

## APPENDIX A

### Project Proposal

February 7, 1966

Site: University of Wisconsin      Proposal No. 5-1170  
Department of Rural Sociology      US Office of Education  
Principal Investigator: A. O. Haller      Department of Health, Education and Welfare

#### ADDENDUM

##### Title of Project

Revised Title: Construction and Standardization of Questionnaire Instruments to Measure the Educational and Occupational Expectations of "Significant Others" of Youth in the Final Year of Compulsory Education\*

Former Title: The Relation Between Expectations of Others and Levels of Educational and Occupational Aspiration of Youth in the Final Year of Compulsory Education.

##### Importance to Vocational Education

In an imprecise way, it is known that "significant others" have a great deal to do with the educational and occupational plans of youth. They provide motivation by rewarding and punishing the efforts of youth, and they often control the resources available to them. Because we lack valid, reliable, and inexpensive ways to determine a) exactly who are the "significant others" of the individual youth, and b) what the expectations each has for the youth, we do not yet know in any precise way how to enlist the help of the "significant others" in making the plans of youth more consistent with the occupational realities they face.

By providing such information, the present project will pave the way for vocational educators and others to develop new approaches to educational programs, in which the expectations of "significant others" are usefully taken into account.

Moreover, by sampling disproportionately from the types of youth for whom vocational education is probably most useful (e.g. rural youth and those who are not able to go to college), the project will yield information on the educational and occupational expectations of "significant others" which will be especially relevant to those planning information programs regarding vocational education.

##### Concentration of Effort

In accord with the recommendations of the reviewing panel, emphasis is to be placed on Phases One and Two of the project. That is, the project will concentrate a) on using depth interviewers with selected youth and with samples of their "significant others"; and b) on developing valid, reliable and inexpensive questionnaire instruments to identify the relevant "significant others" of specific youth and to measure the educational and occupational expectations they hold for the youth.

---

e change in title is a result of the change in emphasis. See 3 above.

#### 4. Sampling

Sampling will be conducted in waves so that information gained from one attempt may be used to improve the next.

Wave 1. Depth Interviews with Wisconsin youth. This wave will use criteria of classification such as the following to generate cells; one young person will be selected (arbitrarily) to fit each cell. The tentative criteria are a) age-in-grade (over age vs. at age), b) sex (male vs. female), c) race (white vs. negro), d) area of residence (rural vs. urban), e) father's occupation (farm vs. blue collar vs. professional-executive). This generates 48 cells ( $2 \times 2 \times 2 \times 2 \times 3 = 48$ ), and thus indicates that there will be 48 sample members. The objective of Wave 1 is to determine who are the "significant others" of the individual, how he views their expectations for him, and what is the range of variation among different categories of youth.

Wave 2. Depth interviews with "significant others." Interviews will then be held with about 50 of the "significant others" identified above. These will be selected purposefully so as to obtain a more or less balanced representation of a) the categories of youth (from Wave 1), and b) classes of relationship to the youth (e.g. "best friend": same vs. opposite sex; relatives: mother and father, other; other professionally-competent adult acquaintances: teachers, minister, etc.; counsellor.)

Wave 3. Pretest of questionnaire instruments for identifying significant others. A new sample, probably similar to the above, will then be selected to try out the questions (determined on the basis of Wave 1 interviews) proposed as ways of validly, reliably and inexpensively eliciting the individual's "significant others."

Wave 4. Pretest of Questionnaire Instruments for Measuring the Variables Describing "Significant Others" Expectations. Questions presumably eliciting appropriate expectation data will be determined from analyzing the Wave 2 depth interviews. These will be tried out experimentally on about 100 of the Wave 2 "significant others" not previously interviewed.

Waves 4a and b. Further pretesting. If the analysis of Wave 3 data indicates that further pretesting is needed, some of the "significant others" from Wave 2 who have not yet been interviewed, or those identified in Wave 3 may serve as additional samples.

Wave 5. Standardization sample. After the exact wording has been determined, a new sample of youth will be selected. The exact nature of the sample has yet to be decided, but it will probably consist of a proportionate sampling in high and low income urban and rural areas, attempting roughly to randomize selection of individuals within areas. The sample size of youth is expected to be about 100 and of "significant others" to be from 500-800.

5. Timing and budget (general considerations). The timing of the project has not been changed. It remains 18 months. This is because under the earlier plan much of the work of Phases One and Two would have been carried out concurrently with Phase Three, which has been dropped. The 18-month total Grant Fund Contribution to the budget, however, has been reduced by \$7,020.00, from \$65,287.00 to \$58,267.00.

## BUDGET REQUIREMENTS

## DIRECT COSTS

	Time on Project	Salary per Annum	AMOUNT REQUIRED			
			(18 months)			
			First 12 months (9/15/66-9/14/67)	Last six months (9/15/67-3/14/68)	Grant Funds	Other Funds
Personnel			Grant Funds	Other Funds	Grant Funds	Other Funds
Principal investigator	25%	\$18,000.00	-----	\$ 4,500.00	-----	\$ 2,250.00
Project assistant	100%	8,500.00	\$ 8,500.00	-----	\$ 4,250.00	-----
Research assistant---50% (Summer 100%)		3,750.00	3,750.00	-----	-----	-----
Research assistant---50% (Summer 100%)		3,750.00	-----	3,750.00	-----	1,875.00
Secretary-----	50%	5,000.00	-----	2,500.00	-----	2,500.00
Project assistant (secretarial)-----			-----	-----	1,875.00	-----
-----50% (Summer 100%)		3,750.00	-----	-----	100.00	-----
Consultants-----3 man-days		(\$100.00/day)	200.00	-----	-----	-----
Supplies						
Paper for questionnaires-----			300.00	250.00	200.00	100.00
Telephone costs-----			75.00	-----	35.00	-----
Postage-----			50.00	-----	25.00	-----
Contingency-----			-----	250.00	-----	250.00
Services						
Coding questionnaires (est. 1800 man hours @ \$2.50/hr.)			3,500.00	-----	1,000.00	-----
Interviewers' wages (est. 360 man-days @ \$20.00/man-day)			7,200.00	-----	-----	-----
Clerical assistance (total: 2000 hrs. @ \$1.50/hr.)-----			2,250.00	-----	750.00	-----
Computer rental (4 hrs. @ \$250.00/hr.)-----			500.00	-----	500.00	-----
Computer personnel (inc. programming)-----			300.00	-----	200.00	-----
Typewriter rental (est. \$20.00/mo.)-----			240.00	-----	120.00	-----
Calculator rental (est. \$40.00/mo.)-----			480.00	-----	240.00	-----
Other						
Interviewer travel mileage (est. 80 mi./day/man-day @ \$.07/mi.)-----			2,016.00	-----	-----	-----
Interviewer per diem (est. 360 man-days @ \$15.00/day)-----			5,400.00	-----	-----	-----
Travel and per diem for consulting (inc. consultants and principal investigator, est. 5 trips @ \$150.00/trip)-----			450.00	-----	300.00	-----
Administrative costs (2.5% administrators' salaries)-----			-----	3,000.00	-----	1,500.00
			\$38,961.00	\$14,250.00	\$ 9,595.00	\$ 8,475.00

(continued)



# BUDGET REQUIREMENTS (Continued)

## INDIRECT COSTS

	AMOUNT REQUIRED (18 months)			
	First 12 months (9/15/66-9/14/67)		Last six months 9/15/67-3/14/68)	
	Grant Funds	Other Funds	Grant Funds	Other Funds
20% of \$38,961.00-----	\$ 7,792.00	-----	-----	-----
TOTAL FIRST YEAR (9/15/66-9/14/67)-----	46,753.00	\$14,250.00	-----	-----
20% of \$9,595.00-----	-----	-----	\$ 1,919.00	-----
TOTAL LAST SIX MONTHS (9/15/67-3/14/68)-----	-----	-----	11,514.00	\$ 8,475.00

## GRAND TOTAL (18 months)

GRANT FUNDS-----\$58,267.00

OTHER FUNDS----- 22,725.00

GRAND TOTAL-----\$80,992.00

THE RELATION BETWEEN EXPECTATIONS OF OTHERS AND LEVELS OF  
EDUCATIONAL AND OCCUPATIONAL ASPIRATION OF YOUTH IN THE  
FINAL YEAR OF COMPULSORY EDUCATION

Applicant:

University of Wisconsin

Address:

Department of Rural Sociology  
College of Agriculture  
Madison, Wisconsin 53706

Telephone Number:

(608) 262-1516

Initiated by:

Archibald O. Haller, Professor  
Department of Rural Sociology  
University of Wisconsin  
Madison, Wisconsin 53706  
(608) 262-1516

Principal Investigator:

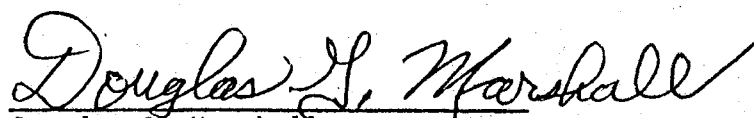
See above

Submitted by:

Douglas G. Marshall, Chairman

(Signed)

  
Archibald O. Haller

  
Douglas G. Marshall

Federal Funds Requested:

First year . . . . .	\$47,787.60
Second year . . . . .	17,500.00
TOTAL . . . . .	65,287.60

Duration:

Beginning September 16, 1965; Ending March 15, 1967

Total number of months required: 18 months

Date Transmitted:

May 27, 1965

ABSTRACT

- . Submitted By: Douglas G. Marshall, Chairman, Department of Rural Sociology, College of Agriculture, University of Wisconsin, Madison, Wis. 53706  
Telephone: (608) 262-1516
- . Principal Investigator: Archibald O. Haller, Professor of Rural Sociology, College of Agriculture, University of Wisconsin, Madison, Wis. 53706  
Telephone: (608) 262-1516
- . Title: The Relation Between Expectations of Others and Levels of Educational and Occupational Aspiration of Youth in the Final Year of Compulsory Education
- . Objectives:
- a. To determine how to identify the persons ("significant others") who influence the levels of educational and occupational aspiration of youth;
  - b. To determine the variables which describe "significant others" educational and occupational expectations for the individual young person;
  - c. To determine how to measure the individual's perception of the educational and occupational expectations "significant others" have for him;
  - d. To measure the correlation between the individual's levels of educational and occupational aspiration, the variables describing "significant others" expectations for him, and his perception of "significant others" expectations;
  - e. To determine, where feasible, the factors accounting for discrepancies between the individual's levels of educational and occupational aspirations, others' educational and occupational expectations for him, and his perception of "significant others" expectations.
- . Procedure:
- In Phase I (Exploration) depth interviews will be secured with a small sample of subjects to learn how to identify their "significant others", how they perceive the expectations these "others" have for the youth, and how the "others" view their expectations for the youth.

In Phase 2 (Instrumentation), questionnaire instruments will be selected or designed to measure levels of educational and occupational aspiration, identify "significant others", measure "others" educational and occupational expectations, and to measure perceptions of "others" educational and occupational expectations.

In Phase 3 (Analysis), a sample of perhaps 100-200 youth in the last year of compulsory education will be selected. The correlation among educational and occupational expectations, perception of educational and occupational expectations, and levels of educational and occupational aspiration, will be determined. If possible, the analysis will be extended to explore conditions under which the above correlations vary.

Time Schedule:

- Phase 1. Three months: September 16, 1965 - December 15, 1965.
- Phase 2. Six months: December 16, 1965 - June 15, 1966.
- Phase 3. Nine months: June 16, 1966 - March 15, 1967.

Budget:

Total Budget (9/16/65 - 3/15/1967) . . . . .	\$84,453.60
TOTAL FEDERAL FUNDS REQUESTED (9/16/1965 - 3/15/1967) . . .	65,287.60
Total Budget (9/16/1965 - 9/15/1966) . . . . .	61,953.00
TOTAL FEDERAL FUNDS REQUESTED (9/16/1965 - 9/15/1966) . . .	47,787.60
Total Budget (9/16/1966 - 3/15/1967) (est.) . . . . .	22,500.00
TOTAL FEDERAL FUNDS REQUESTED (9/16/1966 - 3/15/1967) (est.)	17,500.00

THE RELATION BETWEEN EXPECTATIONS OF OTHERS AND LEVELS OF  
EDUCATIONAL AND OCCUPATIONAL ASPIRATION OF YOUTH IN THE  
FINAL YEAR OF COMPULSORY EDUCATION

Problem:

For many years there has been a general increase in the proportion of occupations requiring specialized education and a decrease in the proportion having minimal education requirements. This, together with the large number of youth with little education, has led to a situation in which the greatest competition is for the poorest jobs. Educators and legislators have been seeking ways to alleviate the situation through the development of new educational policies. Similarly, for many years, social scientists have been studying the dynamics of individual differences in educational and occupational achievement. Recent research has shown that levels of educational and occupational aspiration are among the most important noneconomic factors involved in such differences.<sup>1/</sup> In turn, the antecedent conditions of these variables have been studied in some detail,<sup>2/</sup> so that eventually we may know exactly what factors control these variables. Among the whole range of variables influencing levels of educational and occupational aspirations, those offering the most promise for practical application are the influences brought to bear by other persons who are important to the individual.<sup>2/</sup> Moreover, it appears that the individual's conceptions of the expectations (in the senses of normative prescriptions and proscriptions, as well as in the sense of behavior predictions) these "significant others" have for him are the most important immediate factors determining levels of aspiration. However, we do not know to what degree the person's conception of others' expectations is influenced by the expectations others have for him. Also, from a research point of view, we know that the concept "expectations" must be treated as being multidimensional, but we do not yet know exactly what these dimensions are or how to measure them. Finally, we do not yet have practicable ways to determine who are the "significant others."

1. Archibald O. Haller and I. W. Miller, The Occupational Aspiration Scale: Theory, Structure, and Correlates, East Lansing: Michigan Agr. Exp. Sta., Tech. Bull. 288, 1963, pp. 28-38, esp. 37-38; I. W. Miller and A. O. Haller, "A Measure of Level of Occupational Aspiration," Personnel and Guidance Journal, (January, 1964), pp. 448-455.
2. Haller and Miller, ibid., pp. 28-55; William H. Sewell, "Community of Residence and College Plans," American Sociological Review, 29 (February, 1964), pp. 24-38; William H. Sewell and Alan Orenstein, "Community of Residence and Occupational Choice," American Journal of Sociology, 70 (March, 1965), pp. 551-563.
3. Archibald O. Haller, "Occupational Choice Behavior of Farm Youth: Implications for Applied Research and Action," Manuscript submitted to the Journal of Farm Economics, May, 1965.

It is expected that the results of this research will be of practical use to educators who wish to help young people by drawing upon the forces already existing in the social environment of the individual. That is, one of the obstacles to breaking the cycle of poverty and inadequate education is the difficulty in reaching the young person in a way which is meaningful to him. It is hoped that the proposed research may help overcome this problem.

## 2. Related Research

Haller and Miller have reviewed the literature on indexes of levels of occupational aspiration and have devised, validated, and standardized one such instrument.<sup>4</sup> In the literature there are several measures of levels of educational aspiration, all of which seem to be about equally valid and practicable. Gross et al. have shown in general how behavior expectations may be treated in educational research.<sup>5</sup> Herriot has studied the correlation between the individual's level of educational aspiration and the level he imputes to others "like himself".<sup>6</sup> His work is probably the most direct approach in the literature to the problem of the present research, but it fails to account for the objective influence of others' expectations on the individual's estimate of them, and, in any case, there is reason to believe that his index of levels of aspiration imputed to others may not be a valid measure of imputed influence.

- 
4. Haller and Miller, op. cit., pp. 55-105; also see Miller and Haller, op. cit.
  5. Neal Gross et al., Explorations in Role Analysis, New York: John Wiley and Sons, Inc., 1958.
  6. Robert L. Herriot, "Factors Influencing the Educational Aspirations of Adolescents," Unpublished Ph.D. dissertation, Harvard University, Cambridge, Massachusetts, 1961. Also see his article "Some Social Determinants of Educational Aspiration," Harvard Educational Review 33 (1963) pp. 157-177.

3. Objectives:

- a. To determine how to identify the persons ("significant others") who influence the levels of educational and occupational aspirations of youth;
- b. To determine the variables which describe "significant others'" educational and occupational expectations for the individual young person;
- c. To determine how to measure the individual's perception of the educational and occupational expectations "significant others" have for him;
- d. To measure the correlation between the individual's levels of educational and occupational aspiration, the variables describing "significant others' " expectations for him, and his perception of "significant others' " expectations.
- e. To determine, where feasible, the factors accounting for discrepancies between the individual's levels of educational and occupational aspirations, others' educational and occupational expectations for him and his perception of "significant others' " expectations.

4. Procedures:

- a. General Design. This project is designed in three phases.

Phase 1: Exploration Phase. A small group of students in the last year of compulsory education will be interviewed intensively to determine how to identify the persons ("significant others") whom youth believe to be important to them and to gain insight into what youth perceive to be the variables describing the levels of educational and occupational expectation these people have for them. A purposive sample of "significant others" will also be interviewed to determine the way in which "others'" expectations vary from the point of view of the "others" themselves. Depth interviewing techniques will be used because experience has shown that people have difficulty in comprehending exactly how interpersonal influence operates, even though they are usually aware that such influences exist. This will require three months' time.

Phase 2: Instrumentation Phase. Based on the above and on previous literature, practicable questionnaire instruments will be selected or (where necessary) designed, standardized, and validated (a) to measure the individual's levels of educational and occupational aspirations, (b) to identify the "others" who have educational and occupational significance for him, (c) to measure "others' " educational and occupational expectations for the youth, and (d) to measure

the youth's perception of the levels of educational and occupational expectations others have for him. The resulting instruments will be administered to an appropriate sample of students in the last year of compulsory education and to their "significant others."

Phase 3: Analysis Phase. When the instruments have been developed, a sample of youth about (tentatively 100-200) in the last year of compulsory education will be selected (a) to determine the correlation among "significant others' " expectations, the youths' perception of their expectations, the educational and occupational aspirations of the youth, (b) to determine, where feasible, the factors influencing variations in these correlations, and (c) to write up the results. This phase will require nine months.

b. Population and samples. As indicated above, several types of samples will be used for various purposes. But in general the population with which we are ultimately concerned consists of youth in the last year of compulsory education in Wisconsin schools. Because we are concerned with the influence of others upon them, we cannot restrict our sampling to them, however, but will use them as a means for identifying the "others" of importance. The number of "others" cannot yet be estimated accurately, but it will probably average between four and eight per youth. Moreover, we shall select samples in three phases: the exploratory, consisting of perhaps 20-25 youth and their "educationally and occupationally significant others"; the instrumentation, consisting of from 75 to 100 youth and probably a sample of their "others"; and the analysis, consisting of 100-200 youth of the same age and all of their "significant others".

