0. INAP., no spouse; spouse housewife or student

QUESTION AND CODEVARIABLE
NUMBERINDUSTRY - SPOUSE194
4:28-30Q57C. What kind of business (is/was) that in?Coded according to U.S. Bureau of Census
Industry code; see variable 185.OCCUPATION - SPOUSE195
4:31-33

Q57B. What kind of work does (did) he (she) do?

Q57E. Does (did) he (she) have an official job
title?What is (was) it? _____Coded according to U.S. Bureau of Census
Occupation Code; see variable 186.196
4:34Q57F. During the past five years how many times, if
at all, was your(husband/wife)unemployed when
he/she didn't want to be? (DON'T COUNT ILLNESS
OR STRIKES)

CODE EXACT NUMBER

<u>f</u>	<u>%</u>	
29	3%	1. One time
5	1%	2. Two times
6	1%	3. Three times
6	1%	4. Four - six times
0	0	8. DK
10	1	9. NA
788	93%	0. INAP; never unemployed in past five years, housewife

QUESTION AND CODE

VARIABLE
NUMBER

Q77. Now would you think of the person who is your closest friend and whom you see most often.

139 (Var. 139 also appears in numerical sequence)

Q77A. How many years of school did this person complete?

- 00. No formal education
- 01. First grade
- 12. High school diploma
- 16. College degree (4 year)
- 17. Some graduate work; graduate degree
- 20. Completed some type of technical training
- 21. High school plus technical training
- 97. INAP; R has no close friend
- 98. DK
- 99. NA

<u>f</u>	<u>%</u>	
25	3%	0 Education
55	7%	Grades 1 - 8
138	16%	9 - 11
354	42%	High School Diploma
195	23%	Grades 13 - 17
77	9%	DK, NA

Q77B. What kind of job does this friend have?

CODE CLASS OF WORKER, INDUSTRY AND OCCUPATION AS WELL AS POSSIBLE. (Variables 201, 202, 203).

201

Q77B. CLASS OF WORKER - CLOSEST FRIEND

4:43

<u>f</u>	<u>%</u>	
20	2%	1. Works for self
617	73%	2. Works for someone else.
16	2%	8. DK
25	3%	9. NA, occupation not obtained
166	20%	0. INAP., R has no close friend, friend is housewife, student

QUESTION AND CODEVARIABLE
NUMBER

202

4:44-46

Q77B. INDUSTRY - CLOSEST FRIEND

Coded according to U.S. Bureau of Census
Industry code; see variable 185.

203

4:47-49

Q77B. OCCUPATION - CLOSEST FRIEND

Coded according to U.S. Bureau of Census
Occupation code; see variable 186.

QUESTION AND CODEVARIABLE
NUMBER

204 Q4. Is crime or vandalism something of a problem
4:50 or not in this neighborhood?

<u>f</u>	<u>%</u>	
366	43%	1. YES, PROBLEM
462	55%	5. NO
13	2%	8. DK
3	-	9. NA

205 Q4A. How do you think your neighborhood could be
4:51 made safer from crime and vandalism? (Two
mentions coded in order of mention).

FIRST MENTION

<u>f</u>	<u>%</u>	
158	19%	1. <u>Improved or increased police service</u> (R refers to actions protecting the public): "more police"; "more patrolling"; "prompter response to calls"; "more Negro police"
10	1%	2. <u>Stiffer laws, penalties or law enforcement</u> (R refers to actions against law violators) "less court leniency"; "more forceful police action"
21	2%	3. <u>More street lights</u>
47	6%	4. <u>Citizenship and neighborhood cooperation</u> : "block clubs"; watch out for neighbor's property"; "less fear of reporting crime"
61	7%	5. <u>Control or supervision of youth</u> : "parents should control kids"; "keep kids in at night"; "more jobs or recreational facilities for kids"
14	2%	7. Other
42	5%	8. DK, "There is no solution," e.g.
13	1%	9. NA
478	57%	0. INAP., coded 5, 8 or 9 in variable 204.

QUESTION AND CODEVARIABLE
NUMBER

206

Q4A. SECOND MENTION

4:52	<u>f</u>	<u>z</u>	
	25	3%	1.
	4	1%	2.
	4	1%	3.
	9	1%	4.
	9	1%	5.
	0	0	6.
	4	1%	7.
	3	-	8.
	2	-	9.
	784	93%	0. INAP., no second mention.

(Same code as variable 205)

QUESTION AND CODEVARIABLE
NUMBER207 Q7. Is there a block club in this neighborhood?

4:53

<u>f</u>	<u>%</u>	
451	53%	1. YES
329	39%	5. NO
57	7%	8. DK
7	1%	9. NA

208 Q7A. Do you attend meetings?

4:54

<u>f</u>	<u>%</u>	
179	21%	1. YES
263	31%	5. NO
17	2%	9. NA
385	46%	0. INAP., coded 5 or 8 in variable 207

209 Q7B. Have the people in the neighborhood ever gotten together to help each other out or to complain about a problem?

4:55

<u>f</u>	<u>%</u>	
58	7%	1. YES
224	26%	5. NO
31	4%	8. DK
72	8%	9. NA
459	54%	0. INAP., coded 1 in variable 207

Q7C. What sort of problems (has the block club/have neighbors) tried to solve?

CODE TWO MENTIONS Code external problems in variable 210; code internal or ambiguous problems in variable 211.

210 PROBLEMS WHOSE SOURCE IS EXTERNAL TO IMMEDIATE NEIGHBORHOOD OR WHICH ARE NOT CONTROLLABLE TO NEIGHBORS

4:56

<u>f</u>	<u>%</u>	
25	3%	1. <u>Poor schools and rec. facilities for children</u> : "more playgrounds"; "get streets roped off"; "better schools"
144	17%	2. <u>Poor city services</u> (other than schools & children's recreation): "street lights"; "traffic lights or signs"; "street cleaning"; "garbage collection"; "traffic problems"

(Continued on next page)

QUESTION AND CODEVARIABLE
NUMBERQ7C (Cont.)

210

4:56

<u>f</u>	<u>z</u>	
24	3%	3. <u>Crime and vandalism</u> : "need more police"; "tried to get more protection"
37	4%	4. <u>Problems with private enterprise</u> : "Made complaints about a bar"; "took out a petition because a house was a hazard"; protested the store owner because of his prices"
8	1%	7. Other external action
102	12%	8. DK
16	2%	9. NA
488	58%	0. INAP., no external action mentioned, or coded 5, 8 or 9 in variable 209.

211

4:57

Q7C. PROBLEMS WHOSE SOURCE IS WITHIN AND CONTROLLABLE
BY NEIGHBORHOOD

<u>f</u>	<u>z</u>	
151	18%	1. <u>Care and beautification of property and neighborhood</u> "keep up property"; "clean up alleys"
29	3%	2. <u>Care, control or entertainment of children</u> "keeping kids off streets"; "controlling roughness"; "giving parties for kids"
6	1%	3. <u>Social and supportive functions</u> : "getting acquainted" "holding block parties"; "helping neighbors through crises" (e.g. death in family)
28	3%	6. Other internal action (e.g., "coop buying")
9	1%	7. Ambiguous whether external or internal action
33	4%	8.. Neighbors/block club have done <u>nothing</u> ; not solved problems; not tried to solve problems
23	3%	9. NA
565	67%	0. INAP., only external action mentioned or coded 5, 8 or 9 in variable 209.

QUESTION AND CODE

VARIABLE
NUMBER

212
4:58-59

- Q10. Turning to some questions about schools in Detroit there have been many teenagers dropping out of school before finishing. What do you think is the main reason for this?
- Q10A. IF R SAYS MAINLY "PARENTS" OR "HOME," ASK: Why do you think the parents (home/upbringing) are (is) like that?
-

CODE TWO MENTIONS; CODE "MAIN" REASON FIRST: RESPONSE TO "A" HAS PRIORITY

ASCERTAIN FIRST WHETHER R SEES FAULT IN THE INDIVIDUAL (DROPOUT OR PARENT) OR IN THE SYSTEM

FIRST MENTION:

I. SOURCE IS IN THE INDIVIDUAL: (implies the individual can change the situation)

A. THE TEENAGERS THEMSELVES ARE AT FAULT:

<u>f</u>	<u>%</u>	
60	7%	11. <u>Negative evaluation of dropouts:</u> they are lazy; no good; they just don't want to go.
27	3%	12. <u>Dropouts don't understand importance of education:</u> they don't see the need for education; not interested in education.
75	9%	13. <u>Competing "pulls":</u> they want to work, buy things, to make money; sex, pregnancy, marriage.
17	2%	17. Other (e.g., "follow example of others," example itself not specified)
		B. PARENTS OF DROPOUTS AT FAULT : (If generalized to "most people," "parents in general," "the world today," code under "system" or "society.")
88	11%	21. <u>The parents don't care:</u> not interested in their kids; too busy with own affairs
80	10%	22. <u>The parents are too lenient:</u> don't set enough guidelines; poor training; not enough discipline in the home
3	-	27. Other "Parents at fault"

(Continued on next page)

QUESTION AND CODEQ10, 10A (Cont.)VARIABLE
NUMBER

212

4:58-59

A. HOME SITUATIONII. SOURCE IS IN THE SYSTEM OR SOCIETY

(Implies the individual has no direct control)

<u>f</u>	<u>z</u>	
72	8%	31. <u>Parents lack time for kids:</u> working mothers; broken homes; no time for adequate guidance.
61	7%	32. <u>Lack of money:</u> kids don't have basic necessities for school (e.g., clothing, books); teenager must work to help support family.
41	5%	33. <u>Cumulative effect:</u> parents themselves are poorly educated and don't understand need for education, and therefore don't push kids enough.
7	1%	37. Other "home situation".

B. SCHOOLS, SCHOOL SYSTEM

136	16%	41. <u>Poor schools:</u> irrelevant curriculum; don't adequately prepare today's youth; poor teachers; inadequate facilities.
12	1%	42. <u>Schools too lenient:</u> insufficient discipline in schools
4	-	47. Other "schools"

C. SYSTEM OR SOCIETY, IN GENERAL

12	1%	51. <u>Too materialistic:</u> social pressure (on parents or teenagers, or in general) to make money, to get ahead; value of money takes precedence over value of education
3	-	52. <u>Moral decay:</u> lack of discipline in society as a whole; society is too lenient
2	-	53. <u>Generation gap:</u> poor communication between generations; rebellion of youth
17	2%	57. Other "society" (e.g., rejection of "unusual" or "different" people such as the poor or handicapped)

(Continued on next page)

QUESTION AND CODEVARIABLE
NUMBERIII. SOURCE IS AMBIGUOUS (Can't tell if
individual or system)

212		<u>Q10 Cont.</u>	
4:58-59		<u>f</u>	<u>%</u>
		46	6%
		13	2%
		61	7%
		7	1%
		61.	Kids are bored, not interested, n.e.c. (could not tell if because of individual or poor school)
		67.	Other ambiguous source
		98.	DK
		99.	NA

212		<u>Q10.10A</u>		<u>SUMMARY CODE, FIRST MENTION</u>	
4:60		<u>f</u>	<u>%</u>	<u>SOURCE IS IN INDIVIDUAL</u>	
		179	21%	1.	Teenagers themselves at fault
		172	20%	2.	Parents of drop-outs at fault
				<u>SOURCE IS IN SYSTEM OR SOCIETY</u>	
		180	21%	3.	Home Situation
		152	18%	4.	Schools, school/system
		34	4%	5.	System or society in general
		59	7%	6.	Source is ambiguous
		68	8%	9.	DK & NA

QUESTION AND CODEVARIABLE
NUMBER

214

4:61-62

Q10, 10A, SECOND MENTION(See Variable 212 for complete description
of code categories)

<u>f</u>	<u>%</u>	
17	2%	11. Negative evaluation of dropouts.
18	2%	12. Dropouts don't understand importance of education.
30	4%	13. Competing "pulls"
4	-	17. Other
30	4%	21. Parents don't care
23	3%	22. Parents too lenient
0	0	27. Other "Parents at fault"
18	2%	31. Parents lack time for kids.
32	4%	32. Lack of money
8	1%	33. Cumulative effect
4	-	37. Other home situation
54	6%	41. Poor schools
4	-	42. Schools too lenient
2	-	47. Other "schools"
3	-	51. Too materialistic
0	0	52. Moral decay
0	0	53. Generation gap
2	-	57. Other "society"
13	2%	61. Kids are bored
4	-	67. Other ambiguous source
0	0	98. DK
0	0	99. NA
578	68%	00. INAP, no second mention.

QUESTION AND CODEVARIABLE
NUMBER215
4:63Q.10,10A, SUMMARY CODE, SECOND MENTION

<u>f</u>	<u>%</u>	
		<u>SOURCE IS IN INDIVIDUAL:</u>
69	8%	1. Teenagers themselves at fault
53	6%	2. Parents of dropouts at fault
		<u>SOURCE IS IN SYSTEM OR SOCIETY:</u>
62	7%	3. Home situation
60	7%	4. Schools, school system
5	1%	5. System or society in general
17	2%	6. SOURCE IS AMBIGUOUS
0	0	9. DK OR NA
578	68%	0. INAP, no second mention

Q11. is V. 271

216
4:64

Q15. All in all, in a public school that is attended mostly by Negro children--do think the principal should be a Negro, a white person, or that his race should not make any difference?

<u>f</u>	<u>%</u>	
149	18%	1. NEGRO
7	1%	2. WHITE
686	81%	3. NO DIFFERENCE
1	-	8. DK
1	-	9. NA

VARIABLE
NUMBER217
4:65-66Q15A. IF NEGRO OR WHITE:
What is the main reason you feel this way?