This research project is not aimed at accurately estimating specific population parameters, such as a certain mean, correlation, or variance of a population. To attempt this in the present project would be both unnecessary and prohibitively expensive. Rather, our aim is to determine how to obtain information on certain variables which are of theoretical and practical importance, and to determine within quite broad limits their correlation under relatively typical conditions in Wisconsin. We intend to do this in a way that will tell educators and others as well as educational research workers how to gain and use information concerning aspects of the youth's social environment in order to help motivate him to continue in school and to be a higher achiever in the job world.

c. Data and Instrumentation. At this stage we can only give the general description of types of data and methods of determining most of the instruments to be used. (The specific instrumentation is to be worked out in Phase 2.)

1. The Occupational Aspiration Scale<sup>7/</sup>.
2. A validated, reliable index of level of educational aspiration (as yet to be determined).

7. A. O. Haller, The Occupational Aspiration Scale (a test), 1957.



3. An index of level of occupational expectations for another (to be developed).
4. An index of level of educational expectations for another (to be developed).
5. Questions designed to determine exactly who are the "educationally and occupationally significant others" of the youth (to be developed).
6. Questions designed to assign weights to each "significant others" according to the youth's estimate of the relative importance of each (to be developed).
7. Standard sociological data, e.g., social status, residence, parents' education. Standard instruments will be used where they are available.

d. Analysis. Standard methods of psychometric index construction, standardization, and validation will be used. It is anticipated that the final data will be presented at least in the form of pearsonian correlations of the youth's levels of educational and occupational aspiration with weighted means of the levels of expectation of the "significant others". But the analysis could become a great deal more complex than this, depending on what is learned in the early phases about the various ways others' expectations influence one's own aspirations.

e. Time Schedule.

Phase 1. Three months: September 16, 1965 - December 15, 1965.

Phase 2. Six months: December 16, 1965 - June 15, 1966.

Phase 3. Nine months: June 16, 1966 - March 15, 1967.

Personnel:

a. Principal Investigator: Archibald O. Haller, Professor of Rural Sociology, University of Wisconsin, Ph.D., 1954 (Wisconsin). Has conducted research on educational and occupational behavior of youth for several years, and has written several monographs and a number of journal articles and chapters in books on the general subject.

b. Project Assistant (tentative): Eugenio Fonseca, Professor of Sociology, University of Costa Rica (on leave). M.A. in sociology from the UNESCO Latin America Faculty of Social Sciences in Santiago, Chile, and further graduate work in sociology (social psychology and social stratification) at Michigan State University. He has published articles in social science journals on student behavior in Latin America

and on social stratification. Mr. Fonseca has spent about one year in special preparation to enable him to fill this research role. In this connection he has prepared a careful review of the state of knowledge as well as a conceptual analysis of the problem.

c. Consultants. (These are suggestive and tentative. They have not been contacted, nor will they be contacted until or unless the project proposed has been approved. However, each has advised or collaborated with the principal investigator or the Department on past research.)

(1) William H. Sewell, Ph.D., Vilas Research Professor of Sociology, University of Wisconsin. Professor Sewell has written many research publications on social psychological aspects of educational behavior.

(2) Neal Gross, Ph.D., Professor of Sociology, Harvard University Graduate School of Education. Professor Gross has published a number of works on education and on role expectations.

(3) Irwin W. Miller, Ph.D. in Sociology, social psychologist in general systems research, the MITRE Corporation, Bedford, Massachusetts. Dr. Miller co-authored a monograph and an article on levels of occupational aspiration, and has written other works.

(4) Chester Harris, Ph.D., Professor of Educational Psychology, University of Wisconsin. Professor Harris is a specialist in multivariate analysis.

(5) Charles Proctor, Ph.D., Professor of Statistics, North Carolina State College, Raleigh. Professor Proctor is a statistician who is thoroughly familiar with sociological problems, having taken his doctoral degree in the latter field.

(6) George Sledge, Ph.D. Assistant Dean of Agriculture, University of Wisconsin. Dean Sledge has studied educational and occupational behavior of youth for a number of years.

## 6. Facilities

The University of Wisconsin has an excellent data processing center, which includes all types of machines needed for analysis. Its Departments of Rural Sociology and Sociology have a large body of graduate students who can serve as research assistants in interviewing, coding, and processing data, and whose training can be advanced through the research.

The University has specialized personnel who can give advise on statistical, theoretical, and practical questions not already covered by regular project personnel or consultants.

Cooperation with selected Wisconsin schools will be needed. While no contacts have been initiated as yet for this particular project, the Departments of Rural Sociology and Sociology have had a close research relationship with the state's schools for many years and there is reason to believe that arrangements can be worked out with no difficulty.

#### Other Information

a. There is no support for the project from institutions other than the University of Wisconsin.

b. The proposal has not been submitted to any other agency or organization.

c. This is not an extension or addition to a program previously or currently supported by the Office of Education.

d. Neither this nor any similar proposal has been submitted to the Office of Education.

e. NOTE: This research proposal, like many others in universities, requires especially trained personnel who are deeply interested in the problem. We are fortunate that at this time Mr. Fonseca, who is such a man, is still on leave and has not committed himself to other work. Because he cannot long delay his decision, and because it is quite unlikely that another qualified person can be found, this proposal will probably be submitted only once.

#### Consideration by State Board for Vocational Education

This project has not yet been discussed with representatives of such a board. Because it aims to help determine lines of strategy for action rather than specific action programs, it seems premature to present it to such agencies at this time. As the project develops, representatives of the University will fully inform the Board.

AMOUNT REQUIRED FOR THE FIRST YEAR  
(Sept. 15, 1965 - Sept. 15, 1966)  
Grant Funds      Applicant Funds

## DIRECT COSTS

Personnel

	Time on Project	Per annum salary	
Principal Investigator . . . . .	25%	\$18,000.00	
Project assistant . . . . .	100%	7,200.00	\$4,500.00
Research assistant . . . . .	50%	2,916.00	
Research assistant . . . . .	50%	2,916.00	2,916.00
Secretary . . . . .	50%	5,000.00	2,916.00
Project assistant (secretarial) . . . . .	50%	2,916.00	2,500.00
Consultants . . . . .	3 man-days	(\$100.00/day)	300.00

Supplies

Paper for questionnaires . . . . .	500.00		250.00
Telephone costs . . . . .	75.00		
Postage . . . . .	50.00		
Typewriter (capital equipment) . . . . .	500.00		
Calculator (fully automatic) (capital equipment) . . . . .	1,100.00		
5 drawer file cabinet (capital equipment) . . . . .	200.00		
Contingency . . . . .			250.00

Services

Coding questionnaires (est. 1800 man-hours @ \$2.50/hour) . . . . .	4,500.00		
Interviewers' wages (est. 360 man-days @ \$20.00/man-day) . . . . .	7,200.00		
Clerical assistance -- 2500 hours @ \$1.50/hour . . . . .	3,000.00		750.00
Computer rental -- 4 hours @ \$250.00/hour . . . . .	1,000.00		
Computer personnel (including programming) . . . . .	500.00		

Other

Travel mileage for interviewing (est. 80 mi/day/man-day, 360 man days @ \$.07/mi. . . . .)	2,016.00		
Per diem for interviewing -- 360 man-days @ \$15.00/man-day . . . . .	5,400.00		
Travel and per diem for consulting (including that for consultants and the principal investigator est. 5 trips @ \$150.00/trip . . . . .)	750.00		
Administrative costs (est. 2.5% time for Department Chairman, Dean of the College, Financial officers) . . . . .			3,000.00
SUBTOTAL . . . . .	\$40,123.00		\$14,166.00

INDIRECT COSTS	<u>Grant Funds</u>	<u>Applicant Funds</u>
20% of \$38,323.00 . . . . .	\$ 7,664.60 . . . . .	. . . . .
<hr/>		
TOTAL . . . . .	\$47,787.60 . . . . .	\$14,166.00

# REQUIREMENTS BEYOND FIRST YEAR

Grant Period by each <u>Additional Year or Fraction of a year</u>	<u>ESTIMATED AMOUNT REQUIRED</u> <u>(Sept. 15, 1966 - March 15, 1967)</u>
(6 months) Sept. 16, 1966 - March 15, 1967 . . . . .	\$17,500.00 . . . . . \$ 5,000.00
Total . . . . .	\$17,500.00 . . . . . \$ 5,000.00

## 10. Attachments

a. The development of appropriate instruments is one of the objectives of the proposed project. As indicated in Section 4a, we intend to use depth interviewing of a small number of people to determine the kinds of questions which will be needed to measure the variables. We will then, in Phase 2, need to submit a set of questions to a pre-test sample to determine the extent to which they measure the variables they purport to measure. Only when this task is completed will we know exactly what questions are going to finally be used.

It is not clear whether it will be useful to the Bureau of the Budget for the project to submit examples of the Phase 2 pre-test items but this will be done if the Office of Education deems it appropriate. In any case, the final questionnaire forms will be submitted to the Bureau in accordance with the Federal Reports Act of 1942.

b. This is not a revision of a previous draft.

## APPENDIX B

### The Wisconsin Significant Other Battery

#### Significant Other Elicitors

- General Instructions
- Student Identification Form
- Occupational Form A
- Occupational Form B (Research Only)
- Educational Form A
- Educational Form B (Research Only)
- Life Style Indicator (Research Only)

#### Expectation Elicitors

- Significant Other Identification Form E01
- Form 01 (Research Only)
- Form 02
- Form 03 (Research Only)
- Form 04 (male)
- Form 04 (female)
- Form 05 (Research Only)
- Form E1 (Research Only)
- Form E2
- Form E3 (Research Only)
- Form E4
- Form E5

GENERAL INSTRUCTIONS:

The University of Wisconsin and the United States Government, Office of Education are working together to find out what students think about occupations and education. We are here today to ask you some questions about yourself, what your plans are for the future, and what you consider important when thinking about jobs and education.

None of the questions have "right" or "wrong" answers. We are asking for your opinion. For this reason, we hope you will answer all the questions to the best of your ability.

Be sure you print your name on the envelop and on each questionnaire. Make sure the manilla envelop and each questionnaire have the same number.

Everyone does not have the same questionnaire. If you have any questions at any time, please raise your hand so we can help you.

At the end of the hour, put all forms back into the envelop for us to collect. Thank you.



# STUDENT IDENTIFICATION FORM

Read each of the following questions carefully. Answer to the best of your ability.

There are several questions which refer to your parents. If for any reason you are not living with your parents, answer for the person who acts as your parent or guardian.

If you have any questions we have failed to answer, raise your hand so we can help you.

1. Your Name \_\_\_\_\_
2. Your Address \_\_\_\_\_  
street or route city state
3. Sex (please check) ☐ male ☐ female
4. Date of your Birth \_\_\_\_\_ Age \_\_\_\_\_  
day month year
5. Name of your High School \_\_\_\_\_
6. The Year you are in School  
(please check) ☐ junior ☐ senior
7. Today's Date \_\_\_\_\_  
day month year
8. Your Father's Occupation: (or was, if dead or retired) (Specify the kind of work he does and not where he works.) \_\_\_\_\_
9. Your Mother's Occupation: (or was, if dead or retired) (Specify the kind of work she does and not where she works.) \_\_\_\_\_
10. The number of brothers and sisters you have is: (please circle)  
0 1 2 3 4 5 6 or more
11. In terms of income or wealth of families in your community, do you think your family is:  
☐ considerably above average ☐ average  
☐ somewhat above average ☐ somewhat below average  
☐ considerably below average

12. How far did your father and mother go in school? (check one for each)

Father

Mother

☐ less than 8 grades  
☐ 8 grades  
☐ 9-11 grades  
☐ 12 grades  
☐ some college  
☐ college degree  
☐ An advanced degree (Masters,  
PhD, or professional such as  
law or medicine)

☐  
☐  
☐  
☐  
☐  
☐  
☐

13. I live: (check one)

☐ on a farm.  
☐ in the open country, but not on a farm.  
☐ in a village under 2,500.  
☐ in a town of 2,500 - 10,000.  
☐ in a city over 10,000.

14. My father is engaged in the type of cocupation checked below.

☐ Office work (cashier, clerk, secretary, bookkeeper, etc.)  
☐ Professional (doctor, lawyer, minister, teacher, etc.)  
☐ Executive (manages large business, industry, firm, etc.)  
☐ Factory worker (laborer, janitor, farm hand, etc.)  
☐ Salesman (insurance, real estate, auto, store, etc.)  
☐ Owns, rents, manages small business (store, station, newspaper,  
cafe, etc.)  
☐ Owns, rents, manages farm  
☐ Other occupation (be specific) \_\_\_\_\_

15. How do you estimate the ability of your parents to help you go to college, if you desire to go?

☐ can easily afford it  
☐ can afford it, but with much sacrifice  
☐ cannot afford it  
☐ I must work to help support the family

16. About how much could you or your family contribute to your college expenses next year (if you were going)?

☐ none  
☐ less than \$500  
☐ between \$1000 and \$1500  
☐ between \$500 and \$1000  
☐ all my expenses

GO BACK OVER THE QUESTIONS TO MAKE SURE YOU HAVE ANSWERED THEM TO THE  
BEST OF YOUR ABILITY!

THE  
WISCONSIN  
SIGNIFICANT  
OTHER  
BATTERY  
(Occupational Form A)

Student's Name \_\_\_\_\_

THE UNIVERSITY OF WISCONSIN  
DEPARTMENT OF RURAL SOCIOLOGY

## INSTRUCTIONS:

The following questionnaire is designed to help us learn who is important to you in helping you make your plans about your future.

Under each question there are six lines. You are to print the full names of persons; their addresses, including street or route and city, if you know them ( or where they can be found); their relationship to you (for example, mother, father, best friend, teacher, etc.); and their occupation (such as doctor, student, etc.).

### SAMPLE QUESTION

1. Who have you talked to about the kind of car you should buy?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION
<u>GEORGE CLIN</u>	<u>15 LINDEN, MADISON</u>	<u>FATHER</u>	<u>ARMY SGT.</u>
<u>Joseph Williams</u>	<u>724 Dayton, Madison</u>	<u>FRIEND</u>	<u>SOCIAL SCIENTIST</u>
<u>Betty Schultz</u>	<u>Regent St, Madison</u>	<u>TEACHER</u>	<u>H.S. Teacher</u>
<u>Ed FINDER</u>	<u>42nd St, N.Y.C.</u>	<u>FATHER'S FRIEND</u>	<u>ENTERTAINER</u>
<u>MARCIA Valman</u>	<u>Blount, Madison</u>	<u>FRIEND</u>	<u>STUDENT</u>
<u>ARCHIBALD Hellman</u>	<u>Route 3, <sup>EAST</sup> LANSING MICH.</u>	<u>FRIEND</u>	<u>PRODUCER</u>

Some of the questions may seem the same to you, but they really are different. Even so, some may have the same answer. You may want to use the same names over and over. This is perfectly all right. Be careful, though. Make sure a name really belongs there before you write it down. You do not need to repeat the addresses, relationships, and occupations for names listed more than once.

If you have any questions while you are writing, please raise your hand so we can help you. Work as rapidly as possible, but make sure you answer all questions.

1. There are four important things that people usually think about when they are considering a career: 1) What kind of work you do (for example, farming, building, treating patients, typing, and so forth); 2) The kinds of working conditions (for example, working with other people or alone, indoors or out-doors, and so forth); 3) What purposes the job serves (for example, helping people, growing crops, advancing science, and so forth); and 4) What benefits the job has for you (for example, salary, social position, free time, etc.).

A). Who have you talked to about the kind of work that different jobs require?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION

B). Who have you talked to about the working conditions you might find on different jobs?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION

C). Who have you talked to about the purposes of different kinds of jobs?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION

D). Who have you talked to about the benefits (salary, social position, etc.) of different kinds of jobs?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION

Who do you know who has had any of the kinds of jobs you have thought about, and has been an example of

1) The kind of work jobs like these require?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION

2) The kind of working conditions jobs like these have?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION

4) The purposes the jobs like these have?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION

5) The kinds of benefits (salary, social position, etc.) these jobs give?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION

We know that all people are different. Some people are better suited than others for different kinds of work, different kinds of working conditions, different kinds of purposes (for example, helping people, and so forth), and different kinds of benefits (salaries, social position, etc.). This question wants to know how you made up your mind what kinds of work, working conditions, purposes and benefits are right for you.

) Who have you spoken with about what kinds of work are right for you?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION

) Who have you spoken with about what kinds of working conditions are right for you?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION

) Who have you spoken with about what kinds of purposes (building, helping people, writing, etc.) are right for you?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION

) Who have you spoken with about what kinds of salary, social position, and so forth, are right for you?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION

- 1) Who do you know who is like you are in being Suited for the same kinds of work?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION

- 2) Who do you know who is like you are in being suited for the same kinds of working conditions?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION

- 3) Who do you know who is like you are in being suited for jobs with the same purposes?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION

- 4) Who do you know who is like you are in being suited for jobs with the same kinds of salary, social position, and so forth?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION



GO BACK AND LOOK OVER YOUR LIST OF NAMES. IF THERE ARE NAMES WHICH SHOULD NOT BE THERE, CROSS THEM OUT. IF THERE ARE NAMES WHICH SHOULD BE THERE, PUT THEM IN.

BE SURE THAT YOU HAVE PROVIDED ALL YOU KNOW ABOUT THE ADDRESSES, RELATIONSHIPS TO YOU, AND THE OCCUPATIONS OF THOSE PEOPLE YOU HAVE NAMED.

IF YOU ARE SURE THAT YOU HAVE NOT TALKED TO ANYONE ABOUT THE SUBJECT IN QUESTION OR DO NOT KNOW ANYONE WHO IS SIMILAR, WRITE NO ONE IN THE BLANK SPACE.

THANK YOU!

**RESEARCH ONLY**

THE  
WISCONSIN  
SIGNIFICANT  
OTHER  
BATTERY  
(occupational Form B)

Student's Name \_\_\_\_\_

THE UNIVERSITY OF WISCONSIN  
DEPARTMENT OF RURAL SOCIOLOGY

**RESEARCH ONLY**

# INSTRUCTIONS:

The following questionnaire is designed to help us learn what you think is important and who has helped you decide what you think is important. You are to print the full names of persons; their addresses, including street or route and city, (or where they can be found); their relationship to you (for example, mother, father, best friend, teacher, etc.); and their occupation (such as doctor, student, secretary).