<u>f</u>	<u>z</u>	
69	87	01. <u>Understand Negro children/aware of Negroes' problems</u> : whites don't understand what the children/race needs, he knows from experience what it's like to be a Negro.
20	27	02. <u>Fairer, better treatment</u> : Negro principal would show more interest/respect, treat kids fairly; white principal wouldn't try his best to do the right thing.
13	27	03. <u>More respect for/response to Negro authority</u> : kids will behave better; they'll get along better with Negro authority, can cope with/handle them better.
3	-	04. <u>Parental/community relations</u> : Negro parents will work with him, he can participate in the activities of the community
12	17	05. <u>Should have model of successful Negro</u> : let kids know we can be leaders; give them somebody colored to look up to; if there was not a Negro principal it would look like we didn't have enough sense to be one.
9	17	06. <u>Self rule</u> : Negroes should run own schools/blacks should be taught by blacks; believe in Negro leadership; because they're all Negro children, if he's got learning why shouldn't he teach his own color?
1	-	07. <u>Provides jobs for Negroes</u>
<u>WHITES</u>		
7	17	09. R says principal should be white (for any reason)
4	-	10. Other
18	27	11. DK, NA
688	827	00. INAP., coded 3, 8, or 9 in Variable 216

QUESTION AND CODE

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VARIABLE
NUMBER

218

4:67-68

Q17. What do you think was the greatest contribution of Dr. Martin Luther King? (CODE TWO MENTIONS)

FIRST MENTIONPHILOSOPHICAL PRINCIPLES

<u>f</u>	<u>%</u>	
234	28%	01. <u>Non-violence</u> (specifically mentioned or described in other words) "bringing people together instead of fighting"; "not using brute force"; "respect for law"; "preventing militancy"
131	15%	02. <u>Belief in possibility of a better world</u> : "interracial harmony"; "understanding and love among men"; "teaching people to live together"
18	2%	03. <u>Religious reference</u> : "a Christ-like man"; "fulfilling the Bible"; "his faith in God"
105	12%	04. <u>Personal greatness</u> (no specific mention of goals): "a great man"; "a good man"; "giving his life"; "doing what he believed in"

LOW PRIORITYSOCIAL ACCOMPLISHMENTS

201	24%	05. <u>Negro civil rights activities</u> (assumed to refer to Negroes unless "all people" or "all minorities" etc. specified): "integration"; "boycotts"; "marches"; "aroused awareness of unjust conditions"; "improved economic conditions of Negroes"
54	6%	06. <u>Improved social conditions for all minorities</u> : "worked for all poor people"
51	6%	07. <u>Increased Negro pride or unity</u> : "increased self-respect of the Negro"
9	1%	08. <u>Negative evaluation or disagreement with King</u> : "he was too political for a minister"
4	-	09. Other
26	3%	10. DK
11	1%	11. NA, refused to answer

QUESTION AND CODEVARIABLE
NUMBER

219

Q17. SECOND MENTION

4:69-70

(Same code as Variable 218)

<u>f</u>	<u>z</u>	
38	4%	01
39	5%	02
8	1%	03
60	7%	04
18	2%	05
23	3%	06
14	2%	07
1	-	08
2	-	09
641	76%	00. INAP., no second mention

VARIABLE
NUMBER

220
4:71

Q19. Some people are saying that the assassination of Martin Luther King will drive Negroes and whites further apart. Others think that it will bring them closer together. Which do you think will probably happen?

<u>f</u>	<u>z</u>	
65	8%	1. FURTHER APART
574	68%	2. CLOSER TOGETHER
162	19%	3. NO CHANGE (IF VOLUNTEERED) or both
32	4%	8. DK
11	1%	9. NA

221

Q19A. Why do you feel this way?

4:72

<u>f</u>	<u>z</u>	<u>IF FURTHER APART</u>
7	1%	1. <u>Increased white fear of Negro violence:</u> "They knew there could be another riot so they closed all the bars"
10	1%	2. <u>Increased white fear of Negro gains:</u> "Whites just want to keep us down."
14	2%	3. <u>Increased Negro distrust or fear of whites:</u> "A lot of Negroes have gone over to the side of violence now."
16	2%	4. <u>Increased distrust or fear by both races:</u> (or no clear racial reference).
5	1%	7. Other
3	-	8. DK ("I just feel that way," "I don't know why")
22	3%	9. NA
767	91%	0. INAP., coded 2, 3, or 8 in Variable 220.

222

Q19A Cont.

4:73

<u>f</u>	<u>z</u>	<u>IF CLOSER TOGETHER</u>
153	18%	1. <u>Increased white understanding of racial problems</u> (Whites only are specified or implied, or "they" appears to refer to whites) "they now realize that people should be given a fair chance."
19	2%	2. <u>Increased white fear</u> (Whites experiencing threat or danger: "They don't want to push Negroes into more violence"; "they know we will fight for our rights.")

(Continued on next page)

QUESTION AND CODEVARIABLE
NUMBER

222		<u>Q19A. (Cont)</u>		
4:73		<u>f</u>	<u>%</u>	
	6	17	3.	<u>Increased Negro understanding</u> : "Negroes will use non-violence now"
	153	18%	4.	<u>Increased understanding of racial problems by all people</u> (Both whites and negroes specified or implied, or use of "they" with racial reference not clear): "because he showed the people that there could be understanding regardless of color"
	88	10%	5.	<u>Impact of King's spiritual beliefs; generalized respect for King</u> without reference to any change in understanding or action: "because he died for it, it will advance"; "because he was a Christ-like man"
	69	8%	6.	Action or improvement occurring reason unspecified
	25	3%	7.	Other
	18	2%	8.	DK ("I can't say, I just feel that way")
	52	6%	9.	NA
	261	31%	0.	INAP., coded 1, 3, or 8 in Variable 220.
223		<u>Q19A. (Cont)</u>		<u>IF NO CHANGE OR BOTH</u>
4:74		<u>f</u>	<u>%</u>	
	43	5%	1.	<u>White resistance to change</u> (specified or implied) "Grief was for show--the white are glad he's dead." "Only Negroes had a feeling for his death"
	2	-	2.	<u>Negro action unchanged</u> "They're still having demonstrations and there's talk of more violence."
	76	9%	3.	No <u>basic</u> change created by assassination. (Without reference to whites specified or implied) "Other assassinations haven't changed things." "There'll always be 10% that won't change" "The two races have always been far apart."
	11	17	4.	<u>Mixture of different reactions</u> : "Some people are closer, some further"
	15	2%	6.	Hasn't been long enough to tell.

(Continued on next page)

QUESTION AND CODEVARIABLE
NUMBER223 Cont.
4:74Q.19A (Cont).

<u>f</u>	<u>z</u>	
20	2%	8. DK ("I just feel that way")
27	3%	9. NA
642	76%	0. INAP., coded 1 or 2, in Variable 220.

QUESTION AND CODEVARIABLE
NUMBER

224 QX19. Now that Martin Luther King is gone, who
4:75 do you think is the single most important
Negro leader in the country?

CODE TWO POSITIVE RESPONSES IN VARIABLE 224
AND 225, IN ORDER OF MENTION. CODE NEGATIVE
RESPONSES IN VARIABLE 226.

FIRST MENTION, POSITIVE:

<u>f</u>	<u>%</u>	
307	36%	1. Rev. Ralph Abernathy ("the man who took King's place")
29	3%	2. Mrs. Coretta King ("Martin Luther King's wife")
26	3%	3. Militant Leader(s) (e.g. Rap Brown, Stokely Carmichael, Muhammad Ali)
33	4%	4. Political Leaders (e.g. Mayor Stokes, Charles Diggs, Patrick, Nicholas Hood, Adam Clayton Powell)
65	8%	5. King is irreplaceable ("no one could take his place"; "other current figures not of his stature"; "no confidence in anyone else.")
52	6%	6. Non-militant civil rights leaders (e.g. Roy Wilkins, Whitney Young)
17	2%	7. OTHER
287	34%	8. DK; too early to tell; "no one has proven themselves yet"; "no single one has emerged yet"
15	2%	9. NA
13	2%	0. INAP, no positive response

QUESTION AND CODEVARIABLE
NUMBER

225

QX19 (Cont)

4:76

SECOND MENTION POSITIVE

<u>f</u>	<u>%</u>	
13	27	1. Abernathy
2	-	2. Mrs. King
0	0	3. Militant leaders
1	-	4. Political leaders
3	-	5. King is irreplaceable
2	-	6. Non-militant leaders
6	1%	7. Other
0	0	8. DK
1	-	9. NA
816	97%	0. INAP., No second mention, no positive response.

226

QX19 (Cont) NEGATIVE COMMENT ABOUT:

4:77

<u>f</u>	<u>%</u>	
12	1%	1. Rev. Ralph Abernathy (e.g., it wouldn't be Abernathy)
0	0	2. Mrs. Coretta King
6	1%	3. Militants
0	0	4. Political Leaders
1	-	5. Martin Luther King (I never followed him anyway)
2	-	7. OTHER
7	1%	8. Negative reference to all leadership or politics in general ("I don't deal with politics"; "I don't follow any leader")
1	-	9. NA
815	97%	0. INAP., no negative response

Q21. is Variable 277

QUESTION AND CODEVARIABLE
NUMBER227
5:11-12

Q22. The number of families on welfare has been going up in the past few years. What do you think is the main reason for this?

CODE TWO MENTIONS. CODE "MAIN" REASON FIRST, IF INDICATED;

FIRST MENTION:SOURCE IS IN THE INDIVIDUAL

<u>f</u>	<u>%</u>	
191	23%	11. Laziness Welfare recipients don't want to work; don't try to help themselves; lack incentive; want something for nothing; are too fussy to take menial job; lack education <u>and</u> not interested in getting it.
107	13%	12. Broken homes unwed, separated, or divorced mothers with no support
21	2%	13. Old age or poor health, disability, so not able to work (Source should be considered ambiguous.)
2	-	14. Poor family training "parents didn't teach them how to work"; "don't know how to handle money" (Source should be considered ambiguous)
1	-	15. No hope in the future (no explanation given for why); lack of self-pride
8	1%	17. Other "source is in the individual"

SOURCE IS IN THE SYSTEM

13	2%	21. Lack of opportunities for job training or education: "Can't get education or training so they can't get a job."
180	21%	22. Lack of jobs "not enough jobs", "automation" (unemployment" coded here.)
30	4%	23. Quality of jobs poor: "make more money on welfare than working at poor jobs." (lack of opportunities coded here)
14	2%	24. Discrimination (in hiring, job training, etc.)

(Code continued next page)

QUESTION AND CODE

page 89

VARIABLE
NUMBER

227	Q22. (Cont)	
5:11-12	<u>f</u>	<u>%</u>
20	27	25. Population is increasing through growth rate or migration rate, so welfare is also increasing
		LOW PRIORITY
7	17	26. Migrants need welfare as an interim measure from time of arrival till they get on their feet and find a job.
20	27	27. Welfare system is bad "Welfare is too easy to get"; "welfare system itself keeps them from becoming independent."
20	27	28. Other "source is in system"
		<u>SOURCE IS AMBIGUOUS</u>
55	6%	31. Lack of job qualifications "don't have enough education or training" (n.e.c., see codes 11 and 21)
14	27	32. Welfare is a way of life (cumulative or habitual) family pattern is to be on welfare, "second or third generation welfare family"; "hard to pull out of it."
9	17	37. Other ambiguous source
33	47	71. Disagree with assumption of question (no source codable) "I thought the number of people on welfare was going down"
0	0	72. Offer remedy (no source codable) "They should learn a trade"
78	9%	98. DK
21	27	99. NA

(Variable 228 follows 229)

229

Q22. (Cont) SUMMARY CODE, FIRST MENTION

5:15	<u>f</u>	<u>%</u>
330	39%	1. Source is in individual
304	36%	2. Source is in system
78	9%	3. Source is ambiguous
33	4%	7. Other
99	12%	9. DK, NA

QUESTION AND CODE

Page 90

VARIABLE
NUMBER

228

Q22. (Cont) SECOND MENTION

5:13-14

(See Variable 227 for complete description
of code categories)

<u>f</u>	<u>%</u>	SOURCE IS IN THE INDIVIDUAL
29	3%	11. Laziness
30	4%	12. Broken homes
19	2%	13. Old age or poor health
0	0	14. Poor family training
3	-	15. No hope in the future.
0	0	17. Other "source is in individual"
		SOURCE IS IN THE SYSTEM
2	-	21. Lack of opportunities for job training
18	2%	22. Lack of jobs
10	1%	23. Quality of jobs poor
4	-	24. Discrimination
6	1%	25. Population increasing
0	0	26. Migrants need welfare temporarily
18	2%	27. Welfare system bad.
1	-	28. Other "source is in system"
		SOURCE IS AMBIGUOUS
39	5%	31. Lack of job qualifications
18	2%	32. Welfare is way of life
4	-	37. Other ambiguous source.
1	-	71. Disagree with assumption of question
3	-	72. Offers remedy
1	-	99. NA
638	76%	00. INAP., no second mention

(Variable 229 precedes Variable 228)

230

Q22. (Cont) SUMMARY CODE, SECOND MENTION

5:16

81	10%	1. Source is in individual
59	7%	2. Source is in system
61	7%	3. Source is ambiguous
4	-	7. Other
1	-	9. DK, NA
638	76%	0. INAP , no second mention

VARIABLE
NUMBER

231
5:17

Q23. Now I'd like to ask about complaints people have about the police -- some people say the police treat citizens badly, such as using insulting language, being rough, or stopping people unnecessarily. Has this ever happened to you?

<u>f</u>	<u>%</u>	
231	27%	1. YES
613	73%	5. NO
0	0	9. NA

232
5:18-19

Q23A. Could you tell me what happened?

(Code most aggressive action mentioned)

<u>f</u>	<u>%</u>	
2	-	01. <u>Generally positive attitude</u> - incident was a human mistake, misunderstanding; police generally do a good job.
62	7%	02. Stopped and questioned or searched unnecessarily
67	8%	03. Used rude, foul or insulting language; rude behavior, or threatened violence
14	2%	04. Made unnecessary, inappropriate or rude requests or demands
52	6%	05. Unnecessary or false arrest; unnecessary ticketing; searching without a warrant
29	3%	06. Physical mistreatment; unnecessary roughness; brutality
0	0	07. Refuse to say; won't talk about it.
<div style="border: 1px solid black; padding: 2px; display: inline-block;">LOW PRIORITY</div>		
0	0	08. R had something, but doesn't know what it was about; DK; don't remember
0	0	09. Other
2	-	10. NA
616	73%	00. INAP; coded 5 or 9 in Variable 231.

VARIABLE
NUMBER

233 Q23B. How long ago was that?

5:20

<u>f</u>	<u>%</u>	
	4%	1. Less than 6 months
	6%	2. 6 months - 1 year
	4%	3. 1.1 - 2 years
	5%	4. 2.1 - 5 years
	4%	5. 5.1 - 10 years
	3%	6. More than ten years
	1%	9. NA
73%		0. INAP., coded 5 in Variable 231

234 Q23C. Have you ever seen this happen or has it happened to anyone you know?

5:21

<u>f</u>	<u>%</u>	
185	22%	1. YES
421	50%	5. NO
10	1%	9. NA
228	27%	0. INAP., coded 1 in Variable 231

235 Q23D. Could you tell me what happened?

5:22-23

<u>f</u>	<u>%</u>	
		(See Variable 232 for complete description of code categories)
3	-	01. Generally positive attitude
37	4%	02. Stopped, searched unnecessarily
52	6%	03. Language or behavior rude
5	1%	04. Requests unnecessary or rude
17	2%	05. Unnecessary or false arrest
49	6%	06. Unnecessary roughness
5	1%	07. Refuse to say
4		08. DK; don't remember
0	0	09. Other
16	2%	10. NA
656	78%	00. INAP., coded 1 in Variable 231 or coded 5 in Variable 234.

236 Q23E. How long ago was that?

5:24

REPEAT CODE FOR 23B, EXCEPT:

- 0. INAP., coded 1 in Variable 231 or coded 5 in Variable 234

QUESTION AND CODEVARIABLE
NUMBER237
5:25-26

Q 32. Suppose there is a white storekeeper in a Negro neighborhood. He hires white clerks but refuses to hire any Negro clerks. Talking with him about the matter does no good. What do you think Negroes in the neighborhood should do to change the situation?

<u>f</u>	<u>z</u>	CODE MOST AGGRESSIVE ACTION MENTIONED
45	5%	01. <u>Nothing</u> ; you can't make him hire Negroes; it's his right to hire who he wants; he can hire who he wants and if I don't like it I can go somewhere else.
27	3%	02. <u>Petition</u> : Sign a petition (to get him out); get a group together to talk to him,
31	4%	03. <u>Appeal to government or quasi-government agencies</u> : Take it to court; appeal to Civil Rights Commission/Human Relations Commission; have the authorities close his store; report him (unspecified); appeal to Chamber of Commerce or Better Business Bureau and "Civil Rights Organization" (Unspecified).
9	1%	04. <u>Appeal to Negro organizations</u> ; take it to the NAACP
647	77%	05. <u>Boycott (not elsewhere classified; see Code 01)</u> Shop somewhere else; encourage others to boycott; boycott people he deals with (i.e., wholesalers); shop where they have Negro clerks.
7	1%	06. <u>Open a cooperative/community store</u> : Negroes should try to get a store of their own and buy him out.
29	3%	07. <u>Nonviolent direct action</u> ; Picket; sit-in; organize a march/demonstration; Negroes should get together and protest.
9	1%	08. Get him out (unspecified "How") Run him out; get rid of him; close the store (Code "CLOSE THE STORE, RUN HIM OUT BY BOYCOTTING," AS 05).
5	1%	09. <u>Violent action</u> : Toss bricks through his windows; tear up his store; forcibly prevent customers entering the store; burn down the store; shoot him; riot.
LOW PRIORITY; CODE ONLY WHEN ONLY MENTION		
6	1%	77. Other
12	1%	88. DK
17	2%	99. NA (and if R says "just go and ask him")

QUESTION AND CODE

page 94

VARIABLE
NUMBER

238

5:27-28

Q32A. What if that didn't work; what should they do then?

IF R REPEATS SOLUTION MENTIONED IN Q.32, OR SAYS IT "WILL WORK," RECODE SOLUTION HERE. That is, 00 not used. Responses coded in Variable 237 are repeated here if solution is repeated,

<u>f</u>	<u>z</u>	CODE MOST AGRESSIVE ACTION MENTIONED
94	11%	01. <u>Nothing</u> ; you can't make him hire Negroes; it's his right to hire who he wants; he can hire whom he wants and if I don't like it I can go somewhere else.
18	2%	02. <u>Petition</u> : Sign a petition (to get him out)
79	9%	03. <u>Appeal to government or quasi-government agencies</u> : Take it to court; appeal to Civil Rights Commission/Human Relations Commission; have the authorities close his store; report him (unspecified); appeal to Chamber of Commerce, Better Business Bureau.
12	1%	04. <u>Appeal to Negro organizations</u> ; take to the NAACP.
450	53%	05. <u>Boycott</u> (n.e.c., code 01): Shop somewhere else; encourage others to boycott; boycott people he deals with (i.e. wholesalers); shop where they hire Negro clerks
8	1%	06. <u>Open a cooperative/community store</u> ; Negroes should try to get a store of their own, buy him out.
35	4%	07. <u>Non-violent direct action</u> : Picket, sit-in; organize a march/demonstration
19	2%	08. <u>Get him out (unspecified "how")</u> : Run him out; get rid of him; close the store (CODE "CLOSE THE STORE/RUN HIM OUT BY BOYCOTTING," AS 05.)
LOW PRIORITY		
20	2%	09. <u>Violent action</u> : Toss bricks through his windows; tear up his store; forcibly prevent customers entering the store; burn down store; shoot him; riot. (If R said this in Variable 237, and Q32A (Variable 238) not asked, repeat what was coded in Variable 237.)
25	3%	77. Other
43	5%	88. DK
41	5%	99. NA

Q. 35-37 are Variables 278-284

QUESTION AND CODE

page 95

VARIABLE
NUMBER239
5:29-30

Q39. As you see it, what's the best way for Negroes to gain their rights--use laws and persuasion, use non-violent protest, or be ready to use violence?

<u>f</u>	<u>%</u>	IGNORE PRINTED CODE IN INTERVIEW
3	-	00. Self help: Education must come first, get a job.
254	30%	01. LAWS AND PERSUASION
498	59%	02. NON-VIOLENT PROTEST
42	5%	03. VIOLENCE
12	1%	04. Laws and Persuasion <u>and</u> non-violent protest
0	0	05. Laws and Persuasion <u>and</u> violence
0	0	06. Non-violent protest <u>and</u> violence
8	1%	07. All three; laws and persuasion AND non-violent protest AND violence
11	1%	08. Other
11	1%	09: NA
3	-	11. Pray, turn to God

240
5:31

Q39A. If using (laws and persuasion/non-violent protest) doesn't work, then do you think Negroes should be ready to use violence?

<u>f</u>	<u>%</u>	
179	21%	1. YES
590	70%	5. NO
6	1%	8. DK
19	2%	9. NA
50	6%	0. INAP., coded 03, 05, 06, or 07 in Variable 239.

QUESTION AND CODEVARIABLE
NUMBER

241 Q39B,C. When do you think violence would be necessary?
5:32 (GET CIRCUMSTANCES, NOT TIME) (CODE TWO MENTIONS)

FIRST MENTION:RETALIATORY OR DEFENSIVE ACTION

<u>f</u>	<u>%</u>	
93	11%	1. <u>As a defensive tactic: In retaliation;</u> "if they (police, whites) uses violence against us"; "when the whites start fight- ing"
26	3%	2. <u>In response to cumulative pressures:</u> ("if they're pushed into it; only so much you can take, not going to be pushed any- more")

OFFENSIVE TACTICS

82	10%	3. <u>As a last resort:</u> ("when all other means fail;" "if exhausted all else")
10	1%	4. <u>As the most effective means:</u> ("they don't understand anything else"; you don't accomplish anything by being nice"; "white diehards must be forced")
3	-	5. <u>Violence is "way of our country":</u> ("everything accomplished in our country is through violence")
5	1%	7. Other
1	-	8. DK
26	3%	9. NA
598	71%	0. INAP., coded 5 in Variable 240

242 Q39B,C (Cont) SECOND MENTION

<u>f</u>	<u>%</u>	
15	2%	1.
1	-	2.
1	-	3.
1	-	4.
3	-	5.
0	0	7.
0	0	8.
7	1%	9.
816	97%	0. INAP, no second mention

(See Variable 241 for
description of code
categories.)

Q.43 if Variable 285

QUESTION AND CODEVARIABLE
NUMBER243
5:34-35

Q44. Thinking back, what was the worst experience you have ever had with whites or with a white person?

<u>f</u>	<u>z</u>	CODE MOST EXTREME MENTION
17	2%	00. Cheated or stole from R
14	2%	01. <u>Physical abuse resulting in death or serious injury</u> (e.g. hospitalization required)
85	10%	02. <u>Physical abuse; not leading to serious injury</u>
15	2%	03. <u>Rude, crude requests, or demands with threat</u> (explicitly or implied) of physical abuse if R did not comply.
26	3%	04. <u>False accusations</u> (e.g., "teacher said I cheated," arrested for something I didn't do")
63	8%	05. <u>Direct verbal abuse; name-calling</u>
137	16%	06. <u>Discriminatory restrictions or attempted restrictions on activities or opportunities</u> (e.g., "wouldn't hire me," "wouldn't let me go to school")
36	4%	07. <u>Indirect derogatory references to race</u> (verbal or other), lack of ordinary courtesies; (e.g., "teacher was talking to class about 'Sambo'")
22	3%	08. R refused to answer question
366	43%	09. R denies having had any experiences, DK
19	2%	10. Other
44	5%	11. NA

QUESTION AND CODEVARIABLE
NUMBER244
5:36-37

Q46. Another problem in Detroit these days is the number of unemployed men. What do you think is the main reason for this?

CODE TWO MENTIONS: CODE MAIN REASON FIRST

ASCERTAIN FIRST WHETHER R SEES FAULT IN THE INDIVIDUAL OR IN THE SYSTEM

FIRST MENTION

<u>f</u>	<u>%</u>	<u>SOURCE IS IN THE INDIVIDUAL</u> (No specific mention of race)
294	35%	11. <u>Negative evaluation of the individual:</u> Lazy; don't want to work; no moral commitment; want something for nothing; lack ambition or confidence; out of the habit of working.
18	2%	12. <u>Demands are too high:</u> want too much money; want to start at the top; won't work if they don't like the job.
6	1%	13. <u>Poor health:</u> physical or mental handicaps; unable to work.
19	2%	14. <u>Lack education, skills or experience</u> and won't do anything about it (R clearly indicates that the problem is within the individual)
1	-	17. Other "individual" (e.g., "it's the men")
		<u>SOURCE IS IN THE SYSTEM</u> (No specific mention of race)
112	13%	21. <u>Not enough jobs available;</u> not enough good jobs so wages too low to support family; automation, machines taking over jobs.
17	2	22. <u>Not enough opportunities for training or education;</u> most people aren't qualified for the jobs available and can't get training.
2	-	23. <u>Too much welfare:</u> they are as well off not working; socialism.
0	0	24. <u>Unions:</u> pay scale too high to hire more people; qualifications for membership too rigid (no mention of race).
4	-	25. <u>Families holding more than one job:</u> More than one wage earner; men holding two jobs; working women.

(Code continued on next page)

VARIABLE
NUMBER

244
5:36-37

<u>Q46 (Cont.)</u>		
<u>f</u>	<u>%</u>	
11	1%	26. <u>Poor coordination between job and labor markets:</u> people don't know how to find jobs; population influx where no jobs are available; they don't go where there are jobs.
7	1%	27. <u>Certain groups aren't hired (excluding racial):</u> older people; those eligible for the draft; those with police records; etc.
10	1%	28. Other "system" (e.g., "It's the system").

SPECIFIC MENTION OF RACE

9	1%	31. (INDIVIDUAL) Negroes don't want to work' Negroes are lazy.
69	8%	41. (SYSTEM) Discrimination against Negroes in hiring, in job training; prejudicial treatment on the job (e.g., lower pay); discrimination in unions.
9	1%	51. (AMBIGUOUS) Negroes don't have the necessary education, skills or training
2	-	52. Other "It's the Negroes."

SOURCE IS AMBIGUOUS

201	24%	61. Lack of education, skills, training or experience (codes 14 and 22 are higher priority).
3	-	67. Other ambiguous source
7	1%	97. Disagree with assumption of question ("I thought employment was up").
34	4%	98. DK
9	1%	99. NA

245

5:38

Q46 (Cont) SUMMARY CODE, FIRST MENTION

<u>f</u>	<u>%</u>	
338	40%	1. Source is in individual
163	19%	2. Source is in system
9	1%	3. Specific mention of race - individual
69	8%	4. Specific mention of race - system
11	1%	5. Specific mention of race - other
204	24%	6. Ambiguous
50	6%	9. DK, NA

VARIABLE
NUMBER

246

Q46(Cont) SECOND MENTION

5:39-40

See Variable 244 for complete description of code categories.

SOURCE IS IN INDIVIDUAL

<u>f</u>	<u>%</u>	
58	7%	11. Negative evaluation of individual
16	2%	12. Demands are too high
3	-	13. Poor health
3	-	14. Lack of education
0	0	17. Other "individual"

SOURCE IS IN SYSTEM

26	3%	21. Not enough jobs available
9	1%	22. Not enough opportunities for training
0	0	23. Too much welfare
0	0	24. Unions
0	0	25. Families holding more than one job
7	1%	26. Poor coordination between job and labor markets
7	1%	27. Certain groups aren't hired (excluding racial)
1	-	28. Other "system"

SPECIFIC MENTION OF RACE

1	-	31. Individual
20	2%	41. System
6	1%	51. Ambiguous
0	0	52. Other

SOURCE IS AMBIGUOUS

53	6%	61. Lack of education
0	0	67. Other ambiguous source
634	75%	00. INAP, no second mention

QUESTION AND CODEVARIABLE
NUMBER

247

Q46 (Cont) SUMMARY CODE SECOND MENTION

5:41

<u>f</u>	<u>%</u>	
80	10%	1. Source is in individual
50	6%	2. Source is in system
1	-	3. Specific mention of race - individual
20	2%	4. Specific mention of race - system
6	1%	5. Specific mention of race - ambiguous
53	6%	6. Source is ambiguous
634	75%	0. INAP, no second mention

VARIABLE
NUMBER

248
5:42

Q50. Do (did) Negroes have an equal opportunity to be hired for and promoted to all jobs in the company (business/organization), or only to some jobs?

<u>f</u>	<u>%</u>	
349	41%	1. ALL JOBS
197	23%	5. SOME JOBS (NOTE: No. 5 is response of approximately 36% of the employed)
2	-	8. DK
17	2%	9. NA
279	33%	0. INAP., R not employed in an organization or business

249

Q50A. Which jobs are (were) closed to Negroes?