## SAMPLE QUESTION

1. How important do you think having a car is? (circle your answer)

1	2	3	4	5
very	unimportant	somewhat important	important	very important

- A. Who have you talked to about that?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION
JOSEPH WILLIAMS	734 DAYTON, MADISON	FRIEND	SOCIAL SCIENTIST
ED FINDER	42 <sup>nd</sup> ST, N.Y.C.	FATHER'S FRIEND	ENTERTAINER
BETTY SCHULZ	REGENTS, MADISON	TEACHER	H.S. TEACHER

- B. Who do you know who has a car?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION
ARCHIBALD HELLMAN	ROUTE 3, EAST LANSING	FRIEND	PRODUCER
MARCIA VALMAN	BLOUNT, MICH. MADISON	FRIEND	STUDENT
GEORGE OLIN	15 LINDEN, MADISON	FATHER	ARMY SGT.

Some of the questions may seem the same to you, but they really are different. Even so, some may have the same answers. You may want to use the same names over and over. This is perfectly all right. Be careful, though. Make sure a name really belongs there before you write it down. You do not need to repeat the addresses, relationship, and occupation for names listed more than once.

If you have any questions while you are writing, please raise your hand so we can help you. Work as rapidly as possible, but make sure you answer all questions.

I. Different kinds of jobs involve different kinds of work. What do you think is important about different kinds of work?

(check as many as you like)

- ☐ 1. The work should be interesting.
- ☐ 2. The work should be challenging.
- ☐ 3. The work should be fun to do.
- ☐ 4. The work should be important.
- ☐ 5. The work should match a person's ability.

A. Who have you talked to about that?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION

B. Who do you know who has a job like that?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION

How well suited are you for the kinds of work you checked in Question One?

(circle one)

1	2	3	4	5
at all suited	not very well suited	somewhat suited	pretty well suited	very well suited

Who have you talked to about how well suited you are for these kinds of work?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Who do you know who is about as well suited as you are for these kinds of work?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

II. Different kinds of jobs have different kinds of working conditions. What do you think is important about different kinds of working conditions?

(check as many as you like)

- ☐ 1. The work should be done indoors.
- ☐ 2. The work should be done around other people.
- ☐ 3. The work should be done around animals.
- ☐ 4. The work should allow free time to do other things.
- ☐ 5. The work should be done without too much pressure.
- ☐ 6. Other \_\_\_\_\_

1. Who have you talked to about that?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

3. Who do you know who has a job with these kinds of working conditions?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

IV. How well suited are you for the kinds of working conditions you checked in Question three?

(circle one)

1                      2                      3                      4                      5

not at  
all

not very  
much

somewhat

pretty well

very well

A. Who have you talked to about how well suited you are for the kinds of working conditions you checked?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

B. Who do you know who is about as well suited as you are for these kinds of working conditions?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

V. Different kinds of jobs have different kinds of purposes. What do you think is important about the purposes of different jobs?

(check as many as you like)

- ☐ 1. The job should deal with some product, as in manufacturing, building, etc.
- ☐ 2. The job should deal with people, like an executive, doctor, social worker, teacher.
- ☐ 3. The job should deal with events, like a reporter, photographer, etc.
- ☐ 4. The job should deal with abstract things, like justice, mathematics, theories, etc.
- ☐ 5. The job should deal with clerical things, like typing, filing, etc.
- ☐ 6. Other \_\_\_\_\_

A. Who have you talked to about that?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

B. Who do you know who has a job with a purpose of purposes like that?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____



VI. How well suited are you for the kinds of purposes you checked in Question 5?

(circle one)

1

2

3

4

5

not at  
all

not very  
well

somewhat

pretty well

very well

A. Who have you talked to about how well you are suited for these kinds of purposes?

FULL NAME

ADDRESS

RELATIONSHIP

OCCUPATION


B. Who do you know who is about as well suited as you are for these kinds of purposes?

FULL NAME

ADDRESSES

RELATIONSHIP

OCCUPATION


VII. Different kinds of jobs provide different kinds of benefits.  
 What do you think is important about different kinds of benefits?

(check as many as you like)

- ☐ 1. The job should pay a good salary.
- ☐ 2. The job should provide a good social position.
- ☐ 3. The job should gain the respect of other people.
- ☐ 4. The job should provide security.
- ☐ 5. The job should provide the person with the things  
                                   he wants in life.

A. Who have you talked to about that?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

B. Who do you know who has a job with the kinds of benefits you checked?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

VIII. How well suited are you for the kinds of benefits you checked  
in Question 7?

(circle one)

1	2	3	4	5
<hr/>				
not at all	not very well	somewhat	pretty well	very well

A. Who have you talked to about how well suited you are for these  
kinds of benefits?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

B. Who do you know who is about as well suited as you are for these  
kinds of benefits?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

GO BACK AND LOOK OVER YOUR LIST OF NAMES. IF THERE ARE NAMES WHICH SHOULD NOT BE THERE, CROSS THEM OUT. IF THERE ARE NAMES WHICH SHOULD BE THERE, PUT THEM IN.

BE SURE THAT YOU HAVE PROVIDED ALL YOU KNOW ABOUT THE ADDRESSES, RELATIONSHIPS TO YOU, AND THE OCCUPATIONS OF THOSE PEOPLE YOU HAVE NAMED.

IF YOU ARE SURE THAT YOU HAVE NOT TALKED TO ANYONE ABOUT THE SUBJECT IN QUESTION OR DO NOT KNOW ANYONE WHO IS SIMILAR, WRITE NO ONE IN THE BLANK SPACE.

THANK YOU!

THE  
WISCONSIN  
SIGNIFICANT  
OTHER  
BATTERY  
(Educational Form A)

Student's Name \_\_\_\_\_

THE UNIVERSITY OF WISCONSIN  
DEPARTMENT OF RURAL SOCIOLOGY

# INSTRUCTIONS:

The following questionnaire is designed to help us learn who is important to you in helping you make your plans about your future. Under each question there are six lines. You are to print the full names of persons; their addresses, including street or route and city, if you know them ( or where they can be found); their relationship to you (for example, mother, father, best friend, teacher, etc.); and their occupation (such as doctor, student, etc.).

## SAMPLE QUESTION

1. Who have you talked to about the kind of car you should buy?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION
<u>GEORGE CLIN</u>	<u>15 LINDEN, MADISON</u>	<u>FATHER</u>	<u>ARMY SGT.</u>
<u>Joseph Williams</u>	<u>724 Dayton, Madison</u>	<u>FRIEND</u>	<u>SOCIAL SCIENTIST</u>
<u>Betty Schultz</u>	<u>Regent St, Madison</u>	<u>TEACHER</u>	<u>H.S. Teacher</u>
<u>Ed FINDER</u>	<u>42nd St, N.Y.C.</u>	<u>FATHER'S FRIEND</u>	<u>ENTERTAINER</u>
<u>MARCIA Valman</u>	<u>Blount, Madison</u>	<u>FRIEND</u>	<u>STUDENT</u>
<u>ARCHIBALD Hellman</u>	<u>Route 3, EAST LANSING MICH.</u>	<u>FRIEND</u>	<u>PRODUCER</u>

Some of the questions may seem the same to you, but they really are different. Even so, some may have the same answer. You may want to use the same names over and over. This is perfectly all right. Be careful, though. Make sure a name really belongs there before you write it down. You do not need to repeat the addresses, relationships, and occupations for names listed more than once.

If you have any questions while you are writing, please raise your hand so we can help you. Work as rapidly as possible, but make sure you answer all questions.

I. Education after high school is often considered important for different reasons. Some people believe it is important for success in later life. Some think it develops you as an individual. Others because of the experience of learning itself. And others because of the experience of the social life at school.

WHO HAVE YOU TALKED TO ABOUT

A) Education beyond high school as important for success in life?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION

WHO HAVE YOU TALKED TO ABOUT

B) Education beyond high school as important for personal development?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION

WHO HAVE YOU TALKED TO ABOUT

C) The kind of work that one does in school after high school?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION

WHO HAVE YOU TALKED TO ABOUT

D) The social life at school (such as meeting teachers, other students, sports, dating) after high school?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION

1. Who do you know who has tried to achieve success through education beyond high school?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION

2. Who do you know who has tried to develop himself as a person through education beyond high school?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION

3. Who do you know who has experienced the work involved in education beyond high school?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION

4. Who do you know who has experienced the social life of education after high school such as meeting teachers, other students, extra-curricular activities, dating, etc?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION



2. We know that people are different. Some people have the skills, abilities and desires for school work, some people are the kind who fit well into the social life of education, some people are able to achieve success in later life by going to school, and some become better persons by going to school.

A. Who has spoken to you about yourself as having or not having the skills, abilities, or desires needed for school work beyond high school?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION

B. Who has spoken to you about yourself as being the kind of person who would or would not fit in well with the outside activities and social life of education after high school?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION

C. Who has spoken to you about yourself as being the kind of person who is able or not able to become a success in later life by going beyond high school?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION

D. Who has spoken to you about yourself as being able or not being able to become a better person through education beyond high school?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION

1. Who do you know who is like you are in having or not having the skills, abilities, or desires for school work beyond high school?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION

2. Who do you know who is like you are in being the kind of person who would or would not fit in well with the outside activities and social environment of education beyond high school?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION

3. Who do you know who is like you are in being the kind of person who is able or not able to become a success in later life by going beyond high school?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION

4. Who do you know who is like you are in being able or not being able to become a better person through education beyond high school?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION

GO BACK AND LOOK OVER YOUR LIST OF NAMES. IF THERE ARE NAMES WHICH SHOULD NOT BE THERE, CROSS THEM OUT. IF THERE ARE NAMES WHICH SHOULD BE THERE, PUT THEM IN.

BE SURE THAT YOU HAVE PROVIDED ALL YOU KNOW ABOUT THE ADDRESSES, RELATIONSHIPS TO YOU, AND THE OCCUPATIONS OF THOSE PEOPLE YOU HAVE NAMED.

IF YOU ARE SURE THAT YOU HAVE NOT TALKED TO ANYONE ABOUT THE SUBJECT IN QUESTION OR DO NOT KNOW ANYONE WHO IS SIMILAR, WRITE NO ONE IN THE BLANK SPACE.

THANK YOU!

**RESEARCH ONLY**

THE  
WISCONSIN  
SIGNIFICANT  
OTHER  
BATTERY  
(educational Form B)

Student's Name \_\_\_\_\_

THE UNIVERSITY OF WISCONSIN  
DEPARTMENT OF RURAL SOCIOLOGY

**RESEARCH ONLY**

# INSTRUCTIONS:

The following questionnaire is designed to help us learn what you think is important and who has helped you decide what you think is important. You are to print the full names of persons; their addresses, including street or route and city, (or where they can be found); their relationship to you (for example, mother, father, best friend, teacher, etc.); and their occupation (such as doctor, student, secretary).

## SAMPLE QUESTION

1. How important do you think having a car is? (circle your answer)

1	2	3	4	5
very	unimportant	somewhat important	important	very important

- A. Who have you talked to about that?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION
JOSEPH WILLIAMS	734 DAYTON, MADISON	FRIEND	SOCIAL SCIENTIST
ED FINDER	42 <sup>nd</sup> ST., N.Y.C.	FATHER'S FRIEND	ENTERTAINER
BETTY SCHULZ	REGENTS, MADISON	TEACHER	H.S. TEACHER

- B. Who do you know who has a car?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION
RICHARD HELLMAN	ROUTE 3, EAST LANSING	FRIEND	PRODUCER
MARCIA VALMAN	BLOUNT, MICH. MADISON	FRIEND	STUDENT
GEORGE OLIN	15 LINDEN, MADISON	FATHER	ARMY SGT.

Some of the questions may seem the same to you, but they really are different. Even so, some may have the same answers. You may want to use the same names over and over. This is perfectly all right. Be careful, though. Make sure a name really belongs there before you write it down. You do not need to repeat the addresses, relationship, and occupation for names listed more than once.

If you have any questions while you are writing, please raise your hand so we can help you. Work as rapidly as possible, but make sure you answer all questions.

I. How important do you think education beyond high school is to success in life (that is, as a way of getting a better job, more advanced social position, and so forth?) (circle one)

1

2

3

4

5

very  
unimportant

unimportant

somewhat  
important

important

very  
important

A. Who have you talked to about that?

FULL NAME

ADDRESS

RELATIONSHIP

OCCUPATION


B. Who do you know who became a success or failure after going on to school past high school?

FULL NAME

ADDRESS

RELATIONSHIP

OCCUPATION


II. Do you think education beyond high school makes people better persons? (makes people mature, improves people's ability to think etc.)  
(circle your choice)

1	2	3	4	5
<hr/>				
no, not at all	not too much	some	pretty much	yes, very much

A. Who have you talked to about that?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

B. Who do you know who became a better person (or tried to) by going to school past high school?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

III. What do you think the work would be like if you were to go on to school after high school?

(check as many as you like)

- ☐ 1. It would require intelligence.
- ☐ 2. It would be hard.
- ☐ 3. It would mean working on your own.
- ☐ 4. It would be interesting.
- ☐ 5. It would not be like high school.
- ☐ 6. Other \_\_\_\_\_

A. Who have you talked to about that?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

B. Who do you know who went on to school after high school?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____



IV. If you were to go on to school after high school, what do you think the social life there would be like?

(check as many as you like)

- ☐ 1. It would be fun.
- ☐ 2. It would be interesting.
- ☐ 3. I would have many friends.
- ☐ 4. It would be too strict.
- ☐ 5. Other \_\_\_\_\_

A. Who have you talked to about that?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

B. Who do you know who experienced the social life of school after high school?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

- V. How much do you think you have the skills, abilities, and desires necessary for school work beyond high school? (For example, are you a good student, intelligent, a hard worker, self-disciplined, interested in school, etc.)

(circle you answer)

1	2	3	4	5
<hr/>				
not at all	not very much	somewhat	pretty much	very much

- A. Who have you talked to about your skills, abilities, and desires for school work past high school?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

- B. Who do you know who has about the same level of skills, abilities, and desires for school work past high school as you do?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

VI. How much do you think you are the kind of person who would fit in the social life of school after high school?  
 (for example, do you like to have a good time, be around people, have a nice personality, enjoy sports, are you pleasant, interesting, athletic, etc.)

(circle one)

1	2	3	4	5
not at all	not very much	somewhat	pretty much	very much

A. Who have you talked to about how well you would fit into the social life of school after high school?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

B. Who do you know who would fit in to the social life of school after high school about as well as you would?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

VII. How much do you think you are the kind of person who could achieve success by going to school past high school? (for example, are you ambitious, do you try hard to do what you want, are you trying to get ahead and so forth?)

(Circle one)

1	2	3	4	5
not at all	not very much	somewhat	pretty much	very much

A. Who have you talked to about how school after high school could help you achieve success in later life?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

B. Who do you know who could be helped or not helped by education past high school to achieve success about as much as you could?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

VIII. How much do you think education after high school could help to make you a better person? (for example, improve yourself, learn more, become more active, more interesting, and so forth)

(circle one)

1	2	3	4	5
not at all	not very much	somewhat	pretty much	very much

A. Who have you talked to about how much education after high school would help make you a better person?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

B. Who do you know that could be helped or not helped to become a better person about as much as you could by education after high school?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

GO BACK AND LOOK OVER YOUR LIST OF NAMES. IF THERE ARE NAMES WHICH SHOULD NOT BE THERE, CROSS THEM OUT. IF THERE ARE NAMES WHICH SHOULD BE THERE, PUT THEM IN.

BE SURE THAT YOU HAVE PROVIDED ALL YOU KNOW ABOUT THE ADDRESSES, RELATIONSHIPS TO YOU, AND THE OCCUPATIONS OF THOSE PEOPLE YOU HAVE NAMED.

IF YOU ARE SURE THAT YOU HAVE NOT TALKED TO ANYONE ABOUT THE SUBJECT IN QUESTION OR DO NOT KNOW ANYONE WHO IS SIMILAR, WRITE NO ONE IN THE BLANK SPACE.

THANK YOU!

## RESEARCH ONLY

THE  
WISCONSIN  
LIFE  
STYLE  
INDICATOR

Student's Name \_\_\_\_\_

THE UNIVERSITY OF WISCONSIN  
DEPARTMENT OF RURAL SOCIOLOGY

RESEARCH ONLY

I. A. Who have you talked to about drinking for people who are of legal age?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION

I. B. Who have you talked to about smoking for people who are of legal age?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION



II. A. Who do you know who is of legal age who uses alcohol?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION
	)		

II. B. Who do you know who is of legal age who smokes?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION

III. A. Who have you talked to about whether or not you should drink when you are of legal age?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION

III. B. Who have you talked to about whether or not you should smoke when you are of legal age?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION

IV. A. Who do you know who is like you are in being the kind of person who will drink or not drink when you are of legal age?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION

IV. B. Who do you know who is like you are in being or not being the kind of person who will drink or not drink when you are of legal age?

FULL NAME	ADDRESS	RELATIONSHIP	OCCUPATION



9. The year you are in school (if applicable)

- ☐ freshman
- ☐ sophomore
- ☐ junior
- ☐ senior

10. Name of your school (Specify type, i.e. high school, trade school, college, etc, in addition to name) \_\_\_\_\_

11. I live (check one)

- ☐ on a farm
- ☐ in the open country, but not on a farm
- ☐ in a village under 2.500
- ☐ in a town of 2.500 - 10.000
- ☐ in a city over 10.000

12. I am engaged in the type of occupation checked below:

- ☐ office work (cashier, clerk , secretary, bookkeeper, etc).
- ☐ professional (doctor, lawyer, minister, teacher, etc.)
- ☐ executive (manage large business, industry, firm, etc.)
- ☐ factory worker (laborer, janitor, farm hand, etc.)
- ☐ salesman (insurance, real estate, auto, store, etc).
- ☐ owns, rents, manages farm
- ☐ other occupation (be specific) \_\_\_\_\_

GO BACK OVER THE QUESTIONS TO MAKE SURE YOU HAVE ANSWERED THEM TO THE BEST OF YOUR ABILITY!.

01

**RESEARCH ONLY**

OEG-3-051170-1992

ODO; OMO

332 B

INSTRUCTIONS:

The following questions are about occupations in general.  
Answer each question to the best of your ability. DO NOT SKIP ANY,  
EVEN IF YOU MUST GUESS.