5:43

(IF R MENTIONS TOKEN EMPLOYMENT, CODE AS CLOSED TO NEGROES AND INDICATE TOKENISM BELOW)

<u>f</u>	<u>%</u>	
4	-	<u>CLOSED JOBS DEPENDENT ON SKILL LEVEL</u> 1. Jobs for which Negroes lack skills
3	-	<u>CLOSED JOBS DEPENDENT ON LEVEL IN THE ORGANIZATIONAL HIERARCHY</u> 2. <u>All jobs but the dirty work</u> ; everything they can keep you from getting
51	6%	3. <u>Skilled jobs and above</u> (e.g., electricians, repairmen; anything requiring specific skill training)
56	7%	4. <u>Lower level supervisory or managerial job and above</u> (e.g., foremen, office manager, buyers, supervisors)
35	4%	5. <u>Top jobs</u> ; head of organization and chief deputies (e.g., the president, vice-presidents, board of directors, school principals, branch manager)

(Code continued next page)

QUESTION AND CODEVARIABLE
NUMBERQ50A. (Cont.)

		<u>CLOSED JOBS DEPENDENT ON STATUS FACTORS</u>	
249			
5:43	<u>f</u>	<u>%</u>	
	30	4%	6. <u>Jobs with high status</u> : all jobs that pay well; all jobs requiring public contact; all white collar jobs
	4	-	7. Other
	5	1%	8.. DK
	10	1%	9. NA
	646	76%	0. INAP., coded 1, 8, 9 or 0 in Variable 248

		<u>Q50A. DID R MENTION TOKEN EMPLOYMENT PRACTICES?</u>	
250			
5:44	<u>f</u>	<u>%</u>	
	19	2%	1. Yes, R indicated token hiring of Negroes
	176	21%	5. No, no tokenism indicated
	1	-	9. NA to Q50A (Variable 249)
	648	77%	0. INAP., coded 1, 8, 9 or 0 in Variable 248

		<u>Q51. Is (was) your own immediate supervisor white or Negro?</u>	
251			
5:45	<u>f</u>	<u>%</u>	
	429	51%	1. WHITE
	124	15%	2. NEGRO
	11	1%	9. NA
	280	33%	0. INAP., coded 0 in Variable 248; R does not work for an organization or business of any kind.

		<u>Q51A. Do (did) you feel he treats (treated) the whites and Negroes under him in the same way on the job?</u>	
252			
5:46	<u>f</u>	<u>%</u>	

	346	41%	1. YES
	71	8%	5. NO
	13	1%	9. NA
	414	49%	0. INAP, coded 2, 9, or 0 in Variable 251

QUESTION AND CODEVARIABLE
NUMBER

		<u>Q51B. How does (did) he treat people differently?</u>	
<u>f</u>	<u>z</u>	<u>CODE FIRST MENTION</u>	
253			
5:47			
52	6%	1.	<u>Actions showing differential treatment in actual work activity.</u> "Whites get the soft jobs, Negroes the hard"; "whites aren't checked on and Negroes are"; "whites get more responsibility and autonomy"
4	-	2.	<u>Actions showing differential respect.</u> "He talks to people differently"; "shows lack of personal respect for Negroes"
11	1%	3.	<u>Implied differential attitudes:</u> "Just by your color it makes a difference"; "If I were white he'll give me a better break;" "I just know he doesn't like Negroes"
0	0	8.	DK
5	1%	9.	NA
772	92%	0.	INAP., coded 2, 9, or 0 in Variable 251 or coded 1 or 9 in Variable 252.
254		<u>Q58. Now looking ahead and thinking about the next few years, do you expect your family's financial situation to get better, stay about the way it is now, or get worse?</u>	
5:48			
		<u>f</u>	<u>z</u>
		587	70%
		194	23%
		35	4%
		19	2%
		9	1%
		1.	GET BETTER
		2.	STAY THE WAY IT IS NOW
		3.	GET WORSE
		8.	DK
		9.	NA

QUESTION AND CODEVARIABLE
NUMBERQ58A Why do you feel that way?

255	f	%	
5:49	389	46%	1. <u>System</u> will improve, get worse or stay the same (e.g., higher or lower pay; higher or lower taxes; more or fewer jobs available; the world is unpredictable; retirement benefits will or won't change)
	365	43%	2. <u>Self or family situation</u> will improve, get worse or stay the same. (e.g., educating self for better job; work; working hard and getting bills paid; starting a new business; children will need more money or less money; planning to retire)
	14	2%	7. Other
	27	3%	8. DK
	49	6%	9. NA

Q.60-60F are
Variables 286-292

256 Q64. What about safety from crime. Do you feel safer than you did before the disturbance, not as safe, or just the same?

5:50

	f	%	
	36	4%	1. SAFER
	299	35%	2. NOT AS SAFE
	498	59%	3. SAME
	7	1%	8. DK
	4	-	9. NA

257 Q64A. Why do you feel safer?

5:51	f	%	
	19	2%	1. <u>More police protection:</u> mobile units, police working around the clock,
	2	-	2. <u>More self protection:</u> R bought a gun; bought a car for transportation; made other arrangements for self protection.
	4	-	3. <u>More forceful stand by police and/or gov't:</u> They've shown they mean business; they're cracking down.
	7	1%	7. Other
	3	-	8. DK; just feel safer
	1	-	9. NA
808	96%		0. INAP., coded 2, 3, or 9 in Variable 256.

QUESTION AND CODEVARIABLE
NUMBER

258

Q64B Why don't you feel as safe?

5:52

<u>f</u>	<u>%</u>	<u>CODE TWO MENTIONS; LOWER NUMBERS HAVE PRIORITY FIRST MENTION</u>
17	2%	1. <u>Fear of white reaction:</u> "whites are arming"
9	1	2. <u>Fear of police action:</u> Police "brutality," police shooting of 'bystanders"
31	4%	3. <u>Lack of police protection:</u> "police don't come around any more"
54	6%	4. <u>Fear for safety of self or property:</u> fear of general arming (not specifically safety from police or whites)
57	7%	5. <u>Fear of violence or more riots:</u> (not specifically fear for self)
120	14%	6. <u>Generalized fear:</u> rising crime rate (not specifically fear of violence or fear for self)
2	-	7. Other
1	-	8. DK
8	1%	9. NA
545	65%	0. INAP., coded 1, 3 or 9 in Variable 256

259

Q64B (cont.) SECOND MENTION

5:53

<u>f</u>	<u>%</u>	
1	-	1.
0	0	2.
2	-	3.
13	2%	4.
3	-	5.
5	1%	6.
0	0	7.
0	0	8.
1	-	9.
819	97%	0. INAP., no second mention

(See Variable 258 for descriptions
of code categories)

QUESTION AND CODEVARIABLE
NUMBER

260 Q67. What do you think is the most important thing
the city government can do to keep a disturbance
(See also Var. like the one last summer from breaking out again
261-267) in Detroit?

5:54-55

CODE THREE MENTIONS, IN ORDER OF MENTIONFIRST MENTION:

<u>f</u>	<u>z</u>	
7	17%	10. <u>Education/school discrimination</u> : Improve schools, help them get a better education; provide for better teachers; get same quality schools as whites
128	15%	11. <u>Employment</u> : provide jobs/job training; provide day care centers so mothers can work
23	3%	12. <u>Improve job quality or pay/job discrimination</u> : Give better jobs/pay; open up the unions to Negroes
56	7%	13. <u>Housing</u> : Tear down the slums, improve housing
7	1%	14. <u>Pass "fair housing"/open occupancy laws</u>
23	3%	15. <u>Recreation</u> ; provide recreation centers/ swimming pools; things for people to do in their leisure time
6	1%	16. <u>Other economic conditions</u> : Increase welfare payments; guaranteed annual income; stop increasing taxes; lower rents; control on prices of merchandise; give them "better living conditions" (unspecified)
80	10%	20. <u>Give Negroes equal rights/treatment; end discrimination (n.e.c., see codes 10, 12, 14, 21) (GENERAL)</u> : treat everyone equally/ fairly
52	6%	21. <u>Improve police treatment of Negroes</u> : stop police brutality/graft; more Negro police; police need to understand Negro problems
2	-	22. <u>More black leadership</u> ; more Negroes in power/ office/city hall

(Continued on next page)

QUESTION AND CODE

VARIABLE
NUMBER

260 (cont)

Q67 (Cont) FIRST MENTION (CONT)

5:54-55

<u>1</u>	<u>2</u>	
57	7%	30. <u>Improve communication between city and Negroes</u> ; talk to their leaders; have meetings so the white man can hear the other side; city should visit troubled areas to see what needs to be done; let them know the city is trying to improve their conditions, city should keep (fulfill) its promises
103	23%	40. <u>Police protection/power</u> : Enlarge police force; assign more police to troubled areas; have the national guard on hand if necessary; stop it before it starts; give police the power to shoot/enforce the law; disperse mobs that gather on street corners every night; don't allow loitering, communicate to the people that looters will be shot on sight.
2	-	41. <u>Stop the instigators</u> : Arrest agitators; keep troublemakers out of the city
3	-	42. <u>Harsher treatment for undesirables</u> : Make stricter laws; get rid of soft judges; harsher punishment; put people who won't work in jail, put them in the Army
5	0	50. <u>Separatism</u> : Keep them separate from whites; send them back to Africa
9	0	60. <u>R ONLY says "We've done everything"</u> : What more do they want; we've given them plenty now, they're still not satisfied
30	4%	70. <u>R ONLY says "There's nothing you can do"</u> : You can't stop it
3	-	81. <u>TV/radio/newspapers should "cool it"</u> : (decreased publicity for incidents/agitators)
0	0	82. <u>Better services</u> , better medical care/legal counsel/street cleaning, rat control
2	-	83. <u>Pray</u> , be close to God/religion
2	-	84. <u>Stop welfare, handouts/make Negro help himself</u> (negative connotation)

(Continued on next page)

QUESTION AND CODE

VARIABLE NUMBER

260 (Cont)
5:54-55

Q67 (Cont) FIRST MENTION (CONT)

<u>f</u>	<u>z</u>	
7	1%	85. <u>Self-help/informal education</u> : give classes in planned parenthood; <u>help</u> Negro to help himself
0	0	86. <u>Convince them that rioting is not right/the answer</u> ; show them they will only hurt themselves by rioting
4	-	87. <u>Better government/new officials</u>
16	2%	88. Other
101	12%	98. DK
40	5%	99. NA (includes "give the people what they want," "remove the causes of riots" (unspecified))

261

Q67(Cont) SUMMARY CODE, FIRST MENTION

5:56

<u>f</u>	<u>z</u>	
249	30%	1. Improve living conditions
134	16%	2. Improve treatment of Negroes; assert Negro leadership
57	7%	3. Improve communications between city and Negroes
198	24%	4. Assert force against rioters
30	4%	7. Nothing can be done
35	4%	8. Other (see categories of Variable 260)
140	17%	9. DK & NA
1	-	0.

QUESTION AND CODEVARIABLE
NUMBER

262

Q67 (Cont) SECOND MENTION

5:57-58

See Variable 260 or complete descriptions of
code categories

<u>f</u>	<u>z</u>	
9	1%	10. Education/school discrimination
52	6%	11. Employment
13	2	12. Improve job quality
30	4%	13. Housing
8	1%	14. Pass "Fair housing"
16	2%	15. Rec re ation
6	1%	16. Other economic conditions
20	2%	20. Give Negroes equal rights
23	3%	21. Improve police treatment
1	-	22. More black leadership
17	2%	30. Improve communication
10	1%	40. Police protection/power
2	-	82. Better services
1	-	84. Stop welfare, handouts
1	-	85. Self-help/informal education
9	1%	88. Other
0	0	98-99. DK,NA
626	74%	00. INAP, no second mention

QUESTION AND CODEVARIABLE
NUMBER

263

Q67. (Cont) SUMMARY CODE, SECOND MENTION

5:59

<u>f</u>	<u>z</u>	
134	16%	1. Improve living conditions.
44	5%	2. Improve treatment of Negroes; assert Negro Leadership
17	2%	3. Improve communication between city & Negroes
10	1%	4. Assert force against rioters.
0	0	7. Nothing can be done.
13	2%	8. Other (See categories of Variable 260).
0	0	9. DK & NA
626	74%	0. INAP, no second mention.

QUESTION AND CODEVARIABLE
NUMBER

264

Q67. (Cont) THIRD MENTION

5:60-61

See Variable 260 for complete description
of code categories:

<u>f</u>	<u>%</u>	
7	1%	10. Education/school discrimination
10	1%	11. Employment
12	1%	13. Housing
3	-	14. Pass "fair housing"
5	1%	15. Recreation
2	-	16. Other economic conditions
9	1%	20. Give Negroes equal rights
3	-	21. Improve police treatment
1	-	30. Improve communication
3	-	40. Police protection/power
4	-	42. Harsher treatment for undesirables
2	-	82. Better services
2	-	83. Pray, be close to God
1	-	85. Self-help/informal education
0	0	98-99 DK, NA
780	92%	00. INAP, no third mention

265

Q67 (Cont) SUMMARY CODE, THIRD MENTION

5:62

<u>f</u>	<u>%</u>	
39	5%	1. Improve living conditions
12	1%	2. Improve treatment of Negroes
1	-	3. Improve communications
7	1%	4. Assert force against rioters
5	1%	8. Other
780	92%	0. INAP, no third mention

QUESTION AND CODEVARIABLE
NUMBER

266

5:63-64

Q67A IF MORE THAN ONE CAUSE MENTIONED
 You mentioned several things the city govern-
 ment should do. Which of these do you think
 is the single most important thing the city
 government should do to prevent another
 disturbance?

<u>f</u>	<u>%</u>	
5	1%	10. Education/school discrimination
54	6%	11. Employment
9	1%	12. Improve job quality
11	1%	13. Housing
2	-	14. Pass "fair housing"
2	-	15. Recreation
20	2%	20. Give Negroes equal rights
7	1%	21. Improve police treatment
6	1%	30. Improve communications
11	1%	40. Police protection/power
2	-	42. Harsher treatment for undesirables
1	-	82. Better services
2	-	84. Stop welfare, handouts
1	-	85. Self-help, informal education
2	-	87. Better government
4	-	88. Other
32	4	97. All equally important; both
43	5%	99. NA
630	75%	00. INAP, only one thing mentioned in Q67.

QUESTION AND CODEVARIABLE
NUMBER

267

Q67A (Cont) SUMMARY CODE

5:65

<u>f</u>	<u>z</u>	
83	10%	1. Improve living conditions
27	3%	2. Improve treatment of Negroes
6	1%	3. Improve communications
13	2%	4. Assert force againt rioters
10	1%	8. Other
75	9%	9. All equally important, NA
630	75%	0. INAP, only one thing mentioned in Q67.

Q.73- 73B are Variables 293 - 299

QUESTION AND CODEVARIABLE
NUMBER

268

Q76. Would you like to have gotten (even) more
education than you did?

5:66

<u>f</u>	<u>z</u>	
801	95%	1. YES
42	5%	5. NO
1	-	9. NA

269

Q76A What was the main reason that you didn't get
more education?(See also
Var. 270)

5:67-68

INDIVIDUAL CHOICE OR INDIVIDUAL DIFFICULTY

<u>f</u>	<u>z</u>	
64	8%	11. <u>Lack of motivation to study:</u> Tired of school; too young to know the need for education followed example of other kids (If tired of school and wanted to make money, code 13)
0	0	12. <u>Lack of motivation to earn money for school.</u> Too lazy to work and family couldn't afford it.
59	7%	13. <u>Wanted to make money:</u> wanted to work
111	13%	14. <u>Marital:</u> Wanted to get married; got married, pregnancy
8	1%	15. <u>R's health:</u> Illness
7	1%	16. <u>Lack of intelligence:</u> Not smart enough ; couldn't learn
51	6%	19.. <u>Other individual action:</u> Just quit, that's all

FAMILY INVOLVEMENT, FAMILY SPECIFICALLY MENTIONED

165	20%	21. Had to work to (help) support family
13	2%	22. Had to stay home to (help) care for family
37	4%	29. Other or unspecified troubles with family prevented continuing education (e.g., father wouldn't allow; left home after disagreement with parent)

EXTERNAL OR SYSTEM CAUSES

180	21%	31. <u>Couldn't afford school; money;</u> lack of basic necessities (e.g., food, clothing, books)
-----	-----	--

(Continued on next page)

QUESTION AND CODEVARIABLE
NUMBER269 Cont
5:67-68

Q76A (Cont)

<u>f</u>	<u>%</u>	
1	-	32. <u>Depression</u>
21	2%	33. <u>War</u> ; joined service, drafted
23	3%	34. <u>Not enough schools</u> ; school too far away, kids not expected to continue school
11	1%	35. <u>Discrimination</u> ; couldn't attend the local school; couldn't get a job (because of race) to pay for schooling
7	1%	37. <u>Other source is in system</u>
9	1%	39 <u>Unspecified necessity</u> : was not able to continue school
6	1%	97. Other
2	-	98. DK
26	3%	99. NA
43	5%	00. INAp., coded 5 or 9 in Variable 268

270

Q76A. (Cont) SUMMARY CODE

5:69

<u>f</u>	<u>%</u>	
300	36%	1. Individual choice/difficulty
215	25%	2. Family involvement
252	30%	3. External or system causes
34	4%	9. Other; NA
43	5%	0. INAP, coded 5 or 9 in Variable 268

QUESTION AND CODEVARIABLE
NUMBER

271 Q11. Do you think Negroes get as good an education as whites in Detroit schools, or not as good an education?
5:70

<u>f</u>	<u>%</u>	
240	28%	1. AS GOOD
547	65%	2. NOT AS GOOD
3	-	7. OTHER
46	6%	8. DK
8	1%	9. NA

272 Q11A. Why do you think Negroes don't get as good an education?
(See also
Var. 273-275)
5:71-72

CODE TWO MENTIONS IN ORDER OF MENTION (DO NOT CONSIDER EACH SENTENCE A SEPARATE MENTION-- UNLESS THERE ARE TWO DISTINCT IDEAS)

FIRST MENTION:

f % INDIVIDUAL: Individual student is at fault

56 7% 10. Lack of motivation:
E.g., some kids just don't care, they just won't work. Students don't take advantage of opportunity, they're not interested in school. They don't want to take the time for homework

2 - 11.. Behavior problems:
E.G., children are so ill-mannered that teachers can't teach. No discipline. Hard to teach.

FAMILY AND COMMUNITY INFLUENCE is at fault

18 2% 20. Parents: just don't train their children properly so they'll take school seriously. The people around here just don't support the schools.
The Negro people must show more interest in the schools
The parents make it difficult for them to get with the work at school

(Continued on next page)

QUESTION AND CODEVARIABLE
NUMBER

272 Cont

Q11A. (Cont)

5:71-72

SYSTEM: Problems lie with systematic factors without mention of direct discrimination or invidious comparisons with white schools and resources.

<u>f</u>	<u>%</u>	
71	8%	30. <u>Teachers lack motivation or are of poor quality</u> Teachers just aren't dedicated any more; they just don't take the time. They get that paycheck so they don't have to try. The teachers start out wrong with them, don't give them homework, and the kids get used not to doing anything. The teachers don't take enough time, don't use right methods.
8	1%	31. <u>Teachers constrained</u> : (Factor beyond their control limit teachers) are understaffed, overworked, poorly paid; Teachers just don't have the time, there aren't enough of them,
52	6%	32. <u>Facilities overcrowded, in poor condition, poorly financed</u> : Classrooms are overcrowded, the buildings are run down, they don't have the proper facilities.
16	2%	33. <u>Curriculum and school activities are deficient</u> They don't make allowances for poor performances of the past, so they don't help kids to upgrade themselves now. They don't give the right courses They don't have enough after-school activities No course offered to get a job, or go to college
1	-	34. <u>Parents lack influence</u> (System-obstacles implied rather than blame attributed to parents.) Parents don't know how or are afraid to get involved in school activities
14	2%	35. <u>Other General Problems</u> --not specifically racial. It's the poor of all races, the education isn't turned to their needs; the atmosphere is one where the greatest need is to survive and the school isn't relevant.

(Continued on next page)

QUESTION AND CODEVARIABLE
NUMBER

272

5:71-72

Q11A. (Cont)

<u>f</u>	<u>z</u>	
38	4%	<p><u>SYSTEM DISCRIMINATION:</u> Direct references to discrimination. Or <u>direct</u> or <u>implied</u> comparisons between educational conditions for white and Negro schools or individuals</p> <p>40. <u>Teacher prejudice:</u> Teachers discriminate or lack interest because children are Negro. Teachers prefer the white schools; they don't care if the colored learn. White teachers just lack the interest. Teachers don't have same interest in Negro and white students.</p>
63	8%	<p>41. <u>Teachers of poorer quality</u> or fewer of them. E.g., they just furnish the second class teachers, the old ones, retired. The majority of the better teachers are in the white or mixed schools. Negro schools aren't up to whites, not as many advantages (Advantages?) Yes, like teachers and things. They don't have as many teachers</p>
112	13%	<p>42. <u>Facilities poorer.</u> (Also general references to "schools" and school conditions) E.g., whites go to the better schools. The location they have to be in. The schools get better and better the farther out you go in the suburbs. The Negroes are in the ghetto schools and the ghetto schools don't get much. Schools aren't up to the standard of the whites schools Educational facilities are unequal. Negro schools haven't had the things to work with, the advantages.</p>
28	3%	<p>43. <u>Program: Curriculum and/or activities are less adequate,</u> (for Negro children or in Negro schools) E.g., they don't get the same classes and the same privileges. White schools have the crafts and economics classes. They don't have anything after school for the kids.</p>

(Continued on next page)

QUESTION AND CODEVARIABLE
NUMBER

272 (Cont).

Q11A. (Cont)

5:71-72

fz

19

2%

44. Other-discriminatory experiences or racial problems in the schools. ("They" apparently refers to school personnel) E.g., there was prejudice and discrimination and racial problems in the school. Negro kids don't get fair share in most schools

31

4%

45. General discrimination or inequality in the society
(Pervasive attitudes in society or conditions beyond immediate school factors.) It's the color of their skin, whites think they're just trash. Because the white people want to keep the Negroes down. Stems from the total society, separatism that has existed for many years.

1

-

97. OTHER

8

1%

98. DK

12

1%

99. NA,

43.

35%

00. INAP, Coded 1, 8 or 9 in Variable 271 ; R responded that Negro education was as good as white.

QUESTION AND CODEVARIABLE
NUMBER

273

Q11A. (Cont) SUMMARY CODE

5:73

<u>f</u>	<u>%</u>	
58	7%	1. Individual at fault
18	2%	2. Family & community influence
162	19%	3. System
289	34%	4. System discrimination
23	3%	9. Other, DK, NA
294	35%	0. INAP, R responded that Negro education was as good as white.

274

Q11A. (Cont) SECOND MENTION

5:74-75

See Variable 272 for complete description of code categories:

<u>f</u>	<u>%</u>	
10	1%	10. Lack of motivation
6	1%	11. Behavior problems
11	1%	20. Parents
26	3%	30. Teachers lack motivation, are of poor quality
6	1%	31. Teachers constrained
11	1%	32. Facilities overcrowded
12	1%	33. Curriculum & activities deficient
1	-	34. Parent lack influence
4	-	35. Other general problems
13	2%	40. Teacher prejudice
33	4%	41. Teachers of poorer quality
28	3%	42. Facilities poorer
19	2%	43. Program less adequate
3	-	44. Other discriminatory experiences or problems
1	-	45. General discrimination, inequality in society
2	-	97. Other
1	-	99. NA
657	78%	00. INAP, R responded Negro education as good; no second mention.

QUESTION AND CODEVARIABLE
NUMBER

275

Q11A. (Cont) SUMMARY CODE, SECOND MENTION

5:76

<u>f</u>	<u>%</u>	
16	2%	1. Individual at fault
11	1%	2. Family and community influence
60	7%	3. System
97	12%	4. System discrimination
3	-	9. Other, D, NA
657	78%	0. INAP., R responded that Negro education was as good; no second mention.

QUESTION AND CODEVARIABLE
NUMBER276
5:77

Q11B. Which do you think is the most important thing to do now to improve the education of Negroes in Detroit--work to get all city schools more integrated, or work to improve conditions in the mostly Negro schools?

<u>f</u>	<u>%</u>	
171	20%	1. INTEGRATION
316	37%	2. IMPROVE NEGRO SCHOOLS
45	5%	3. Both (Neither -1 nor 2 is circled; R explains both)
6	1%	7. OTHER
3	-	8. DK
17	2%	9. NA
286	34%	0. INAP, coded 1, 8 or 9 in Variable 271.

QUESTION AND CODEVARIABLE
NUMBER

277

5:78

Q21,21A. Do you think the poverty program is really a serious effort to help the poor, or that it is just an empty promise?

NOTE: Code Q21 and Q21A together in this column

<u>f</u>	<u>%</u>	
499	59%	1. SERIOUS EFFORT to Q21. ('A' not asked) EMPTY PROMISE (to Q21). Code in categories 2-6 according to response to Q21A.
30	4%	2. <u>Program is poorly conceived for helping poor:</u> <div style="text-align: center;"> HIGH PRIORITY</div>
86	10%	3. <u>Program doesn't reach/help those who need it:</u> E.g., "Haven't been doing very much to help the poor"; "Lot of rich people getting the money" "People who need help don't get it;" "It's just so many people who need help and can't get any."
56	7%	4. <u>Poor organization or too much spent on staff and administration</u>

NOTE: Include here assertions that program is good idea but poorly organized or run. E.g., "need better organization and planning."

E.g., "Too much to the people who run it, not enough to the poor people;" "The staff workers misused the jobs that were supposed to go to the poor."

68 8% 5. Mere lack of results

|
LOW PRIORITY

Code here mere assertions that program hasn't accomplished much, where no further reason is given for its failure (except perhaps personal experience where program did nothing)

E.g., "It's just a lot of talk, no action;"
"Haven't done nothin' yet"; "I spent my time taking tests."

QUESTION AND CODEVARIABLE
NUMBER

277 (Cont)

Q21,21A (Cont)

5:78

fz

14

2%

6. EMPTY PROMISE: OTHER REASONS (Not
codable in 2-5, or DK or NA to Q21A)

LOW PRIORITY

NOTE: Code here people who are against helping
poor people at all, or feel they don't
need to be helped.

7

1%

7. OTHER (in response to Q21)

55

6%

8. DK (to Q21)

29

3%

9. NA (to Q21)

VARIABLE
NUMBER

6:1-3 Study Number(965)

6:4 Deck Number (6)

1 Interview Number(001-900)

6:5-7

3 Stratum (High and low Income Segments; numbers
6:8 can be used directly as weights)

(Unwtd.)

<u>f</u>	<u>%</u>
394	64%
<u>225</u>	<u>36%</u>
619	100%

1. Rates as relatively High income (actually codes 3-5 of variable 2) and sampled completely.
2. Rates as relatively Low income (codes 1 & 2 of variable 4 below), and sub-sampled at 0.5 rate.

22

Weights For Sex of Respondent

6:9-10

f %

442

10 Male: Apply to all male respondents

402

15 Female: Apply to all female respondents

QUESTION AND CODEVARIABLE
NUMBER

278 Q35 First, some leaders have organized marches
6:11 and picketing about the lack of housing and
 jobs. Do you feel that these are worthwhile?

<u>f</u>	<u>%</u>	
734	87%	1., YES
99	12%	5. NO
9	1%	8. DK
2	-	9. NA

279 Q35A Why do you think they are not worthwhile?

<u>f</u>	<u>%</u>	
31	4%	1. <u>INEFFECTIVE</u> Definition; Respondent feels that the strategy doesn't accomplish anything. Activity is seen as legitimate, but the authorities do not respond. Example: "They (picketing) don't really move anything; (landlords) (employers) don't give some leeway." "All this picketing and demonstrating is a waste of time, especially when it comes to jobs; for peace, yes."
19.	2%	2. <u>USE OTHER (INSTITUTIONAL) MEANS</u> - More legitimate. Definition: <u>R suggests specific means</u> , which he feels are better to deal with the problem. The means suggested are seen as more legitimate, and less aggressive, than the original strategy, e.g., Negotiation, Voting, etc. Example: "Best way to get at this problem is through the vote." "They should sit down and talk it over with the person they're doing business with."
25	3%	3. <u>ILLEGITIMATE OR UNNECESSARY</u> Definition: R does not feel that such a strategy should be employed on principle e.g., "Because we should not have to do this in a free America," or he feels the action is not necessary because he does not recognize the problem. Example: "You don't have to picket and march, you just got to be educated and be qualified." "Doesn't bring us job or respect."