1. How important do you think it is to have a job which requires a certain KIND OF WORK (such as farming, building, treating patients, typing, etc.)? (circle one answer)

\_\_\_\_\_ 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_

Not important at all	Not too important	Somewhat important	Fairly important	Very important
-------------------------	----------------------	-----------------------	---------------------	-------------------

2. How important do you think WORKING CONDITIONS are to a GOOD JOB?  
(circle one answer)

\_\_\_\_\_ 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_

Not important at all	Not too important	Somewhat important	Fairly important	Very important
-------------------------	----------------------	-----------------------	---------------------	-------------------

3. How important do you think the PURPOSE of a job (such as helping people, growing crops, advancing science, helping the country, etc.) is to making a job a GOOD JOB? (circle one answer)

\_\_\_\_\_ 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_

Not important at all	Not too important	Somewhat important	Fairly important	Very important
-------------------------	----------------------	-----------------------	---------------------	-------------------

4. How important are the BENEFITS (salary, social position, etc.) of a job in making it a GOOD JOB? (circle one answer)

\_\_\_\_\_ 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_

Not important at all	Not too important	Somewhat important	Fairly important	Very important
-------------------------	----------------------	-----------------------	---------------------	-------------------

**RESEARCH ONLY**

INSTRUCTIONS:

This set of questions concerns your interest in different kinds of jobs. There are eight questions. You are to check ONE job in EACH question. Make sure it is the BEST ANSWER you can give to this question.

Read each question carefully. They are all different. Answer all questions the best you can. Do not omit any, EVEN IF YOU MUST GUESS.

Question 1. If you were JUST OUT OF SCHOOL and LOOKING FOR A JOB, which ONE of the jobs listed in this question is the BEST ONE you are REALLY SURE YOU COULD GET?

1. ☐ Lawyer
2. ☐ Welfare worker for a city government
3. ☐ United States representative in Congress
4. ☐ Corporal in the Army
5. ☐ United States Supreme Court Justice
6. ☐ Night watchman
7. ☐ Sociologist
8. ☐ Policeman
9. ☐ County agricultural agent
10. ☐ Filling station attendant

Question 2. If you were JUST OUT OF SCHOOL and LOOKING FOR A JOB, which ONE of the jobs listed in this question would you choose if you were FREE TO CHOOSE ANY of them you wished?

1. ☐ Member of the board of directors of a large corporation
2. ☐ Undertaker
3. ☐ Banker
4. ☐ Machine operator in a factory
5. ☐ Physician (doctor)
6. ☐ Clothes presser in a laundry
7. ☐ Accountant for a large business
8. ☐ Railroad conductor
9. ☐ Railroad engineer
10. ☐ Singer in a night club

Question 3. If you were JUST OUT OF SCHOOL and LOOKING FOR A JOB, which ONE of the jobs listed in this question is the BEST ONE you are REALLY SURE YOU COULD GET?

1. \_\_\_\_\_ Nuclear physicist
2. \_\_\_\_\_ Reporter for a daily newspaper
3. \_\_\_\_\_ County judge
4. \_\_\_\_\_ Barber
5. \_\_\_\_\_ State governor
6. \_\_\_\_\_ Soda fountain clerk
7. \_\_\_\_\_ Biologist
8. \_\_\_\_\_ Mail carrier
9. \_\_\_\_\_ Official of an international labor union
10. \_\_\_\_\_ Farm hand

Question 4. If you were JUST OUT OF SCHOOL and LOOKING FOR A JOB, which ONE of the jobs listed in this question would you choose if you were FREE TO CHOOSE ANY of them you wished?

1. \_\_\_\_\_ Psychologist
2. \_\_\_\_\_ Manager of a small store in a city
3. \_\_\_\_\_ Head of a department in state government
4. \_\_\_\_\_ Clerk in a store
5. \_\_\_\_\_ Cabinet member in the federal government
6. \_\_\_\_\_ Janitor
7. \_\_\_\_\_ Musician in a symphony orchestra
8. \_\_\_\_\_ Carpenter
9. \_\_\_\_\_ Radio announcer
10. \_\_\_\_\_ Coal miner

Question 5. If you were 30 YEARS OLD, which ONE of the jobs listed in this question is the BEST ONE you are REALLY SURE YOU COULD GET?

1. \_\_\_\_\_ Civil engineer
2. \_\_\_\_\_ Bookkeeper
3. \_\_\_\_\_ Minister or Priest
4. \_\_\_\_\_ Streetcar motorman or city bus driver
5. \_\_\_\_\_ Diplomat in the United States Foreign Service
6. \_\_\_\_\_ Share cropper (one who owns no livestock or farm machinery, and does not manage the farm)
7. \_\_\_\_\_ Author of novels
8. \_\_\_\_\_ Plumber
9. \_\_\_\_\_ Newspaper columnist
10. \_\_\_\_\_ Taxi driver



Question 6. If you were 30 YEARS OLD, which ONE of the jobs listed in this question would you choose if you were FREE TO CHOOSE ANY of them you wished?

1. \_\_\_\_\_ Airline pilot
2. \_\_\_\_\_ Insurance agent
3. \_\_\_\_\_ Architect
4. \_\_\_\_\_ Milk route man
5. \_\_\_\_\_ Mayor of a large city
6. \_\_\_\_\_ Garbage collector
7. \_\_\_\_\_ Captain in the Army
8. \_\_\_\_\_ Garage mechanic
9. \_\_\_\_\_ Owner-operator of a printing shop
10. \_\_\_\_\_ Railroad section hand

Question 7. If you were 30 YEARS OLD, which ONE of the jobs listed in this question is the BEST ONE you are REALLY SURE YOU COULD GET?

1. \_\_\_\_\_ Artist who paints pictures that are exhibited in galleries
2. \_\_\_\_\_ Traveling salesman for a wholesale concern
3. \_\_\_\_\_ Chemist
4. \_\_\_\_\_ Truck driver
5. \_\_\_\_\_ College professor
6. \_\_\_\_\_ Street sweeper
7. \_\_\_\_\_ Building contractor
8. \_\_\_\_\_ Local official of a labor union
9. \_\_\_\_\_ Electrician
10. \_\_\_\_\_ Restaurant waiter

Question 8. If you were 30 YEARS OLD, which ONE of the jobs listed in this question would you choose if you were FREE TO CHOOSE ANY of them you wished?

1. \_\_\_\_\_ Owner of a factory that employs about 100 people
2. \_\_\_\_\_ Playground director
3. \_\_\_\_\_ Dentist
4. \_\_\_\_\_ Lumberjack
5. \_\_\_\_\_ Scientist
6. \_\_\_\_\_ Shoeshiner
7. \_\_\_\_\_ Public school teacher
8. \_\_\_\_\_ Owner-operator of a lunch stand
9. \_\_\_\_\_ Trained machinist
10. \_\_\_\_\_ Dock worker

03

**RESEARCH ONLY**

OEG-3-051170-1992

OMS; OMT

332 A Model

INSTRUCTIONS:

We know that all people are different. Some people are better suited than others for different kinds of work, different kinds of working conditions, different kinds of purposes (for example, helping people, and so forth), and different kinds of benefits (salaries, social position, etc.). This question wants to know how you made up your mind what kinds of work, working conditions, purposes and benefits are right for you.

Please answer the following questions to the best of your ability.  
DO NOT LEAVE ANY OUT, EVEN IF YOU MUST GUESS.

1. How important do you think it is for you to have a job which requires a certain KIND OF WORK (such as farming, building, treating patients, typing, etc.)? (circle one answer)

\_\_\_\_\_ 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_

Not important at all	Not too important	Somewhat important	Fairly important	Very important
-------------------------	----------------------	-----------------------	---------------------	-------------------

2. How important are the WORKING CONDITIONS of a JOB for you? (circle one answer)

\_\_\_\_\_ 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_

Not important at all	Not too important	Somewhat important	Fairly important	Very important
-------------------------	----------------------	-----------------------	---------------------	-------------------

3. How important do you think the PURPOSE of a job (such as helping people, growing crops, advancing science, helping the country, etc.) is to making a job a GOOD JOB for YOU? (circle one answer)

\_\_\_\_\_ 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_

Not important at all	Not too important	Somewhat important	Fairly important	Very important
-------------------------	----------------------	-----------------------	---------------------	-------------------

4. How important are the BENEFITS (salary, social position, etc.) of a job in making it a GOOD JOB for YOU? (circle one answer)

\_\_\_\_\_ 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_

Not important at all	Not too important	Somewhat important	Fairly important	Very important
-------------------------	----------------------	-----------------------	---------------------	-------------------

04(male)

OEG-3-051170-1992

OEDm

331 male

INSTRUCTIONS

This set of questions concerns your interest in different kinds of jobs for \_\_\_\_\_.

There are eight questions. You are to check ONE job in EACH question. Make sure it is the BEST ANSWER you can give to this question.

Read each question carefully. They are all different. Do not omit any, EVEN IF YOU MUST GUESS.

Question 1. Of the jobs listed in this question, which is the BEST ONE you are REALLY SURE HE CAN GET when his SCHOOLING IS OVER?

1. \_\_\_\_\_ Lawyer
2. \_\_\_\_\_ Welfare worker for a city government
3. \_\_\_\_\_ United States representative in Congress
4. \_\_\_\_\_ Corporal in the Army
5. \_\_\_\_\_ United States Supreme Court Justice
6. \_\_\_\_\_ Night watchman
7. \_\_\_\_\_ Sociologist
8. \_\_\_\_\_ Policeman
9. \_\_\_\_\_ County agricultural agent
10. \_\_\_\_\_ Filling station attendant

Question 2. Of the jobs listed in this question, which ONE would you most like to see him have if he were FREE TO CHOOSE ANY of them he wished when his SCHOOLING IS OVER?

1. \_\_\_\_\_ Member of the board of directors of a large corporation
2. \_\_\_\_\_ Undertaker
3. \_\_\_\_\_ Banker
4. \_\_\_\_\_ Machine operator in a factory
5. \_\_\_\_\_ Physician (doctor)
6. \_\_\_\_\_ Clothes presser in a laundry
7. \_\_\_\_\_ Accountant for a large business
8. \_\_\_\_\_ Railroad conductor
9. \_\_\_\_\_ Railroad engineer
10. \_\_\_\_\_ Singer in a night club

Question 3. Of the jobs listed in this question which is the BEST ONE you are REALLY SURE HE CAN GET when his SCHOOLING IS OVER?

1. \_\_\_\_\_ Nuclear physicist
2. \_\_\_\_\_ Reporter for a daily newspaper
3. \_\_\_\_\_ County judge
4. \_\_\_\_\_ Barber
5. \_\_\_\_\_ State governor
6. \_\_\_\_\_ Soda fountain clerk
7. \_\_\_\_\_ Biologist
8. \_\_\_\_\_ Mail carrier
9. \_\_\_\_\_ Official of an international labor union
10. \_\_\_\_\_ Farm hand

Question 4. Of the jobs listed in this question, which ONE would you most like to see him have if he were FREE TO CHOOSE ANY of them he wished when his SCHOOLING IS OVER?

1. \_\_\_\_\_ Psychologist
2. \_\_\_\_\_ Manager of a small store in a city
3. \_\_\_\_\_ Head of a department in state government
4. \_\_\_\_\_ Clerk in a store
5. \_\_\_\_\_ Cabinet member in the federal government
6. \_\_\_\_\_ Janitor
7. \_\_\_\_\_ Musician in a symphony orchestra
8. \_\_\_\_\_ Carpenter
9. \_\_\_\_\_ Radio announcer
10. \_\_\_\_\_ Coal miner

Question 5. Of the jobs listed in this question, which is the BEST ONE you are sure he can get by the time he is 30 YEARS OLD?

1. \_\_\_\_\_ Civil engineer
2. \_\_\_\_\_ Bookkeeper
3. \_\_\_\_\_ Minister or Priest
4. \_\_\_\_\_ Streetcar motorman or city bus driver
5. \_\_\_\_\_ Diplomat in the United States Foreign Service
6. \_\_\_\_\_ Share cropper (one who owns no livestock or farm machinery, and does not manage the farm)
7. \_\_\_\_\_ Author of novels
8. \_\_\_\_\_ Plumber
9. \_\_\_\_\_ Newspaper columnist
10. \_\_\_\_\_ Taxi driver

Question 6. Of the jobs listed in this question, which ONE would you like to see him have when he is 30 YEARS OLD, if he were FREE TO CHOOSE ANY of them he wished?

1. \_\_\_\_\_ Airline pilot
2. \_\_\_\_\_ Insurance agent
3. \_\_\_\_\_ Architect
4. \_\_\_\_\_ Milk route man
5. \_\_\_\_\_ Mayor of a large city
6. \_\_\_\_\_ Garbage collector
7. \_\_\_\_\_ Captain in the army
8. \_\_\_\_\_ Garage mechanic
9. \_\_\_\_\_ Owner-operator of a printing shop
10. \_\_\_\_\_ Railroad section hand

Question 7. Of the jobs listed in this question, which is the BEST ONE you are REALLY SURE HE CAN HAVE by the time he is 30 years old?

1. \_\_\_\_\_ Artist who paints pictures that are exhibited in galleries
2. \_\_\_\_\_ Traveling salesman for a wholesale concern
3. \_\_\_\_\_ Chemist
4. \_\_\_\_\_ Truck driver
5. \_\_\_\_\_ College professor
6. \_\_\_\_\_ Street sweeper
7. \_\_\_\_\_ Building contractor
8. \_\_\_\_\_ Local official of a labor union
9. \_\_\_\_\_ Electrician
10. \_\_\_\_\_ Restaurant waiter

Question 8. Of the jobs listed in this question, which ONE would you like to see him have when he is 30 YEARS OLD, if he were FREE TO HAVE ANY of them he wished?

1. \_\_\_\_\_ Owner of a factory that employs about 100 people
2. \_\_\_\_\_ Playground director
3. \_\_\_\_\_ Dentist
4. \_\_\_\_\_ Lumberjack
5. \_\_\_\_\_ Scientist
6. \_\_\_\_\_ Shoeshiner
7. \_\_\_\_\_ Public school teacher
8. \_\_\_\_\_ Owner-operator of a lunch stand
9. \_\_\_\_\_ Trained machinist
10. \_\_\_\_\_ Dock worker

04(female)

OEG-3-051170-1992

OEDf

331 female

INSTRUCTIONS:

This set of questions concerns your interest in different kinds of jobs for \_\_\_\_\_

There are eight questions. You are to check ONE job in EACH question. Make sure it is the BEST ANSWER you can give to this question.

Read each question carefully. They are all different. Do not omit any, EVEN IF YOU MUST GUESS.

Question 1. Of the jobs listed in this question, which is the BEST ONE you are REALLY SURE SHE CAN GET when her SCHOOLING IS OVER?

1. \_\_\_\_\_ Lawyer
2. \_\_\_\_\_ Welfare worker for a city government
3. \_\_\_\_\_ United States representative in Congress
4. \_\_\_\_\_ Corporal in the Army
5. \_\_\_\_\_ United States Supreme Court Justice
6. \_\_\_\_\_ Night Watchman
7. \_\_\_\_\_ Sociologist
8. \_\_\_\_\_ Policeman
9. \_\_\_\_\_ County agricultural agent
10. \_\_\_\_\_ Filling station attendant

Question 2. Of the jobs listed in this question, which ONE would you most like to see her have if she were FREE TO CHOOSE ANY of them she wished when her SCHOOLING IS OVER?

1. \_\_\_\_\_ Member of the board of directors of a large corporation
2. \_\_\_\_\_ Undertaker
3. \_\_\_\_\_ Banker
4. \_\_\_\_\_ Machine operator in a factory
5. \_\_\_\_\_ Physician (doctor)
6. \_\_\_\_\_ Clothes presser in a laundry
7. \_\_\_\_\_ Accountant for a large business
8. \_\_\_\_\_ Railroad conductor
9. \_\_\_\_\_ Railroad engineer
10. \_\_\_\_\_ Singer in a night club

Question 3. Of the jobs listed in this question which is the BEST ONE you are REALLY SURE SHE CAN GET when her SCHOOLING IS OVER?

1. \_\_\_\_\_ Nuclear physicist
2. \_\_\_\_\_ Reporter for a daily newspaper
3. \_\_\_\_\_ County judge
4. \_\_\_\_\_ Barber
5. \_\_\_\_\_ State governor
6. \_\_\_\_\_ Soda fountain clerk
7. \_\_\_\_\_ Biologist
8. \_\_\_\_\_ Mail carrier
9. \_\_\_\_\_ Official of an international labor union
10. \_\_\_\_\_ Farm hand

Question 4. Of the jobs listed in this question, which ONE would you most like to see her have if she were FREE TO CHOOSE ANY of them she wished when her SCHOOLING IS OVER?

1. \_\_\_\_\_ Psychologist
2. \_\_\_\_\_ Manager of a small store in a city
3. \_\_\_\_\_ Head of a department in state government
4. \_\_\_\_\_ Clerk in a store
5. \_\_\_\_\_ Cabinet member in the federal government
6. \_\_\_\_\_ Janitor
7. \_\_\_\_\_ Musician in a symphony orchestra
8. \_\_\_\_\_ Carpenter
9. \_\_\_\_\_ Radio announcer
10. \_\_\_\_\_ Coal miner

Question 5. Of the jobs listed in this question, which is the BEST ONE you are sure she can get by the time she is 30 YEARS OLD?

1. \_\_\_\_\_ Civil engineer
2. \_\_\_\_\_ Bookkeeper
3. \_\_\_\_\_ Minister of Priest
4. \_\_\_\_\_ Streetcar motorman or city bus driver
5. \_\_\_\_\_ Diplomat in the United States Foreign Service
6. \_\_\_\_\_ Share cropper (one who owns no livestock or farm machinery, and does not manage the farm)
7. \_\_\_\_\_ Author of novels
8. \_\_\_\_\_ Plumber
9. \_\_\_\_\_ Newspaper columnist
10. \_\_\_\_\_ Taxi driver

Question 6. Of the jobs listed in this question, which ONE would you like to see her have when she is 30 YEARS OLD, if she were FREE TO CHOOSE ANY of them she wished?