(Continued on next page)

QUESTION AND CODEVARIABLE
NUMBER

279		<u>Q35A (Cont) Why not worthwhile?</u>	
6:12		<u>f</u>	<u>z</u>
3	-	4.	<u>MILITANT</u> Definition: R objects to the strategy because it is not sufficiently aggressive. Suggests a more militant strategy e.g., Economic boycott, walkout, rioting, etc. Example: "They should be out there doing something like July 23, 1967." You have to sit in; marching does nothing."
9	1%	5.	<u>NOT WORTHWHILE</u> Mere assertion that it is not worthwhile and assertion is unexplained: "we do not accomplish anything." "Hasn't done anything until now."
3	-	7.	OTHER
2	-	8.	DK
9	1%	9.	NA
743	88%	0.	INAP., coded 1 in Variable 278

QUESTION AND CODEVARIABLE
NUMBER

281 (Cont)

Q36A. (Cont)

6:14

f%

72

8%

4. ILLEGITIMATE, UNNECESSARY Code here responses that mention combinations of categories 2 & 4.

Definition: Objection to the strategy is aimed at the action itself or at the student taking the action. Walking out is not the kind of thing students should be doing.

Example: "Shouldn't walkout." "I don't like this method. It shows disrespect for authority. "Just want chance to skip school." "Some of their homes are not as good as the school. They just like violence and it doesn't do any good." "Not hurting anyone but themselves." "They should take advantage of the opportunity."

Unnecessary: Also included in this category are respondents who object to walking out because they deny that there is a problem, The action is seen as unnecessary.

Example: "There is no problem; Students have no reason for action." "3/4 of the time they don't have a real cause." "One person gets into the school and brainwashed them to do it."

51	6%	5. Combination of 2 & 3
13	2%	6. Combination of 3 & 4
2	-	7. Other
5	1%	8. DK
24	3%	9. NA - Include here mere assertion that "it doesn't do any good."
535	63%	0. INAP, coded 1 in Variable 280

VARIABLE
NUMBER

282
6:15 Q37. Some leaders want to organize Negroes into groups to protect themselves against any violence by whites. Do you think this is worthwhile or not?

<u>f</u>	<u>%</u>	
253	30%	1. YES
562	67%	5. NO
1	-	7. OTHER
16	2%	8. DK
12	1%	9. NA

283
6:16 Q37A. Why do you think it's worthwhile?

<u>f</u>	<u>%</u>	
48	6%	1. <u>SELF DEFENSE</u> Definition: Need for protection is seen in personal terms by the respondent. He expresses concern for his own or his family's personal safety, as opposed to the safety of the Negro community as a whole. Example: "I believe in self defense and protect family be it white or colored." "It is a poor man who won't protect his family from violence."
63	8%	2. <u>RESPONSE TO IMMEDIATE OR CONCRETE ACTION OR THREAT FROM WHITES</u> Definition: Emphasis in this category is on what whites are doing which requires defensive action on the part of Negroes. Stresses immediacy of white threat, concrete reference to the actions of whites. Accepts probability of real threat. Example: "Whites do it so why not Negroes?" "When we read about the gun clinics and sale of arms, make you feel a little silly if you're not organized, so if we're going to have an all civil war let's be prepared." "If whites know that a group is organized to protect themselves and their homes-they won't be so apt to come in and start violence." (This is an example of a deterrence response stressing what whites are likely to do.)

(Continued on next page)

QUESTION AND CODEVARIABLE
NUMBER

283 (Cont)

Q37A. Cont.

6:16

<u>f</u>	<u>%</u>	
105	12%	3. <u>GENERAL DEFENSE AGAINST VAGUE OR HYPOTHETICAL DANGER (from whites)</u> Definition: Here the need for protection is seen not so much in personal terms but in more abstract and general terms, often against an unspecified white threat or assault. Group emphasis. More hypothetical. White threat seems less immediate. Example: "Protection is better than no protection, it's survival." "If violence should come we should know how to protect ourselves." "Getting together is better than doing nothing." "Because we have got to protect ourself, after all, we got to fight for our life in America" (The reference here is less concrete)
17	2%	4. <u>ARMING FOR RIGHTS</u> Definition: Respondent views such groups as enabling Negroes to launch attacks against whites and the white power structure. Arming necessary to struggle for rights not just to protect life. Example: "They can get into groups and fight them back for jobs and things." "We will stand together and fight for our rights."
2	-	7. OTHER
4	-	8. DK
16	2%	9. NA
589	70%	0. INAP coded 5, 8, or 9 in Variable 282

QUESTION AND CODEVARIABLE
NUMBER

284

6:17

Q37B

(Some leaders want to organize Negroes into groups to protect themselves against any violence by whites. Do you think this is worthwhile or not?) Why do you think this isn't worthwhile?

fz

81

10%

1. INEFFECTIVE, FUTILE

Definition: Respondent feels there is no point in organizing protective groups as they would only be defeated by the white power structure or by white protective groups.

Example: "If Negroes are aiming for provocation, it's suicidal. With the police and National guard armed as they are: Stoner rifles, tanks, riot training, it's just suicidal." "Because I think there are a lot of Negroes that have no guns and the whites would not sell them any. What can Negroes do with pocket knives?"

43

5%

2. OTHER INSTITUTIONALIZED MEANS

Definition: R suggests that there are better ways to deal with the problem which are already established such as the police.

Example: "That's a police job. It would be riot, should be police." "We're all protected. We have a law; I don't figure that I got to protect myself from anyone."

228

27%

3. FEAR OF VIOLENT CONSEQUENCES

Definition: The objections to the strategy in this category emphasize the reciprocal harm that could come to Negroes if they organized against white violence. Respondent expresses concern that such organizing could result in race riots, civil war, or senseless killing. Emphasis is on the provocative effect of organizing. Against violence.

NA Why:

Examples: "By organizing groups like this they will cause violence because other people will think they will do them harm." "That's just starting a small war." "Lot of people will get killed for nothing." "It would make more trouble than anything else."

(Continued on next page)

VARIABLE
NUMBER

284 (Cont)
6:17

Q37B (Cont)

NOTE: Whenever a respondent says he is against violence but the reason remains unclear or ambiguous, (i.e. is it based on fear or principle) the response should be coded in category three.

<u>f</u>	<u>z</u>
73	9%

4. ILLEGITIMACY-PRINCIPLE (PURE CATEGORY)

Definition: R objects to the strategy because it violates the principle of non-violence or brotherly love. To be coded here a respondent should be more than just anti-violence because violence provokes violence, category 3. He should be for a positive principle e.g., Peace, love.

Examples: "People should teach brotherly love and train how to live together." "I believe like King: you ain't got to be violent."

NOTE: This is a pure category. Only Rs who assert a positive principle such as brotherly love or "like King" should be coded here.

87	10%
----	-----

5. ILLEGITIMACY-UNNECESSARY

Definition: Respondent objects to the strategy because he denies the existence of the problem. He does not believe that the white community poses a threat to the Negro community.

Examples: "They don't need to organize against whites...for what?" "Only violence that comes will come from one of the brothers.. It won't come from whites." "Because I don't think white people is going to bother no one."

9	1%
13	2%
55	6%
255	30%

7. OTHER

8. DK

9. NA

0. INAP. coded 1, 8, or 9 in Variable 282

QUESTION AND CODEVARIABLE
NUMBER

<u>f</u>	<u>%</u>	
285		Q43 & 43A. Suppose someone you knew told you he could "pass" into white society, and was going to, because of the advantages it would give him. How would you feel toward this person?
6:18		
		<u>A. IF NOT CLEAR: Why would you feel that way?</u>
		(Code 43 and 43A as a single total response. Disregard routine "wouldn't care" comments if clear approval or disapproval is subsequently indicated. If both approval and disapproval are indicated about equally, code as 2. Ambivalent.)
171	20%	1. <u>Approve of Passing Without Reservation</u> "Because if I could pass for better advantage, anyway to survive, do it." "Anytime a person gets an opportunity, if it's to his advantage, it's OK with me." "If that's what he wanted to do, I feel it would be all right if he could get away with it." "Better luck to him, if he can make it, I wish him the best of luck."
259	31%	2. <u>Don't Care, It's his Own Life, Ambivalent</u> "I wouldn't care either way he went, just suit himself like others do." "I couldn't care less. To each his own." "If that's his feeling, let him go." "If that's what pleases him, he got a right to do it." "I wouldn't have any ill feelings toward any person who had such a desire."
88	10%	3. <u>Disapproval Because Each Individual Should be Himself</u> (If mention of race pride, code as 4 instead). Sorry for him! (P) Doesn't know himself, no pride in what he is. He will destroy himself. He is an opportunist." "I wouldn't feel he should. Should just be what you are."
170	20%	4. <u>Disapproval Because Negroes Should Be Proud of Own Race or Support Own Race</u> PRIORITY "Not very good. (P) You should be proud of your race." "I would feel very hostile. He is an opportunist. It is a <u>great</u> thing to be a Negro."
104	12%	5. <u>Disapproval: Other or No Reason Given</u>
16	2%	6. <u>Emphasis on Danger of Being Discovered, with no indication of Approval or Disapproval</u> LOW PRIORITY "I would feel sorry for him (P) If someone found out about it he would be in worse shape than before."
3	-	7. OTHER
19	2%	8. Don't know (If "Don't Care" code as 2)
14	2%	9. NA

QUESTION AND CODE

page 135

VARIABLE
NUMBER

286		Q60.	Some people feel that last summer's disturbance was a <u>step forward</u> for the cause of Negro rights. Other people feel that it was a <u>step backward</u> for the cause of Negro rights. Which opinion comes closest to the way you feel?
6:19			
	<u>f</u>	<u>%</u>	
	371	44%	1. STEP FORWARD
	404	48%	2. STEP BACKWARD
	33	4%	5. Neither
	1	-	7. Other
	21	2%	8. DK
	14	2%	9. NA
287		Q60A	Why do you feel it was a <u>step forward</u> for the cause of Negro rights?
6:20			
			<u>CODE MAIN EMPHASIS</u>
	<u>f</u>	<u>%</u>	<u>ATTITUDES CHANGED (AWARENESS)</u>
	179	21%	1. <u>Awareness of plight or dissatisfaction</u> (without mention of action taken). Whites referred to specifically or generalized "they" or "people" indicated. No suggestion of the militance of Code 2. E.g., brought to light a lot of ills. Opened people's eyes (whites) that people (Negro) weren't satisfied. See what a hopeless situation you're in. Some people became aware of certain things. Negroes made their needs expressed more clearly.
	56	7%	2. <u>Awareness of Negro determination, militance, resistance, threat.</u> Includes emphasis on the assertiveness by Negroes. E.g., It made the white man aware that Negroes weren't afraid; it was sending the message that the mortgage was due, keep the payments up or the whole amount will be due. It made people realize what might happen. Whites have begun to see that we will fight for our rights; they see we will try anything to get it better. We let people know we were tired of bad treatment.
			<u>ACTION TAKEN (ALREADY TAKEN OR SOON IN PROSPECT)</u>
	77	9%	3. <u>Action on material conditions</u> E.g., more jobs now; housing being rebuilt, Governmental committees starting to take action, more bills have been passed, formation of New Detroit Committee and getting down to the man on the street; it did open up a lot of things for poor people.

QUESTION AND CODEVARIABLE
NUMBER

287 (Cont) 6:20	<u>f</u>	<u>Z</u>	Q60A(Cont)
30	4%	4.	<u>Better Attitude</u> (or general reference to better treatments, rights). E.g., in places you didn't get treated right it is better now; it's made the police more cautious; Got rights now that we didn't have; look at Negro now for what is himself.
11	1%	5.	<u>Material damage necessary or advantageous</u> in part. E.g., got rid of some bars that should have gone long ago.
14	2%	7.	<u>Other</u> positive references not classifiable above.
2	-	8.	DK
18	2%	9.	NA
457	54%	0.	INAP., Q not asked; coded 2, or 5,8, or 9 in Variable 286.

QUESTION AND CODEVARIABLE
NUMBER

288		Q60B		Do you think the riots had any <u>bad</u> effects for the cause of Negro rights?	
6:21		<u>f</u>	<u>%</u>		
	186		22%	1.	YES
	189		22%	5.	NO
				7.	OTHER
	2		-	8.	DK
	27		3%	9.	NA
	440		52%	0.	INAP., coded 2, 8, or 9 in Variable 286.
289		Q60C.		What were they?	
6:22		CODE MAIN MENTION:			
		ATTITUDES CHANGED (Whites specifically referred to or implied)			
		<u>f</u>	<u>%</u>		
	41		5%	1.	<u>Prejudice</u> ; hatred increased; respect decreased E.g., created sense of hate of Negro; what black could have done he can't do now. I think it prejudiced whites against us, more. Nobody loved us anyway, they just tolerated us at best. It makes it look like the Negro is to blame and that's about all. The white people I work with feel that violence only hurts the Negroes' cause. I don't believe in looting and violence and it gave Negroes a bad image. He caused his people to be condemned for his looting Negro in a white neighborhood now feels contempt from whites.
	8		1%	2.	<u>Fear</u> : Increased fear and distrust of Negroes (whites implied or mentioned) E.g., since there has been an accumulation of fear and uneasiness. Now they're afraid to hire Negroes, afraid it might start up again and jeopardize their business. They made people not want to trust them. Citizens may be apprehensive when Negroes move next door. Nobody trusts anymore.

(Continued on next page)

QUESTION AND CODEVARIABLE
NUMBER289 (Cont)
6:22Q60C (Cont)

<u>f</u>	<u>Z</u>	
10	17%	3. <u>Set back to race relations</u> (without specific reference to hatred or fear) E.g., Detroit was really on the move--race relations were at an all time high.
ACTION		
104	12%	4. <u>Material damage and/or personal suffering caused by the riots itself.</u> E. g., stores are closed-can't get checks cashed now. Loss of life and property. Killed innocent people; put people out of work. Instead of asking for money to step forward, now it has to be used to build with. All the burning and looting.
10	17%	5. <u>Moral rejection of the action</u> (without any specific reference to material damages) E.g., not that way. I just don't believe in violence. It was just looting and stealing - nothing more than that. It's a bad example for children - they'll think they can just take things.
6	17%	6. <u>No improvement: nothing good came out of it</u> I don't think it helped any. I haven't seen any gain. Because they were just looting and didn't gain nothing out of it. It didn't help anyone - it just abused Negro rights. Burning and looting by Negroes, I don't think that helped their cause at all.
3	-	7. OTHER (MAKE CARD when main reason is difficult to judge.)
4	-	8. DK
24	37%	9. NA
633	75%	0. INAP., coded 2, 8, or 9 in Variable 286

QUESTION AND CODEVARIABLE
NUMBER

290

6:23

Q60D. Why do you feel it was a step backward for
the cause of Negro rights?

CODE MAIN MENTION:

ATTITUDES CHANGED (Whites specifically referred
to or implied)

fz

37

4%

1. Prejudice; hatred increase; respect decreased.
E.g., created sense of hate of Negro; what
black could have done he can't do now.
I think it prejudiced whites against us, more.
Nobody loved us anyway, they just tolerated
us at best.
It makes it look like the Negro is to blame
and that's about all.
The white people I work with feel that viol-
ence only hurts the Negroes cause.
I don't believe in looting and violence
and it gave Negroes a bad image.
He caused his people to be condemned for
his looting.
Negro in a white neighborhood now feels con-
tempt from whites.

16

2%

2. Fear: Increased fear and distrust of Negroes
(whites implied or mentioned)
- E.g., since there has been an accumulation
of fear and uneasiness.
Now they're afraid to hire Negroes, afraid
it might start up again and jeopardize their
business.
They made people not want to trust them.
Citizens may be apprehensive when Negroes
move next door.
Nobody trusts anymore.

14

2%

3. Set back to race relations (without specific
reference to hatred or fear).
- E.g., Detroit was really on the move--race
relations were at an all time high.

(Continued on next page)

QUESTION AND CODEVARIABLE
NUMBER

290 (Cont)

Q60D (Cont)

6:23

fzACTION

209

25%

4. Material damage and/or personal suffering caused by the riots itself.

E.g., stores are closed-can't get checks cashed now.

Loss of life and property.

Killed innocent people; put people out of work.

Instead of asking for money to step forward, now it has to be used to build with.

All the burning and looting

41

5%

5. Moral rejection of the action (without any specific reference to material damages)

E. g., not that way. I just don't believe in violence.

It was just looting and stealing - nothing more than that.

It's a bad example for children - they'll think they can just take things.

71

8%

6. No improvement: nothing good came out of it.

I don't think it helped any. I haven't seen any gain.

Because they were just looting and didn't gain nothing out of it.

It didn't help anyone - it just abused Negro rights.

Burning and looting by Negroes, I don't think that helped their cause at all.

0

0

7. OTHER (MAKE CARD when main reason is difficult to judge.)

3

-

8. DK

22

3%

9. NA

431

51%

0. INAP., coded 1, or 5, or 8, 9 in Variable 286.

QUESTION AND CODE

VARIABLE NUMBER

291
6:24

Q60E. Do you think the riots had any good effects for the cause of Negro rights?

<u>f</u>	<u>%</u>	
94	11%	1. YES
309	37%	5. NO
0	0	7. OTHER
2	-	8. DK
24	3	9. NA
415	49%	0. INAP. coded 1, 8, or 9 in Variable 286.

292
6:25

Q60F. What were they?

CODE MAIN EMPHASIS

<u>f</u>	<u>%</u>	
<u>ATTITUDES CHANGED (AWARENESS)</u>		
55	6%	1. <u>Awareness of plight or dissatisfaction</u> (without mention of action taken). Whites referred to specifically, or generalized "They" or "people" indicated. No suggestion of militance of Code 2. E.g., brought to light a lot of ills. Opened people's eyes (whites) that people (Negro) weren't satisfied. See what a hopeless situation you're in. Some people became aware of certain things Negroes made their needs expressed more clearly.
14	2%	2. <u>Awareness of Negro determination, militance, resistance, threat.</u> Includes emphasis on the assertiveness by Negroes. E.g., It made the white man aware that Negroes weren't afraid; it was sending the message that the mortgage was due, keep the payments up or the whole amount was due. It made people realize what might happen. Whites have begun to see that we will fight for our rights. They see we will try anything to get it better. We let people know we were tired of bad treatment.
<u>ACTION TAKEN (ALREADY TAKEN OR SOON IN PROSPECT)</u>		
17	2%	3. <u>Action on material conditions</u> E.g., More jobs now. Housing being rebuilt. Governmental committees starting to take action More bills have been passed. Formation of New Detroit Committee and getting down to the man on the street. It did open up a lot of things for poor people.

(Continued on next page)

QUESTION AND CODEVARIABLE
NUMBER

292 (Cont)

Q60F (Cont)

6:25

fz

4

-

4. Better Attitude (or general reference to better treatments, rights).

E.g., in places you didn't get treated right, it is better now.

It's made the police more cautious.

Got rights now that we didn't have.

Look at Negro now for what is himself.

5

1%

5. Material damage necessary or advantageous in part.

E.g., got rid of some bars that should have gone long ago.

0

0

7. OTHER positive references not classifiable above.

5

1%

8. DK

11

1%

9. NA

733

87%

0. INAP., Q not asked, coded 1, 8, or 9 in Variable 286.

VARIABLE NUMBER

293

Q73. How much would you like a (son/daughter) of yours to be like you when (he/she) grows up-- exactly like you, pretty much like you, slightly like you, or not at all like you?

6:26

<u>f</u>	<u>%</u>	
134	16%	1. EXACTLY
307	36%	2. PRETTY MUCH
163	19%	3. SLIGHTLY
134	16%	4. NOT AT ALL
3	-	7. OTHER
1	-	8. DK
102	12%	9. NA

294(See also V295-297)

Q73A. In what ways would you like him(her) to be like you?

6:27-28

CODE TWO MENTIONS (First codable mention in Variable 294. Second, if any, in Variable 296)

<u>f</u>	<u>%</u>	<u>FIRST MENTION:</u>
92	11%	10. <u>Independence, strength of convictions, pride, self confidence</u> E.g., "Thinks for himself;" "Stand on one's own two feet;" "Keep her self-respect and pride;" "pride in himself;" "Be able to say what she thinks regardless of to whom or what it is;" "Stick up for his rights."
<u>TRADITIONAL SUCCESS GOALS</u>		
75	9%	20. <u>Ambitious, Industrious, Hardworking</u> E.g., "Be ambitious." "That he'll work."
35	4	21. <u>"Good provider and family man."</u> E.g., "be a good provider;" "Good husband, Father, "Good Mother." Emphasis on <u>role</u> .
37	4%	22. <u>Intelligence; educational or intellectual motivation.</u> E.g., "I've always been a reader, diligent searcher and wanted to know what's going on around me. Want her to be this like me." "Intelligent." "Going to school." "Be educated"
<u>CONVENTIONAL MORALITY AND DECENCY (Inc. RELIGION)</u>		
28	3%	30. <u>Religious faith and practice</u> E.g., "religious faith;" "church-going;" "God fearing." Basically code any mention of adherence to "religion" "God," or "church"
52	6	31. <u>Obedience and respect of law and conventional mores.</u> (This includes staying out of trouble and respect for parents). E.g. "don't drink, don't smoke don't run around on street corner." "Stay out of trouble." "tend to her own business and respect law and order and other people."

QUESTION AND CODEVARIABLE
NUMBER

294 (Cont)

Q73A (Cont)

6:27-28

£

Z

47

6%

32. Other "moralistic" responses. "Be person with good morals"

75

9%

40. Concern with being liked by others, outgoing, or good natured.E.g., "nice guys;" "Easy to get along with;"
"have my good nature;" "be nice."ETHICAL CONCERN FOR OTHERS

91

11%

50. Concern with understanding and showing respect for others."Think of others before herself;" "Learn to do the right thing and treat people right;"
"Learn to understand all people."

5

1%

51. Non-Violence (clean-cut mention non-violence)
Code here specific mentions of being non-violent

12

1%

60. Physical appearance e.g. "looks like me"

8

1%

97. OTHER

LOW PRIORITY

4

-

98. DK

106

13%

99. NA

177

21%

00. INAP., (Coded 4 in Variable 293)

295

Q73A. (Cont) SUMMARY CODE (1st digit of Variable 294)

6:29

£

Z

92

11%

1. Independence:

148

18%

2. Traditional success goals

128

15%

3. Conventional morality & decency

74

9%

4. Social goals (being liked)

95

11%

5. Concern for understanding, respecting others

12

1%

6. Physical appearance

118

14%

9. Other, DK, NA

177

21%

0. INAP.

VARIABLE
NUMBER

296

Q73A. In what ways would you like him(her) to be like you?

6:30-31

CODE TWO MENTIONS (First codable mention in Variable 294. Second, if any, in Variable 296)

<u>f</u>	<u>%</u>	<u>SECOND MENTION</u>
30	4%	10. <u>Independence, strength of convictions, pride, self confidence</u> E.g., "Thinks for himself;" "Stand on one's own two feet;" "Keep her self-respect and pride;" "pride in himself;" "Be able to say what she thinks regardless of to whom or what it is;" "Stick up for his rights."
<u>TRADITIONAL SUCCESS GOALS</u>		
43	5%	20. <u>Ambitious, Industrious, Hardworking</u> E.g., "Be ambitious." "That he'll work."
34	4%	21. <u>"Good provider and family man."</u> E.g., "be a good provider;" "Good husband, Father, "Good Mother." Emphasis on <u>role</u> .
21	2%	22. <u>Intelligence; educational or intellectual motivation.</u> E.g., "I've always been a reader, diligent searcher and wanted to know what's going on around me. Want her to be this like me." "Intelligent." "Going to school." "Be educated"
<u>CONVENTIONAL MORALITY AND DECENCY (Inc. RELIGION)</u>		
20	2%	30. <u>Religious faith and practice</u> E.g., "religious faith;" "church-going;" "God fearing." Basically code any mention of adherence to "religion" "God," or "church"
39	5%	31. <u>Obedience and respect of law and conventional mores.</u> (This includes staying out of trouble and respect for parents). E.g. "don't drink, don't smoke don't run around on street corner." "Stay out of trouble." "tend to her own business and respect law and order and other people."

QUESTION AND CODE

VARIABLE NUMBER

296 (Cont)		<u>Q73A (Cont)</u>	
6:30-31	<u>f</u>	<u>Z</u>	
24	3%	32.	<u>Other "moralistic" responses. "Be person with good morals"</u>
25	3%	40.	<u>Concern with being liked by others, outgoing, or good natured.</u> E.g., "nice guys;" "Easy to get along with;" "have my good nature;" "be nice."
<u>ETHICAL CONCERN FOR OTHERS</u>			
43	5%	50.	<u>Concern with understanding and showing respect for others.</u> "Think of others before herself;" "Learn to do the right thing and treat people right;" "Learn to understand all people."
3	-	51.	<u>Non-Violence</u> (clean-cut mention non-violence) Code here specific mentions of being non-violent
7	1%	60.	Physical appearance e.g. "looks like me" } LOW PRIORITY
9	1%	97.	OTHER
0	-	98.	DK
38	5%	99.	NA
508	60%	00.	INAP., (Coded 4 in Variable 293; no second mention)

297

Q73A. (Cont) SUMMARY CODE (1st digit of Variable 296)

6:32	<u>f</u>	<u>Z</u>	
30	4%	1.	Independence:
98	12%	2.	Traditional success goals
83	10%	3.	Conventional morality & decency
25	3%	4.	Social goals (being liked)
46	5%	5.	Concern for understanding, respecting others
7	1%	6.	Physical appearance
47	6%	9.	Other, DK, NA
508	60%	0.	INAP.

VARIABLE
NUMBER

298		Q73B.	In what ways would you want him (her) to be different from you?
6:33-34	<u>f</u>	<u>Z</u>	<u>CODE MAIN RESPONSE (OR FIRST MENTION)</u>
64	8%	10.	<u>Independence, strength of convictions, pride, self-confidence.</u> E.g., "Be of her own image;" "More aggressive, not go going to authority;" "More sure of herself."
			<u>TRADITIONAL SUCCESS GOALS</u>
16	2%	20.	<u>Ambitious, Industrious, Hardworking</u> E.g., "More ambitious than I am;" "Ambition, when they see a job, go out and grab it."
33	4%	21.	<u>Have a better job or profession; accomplish more</u> E.g., "Maybe get a better job than I got;" "Or to accomplish more;" "Become a professional man."
340	40%	22.	<u>Show more interest in and/or get more education</u> E.g., "Have a better education;" "Stay in school and finish;" "Education-wise, want them to be higher educated."
14	2%	23.	<u>"Better" or different marital or family conditions</u> E.g.. "Not get married as early and less children; don't want her to have so many children;" "NOT be divorced and have more than two children."
			<u>CONVENTIONAL MORALITY AND DECENCY (INCL RELIGION)</u>
7	1%	30.	<u>Religious faith and practice</u> Basically code any mention of adherence to "religion." "God," or "church" "E.g., "religious faith;" "go to church;" "God-fearing"
8	1%	31.	<u>Obedience and respect for law, conventional mores</u> This category includes staying out of trouble and respect for parents. E.g., "don't drink, don't smoke." "Stay out of trouble." "Respect law and order and other people."
8	1%	32.	<u>Other "moralistic" responses</u>
45	5%	33.	<u>Other "undesirable" personal traits (e.g., temper)</u> "Don't have my temper," "Mean, pretty mean in my way."
9	1%	40.	<u>Concern with being liked by others, outgoing,</u> "Get out and meet people;" "more sociable;"

(Continued on next page)

QUESTION AND CODEVARIABLE
NUMBER

298 (Cont)		<u>Q73B. (Cont)</u>	
6:33-34	<u>f</u>	<u>%</u>	
	8	1%	50. <u>Concern with understanding and showing respect for others</u> E.g., "Think of others before herself;" "Learn to do the right thing and treat people right." "Learn to understand all people,"
	9	1%	97. OTHER
	16	2%	98. DK
	146	17%	99. NA
	121	14%	00. INAP, coded 1 in Variable 293
299		<u>Q73B. (Cont) SUMMARY CODE (1st digit of Variable 298)</u>	
6:35	<u>f</u>	<u>%</u>	
	64	8%	1. Independence:
	403	48%	2. Traditional success goals
	68	8%	3. Conventional morality & decency
	9	1%	4. Social goals (being liked)
	8	1%	5. Concern for understanding, respecting others
	171	20%	9. Other, DK, NA
	121	14%	0. INAP.