1. \_\_\_\_\_ Airline pilot
2. \_\_\_\_\_ Insurance agent
3. \_\_\_\_\_ Architect
4. \_\_\_\_\_ Milk route man
5. \_\_\_\_\_ Mayor of a large city
6. \_\_\_\_\_ Garbage collector
7. \_\_\_\_\_ Captain in the Army
8. \_\_\_\_\_ Garage mechanic
9. \_\_\_\_\_ Owner-operator of a printing shop
10. \_\_\_\_\_ Railroad section hand

Question 7. Of the jobs listed in this question, which is the BEST ONE you are REALLY SURE SHE CAN HAVE by the time she is 30 YEARS OLD?

1. \_\_\_\_\_ Artist who paints pictures that are exhibited in galleries
2. \_\_\_\_\_ Traveling salesman for a wholesale concern
3. \_\_\_\_\_ Chemist
4. \_\_\_\_\_ Truck driver
5. \_\_\_\_\_ College professor
6. \_\_\_\_\_ Street sweeper
7. \_\_\_\_\_ Building contractor
8. \_\_\_\_\_ Local official of a labor union
9. \_\_\_\_\_ Electrician
10. \_\_\_\_\_ Restaurant waiter

Question 8. Of the jobs listed in this question, which ONE would you like to see her have when she is 30 YEARS OLD, if she were FREE TO HAVE ANY of them she wished?

1. \_\_\_\_\_ Owner of a factory that employs about 100 people
2. \_\_\_\_\_ Playground director
3. \_\_\_\_\_ Dentist
4. \_\_\_\_\_ Lumberjack
5. \_\_\_\_\_ Scientist
6. \_\_\_\_\_ Shoeshiner
7. \_\_\_\_\_ Public school teacher
8. \_\_\_\_\_ Owner-operator of a lunch stand
9. \_\_\_\_\_ Trained machinist
10. \_\_\_\_\_ Dock worker



**RESEARCH ONLY**

OEG-3-051170-1992

ODS; ODT

332 A DefinOr

INSTRUCTIONS:

We know that all people are different. Some people are better suited than others for different kinds of work, different kinds of working conditions, different kinds of purposes (for example, helping people, and so forth), and different kinds of benefits (salaries, social position, etc.).

The following questions are about \_\_\_\_\_.  
Please answer them to the best of your ability. DO NOT SKIP ANY, EVEN IF YOU MUST GUESS.

1. How important do you think it is for him (or her) to have a job which requires a certain KIND OF WORK (such as farming, building, treating patients, typing, etc.)? (circle one answer)

\_\_\_\_\_ 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_

Not important at all	Not too important	Somewhat important	Fairly important	Very important
-------------------------	----------------------	-----------------------	---------------------	-------------------

2. How important do you think WORKING CONDITIONS of a GOOD JOB are for him (or her)? (circle one answer)

\_\_\_\_\_ 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_

Not important at all	Not too important	Somewhat important	Fairly important	Very important
-------------------------	----------------------	-----------------------	---------------------	-------------------

3. How important do you think the PURPOSE of a job (such as helping people, growing crops, advancing science, helping the country, etc.) is to making a job a GOOD JOB for him (or her)? (circle one answer)

\_\_\_\_\_ 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_

Not important at all	Not too important	Somewhat important	Fairly important	Very important
-------------------------	----------------------	-----------------------	---------------------	-------------------

4. How important are the BENEFITS (salary, social position, etc.) of a job in making a job a GOOD JOB for him (or her)? (circle one answer)

\_\_\_\_\_ 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_

Not important at all	Not too important	Somewhat important	Fairly important	Very important
-------------------------	----------------------	-----------------------	---------------------	-------------------

E1

**RESEARCH ONLY**

OEG-3-051170-1992

EDO; EMO

342 B

INSTRUCTIONS:

The following questions are about education in general. Answer each question to the best of your ability. DO NOT SKIP ANY, EVEN IF YOU MUST GUESS.

1. How important do you think education beyond high school is for SUCCESS in life? (circle one answer)

\_\_\_\_\_ 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_

Not important  
at all

Not too  
important

Somewhat  
important

Fairly  
important

Very  
important

2. How important do you think education beyond high school is for PERSONAL DEVELOPMENT? (circle one answer)

\_\_\_\_\_ 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_

Not important  
at all

Not too  
important

Somewhat  
important

Fairly  
important

Very  
important

3. How important do you think is SCHOOL WORK which is done beyond high school? (circle one answer)

\_\_\_\_\_ 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_

Not important  
at all

Not too  
important

Somewhat  
important

Fairly  
important

Very  
important

4. How important do you think is SCHOOL SOCIAL LIFE beyond high school?

\_\_\_\_\_ 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_

Not important  
at all

Not too  
important

Somewhat  
important

Fairly  
important

Very  
important

**RESEARCH ONLY**

INSTRUCTIONS:

The following questions refer to your opinion about education.  
Please answer BOTH questions, EVEN IF YOU MUST GUESS.

1. If you were a high school student, how much education would you like to have if NOTHING prevented you from getting AS MUCH AS YOU WANTED? (Check one answer.)

- ☐ 1. Quit school
- ☐ 2. Finish high school
- ☐ 3. Go to trade, business, secretarial or nursing school
- ☐ 4. Go to college or university (one that gives credit toward a Bachelor's Degree)
- ☐ 5. Get an advanced degree (masters, Ph. D., or professional such as law or medicine)

2. If you were a high school student, how much education do you think you REALLY COULD GET? (Check one answer.)

- ☐ 1. Quit school
- ☐ 2. Finish high school
- ☐ 3. Go to trade, business, secretarial, or nursing school
- ☐ 4. Go to college or university (one that gives credit toward a Bachelor's Degree)
- ☐ 5. Get an advanced degree (masters, Ph. D., or professional such as law or medicine)

E3

**RESEARCH ONLY**

OEG-3-051170-1992

EMS; EMT

342 A Model

**INSTRUCTIONS:**

We know that people are different. Some people have the skills, abilities and desires for school work, some people are the kind who fit well into the social life of education, some people are able to achieve success in later life by going to school, and some become better persons by going to school.

PLEASE ANSWER ALL QUESTIONS, EVEN IF YOU HAVE TO GUESS.

1. How important do you think education was or will be in your becoming a SUCCESS in life? (circle one answer)

\_\_\_\_\_ 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_

Not important  
at all

Not too  
important

Somewhat  
important

Fairly  
important

Very  
important

2. How important do you think education was or will be for your PERSONAL DEVELOPMENT? (circle one answer)

\_\_\_\_\_ 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_

Not important  
at all

Not too  
important

Somewhat  
important

Fairly  
important

Very  
important

3. How important do you think the SCHOOL WORK done beyond high school was or will be for you? (circle one answer)

\_\_\_\_\_ 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_

Not important  
at all

Not too  
important

Somewhat  
important

Fairly  
important

Very  
important

4. How important do you think the SCHOOL SOCIAL LIFE after high school was or will be for you? (circle one answer)

\_\_\_\_\_ 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_

Not important  
at all

Not too  
important

Somewhat  
important

Fairly  
important

Very  
important

**RESEARCH ONLY**

E4

OEG-3-051170-1992  
EED

INSTRUCTIONS:

The following questions are about \_\_\_\_\_.  
Please answer them to the best of your ability, EVEN IF YOU MUST GUESS.

1. How much education would you like to see him have if NOTHING prevented him (or her) from having AS MUCH AS HE (OR SHE) WANTED?  
(Check one answer.)
  - \_\_\_\_\_ 1. Quit school
  - \_\_\_\_\_ 2. Finish high school.
  - \_\_\_\_\_ 3. Go to trade, business, secretarial or nursing school.
  - \_\_\_\_\_ 4. Go to college or university (one that gives credit toward a Bachelor's Degree)
  - \_\_\_\_\_ 5. Get an advanced degree (masters, Ph. D., or professional such as law or medicine)
  
2. How much education do you think he (or she) REALLY WILL GET?  
(Check one answer.)
  - \_\_\_\_\_ 1. Quit school.
  - \_\_\_\_\_ 2. Finish high school.
  - \_\_\_\_\_ 3. Go to trade, business, secretarial or nursing school.
  - \_\_\_\_\_ 4. Go to college or university (one that gives credit toward a Bachelor's Degree)
  - \_\_\_\_\_ 5. Get an advanced degree (masters, Ph. D., or professional such as law or medicine).

E5

**RESEARCH ONLY**

OEG-3-051170-1992

EDS; EDT

342 A definer

INSTRUCTIONS:

We know that people are different. Some people have the skills, abilities and desires for school work, some people are the kind who fit well into the social life of education, some people are able to achieve success in later life by going to school, and some become better persons by going to school.

The following questions are about \_\_\_\_\_.  
Please answer them to the best of your ability. DO NOT SKIP ANY, EVEN IF YOU MUST GUESS.

1. How important do you think education beyond high school is to his (or her) becoming a SUCCESS in life? (circle one answer)

\_\_\_\_\_ 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_

Not important at all	Not too important	Somewhat important	Fairly important	Very important
-------------------------	----------------------	-----------------------	---------------------	-------------------

2. How important do you think education after high school is to his (or her) PERSONAL DEVELOPMENT? (circle one answer)

\_\_\_\_\_ 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_

Not important at all	Not too important	Somewhat important	Fairly important	Very important
-------------------------	----------------------	-----------------------	---------------------	-------------------

3. How important do you think is SCHOOL WORK which is done beyond high school for him (or her)? (circle one answer)

\_\_\_\_\_ 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_

Not important at all	Not too important	Somewhat important	Fairly important	Very important
-------------------------	----------------------	-----------------------	---------------------	-------------------

4. How important do you think is the SCHOOL SOCIAL LIFE beyond high school for him (or her)? (circle one answer)

\_\_\_\_\_ 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_

Not important at all	Not too important	Somewhat important	Fairly important	Very important
-------------------------	----------------------	-----------------------	---------------------	-------------------

**RESEARCH ONLY**

## APPENDIX C

Instruments Used to Validate the  
Wisconsin Significant Other Battery

Sociometric Instrument

Participation in Extra Curricular Activities

Acceptance of Others

Schulze Dogmatism Scale

General Adjustment

Form E02

SOCIOMETRIC INSTRUMENT:

1. Of all the people in this room, who do you spend most of your time with?

NAME	ADDRESS	RELATION	OCCUPATION

2. Of all the people that you know, who do you spend most of your time with?

NAME	ADDRESS	RELATION	OCCUPATION



THE KINDS OF EXTRA CURRICULAR ACTIVITIES IN WHICH I PARTICIPATE ARE:

(Check the ones in which you participate regularly, and add to the list if necessary.)

- |  |  |
|--|--|
| <input type="checkbox"/> athletics.      | <input type="checkbox"/> annual.             |
| <input type="checkbox"/> band-orchestra. | <input type="checkbox"/> student government. |
| <input type="checkbox"/> chorus-vocal.   | <input type="checkbox"/> hobby club.         |
| <input type="checkbox"/> dramatics.      | <input type="checkbox"/> other _____.        |
| <input type="checkbox"/> debates.        | <input type="checkbox"/> _____.              |
| <input type="checkbox"/> 4-H or FFA.     | <input type="checkbox"/> _____.              |
| <input type="checkbox"/> school paper.   | <input type="checkbox"/> _____.              |

COMPARED TO MOST STUDENTS IN MY HIGH SCHOOL, MY LEADERSHIP ACTIVITIES ARE:

- ☐ greater than average.  
☐ about average.  
☐ less than average.

Name \_\_\_\_\_ Age \_\_\_\_\_ Sex \_\_\_\_\_ Date \_\_\_\_\_

This is a study of some of your attitudes. Of course, there is no right answer for any statement. The best answer is what you feel is true of yourself.

Please circle the phrase that best expresses your feeling about the statement. Remember, the best answer is the one which applies to you.

1. I CAN BE COMFORTABLE WITH ALL VARIETIES OF PEOPLE -FROM THE HIGHEST TO THE LOWEST.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Not at all true of myself	Slightly true of myself	About half- way true of myself	Mostly true of myself	True of myself

2. I CAN BECOME SO ABSORBED IN THE WORK I'M DOING THAT IT DOESN'T BOTHER ME NOT TO HAVE ANY INTIMATE FRIENDS.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Not at all true of myself	Slightly true of myself	About half- way true of myself	Mostly true of myself	True of myself

3. I DON'T APPROVE OF SPENDING TIME AND ENERGY IN DOING THINGS FOR OTHER PEOPLE. I BELIEVE IN LOOKING TO MY FAMILY AND MYSELF MORE AND LETTING OTHERS SHIFT FOR THEMSELVES.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Not at all true of myself	Slightly true of myself	About half- way true of myself	Mostly true of myself	True of myself

4. I DON'T APPROVE OF DOING FAVORS FOR PEOPLE. IF YOU ARE TOO AGREEABLE THEY'LL TAKE ADVANTAGE OF YOU.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Not at all true of myself	Slightly true of myself	About half- way true of myself	Mostly true of myself	True of myself

5. I USUALLY IGNORE THE FEELINGS OF OTHERS WHEN I'M ACCOMPLISHING SOME IMPORTANT END.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Not at all true of myself	Slightly true of myself	About half- way true of myself	Mostly true of myself	True of myself

6. THERE IS NO SENSE IN COMPROMISING. WHEN PEOPLE HAVE VALUES I DON'T LIKE, I JUST DON'T CARE TO HAVE MUCH TO DO WITH THEM.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Not at all true of myself	Slightly true of myself	About half- way true of myself	Mostly true of myself	True of myself

7. THE PERSON YOU MARRY MAY NOT BE PERFECT, BUT I BELIEVE IN TRYING TO GET HIM (OR HER) TO CHANGE ALONG DESIRABLE LINES.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Not at all true of myself	Slightly true of myself	About half- way true of myself	Mostly true of myself	True of myself

8. I SEE NO OBJECTION TO STEPPING ON OTHER PEOPLE'S TOES A LITTLE IF IT'LL HELP GET ME WHAT I WANT IN LIFE.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Not at all true of myself	Slightly true of myself	About half- way true of myself	Mostly true of myself	True of myself

9. I TRY TO GET PEOPLE TO DO WHAT I WANT THEM TO DO, IN ONE WAY OR ANOTHER.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Not at all true of myself	Slightly true of myself	About half- way true of myself	Mostly true of myself	True of myself

10. I OFTEN TELL PEOPLE WHAT THEY SHOULD DO WHEN THEY'RE HAVING TROUBLE IN MAKING A DECISION.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Not at all true of myself	Slightly true of myself	About half- way true of myself	Mostly true of myself	True of myself

11. I ENJOY MYSELF MOST WHEN I'M ALONE, AWAY FROM OTHER PEOPLE .

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Not at all true of myself	Slightly true of myself	About half- way true of myself	Mostly true of myself	True of myself

12. I FEEL NEITHER ABOVE NOR BELOW THE PEOPLE I MEET.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Not at all true of myself	Slightly true of myself	About half- way true of myself	Mostly true of myself	True of myself

13. SOMETIMES PEOPLE MISUNDERSTAND ME WHEN I TRY TO KEEP THEM FROM MAKING MISTAKES THAT COULD HAVE AN IMPORTANT EFFECT ON THEIR LIVES.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Not at all ture of myself	Slightly true of myself	About half- way true of myself	Mostly true of myself	True of myself

14. THERE ARE VERY FEW TIMES WHEN I COMPLIMENT PEOPLE FOR THEIR TALENTS OR JOBS THEY'VE DONE.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Not at all true of myself	Slightly true of myself	About half- way true of myself	Mostly true of myself	True of myself

15. I ENJOY DOING LITTLE FAVORS FOR PEOPLE EVEN IF I DON'T KNOW THEM WELL.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Not at all true of myself	Slightly true of myself	About half- way true of myself	Mostly true of myself	True of myself

16. I PREFER TO BE ALONE RATHER THAN HAVE CLOSE FRIENDSHIPS WITH ANY OF THE PEOPLE AROUND ME.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Not at all true of myself	Slightly true of myself	About half- way true of myself	Mostly true of myself	True of myself

17. I SELDOM WORRY ABOUT OTHER PEOPLE. I'M REALLY PRETTY SELF-CENTERED.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Not at all true of myself	Slightly true of myself	About half- way true of myself	Mostly true of myself	True of myself

18. I BELIEVE THAT PEOPLE SHOULD GET CREDIT FOR THEIR ACCOMPLISHMENTS, BUT I VERY SELDOM COME ACROSS WORK THAT DESERVES PRAISE.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Not at all true of myself	Slightly true of myself	About half- way true of myself	Mostly true of myself	True of myself

19. I FEEL THAT FOR THE MOST PART ONE HAS TO FIGHT HIS WAY THROUGH LIFE. THAT MEANS THAT PEOPLE WHO STAND IN THE WAY WILL BE HURT.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Not at all true of myself	Slightly true of myself	About half- way true of myself	Mostly true of myself	True of myself

20. WHEN SOMEONE ASKS FOR ADVICE ABOUT SOME PERSONAL PROBLEM, I'M MOST LIKELY TO SAY, "IT'S UP TO YOU TO DECIDE", RATHER THAN TELL HIM WHAT HE SHOULD DO.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Not at all true of myself	Slightly true of myself	About half- way true of myself	Mostly true of myself	True of myself

21. I CAN'T HELP FEELING SUPERIOR (OR INFERIOR) TO MOST OF THE PEOPLE I KNOW.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Not at all true of myself	Slightly true of myself	About half- way true of of myself	Mostly true of myself	True of myself

22. I DON'T HESITATE TO URGE PEOPLE TO LIVE BY THE SAME HIGH SET OF VALUES WHICH I HAVE FOR MYSELF.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Not at all true of myself	Slightly true of myself	About half- way true of myself	Mostly true of myself	True of myself

23. I CAN BE FRIENDLY WITH PEOPLE WHO DO THINGS WHICH I CONSIDER WRONG.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Not at all true of myself	Slightly true of myself	About half- way true of myself	Mostly true of myself	True of myself

24. IF PEOPLE ARE WEAK AND INEFFICIENT I'M INCLINED TO TAKE ADVANTAGE OF THEM. I BELIEVE YOU MUST BE STRONG TO ACHIEVE YOUR GOALS.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Not at all true of myself	Slightly true of myself	About half- way true of myself	Mostly true of myself	True of myself

25. I'M EASILY IRRITATED BY PEOPLE WHO ARGUE WITH ME.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Not at all true of myself	Slightly true of myself	About half- way true of myself	Mostly true of myself	True of myself

26. WHEN I'M DEALING WITH YOUNGER PERSONS, I EXPECT THEM TO DO WHAT I TELL THEM.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Not at all true of myself	Slightly true of myself	About half- way true of myself	Mostly true of myself	True of myself

27. I DON'T SEE MUCH POINT TO DOING THINGS FOR OTHERS UNLESS THEY CAN DO YOU SOME GOOD LATER ON.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Not at all true of myself	Slightly true of myself	About half- way true of myself	Mostly true of myself	True of myself

28. IF SOMEONE I KNOW IS HAVING DIFFICULTY IN WORKING THINGS OUT FOR HIMSELF, I LIKE TO TELL HIM WHAT TO DO.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Not at all true of myself	Slightly true of myself	About half- way true of myself	Mostly true of myself	True of myself

THANK YOU.

Name \_\_\_\_\_

Read the following items, then in the blank, check whether you agree or disagree. Do this for all of the items, do not leave any unanswered.

1. Once I get wound up in a heated discussion I just can't stop. ☐ agree  
☐ disagree
2. A person who thinks primarily of his own happiness is beneath contempt. ☐ agree  
☐ disagree
3. Most people just don't know what's good for them. ☐ agree  
☐ disagree
4. The worst crime a person can commit is to attack publicly the people who believe in the same thing he does. ☐ agree  
☐ disagree
5. While I don't like to admit this even to myself, I sometimes have the ambition to become a great man like Einstein, or Beethoven, or Shakespeare. ☐ agree  
☐ disagree
6. It is often desirable to reserve judgement about what's going on until one has a chance to hear the opinions of those one respects. ☐ agree  
☐ disagree
7. In this complicated world of ours the only way we can know what is going on is to rely upon leaders or experts who can be trusted. ☐ agree  
☐ disagree
8. Fundamentally, the world we live in is a pretty lonely place. ☐ agree  
☐ disagree
9. In the long run the best way to live is to pick friends and associates whose tastes and beliefs are the same as one's own. ☐ agree  
☐ disagree
10. In the history of mankind there have probably been just a handful of really great thinkers. ☐ agree  
☐ disagree

Name----- Age----- Sex----- Date-----  
(Last) (First)

The following pages contain a number of statements about which there is no general agreement. People differ widely in the way they feel about each item. There are no right answers. The purpose of the survey is to see how different groups feel about each item. We should like your honest opinion on each of these statements.

READ EACH ITEM CAREFULLY AND CIRCLE QUICKLY THE PHRASE THAT BEST EXPRESSES YOUR FEELING ABOUT THE STATEMENT. Wherever possible, let your own personal experience determine your answer. Do not spend much time on any item. If in doubt, circle the phrase that seems most nearly to express your present feeling about the statement. WORK RAPIDLY. Be sure to answer each item.

1. TIMES ARE GETTING BETTER.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Strongly	Agree	Undecided	Disagree	Strongly
Agree				Disagree

2. ANY MAN WITH ABILITY AND WILLINGNESS TO WORK HARD HAS A GOOD CHANCE OF BEING SUCCESSFUL.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Strongly	Agree	Undecided	Disagree	Strongly
Agree				Disagree

3. IT IS DIFFICULT TO SAY THE RIGHT THING AT THE RIGHT TIME.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Strongly	Agree	Undecided	Disagree	Strongly
Agree				Disagree

4. MOST PEOPLE CAN BE TRUSTED.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Strongly	Agree	Undecided	Disagree	Strongly
Agree				Disagree

5. HIGH SCHOOLS ARE TOO IMPRACTICAL.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Strongly	Agree	Undecided	Disagree	Strongly
Agree				Disagree



6. A PERSON CAN PLAN HIS FUTURE SO THAT EVERYTHING WILL COME OUT ALL  
RIGHT IN THE LONG RUN.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

7. NO ONE CARES MUCH WHAT HAPPENS TO YOU.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

8. SUCCESS IS MORE DEPENDENT ON LUCK THAN ON REAL ABILITY.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

9. IF OUR ECONOMIC SYSTEM WERE JUST, THERE WOULD BE MUCH LESS CRIME.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

10. A MAN DOES NOT HAVE TO PRETEND HE IS SMARTER THAN HE REALLY IS TO  
"GET BY".

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

11. LAWS ARE SO OFTEN MADE FOR THE BENEFIT OF SMALL SELFISH GROUPS  
THAT A MAN CANNOT RESPECT THE LAW.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

12. ONE SELDOM WORRIES SO MUCH AS TO BECOME VERY MISERABLE.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

13. THE FUTURE LOOKS VERY BLACK.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

14. REAL FRIENDS ARE AS EASY TO FIND AS EVER.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

15. POVERTY IS CHIEFLY A RESULT OF INJUSTICE IN THE DISTRIBUTION OF WEALTH..

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

16. IT IS DIFFICULT TO THINK CLEARLY THESE DAYS.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

17. THERE IS LITTLE CHANCE FOR ADVANCEMENT IN INDUSTRY AND BUSINESS  
UNLESS A MAN HAS UNFAIR PULL.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

18. IT DOES NOT TAKE LONG TO GET OVER FEELING GLOOMY.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

19. THE YOUNG MAN OF TODAY CAN EXPECT MUCH OF THE FUTURE.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

20. IT IS GREAT TO BE LIVING IN THESE EXCITING TIMES.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

21. LIFE IS JUST ONE WORRY AFTER ANOTHER.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

22. THE DAY IS NOT LONG ENOUGH TO DO ONE'S WORK WELL AND HAVE ANY TIME FOR FUN.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

23. A MAN CAN LEARN MORE BY WORKING FOUR YEARS THAN BY GOING TO HIGH SCHOOL.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

24. THIS GENERATION WILL PROBABLY NEVER SEE SUCH HARD TIMES AGAIN.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

25. ONE CANNOT FIND AS MUCH UNDERSTANDING AT HOME AS ELSEWHERE.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

26. THESE DAYS ONE IS INCLINED TO GIVE UP HOPE OF AMOUNTING TO SOMETHING.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

27. EDUCATION IS OF NO HELP IN GETTING A JOB TODAY.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

28. THERE IS REALLY NO POINT IN LIVING.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

29. MOST PEOPLE JUST PRETEND THAT THEY LIKE YOU.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

30. THE FUTURE IS TOO UNCERTAIN FOR A PERSON TO PLAN ON MARRYING.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

31. LIFE IS JUST A SERIES OF DISAPPOINTMENTS.

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree.

THANK YOU.

E02

OEG-3-051170-1992

I.C.

400

INSTRUCTIONS:

People often have different opinions about questions such as the ones you have just answered. Thinking about all these questions and YOUR ANSWERS, what is your opinion about them?

(Circle your answer)

1. How strongly do you feel about YOUR ANSWERS?

\_\_\_\_\_ 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_  
Not strongly    Not too    Somewhat    strongly    Very  
at all    strongly    strongly       Strongly

2. How certain are you that your answers to those questions are right?

\_\_\_\_\_ 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_  
Not strongly    Not too    somewhat    strongly    Very  
at all    strongly    strongly       strongly

## APPENDIX D

### Detailed Results of West Bend Sample

Identification of Variables  
Descriptive Statistics  
Correlation Matrix

# IDENTIFICATION OF VARIABLES

Variable Number	Name	Definition*
1	SEX	(IDQ3)
2	FATHOCL	Father's Occupational Level
3	MOTHOCL	Mother's Occupational Level
4	NSIBS	Number of Siblings of Subject (IDQ10)
5	WEALTH	Perceived Relative Wealth In Community (IDQ11)
6	FATHED	Father's Occupational Level (IDQ12)
7	MOTHEd	Mother's Occupational Level (IDQ12)
8	RESID	Residence - Size of Community (IDQ13)
9	FATHOCT	Father's Occupational Type (IDQ14)
10	AFFORD	Estimate of Parental Ability to Afford College for Subject (IDQ15)
11	EXPENSE	Perceived Amount Self or Family Can Contribute to College Expenses (IDQ16)
12	OCMISOR	Occupational SOB - Total Influence (Sum of Rankings of
13	OCTOTSO	Occupational SOB - Total Number of Significant Others
14	OCISO	Occupational SOB - Level of Involvement with Average Significant Others (Average Ranking/ Maximum Ranking)
15, 16, 17	EDMISOR ( EDTOTSO ( EDISO (	Educational SOB - Same as 12, 13, 14
18	MISORT	Educational <u>and</u> Occupational SOBs---Total Influence
19	TOTSOT	Educational <u>and</u> Occupational SOBs---Total Number of Significant Others
20	ISOT	Educational <u>and</u> Occupational SOBs---Level of Involvement with Average Significant Other
21	LSMISOR	Life Style SOB--same as 12
22	LSTOTSO	Life Style SOB--same as 13
23	LSISO	Life Style SOB--same as 14
24	SMTOTSO	Sociometric Instrument---Total Number of Significant Others
25	NPAT	(Negatively Scored) Personality Attainment Test
26	NATO	(Negatively Scored) Attitude Toward Others Scale
27	SDS	Schultz Dogmatism Scale
28	LEADACT	Sewell Leadership Form---Number of Extracurricular Activities Subject is Active In
29	LEADER	Sewell Leadership Form---Perceived Relative Degree of Leadership in High School
30	IQ	Subject's IQ (from High School Records)
31	GPA	Subject's High School Grade Point Average (From High School Data)

\* ID = Identification Form

# Identification of Variables, continued

Variable Number	Name	Definition
32	OAS	Occupational Aspiration Scale Score
33	OCAQ1	Occupational Choice Form - Q1
34	OCAQ2	- Q2
35	OCAQ3	- Q3
36	OCAQ4	- Q4
37	OCAT	Total Score, Occupational Choice Form
38	EDULEV	Educational Aspiration Level
39	EDAQ1	Educational Choice Form - Q1
40	EDAQ2	- Q2
41	EDAQ3	- Q3
42	EDQ4	- Q4
43	EDAT	Total Score, Educational Choice Form
44	STRONG	How Strongly Subject Feels About Answers to Forms
45	CERT	How Certain Subject Feels About Answers to Forms
46	GENEXP	General Aspiration Level of Subject (Educational and Occupational)

\* \* \* \* \*

For Variables 47-71, "M" Designates the Mean Score of all Appropriate Significant Other Forms of the Particular Subject

47	MOAS	See Variable 32
48	MOCAQ1	" " 33
49	MOLAQ2	" " 34
50	MOCAQ3	" " 35
51	MOCAQ4	" " 36
52	MOCAT	" " 37
53	MOCBQ1	Occupational Choice (General) Form - Q1
54	MOCBQ2	- Q2
55	MOCBQ3	- Q3
56	MOCBQ4	- Q4
57	MOCBT	Total Score, Occupational Choice (General) Form
58	MEDULEV	See Variable 38
59	MEDAQ1	" " 39
60	MEDAQ2	" " 40
61	MEDAQ3	" " 41
62	MEDAQ4	" " 42
63	MEDAT	" " 43
64	MEDBQ1	Educational Choice (General) Form - Q1
65	MEDBQ2	- Q2
66	MEDBQ3	- Q3
67	MEDBQ4	- Q4
68	MEDBT	Total Score, Educational Choice (General) Form
69	MSTRONG	See Variable 44
70	MCERT	" " 45
71	MGENEXP	(Mean General Expectation Level (See Variable 46))



DESCRIPTIVE STATISTICS PACKAGE  
 (COMPUTED WITH MISSING DATA)

PAGE NO 1

VARIABLES	MEANS	STANDARD		COEFFICIENTS	
		DEVIATIONS	VARIANCES	OF VARIATION	COUNTS
1 SEX	1.4679E 00	5.0127E-01	2.5127E-01	34.15	109
2 FATHOCL	6.3927E 01	1.1904E 01	1.4172E 02	18.92	109
3 MOTHOC	7.9339E 01	1.9467E 01	3.7897E 02	24.54	109
4 NSIBS	3.1651E 00	1.9801E 00	2.5095E 00	50.09	109
5 HEALTH	2.7431E 00	5.6771E-01	3.2229E-01	20.70	109
6 FATHED	2.505E 00	1.5840E 00	2.5090E 00	62.11	109
7 MOTHED	2.6697E 00	1.3337E 00	1.7788E 00	49.96	109
8 RESID	3.7706E 00	1.6138E 00	2.6043E 00	42.80	109
9 FATHOCY	4.8237E 00	1.7472E 00	3.0527E 00	36.21	109
10 AFFORD	2.0935E 00	6.9203E-01	4.2515E-01	31.19	107
11 EXPENSE	3.1028E 00	1.2038E 00	1.4516E 00	38.83	107
12 OCMI8OR	1.4505E 01	7.7884E 00	6.0660E 01	53.70	109
13 OCTOYSO	8.1468E 00	4.9977E 00	2.4997E 01	61.37	109
14 OCISO	4.5167E-01	1.3194E-01	1.7302E-02	29.12	109
15 EDMISOR	1.3339E 01	7.4774E 00	5.5911E 01	48.75	109
16 EDTOTSO	9.8532E 00	4.6999E 00	2.2089E 01	47.70	109
17 EDISO	3.883E-01	9.2136E-02	8.4891E-03	23.70	109
18 MISORY	2.9844E 01	1.4076E 01	1.9813E 02	47.17	109
19 TOTSOY	1.8009E 01	8.8024E 00	7.7481E 01	48.90	109
20 ISOY	2.2025E-01	8.4603E-02	7.1577E-03	38.41	109
21 LSMISOR	1.5963E 01	7.6315E 00	5.8239E 01	47.81	109
22 LSTOTSO	9.1798E 00	4.6773E 00	2.1877E 01	47.83	109
23 LSISO	3.9598E-01	1.2846E-01	1.6502E-02	32.44	108
24 SHYOTSO	5.9450E 00	2.7850E 00	7.7562E 00	46.85	109
25 NPAT	1.1423E 02	8.6881E 01	7.4100E 03	75.36	109
26 NATO	7.6229E 01	3.7563E 01	1.4110E 03	49.28	109
27 SDS	5.4404E 00	1.6126E 00	2.6006E 00	29.64	109
28 LEADACY	2.5229E 00	1.9370E 00	3.7518E 00	76.77	109
29 LEADER	1.8624E 00	7.0010E-01	4.9015E-01	37.59	109
30 IQ	1.1019E 02	1.0437E 01	1.0892E 02	9.47	105
31 GPA	2.4467E 00	7.3288E-01	5.6683E-01	30.77	103
32 OAS	4.0394E 01	1.1083E 01	1.2283E 02	27.44	109
33 OCAQ1	4.1743E 00	9.3128E-01	8.8600E-01	22.55	109
34 OCAQ2	4.3028E 00	9.0783E-01	8.2416E-01	21.10	109
35 OCAQ3	4.2752E 00	9.5133E-01	9.0503E-01	22.25	109
36 OCAQ4	4.2936E 00	9.0577E-01	8.2042E-01	21.10	109
37 OCAY	1.7110E 01	2.8223E 00	8.8767E 00	15.33	109
38 EDULEV	7.5413E 00	1.6246E 00	2.6395E 00	21.54	109

DESCRIPTIVE STATISTICS PACKAGE  
 (COMPUTED WITH MISSING DATA)

VARIABLES	MEANS	STANDARD DEVIATIONS	VARIANCES	COEFFICIENTS OF VARIATION	COUNTS
39 EDAQ1	4.3321E 00	8.0030E-01	6.4016E-01	17.65	109
40 EDAQ2	4.1651E 00	7.8780E-01	6.2063E-01	18.91	109
41 EDAQ3	4.2477E 00	1.0106E 00	1.0214E 00	23.79	109
42 EDAQ4	3.9450E 00	9.8935E-01	9.7842E-01	25.07	109
43 EDAY	3.5881E 01	2.7539E 00	7.5875E 00	16.32	109
44 STRONG	3.6239E 00	9.6901E-01	9.4054E-01	26.76	109
45 GERT	3.6606E 00	8.1899E-01	6.7074E-01	22.37	109
46 GENEXP	3.9780E 00	1.2118E 00	1.4684E 00	33.87	109
47 MOAS	4.1472E 01	7.5618E 00	5.7177E 01	18.23	108
48 MOCAQ1	4.1339E 00	5.1301E-01	2.6400E-01	12.43	108
49 MOCAQ2	4.1258E 00	4.8493E-01	2.3430E-01	11.73	108
50 MOCAQ3	4.2370E 00	5.2570E-01	2.7636E-01	12.41	108
51 MOCAQ4	3.9916E 00	5.1403E-01	2.6422E-01	12.88	108
52 MOCAT	1.6594E 01	1.7245E 00	2.9738E 00	10.39	108
53 MOCBQ1	4.0710E 00	5.6603E-01	3.2039E-01	13.90	108
54 MOCBQ2	4.3274E 00	4.3358E-01	1.8799E-01	10.02	108
55 MOCBQ3	4.3975E 00	5.1403E-01	2.6421E-01	11.69	108
56 MOCBQ4	4.0737E 00	4.8804E-01	2.3818E-01	11.98	108
57 MOCBT	1.8878E 01	1.9432E 00	2.3792E 00	9.13	108
58 MEDULEV	7.7678E 00	1.1718E 00	1.3732E 00	15.09	108
59 MEDAQ1	4.2174E 00	4.6184E-01	2.1330E-01	10.99	108
60 MEDAQ2	4.0023E 00	5.2783E-01	2.7860E-01	13.19	108
61 MEDAQ3	4.0251E 00	4.9390E-01	2.4354E-01	12.26	108
62 MEDAQ4	3.9551E 00	4.8726E-01	2.3743E-01	13.71	108
63 MEDAY	1.9933E 01	2.1198E 00	4.4681E 00	13.27	108
64 MEDBQ1	4.2832E 00	4.6070E-01	2.1224E-01	10.76	108
65 MEDBQ2	4.0226E 00	5.5658E-01	3.0978E-01	13.84	108
66 MEDBQ3	4.1610E 00	4.5231E-01	2.0458E-01	10.87	108
67 MEDBQ4	3.4791E 00	5.8662E-01	3.4412E-01	16.86	108
68 MEDBT	1.6006E 01	1.7262E 00	2.9799E 00	10.78	108
69 HSYRONG	3.8908E 00	4.2450E-01	1.8020E-01	11.05	109
70 MCERT	3.6724E 00	4.2295E-01	1.7889E-01	11.52	109
71 MGENEXP	3.6702E 00	8.5373E-01	7.2886E-01	23.26	109

NUMBER OF OBSERVATIONS IS 109

CORRELATION MATRIX  
 (COMPUTED WITH MISSING DATA)