VARIABLE
NUMBER

300

Q93 & 93A. (Combined in single column)

6:36

Would you say the Negro churches generally have done enough in working for equal rights, or haven't they done enough?

What do you think the churches should be doing (for equal rights) that they aren't?

<u>f</u>	<u>Z</u>	
323	38%	1. <u>ENOUGH</u> (Churches are doing enough for civil rights)
		<u>NOTE:</u> Recode as 1 respondents who answered "not enough" BUT went on with comments indicating that churches were doing as much as they could or should: e.g., They are doing the best they can.
		(2-6) <u>NOT ENOUGH</u> (churches not doing enough, should do one of the following)
191	23%	2. <u>Provide leadership, education, organizing role, financial support (include general references to efforts against injustice, discrimination) EMPHASIS ON INDIRECT AND NON-MATERIAL.</u>
		E.g., Ministers should be the peace leaders in the community and talk with the officials. Should be trying to pull people together on rights problems. Teach more the meaning of civil rights and working with those programs that are for it. Pointing out the rights and wrongs of discrimination. Reach out to people and push civil rights.
74	9%	3. <u>Community welfare: provide aid for community welfare or betterment (Fairly direct aid mentioned or implied) EMPHASIS ON DIRECT AND MATERIAL</u>
		E.g., They could do a lot for the poor with the money they get. Do more in the neighborhood with boys' clubs and helping old people. Offer scholarships to children Put their money into Negro businesses here in the ghetto.
57	7%	4. <u>Religious community: provide religious guidance or facilitate unity of church members. (No reference to providing unity for action on rights. No reference to <u>criticisms</u> of rights activity)</u>
		E.g., Try to get people together; there should not be so many churches, just a few. Have closer relationships with members. Teach people how to live in brotherhood. Teach what is in the Bible about nonviolence.

(Continued on next page)

QUESTION AND CODEVARIABLE
NUMBER

300 (Cont)

Q93 & 93A. (Cont)

6:36

<u>f</u>	<u>Z</u>	
14	2%	5. <u>Change emphasis to more "religious" values:</u> (Implication that emphasis on civil rights or material problems is improper for churches.) E.g., "They should stay in the pulpit and not have so much do do with it."
47	6%	6. Vague references to helping or being more involved. e.g. "They should be more interested"- "Do more teaching" Code. here people who said "not enough" to Q93, But who are <u>DK</u> , <u>NA</u> "other" or "vague" to Q 93A. (Make sure you have coded 7, 8, or 9 only when person did not make a closed choice (if "enough" or "not enough") in Q93 (and hence 93A was INAP.)
1	-	7. OTHER
89	10%	8. DK
48	6%	9. NA

QUESTION AND CODEVARIABLE
NUMBER

(NOTE: Two questions appear on the interview schedule as No. 94. The second one is designated X94.)

301 QX94. Who are two or three of your favorite actors or entertainers?

6:37

(The following 5 variables are all based on classification of names given as answers to this question. Use all names given whether before or after a probe, unless retracted by respondent.) If R. makes any comment, indicate assumption that he is to emphasize Negro or white name only.

<u>f</u>	<u>%</u>	
		<u>Number of Negro Entertainers Mentioned</u>
172	20%	0. = No Negroes given <small>Code actual number</small>
204	24%	1. = 1
233	28%	2. = 2
170	20%	3. = 3
21	3%	4 & 5 4=4, 5=5 or more
44	5%	9. = NA, DK

302

6:38

<u>f</u>	<u>%</u>	
		<u>Number of White Entertainers Mentioned</u>
357	42%	0. = No whites given <small>Code actual number:</small>
231	27%	1. = 1
154	18%	2. = 2
50	6%	3. = 3
15	2%	4 & 5 = 4, 5 or more
4	4%	9. = NA

Total Number of Entertainers mentioned:
Negro and white summed Code sum of previous two variables

303

6:39

89	10%	0. = No entertainers or don't know
52	6%	1. = 1
171	20%	2. = 2
395	47%	3. = 3
75	12%	4. & 5, 4=4, 5=5 or more
37	4%	9. = NA

304

6:40

<u>f</u>	<u>%</u>	
		<u>Ratio of Negro to White Entertainers Mentioned</u> (Use information from Cols. 40-41 to arrive at ratio)
89	10%	0= Inapplicable; <u>No entertainers of either race given</u>
252	30%	1= Only Negro entertainers mentioned.
167	20%	2= More Negro than white entertainers mentioned
85	10%	3= Equal number exactly of Negro and white entertainers mentioned.
119	14%	4= More white than Negro entertainers mentioned.

(Continued on next page)

VARIABLE
NUMBER

304 (Cont)

	<u>f</u>	<u>%</u>	
6:40	97	12%	5= Only white entertainers mentioned.
	35	4%	9= NA

Number of Negro Entertainers Mentioned Not
Counting Harry Belafonte, Bill Cosby, Sammy
Davis, and Sidney Poitier; Code actual number

305

6:41	433	51%	0.= None
	208	25%	1.= 1
	99	12%	2.= 2
	54	6%	3.= 3
	2	-	4 & 5 4=4, 5=5
	48	6%	9= NA

Q. X94 CLASSIFICATION BY RACE OF ENTERTAINER

(Numbers in parentheses represent frequencies in first 130 interview coded)

If name in an interview is not listed here, make card as well as code.

NEGRO

Louis Armstrong (1)
 Pearl Bailey (5)
 Harry Belafonte (22)
 Brook Benton (1)
 James Brown (7)
 Dihann Carroll (1)
 Ray Charles (1)
 Nat King Cole (3)
 Bill Cosby (12)
 Sammy Davis, Jr. (35)
 Ivan Dickson (1)
 Billy Eckstein (1)
 Duke Ellington (1)
 Ella Fitzgerald (4)
 Aretha Franklin (8)
 Dick Gregory (2)
 Mahalia Jackson (5)
 Ahmad Jamal (1)
 Martha Jean (1)
 B. B. King (1)
 Eartha Kitt (2)
 Ramsey Lewis (1)
 Miriam Makeba (1)
 Barbara McNair (1)
 Marvalettes (1)
 Johnny Mathis (1)
 Wes Montgomery (1)
 Greg Morrison (1)
 Mus Catel (1)
 Wilson Pickett (1)
 Sidney Poitier (53)
 Richard Pryor (1)
 Lou Rawls (1)
 Otis Redding (1)
 Nipsey Russell (1)
 Percy Sledge (1)
 The Supremes (3)
 Temptations (4)
 Joe Tex (1)
 Leslie Uggams (1)
 Dionne Warwick (1)
 Ethel Waters (1)
 Flip Wilson (2)
 Jackie Wilson (1)
 Nancy Wilson (2)
 Steve Wonder (1)

WHITE

Ed Ames (1)
 Julie Andrews (1)
 Lucille Ball (2)
 Robert Bobb (1)
 Joey Bishop (4)
 Humphrey Bogart (1)
 Bonanza (1)
 Pat Boone (1)
 Marlon Brando (4)
 Yul Brynner (1)
 Carol Burnett (2)
 Raymond Burr (1)
 Richard Burton (1)
 Ed Byrnes (1)
 James Cagney (1)
 Johnny Carson (1)
 Jack Carter (1)
 Chuck Connors (1)
 Gary Cooper (1)
 Joan Crawford (5)
 Bing Crosby (2)
 Tony Curtis (1)
 Betty Davis (7)
 Marshal Dillon (1)
 Kirk Douglas (1)
 Mike Douglas (3)
 Henry Fonda (1)
 Clark Gable (2)
 Zsa Zsa Gabor (1)
 Ben Gazzara (1)
 Jackie Gleason (1)
 Lou Gordon (1)
 Edie Gorme (1)
 Lorne Green (1)
 Rex Harrison (1)
 Susan Haywood (1)
 Audrey Hepburn (1)
 Hillbillies (2)
 William Holden (1)
 Jack Jones (1)
 Bill Kennedy (1)
 Steve Lawrence (1)
 Jerry Lewis (3)
 Art Linkletter (3)
 Gina Lollobrigida (1)
 Sophia Loren (2)
 Fred MacMurray (1)

QX94. CLASSIFICATION (Cont)

WHITE

Macquire Sisters (1)
Dorothy Malone (1)
Ann Margaret (1)
Dean Martin (3)
Lee Marvin (2)
Paul Newman (14)
Fess Parker (1)
Barbara Parkins (1)
Gregory Peck (3)
Rowen and Martin (2)
Roy Rogers (2)
Frank Sinatra (16)
Red Skelton (2)
Barbara Stanwyck (2)
Rod Steiger (1)
Jimmy Stewart (1)
Ed Sullivan (2)
Elizabeth Taylor (2)
Marlo Thomas (1)
Spencer Tracy (1)
Robert Vaughn (1)
John Wayne (16)
Jack Webb (1)
James West (1)
Richard Widmark (2)
Jonathan Winters (3)
Joan Woodward (1)
Loretta Young (1)

VARIABLE
NUMBER

306

6:42-45

TRACT NUMBER [see following pages for coding scheme]

Indicated on the cover sheet. Tract numbers contain up to three digits and are sometimes followed by a letter. Therefore, the tract number variable is a four column code: The first three containing the given numbers and the fourth coded: O=0, A=1, B=2, C=3, D=4.

307

6:46-47

SUBCOMMUNITY [see following pages for coding scheme]

Subcommunities represent combinations of census tracts as given in the Census Tract Coding Guide for Detroit SMSA. (See next 2 pages) Note that subcommunity is coded by guide number (01-49), making it a two column code.

308

6:48

EAST OR WEST OR WOODWARD

Indicates whether Respondent lives East or West of Woodward Avenue.

1. East
2. West

CITY OF DETROIT SUBCOMMUNITIES AND CENSUS TRACTS

Guide Numbers	Sub-communities	Census Tracts
01	1A	502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 530.
02	1B	527, 528, 529, 531, 532, 533, 534, 535, 536, 537, 538, 542, 543, 544, 545, 546, 547.
03	1C	522, 523, 524, 525, 526, 539, 540, 541, 548, 549, 550, 570.
04	2A	001, 002, 003, 004, 005, 033.
05	2B	009, 010, 035, 036, 037, 038, 039, 041, 042.
06	2C	023, 024, 025, 026, 027, 028, 029, 030, 031, 032, 034, 040, 043.
07	3A	017, 018, 019, 021, 154, 155, 156, 162, 163, 179, 180.
08	3B	164, 165, 166, 167, 168, 169, 212, 213, 251.
09	3C	174, 175, 176A, 176B, 176C, 176D, 177, 178, 181, 182.
10	4A	022, 151, 152, 153, 183, 184, 185, 186, 187, 188, 190, 191.
11	4B	551, 552, 553, 554, 555, 556, 557, 558, 559.
12	5A	521, 569, 794, 795, 796, 797.
13	5B	560, 561, 566, 567, 568, 655, 662, 663, 664, 665.
14	5C	565, 661.
15	6A	501, 517, 518, 519, 758, 759, 760, 761, 762, 766.
16	6B	755, 756, 757, 767, 768, 772, 773, 774, 775, 776.
17	6C	520, 763, 764, 765, 792, 793.
18	6D	769, 770, 771, 777, 789, 790, 791.
19	7A	751, 752, 753, 754, 779, 780, 782, 783, 784, 785.
20	7B	701, 702, 709, 710A, 710B, 711, 712, 713, 781, 786, 787, 788.

(Continued on next page)

Guide Numbers	Sub-communities	Census Tracts
21	8A	651, 652, 653, 654, 656, 657, 658, 659, 660.
22	8B	703A, 703B, 703C, 708A, 708B, 708C, 708D.
23	8C	704, 705, 706, 707A, 707B, 707C.
24	8D	601A, 601B, 616A, 616B, 666A, 666B, 667A, 667B, 668A, 668B, 669A, 669B, 670, 671.
25	9A	571, 572
26	9B	562, 563, 564, 602.
27	9C	604, 605, 606, 607, 608, 609, 610, 611, 612A, 612B, 613A, 613B.
28	9D	603A, 603B, 614A, 614B, 615A, 615B.
29	10A	261, 262A, 262B, 263, 264.
30	10B	170, 171, 172, 173.
31	10C	301A, 301B, 302A, 302B, 302C, 306A, 306B, 307A, 307B.
32	10D	305A, 305B.
33	11A	256A, 256B, 401A, 401B, 407.
34	11B	257, 258A, 258B, 259A, 259B, 260, 408, 409A, 409B.
35	11C	303A, 303B, 303C, 204A, 304B, 304C, 304D, 451A, 451B, 459A, 459B.
36	12A	402A, 402B, 403A, 403B, 404A, 404B, 405, 406, 411, 412, 414, 415A, 415B.
37	12B	410A, 410B, 413, 452A, 452B, 453A, 453B, 454, 455, 456, 457A, 457B, 458A, 458B.
38	13A	352A, 352B, 353A, 353B, 354A, 354B, 354C, 354D, 355A, 355B, 356A, 356B, 359.
39	13B	205A, 205B, 206, 351A, 351B, 357A, 357B, 357C, 358A, 358B.
40	14A	203A, 203B, 204A, 204B, 207A, 207B, 208, 210.
41	14B	209, 252, 253, 254, 255.
42	15A	013, 014, 015, 016, 020, 118, 119, 120, 121, 157, 158, 159, 160, 161.

(Continued on next page)

Guide Numbers	Sub-communities	Census Tracts
43	15B	011, 012, 101, 115, 116, 117, 122, 123.
44	15C	111, 112, 201, 202, 211.
45	15D	102, 103, 104, 105, 106, 107, 108, 109, 110, 113, 114.
46	16A	006, 051, 052, 053, 054, 055.
47	16B	007, 008, 065, 066, 067, 068, 069, 070, 071, 072, 073, 074.
48	16C	056, 058, 059, 060, 061, 062, 063, 064.
49	16D	057A, 057B, 075, 076.