PAGE NO 1

1	2	3	4	5	6	7	8	9	10	11	12
SEX	FATHOCL	MOTHOCL	NS18S	HEALTH	FATHED	MOTHEH	RESID	FATHOCT	AFFORD	EXPENSE	OCHISOR
1.000	-.027	-.068	.030	-.062	-.024	-.030	-.175	.094	.064	-.112	.345
1.000	1.000	.183	.093	-.340	.430	.315	.193	-.137	-.219	.371	.103
		1.000	.240	-.100	.039	-.072	-.085	-.094	-.128	.033	-.050
			1.000	-.024	.063	-.057	-.076	-.093	.001	-.058	.179
				1.000	-.325	-.272	-.186	.234	.547	-.426	.040
					1.000	.486	.347	-.216	-.194	.230	.013
						1.000	.425	-.108	-.236	.318	-.005
							1.000	-.169	-.132	.322	-.065
								1.000	.040	-.072	.066
									1.000	-.629	.048
										1.000	-.018
											1.000
											OCHISOR 12

CORRELATION MATRIX  
 (COMPUTED WITH MISSING DATA)

13	14	15	16	17	18	19	20	21	22	23	24	
OCTOTSO	OCISO	EDMISOR	EDTOTSO	EDISO	MISORT	TOTSO	ISOT	LSMISOR	LSTOTSO	LSISO	SMTOTSO	
.408	-.111	.360	.344	.090	.382	.415	-.113	.414	.329	.243	.344	SEX 1
.022	.095	.218	.197	.010	.173	.118	.085	.054	.039	.010	.084	FATHOCL 2
-.050	.115	-.089	-.182	.200	-.064	-.126	-.083	-.154	-.196	.131	-.107	MOTHOCL 3
.411	.227	.159	.103	.136	.183	.118	.020	.058	.070	-.074	.015	NSIBS 4
.056	.061	-.145	-.146	.044	-.055	-.046	.074	.152	.111	.197	-.056	HEALTH 5
.019	-.118	.150	.122	.054	.087	.076	-.030	.036	.093	-.095	.175	FATHED 6
-.076	-.116	.141	.110	.054	.072	.016	-.022	.014	-.016	.069	.125	MOTHEID 7
-.097	-.092	-.026	.007	-.175	-.050	-.051	-.048	.080	.120	-.165	.102	RESID 8
.047	.098	.054	.013	.124	.066	.034	.149	.047	-.024	.088	-.069	FATHOCT 9
.130	-.026	-.040	.017	-.065	-.005	.083	.067	.114	.178	.022	.078	AFFORD 10
-.141	.064	.089	.009	.033	.028	-.077	-.074	-.081	-.097	-.089	.075	EXPENSE 11
.870	.087	.700	.610	.212	.925	.820	.306	.714	.702	.089	.468	OGMISOR 12
1.000	-.232	.619	.647	.032	.810	.913	.043	.664	.720	.058	.420	OGTOTSO 13
	1.000	.001	-.195	.289	.032	-.236	.469	-.032	-.128	.135	-.048	OCISO 14
		1.000	.887	.315	.919	.825	.152	.659	.632	.133	.549	EDMISOR 15
			1.000	-.094	.809	.901	-.021	.582	.619	.024	.490	EDTOTSO 16
				1.000	.285	-.032	.324	.206	.081	.244	.177	EDISO 17
					1.000	.892	.250	.745	.724	.120	.551	MISORT 18
						1.000	.013	.688	.740	.045	.500	TOTSO 19
							1.000	.150	.139	.086	.090	ISOT 20
								1.000	.858	.324	.613	LSMISOR 21
									1.000	-.019	.608	LSTOTSO 22
										1.000	.093	LSISO 23
											1.000	SMTOTSO 24

CORRELATION MATRIX  
 (COMPUTED WITH MISSING DATA)

25	26	27	28	29	30	31	32	33	34	35	36	
NPAT	NATO	SDS	LEADACT	LEADER	IQ	GPA	OAS	OCAQ1	OCAQ2	OCAQ3	OCAQ4	
.105	-.117	-.005	.089	-.105	.176	.179	-.000	.022	-.029	.271	-.285	SEX 1
-.028	.064	-.061	.203	.220	.099	.177	.195	.113	.030	.001	-.026	PATMOCL 2
-.131	-.116	-.046	.022	.085	-.114	.070	-.023	-.004	.030	.042	.017	MOTHOCL 3
.065	.019	-.047	.035	-.013	-.122	-.145	.063	-.082	-.080	.062	-.157	NSIBS 4
.092	.017	-.008	-.247	-.113	.108	-.006	-.212	.015	-.027	-.108	.076	HEALTH 5
.011	.043	-.049	.261	.211	.129	.129	.270	.283	-.078	.071	-.017	PATMED 6
-.029	.055	-.018	.186	.288	.114	.057	.162	.186	-.093	-.096	-.080	MOTMED 7
-.098	.081	-.053	.074	.087	-.065	-.051	.017	.124	.039	.084	.173	RESID 8
.108	.123	-.124	-.028	-.035	.071	.007	.130	-.162	-.136	-.138	-.125	PATROCT 9
.126	.043	.013	-.130	.006	.079	-.041	-.076	.065	.061	-.026	.159	AFFORD 10
-.158	.077	-.032	.173	.139	.193	.229	.256	-.009	-.062	-.128	-.217	EXPENSE 11
.382	.127	.176	.235	.065	.180	.132	.047	.224	-.113	.162	-.002	OCHISOR 12
.415	.060	.118	.239	.046	.216	.124	.048	.207	-.030	.194	.033	OBTOISO 13
-.049	.116	.025	-.072	.019	-.096	.054	-.107	.006	.050	-.001	.106	OCISO 14
.321	.030	.093	.464	.315	.303	.289	.262	.303	-.070	.181	-.106	EBNISOR 15
.354	.026	.109	.430	.227	.234	.162	.290	.228	-.055	.123	-.092	EDTOISO 16
-.001	.069	-.045	.116	.199	.189	.252	.058	.180	-.049	.116	-.049	EDISO 17
.382	.086	.148	.377	.204	.260	.225	.165	.285	-.100	.186	.057	MISORT 18
.425	.048	.125	.365	.147	.248	.155	.182	.239	-.046	.176	-.030	70TISO 19
.289	.290	.211	.016	.036	.102	.057	-.020	.192	-.150	-.050	.134	180T 20
.243	-.062	.043	.194	.106	.293	.260	.086	.348	.072	.204	.172	L9MISOR 21
.356	.106	.157	.217	.064	.301	.184	.074	.301	.040	.193	.164	L9TOISO 22
-.040	-.271	-.162	.052	.067	.257	.275	-.012	.190	.088	.123	.180	LSISO 23
.181	.005	.214	.424	.262	.274	.296	.279	.265	.036	.191	.003	SHTOISO 24
1.000	.334	.187	.001	-.076	.132	-.008	.071	.112	-.012	.105	-.027	NPAT 25
	1.000	.115	-.057	-.117	.051	-.151	.038	-.030	-.144	-.165	.022	NATO 26
		1.000	.127	.021	-.042	-.030	.007	.193	-.003	.089	.056	SDS 27
			1.000	.572	.223	.414	.597	.224	-.128	.097	-.078	LEADACT 28
				1.000	.290	.439	.425	.304	-.050	.113	.035	LEADER 29
					1.000	.602	.342	.323	-.087	.027	.009	IQ 30
						1.000	.390	.217	-.120	.017	-.055	GPA 31
							1.000	.217	-.085	.100	-.086	OAS 32
								1.000	.274	.308	.244	OCAQ1 33
									1.000	.289	.454	OCAQ2 34
										1.000	.126	OCAQ3 35
											1.000	OCAQ4 36

CORRELATION MATRIX  
 (COMPUTED WITH MISSING DATA)

37	38	39	40	41	42	43	44	45	46	47	48
OCAT	EDULEV	EDA01	EDA02	EDA03	EDA04	EDAT	STRONG	CERT	GENEXP	MOAS	MOCA01
-.025	-.223	-.072	.037	-.103	.015	-.040	.308	.097	-.053	-.025	-.014
.030	.310	.168	.073	.132	.147	.173	.058	.169	.251	.324	-.100
-.048	-.015	.036	.064	-.087	.024	.010	.096	-.082	-.081	-.094	-.084
-.069	-.060	-.004	.126	.032	-.000	.043	.101	-.035	-.103	-.140	.060
-.012	-.280	-.308	-.298	-.243	-.157	-.322	-.059	-.130	-.307	-.191	.123
.079	.383	.147	.208	.273	.114	.247	.160	.245	.368	.300	-.165
-.048	.335	.027	.070	.171	.176	.158	.111	.185	.234	.232	-.201
.166	.133	.052	.132	.029	-.031	.050	.004	.172	.092	.096	.004
-.087	-.211	-.125	-.147	-.117	-.123	-.156	-.208	-.100	-.114	-.117	.083
-.151	.316	.185	.090	.179	.029	.156	-.023	.064	.307	.315	-.086
.088	-.063	.095	.036	-.076	.037	.025	.165	.094	.042	.001	.021
.137	-.124	.001	.085	-.093	.028	.017	.262	.198	.044	-.042	-.022
.053	.040	.111	-.110	-.036	-.003	-.013	-.057	.005	-.052	.018	.095
.108	.213	.126	.033	.097	.119	.111	.209	.161	.310	.259	-.023
.064	.150	.080	.099	.134	.132	.150	.197	.175	.296	.193	-.030
.090	.164	.103	-.076	-.040	.071	.017	.074	-.010	.110	.146	.067
.106	.079	.119	.037	-.012	.084	.073	.203	.138	.188	.138	-.001
.112	.010	.043	.101	.042	.086	.090	.254	.206	.183	.079	-.039
.045	.099	.123	-.139	-.017	-.007	-.013	-.060	.037	.058	.091	.167
.286	-.057	-.006	.003	-.071	.070	-.002	.156	.093	.074	.069	.050
.262	-.078	-.006	.023	.031	.007	-.006	.149	.154	.077	.057	.071
.174	.006	.107	-.048	-.093	.164	.059	.212	.065	-.027	.046	-.098
.173	.127	.051	.051	.071	.201	.127	.160	.146	.259	.223	.176
.061	-.057	.081	.130	.012	.115	.107	.204	.188	.069	-.048	-.036
-.118	.100	-.024	-.123	-.024	-.015	-.056	-.114	-.062	.074	.039	.115
.135	.166	.032	-.036	.097	.062	.054	-.053	.016	.105	-.089	-.020
.043	.486	.094	.180	.208	.179	.218	.096	.130	.458	.444	-.076
.119	.603	-.060	.075	.206	.256	.174	.005	.095	.477	.507	.073
.093	.331	.067	.028	.217	.055	.127	.081	.056	.345	.483	.079
.050	.471	-.015	.109	.191	.128	.140	.182	.085	.393	.551	.009
.051	.652	.180	.302	.422	.333	.413	.091	.033	.871	.667	.070
.667	.325	.097	.148	.168	.040	.144	.255	.246	.268	.287	-.266
.721	-.200	.082	.162	-.082	-.012	.033	.173	.177	-.110	-.095	-.042
.630	.005	.134	.161	-.014	-.013	.073	.414	.442	.110	-.024	-.061
.649	-.059	.140	.061	.001	.163	.114	.053	.186	-.089	-.140	.013
											SEX 1
											FATHOCL 2
											MOTHOCCL 3
											NSIBS 4
											WEALTH 5
											FATHED 6
											MOTHED 7
											RESID 8
											FATHOCT 9
											AFFORD 10
											EXPENSE 11
											OGMISOR 12
											OGTOTO 13
											OGISO 14
											EDMISOR 15
											EDTOTO 16
											EDISO 17
											MISORT 18
											YOTSO 19
											ISO 20
											LSMISOR 21
											LSOTO 22
											LSISO 23
											SMOTO 24
											NAT 25
											NATO 26
											SDS 27
											LEADACT 28
											LEADER 29
											IQ 30
											GPA 31
											OAS 32
											OCAQ1 33
											OCAQ2 34
											OCAQ3 35
											OCAQ4 36

1.000	.034	.162	.179	.032	.017	.106	.304	.362	.073	.040	-.138	OCAT 37
1.000	.154	.248	.248	.465	.261	.379	.019	.139	.799	.646	-.019	EDULEV 38
	1.000	.491	.491	.465	.318	.714	.213	.066	.253	.061	-.007	MDAQ1 39
		1.000	1.000	.599	.416	.799	.324	.202	.268	.078	-.078	MDAQ2 40
				1.000	.412	.819	.190	.080	.479	.255	-.029	MDAQ3 41
					1.000	.728	.239	.137	.320	.152	.113	MDAQ4 42
						1.000	.312	.158	.440	.183	.010	EDAT 43
							1.000	.561	.069	-.028	-.116	STRONG 44
								1.000	.144	.046	-.039	CERT 45
									1.000	.712	.038	GENEXP 46
										1.000	.137	MOAS 47
											1.000	MOCAG1 48

UNIVERSITY OF WISCONSIN COMPUTING CENTER PROGRAM DSTAT1 RUN V1 06/24/68  
 VALIDITY SAMPLE 71 VARIABLES ON 5 CARDS PER SUBJECT.N8109

CORRELATION MATRIX  
 (COMPUTED WITH MISSING DATA) PAGE NO 3

49	50	51	52	53	54	55	56	57	58	59	60	
MOCAG2	MOCAG3	MOCAG4	MOCAT	MOCBQ1	MOCBQ2	MOCBQ3	MOCBQ4	MOCBT	MEDULEV	MEDAG1	MEDAG2	
-.117	.093	-.098	.091	.024	.005	.173	-.037	.069	-.189	-.335	-.195	SEX 1
-.031	.078	.005	.060	-.166	-.018	-.106	-.080	-.134	.348	.190	.217	FATHOCL 2
-.186	-.193	-.068	.105	.003	-.024	-.205	-.037	-.059	-.034	.057	-.041	MOYMOCL 3
.143	.162	.003	.059	.072	.176	.040	.167	.118	.003	.054	.083	NSIBS 4
.009	-.043	-.072	-.073	.279	.020	.113	.109	.183	-.238	-.074	-.095	WEALTH 5
-.270	.126	-.167	-.192	-.293	-.323	-.129	-.345	-.370	.445	.180	.166	FATHED 6
-.160	.067	-.036	-.164	-.259	-.163	.017	-.218	-.223	.354	.197	.230	MOYHEN 7
.042	.130	.071	.009	-.189	.018	.082	-.079	-.099	.153	.216	.172	RESID 8
.076	.125	.012	.158	.150	.044	.219	.116	.194	-.193	.190	-.178	FATHOCT 9
.114	.009	-.007	.002	.180	.086	.171	.049	.149	-.179	.049	.030	AFFORD 10
-.109	-.024	.032	.045	-.207	-.158	-.119	-.195	-.231	.324	.157	.165	EXPENSE 11
.063	-.021	.028	.034	.123	.035	.096	-.051	.082	-.055	-.031	.052	OCMISOR 12
.042	-.002	-.035	.014	.123	.098	.144	-.053	.127	-.121	-.069	.003	OCYOTS 13
.083	.005	.141	.070	.049	.047	-.046	.184	.062	-.019	-.068	.029	OCISO 14
-.068	.143	-.056	.020	-.001	-.117	.157	-.084	-.003	.227	-.025	.059	EDMISOR 15
-.046	.150	-.046	.056	.028	-.043	.203	-.060	.048	.154	-.069	.092	EDTOTS 16
-.100	.005	-.074	-.072	.026	-.172	-.079	-.105	-.086	.209	.016	-.023	EDISO 17
-.002	.065	-.014	.029	.067	-.043	.136	-.073	.044	.090	-.031	.060	MISORT 18
-.000	.079	-.044	.038	.085	.033	.191	-.062	.098	.013	-.076	.030	YOYSOY 19
.045	.064	.100	.080	.070	-.039	.034	.086	.015	.088	.114	.078	ISOY 20
.136	.086	.095	.115	.136	.090	.182	.072	.186	-.035	-.017	.035	LSMISOR 21
.117	.088	.076	.117	.166	.068	.177	.053	.168	-.006	.041	.076	LSOTSO 22
-.055	-.095	.022	-.071	-.084	.061	.030	.029	.026	-.087	-.031	.029	LSISO 23
.062	.205	.084	.136	.146	-.021	.098	-.025	.087	.219	.137	.225	SMOTSO 24

**CORRELATION MATRIX  
(COMPUTED WITH MISSING DATA)**

264



CORRELATION MATRIX  
 (COMPUTED WITH MISSING DATA)

61	62	63	64	65	66	67	68	69	70	71	
MEDA03	MEDA04	MEDAT	MEDB01	MEDB02	MEDB03	MEDB04	MEDBT	MSTRONG	MCERT	MGEXEP	
-.238	.013	-.087	-.059	-.070	-.071	.160	.032	.097	-.169	-.051	SEX 1
.218	.143	.168	.216	.172	.192	-.129	.125	.208	.123	.250	FATHOCL 2
-.010	-.007	.029	-.016	-.108	-.117	-.169	-.101	.052	-.012	-.031	MOTHOCCL 3
.005	.000	.116	-.022	-.172	-.149	.024	-.156	.016	-.067	-.071	NSIBS 4
-.165	-.161	-.087	.032	-.127	-.167	-.056	-.080	-.151	-.005	-.190	HEALTH 5
.187	.070	.241	.016	.027	.030	-.120	-.055	.092	.054	.268	FATHED 6
.198	.131	.172	.149	.280	.100	-.080	.091	.035	-.035	.205	MOTHED 7
.203	-.025	.164	.162	.262	.268	-.041	.127	.137	.145	.087	RESID 8
-.177	-.047	-.069	-.050	.036	-.005	.043	.074	-.087	-.008	-.076	FATHOCT 9
-.033	.037	.092	.156	.123	.061	.088	.037	.064	-.011	-.068	AFFORD 10
.134	.117	.115	-.068	.123	.031	-.089	-.025	.120	.151	.290	EXPENSE 11
-.095	.069	.091	.054	.018	.025	.087	.072	.013	-.109	-.080	OCMISOR 12
-.131	.045	.081	.072	.059	.084	.159	.149	-.003	-.065	-.091	OCYOTSO 13
-.068	-.055	-.097	.000	-.103	-.065	-.099	-.111	-.077	-.059	.026	OCISO 14
-.007	.110	.043	.071	.066	.011	.105	.093	.040	.037	.239	EDMISOR 15
-.057	.055	-.017	.131	.094	.068	.116	.126	.105	.112	.166	EDYOTSO 16
-.119	.126	.170	-.145	-.119	-.163	-.033	-.108	-.147	-.041	.200	EDISO 17
-.056	.097	.074	.067	.045	.039	.104	.090	.028	-.041	.083	MISORT 18
-.105	.055	.037	.111	.084	.084	.153	.152	.055	.023	.037	YOTSOY 19
.062	-.059	.032	.023	-.092	-.019	-.117	-.078	.048	.045	.007	ISOT 20
-.057	-.028	.112	.024	-.014	-.055	.015	.040	.062	-.060	.010	LSMISOR 21
-.001	-.011	.166	.023	.025	.014	.028	.038	.059	-.014	-.002	LSTOTSO 22
-.124	.003	-.027	.039	.000	-.131	-.027	-.002	.030	-.128	-.036	LSISO 23
.072	.106	.244	.162	.132	.087	.113	.195	-.006	-.071	.229	SMTOTSO 24
-.141	-.156	-.105	-.056	-.101	-.061	-.088	-.098	.002	-.030	-.127	NPAT 25
.098	-.059	.037	-.006	.075	.037	-.073	.005	.000	.111	-.037	NATO 26
.070	.018	-.001	.063	.025	.079	.023	.046	-.034	-.029	-.143	SDS 27
.270	.231	.222	.175	.155	.170	.151	.235	.053	.138	.438	LEADACT 28
.381	.254	.215	.041	.116	.117	.106	.124	-.018	.082	.587	LEADER 29
.146	.148	.274	.145	.128	.079	.111	.128	.100	.113	.436	IQ 30
.194	.173	.201	.052	.065	-.035	.044	.047	.089	.031	.553	GPA 31
.366	.108	.200	.128	.171	.165	-.131	.104	.083	.241	.637	OAS 32
.194	.104	.213	.189	.118	.046	-.017	.090	.043	-.009	.174	OCAQ1 33
-.023	.033	.072	.132	.039	.019	-.029	.033	.101	-.085	-.081	OCAQ2 34
-.014	-.077	.006	-.010	-.012	.071	-.097	-.032	-.035	-.229	-.832	OCAQ3 35
-.016	-.041	.037	.027	.022	.067	-.056	-.000	-.075	-.008	-.137	OCAQ4 36

CORRELATION MATRIX  
 (COMPUTED WITH MISSING DATA)

61	62	63	64	65	66	67	68	69	70	71
MEDAQ3	MEDAQ4	MEDAT	MEDBQ1	MEDBQ2	MEDBQ3	MEDBQ4	MEDBT	MSTRONG	MCERT	MGENEXP
.065	-.015	.110	.122	.041	.066	-.092	.017	.007	-.110	-.012
.471	.268	.291	.150	.195	.196	.044	.177	.075	.219	.838
.077	.074	.145	.018	-.018	-.002	-.026	.003	-.048	-.030	.053
.181	.157	.211	.072	.035	.044	.059	.053	.087	-.014	.146
.259	.192	.154	.124	.143	.146	.047	.093	.058	.102	.285
.176	.067	.094	.106	.088	.073	.048	.115	.079	.093	.170
.229	.165	.182	.109	.085	.093	.048	.094	.060	.031	.214
-.072	-.045	-.034	.090	.015	-.013	-.039	-.005	.091	-.095	-.034
-.086	.016	-.025	-.020	.010	-.052	.080	-.014	.046	.039	.017
.396	.186	.206	.144	.194	.233	-.051	.177	.113	.250	.678
.437	.236	.338	.206	.183	.129	.043	.185	.180	.233	.889
.183	.155	.233	.038	.036	.087	.225	.124	.066	.372	.229
.055	.145	.135	.044	-.044	.035	.333	.142	.192	.049	-.003
.276	-.007	.186	.081	.039	.151	.046	.117	.004	.244	.363
.099	.109	.168	-.031	-.042	-.046	.171	.014	.212	.093	.006
.129	.099	.157	-.022	-.070	.020	.234	.066	.147	.279	.092
.110	.127	.131	.003	-.133	.006	.178	.018	.092	.348	.082
.090	-.016	.063	.004	-.064	.069	.163	.048	.167	.160	-.127
.198	.042	.126	.029	.080	.137	.234	.138	.102	.388	.240
.035	-.018	.030	.016	-.124	-.086	.210	-.016	.115	.063	-.176
.124	.035	.103	.006	-.089	.031	.239	.111	.151	.308	.012
.590	.355	.482	.240	.208	.188	.163	.187	.182	.233	.795
.718	.356	.695	.456	.463	.391	.237	.434	.222	.248	.408
.562	.542	.711	.594	.598	.367	.387	.569	.269	.180	.349
1.000	.339	.632	.311	.351	.499	.175	.379	.287	.387	.468
	1.000	.586	.319	.410	.206	.714	.499	.151	.096	.247
		1.000	.415	.424	.314	.400	.460	.135	.092	.335
			1.000	.728	.637	.338	.791	.248	.166	.161
				1.000	.688	.441	.849	.051	.508	.150
					1.000	.313	.757	.163	.259	.134
						1.000	.637	.034	.633	.045
							1.000	.151	.151	.163
								1.000	.494	.075
									1.000	.260
										1.000
										MSTRONG 69
										MCERT 70
										MGENEXP 71

## APPENDIX E

### Code Book

Watertown  
Coding Key

West Bend  
Coding Key 100  
Coding Key 1nn  
Coding Key 200, 2nn, 3nn, 4nn, 5nn  
Card Coding

Department of Rural Sociology  
University of Wisconsin  
Madison, Wisconsin

CODING KEY - WATERTOWN  
RELIABILITY SAMPLE

1. The packet contains 3 forms:

1. Subject Identification Form
2. Occupation Test Form A-Long or B-Short
3. Education Test Form A-Long or B-Short

2. Each subject took a retest.

MISOR Score:

Total of MISOR score for all significant others--  
For individual S.O.'s give one score for each page  
on which name appears--not the number of times

3. Missing data to be left blank.

COL.FORMQUESTION

- 1-2      Sample Identification  
01 - sample one  
02 - sample two (Watertown)  
          T<sub>1</sub> September 28, 1967  
          T<sub>2</sub> November 30, 1967  
03 - sample three  
nn - sample nn
- 3-5      Subject Identification  
001 - subject 1      Last three digits of  
002 - subject 2      identification number  
nnn - subject nnn      found on cover of test form
- 6-7      Card Identification  
00 - subject      Number assigned to S.O.  
01 - S.O. number 1  
02 - S.O. number 2  
nn - S.O. number nn
- 8-9      Type and Order of Questionnaire Identification  
Found on Subject card; first digit of the identification number  
01 - series one  
02 - series two  
03 - series three  
04 - series four
- 8-9      Relationship of S.O. to Subject  
Found on S.O. card  
01 - father  
02 - mother  
03 - brother  
04 - sister  
05 - other relative  
06 - friend same sex (peer)  
07 - friend opposite sex (peer)  
08 - teacher, guidance counsellor  
09 - adult friend or acquaintance
- 10      Misor Occupational Form A--Short Form (Test 1)
- 11      Misor Educational Form A--Short Form (Test 1)
- 12      Sum of Educational A and Occupational A Misor Scores (Test 1)
- 13      Misor Occupational Form B--Long Form (Test 1)
- 14      Misor Educational Form B--Long Form (Test 1)
- 15      Sum of Educational B and Occupational B Misor Scores (Test 1)
- 16      Misor Occupational Form A--Short Form (Test 2)
- 17      Misor Educational Form A--Short Form (Test 2)
- 18      Sum Misor Occupational A and Educational A (Test 2)

COL.

- 19      Misor Occupational Form B--Long Form (Test 2)
- 20      Misor Educational Form B--Long Form (Test 2)
- 21      Sum Misor Occupational B and Educational B (Test 2)
- 22      Sex of Subject  
1 - male  
2 - female
- 23-24    Age of Subject  
nn - nn years old
- 25      Year in School  
1 - junior  
2 - senior
- 26      Father's Employment Status  
1 - employed  
2 - unemployed  
3 - retired  
4 - deceased
- 27-28    Father's Occupational Level  
This number is determined by the Duncan Occupational SES Scores  
(National Opinion Research Center--Duncan Revision  
of North-Hatt Occupational Prestige Scale)  
98 - student
- 29      Mother's Employment Status  
1 - employed  
2 - unemployed  
3 - retired  
4 - deceased  
5 - housewife
- 30-31    Mother's Occupational Level  
This number is determined by the Duncan Occupational SES Scores  
98 - student  
97 - housewife
- 32      Number of siblings for the subject  
1 - one  
2 - two  
3 - three  
4 - four  
5 - five  
6 - six or more  
0 - 0, no siblings

COL.

- 33      Relative SES in Community  
1 - considerably above average  
2 - somewhat above average  
3 - average  
4 - somewhat below average  
5 - considerably below average
- 34      Father's Educational Level  
1 - less than 8 grades  
2 - 8 grades  
3 - 9-11 grades  
4 - 12 grades  
5 - some college  
6 - college degree  
7 - an advanced degree
- 35      Mother's Educational Level  
(Use same key as in 34)
- 36      Residence of Subject  
1 - farm  
2 - rural non-farm  
3 - village less than 2,500  
4 - town 2,500-10,000  
5 - city over 10,000
- 37      Type of Father's Occupation  
1 - office work  
2 - professional  
3 - executive  
4 - factory worker  
5 - salesman  
6 - owns, rents, manages small business  
7 - other  
8 - owns, rents, manages farm
- 38      Ability of Parents to Send Student through College  
1 - can easily afford it  
2 - afford it with sacrifice  
3 - cannot afford it  
4 - student works to help family
- 39      Estimate of Parental Contribution to College Education Expenses  
1 - none  
2 - less than \$500  
3 - \$500-\$1,000  
4 - \$1,000-\$1,500  
5 - Total expenses
- 80      Card Tag--Administration Number  
1 - First Administration  
2 - Second Administration (retest)

Department of Rural Sociology  
University of Wisconsin  
Madison, Wisconsin

Coding Key 100

CODING KEY - VALIDITY SAMPLE  
SUBJECT IDENTIFICATION  
WEST BEND

The student packet contains 9 forms:

1. Subject Identification
2. Occupational Form A
3. Educational Form A
4. Life Style Indicator
5. Sociometric Instrument
6. Negative Personality Adjustment Test
7. Negative Attitude Toward Others
8. Schultz Dogmatism Test
9. Sewell Leadership Test

I.Q. and Grade Point Average (from list of students)

Missing Data is coded as 9



<u>Col.</u>		<u>FORM</u>	<u>QUESTION</u>
1-2	<u>Sample Identification</u> 01 - Eau Claire, sample one 02 - Watertown, sample two 03 - West Bend, sample three nn - sample nn		
3-5	<u>Subject Identification</u> (Last three digits of identification number found on cover of test form)  001 - subject one 002 - subject two 003 - subject three nnn - subject nnn		
6-8	<u>Card Identification</u> 100 - subject identification card (Forms 100, 200, 500, 600) 1nn - significant other identification card nn 200 - subject expectation card (Forms 300, 400) 2nn - significant other expectation card nn (all and definer) 3nn - reliability retest, significant other expectation card nn (all and definer) 4nn - significant other model expectation card nn 5nn - significant other model expectation card nn reliability retest		
9	<u>Sex</u> 1 - male 2 - female	SIF	Q3
10-11	<u>Age</u> 01 - one year old 02 - two years old nn - years old	SIF	Q4
12-13	<u>Year in school</u> 09 - freshman 10 - sophomore 11 - junior 12 - senior	SIF	Q5
14-15	<u>Father's Occupational Level</u> (From occupational information of questionnaire, see Duncan Occupational SES Scores Appendix VII, column 2)	SIF	Q8
16-17	<u>Mother's Occupational Level</u> (Same as above.)	SIF	Q9

<u>Col.</u>		<u>FORM</u>	<u>QUESTION</u>
18	<u>Number of siblings</u> 0 - none 1 - one 2 - two 3 - three 4 - four 5 - five 6 - six 7 - seven n - n	SIF	Q10
19	<u>Subjective Relative Wealth</u> 1 - considerably above average 2 - somewhat above average 3 - average 4 - somewhat below average 5 - considerably below average	SIF	Q11
20	<u>Father's Educational Level</u> 0 - less than 8 grades 1 - 8 grades 2 - 9-11 grades 3 - 12 grades 4 - some college 5 - college degree 6 - advanced degree	SIF	Q12
21	<u>Mother's Educational Level</u> (Same as column 20)	SIF	Q12
22	<u>Residence</u> 1 - farm 2 - rural non-farm 3 - village less than 2,500 4 - town 2,500-10,000 5 - city over 10,000	SIF	Q13
23	<u>Type of Father's Occupation</u> 1 - office work 2 - professional 3 - executive 4 - factory worker 5 - salesman 6 - owns, rents, manages small business 7 - other 8 - owns, rents, manages farm	SIF	Q14
24	<u>Subjective ability of parents to send</u> <u>subject through higher education</u> 1 - can easily afford it 2 - afford it with sacrifice 3 - cannot afford it 4 - student works to help family	SIF	Q15

<u>Col.</u>		<u>FORM</u>	<u>QUESTION</u>
25	<u>Subjective estimate of parental contribution to higher education</u> 1 - none 2 - less than \$500 3 - \$500-\$1,000 4 - \$1,000 - \$1,500 5 - total expenses	SIF	Q16
26	<u>Blank</u>		
27-28	<u>Total MISOR--Occupational Form A</u> (Total of MISOR scores for all significant others--for individual S.O.'s give one score for each page on which name appears, <u>not for the number of times on each page</u> )	SOB OCCUP A	
29-30	<u>TOTSO--Occupational Form A</u> The total number of Significant Others listed in the form	SOB OCCUP A	
31-33	<u>ISO--Occupational Form A</u> Index of Significant Others  <u>Column 27-28</u> 4 x columns 29-30 Carry out 4 places and round off the last number (5 or more add 1)	SOB OCCUP A	
34-35	<u>Total MISOR--Educational Form A</u> (Total of MISOR scores for all Significant Others--for individual S.O.'s give one score for each page on which name appears, <u>not for the number of times on each page</u> )	SOB ED A	
36-37	<u>TOTSO--Educational Form A</u> The total number of Significant Others listed in the form	SOB ED A	
38-40	<u>ISO--Educational Form A</u> Index of Significant Others  <u>Columns 34-35</u> 4 x columns 36-37  Carry out 4 places and round off the last number (5 or more add 1)	SOB ED A	
41-43	<u>MISOR--Grand total of misor scores for Occupational Forms A and Educational Form A</u> Sum columns 27-28 plus 34-35.	SOB OCCUP A SOB ED A	

<u>Col.</u>		<u>FORM</u>	<u>QUESTION</u>
44-45	<u>TOTSO--Grand Total</u> Sum of columns 29-30 plus 36-37	SOB SOB	OCCUP A ED A
46-48	<u>ISO--Total</u>  Columns 41-43 8 x columns 44-45  Carry out 4 places and round off the last number (5 or more add 1)		
49-51	<u>MISOR--Life Style Indicator (TOTAL)</u> (Total of MISOR scores for all Significant Others--for individual S.O.'s give one score for each page on which name appears, <u>not for the number of times on each page</u> )	LSI	
52-53	<u>TOTSO--Life Style Indicator</u> Total number of Significant Others listed on the form	LSI	
54-56	<u>ISO--Life Style Indicator</u>  Columns 49-51 4 x columns 52-53  Carry out 4 places and round off the last number (5 or more add 1)	LSI	
57-58	<u>TOTSO--Sociometric Instrument</u> Total number of Significant Others which appear on form, not the number of times	SOCIO	INSTR
59-61	<u>Negative Personality Adjustment Test (31 questions)PAT</u> 1. Reverse Scoring Questions: 1,2,4,6,10,12,14 18,19,20,24  Reverse Scoring 1 - 5 2 - 4 3 - 3 4 - 2 5 - 1  2. Add Score		
62-64	<u>Negative Attitude Toward Others (28 questions)</u> 1. Reverse questions: 1,2,12,13,15,17,19,23 (Same as above) 2. Add Score	ATO	
65-66	<u>Schultz Dogmatism Score</u> Number of "agree" checked	SDS	

<u>Col.</u>		<u>FORM</u>	<u>QUESTION</u>
67-68	<u>Sewell Leadership Test</u> <u>Number of Activities checked</u>	SLT	Q1
69	<u>Sewell Leadership Test</u> 3 - greater 2 - about                      than average 1 - less	SLT	Q2
70-72	<u>Subject's I.Q.</u> (From West Bend High School List)	IQ	
73-76	<u>Subject's GPA</u> (From West Bend High School List)	GPA	
77-79	<u>Blank</u>		
80	<u>Card Tag</u>		

If columns	<u>6-8 are</u>	<u>tag</u>
	100	1
	1nn	2
	200	3
	2nn	4
	3nn	6
	4nn	8
	5nn	0

CODING KEY - VALIDITY SAMPLE  
(WEST BEND)  
SIGNIFICANT OTHER IDENTIFICATION

CARD  
lnn

1. S.O.'s name goes on the top of the coding sheet.
2. Label the coding sheet on the left margin:  
lnn  
2nn  
3nn  
4nn  
5nn
3. All S.O. expectation are to be coded on the S.O. identification sheet lnn.  
If the sheet is not divided into blocks of 5, after every 6th line, draw  
a heavy line.
4. Any missing information is to be coded as 9!!

COL.

1-2

Sample Identification

01 - Eau Claire  
02 - Watertown, T<sub>1</sub>  
03 - West Bend  
nn - Sample nn

3-5

Subject Identification

The last three digits of the identification number are  
found on the cover of the test form:

001 - Subject 1  
002 - Subject 2

6-8

Card Identification

100 - Subject identification card (Forms 100, 200, 500, 600)  
lnn - Significant other identification card nn  
200 - Subject expectation card (Forms 300, 400)  
2nn - Significant other expectation card nn (all and definer)  
3nn - Reliability retest, significant other--expectation  
card nn (general and definer)  
4nn - Significant other--model expectation card nn  
5nn - Significant other--model expectation card nn--  
Reliability retest

<u>COL.</u>		<u>FORM</u>	<u>QUESTION</u>
9	<u>Sex</u> 1 - Male 2 - Female	S.O. IF	Q3
10-11	<u>Age</u>	S.O. IF	Q4
12-13	<u>Year in School</u> 09 - Freshman 10 - Sophomore 11 - Junior 12 - Senior	S.O. IF	Q9
14-15	<u>S.O.'s Occupational Level</u> NORC SCALE: Duncan Revision of North-Hatt Occupational Prestige Scale (For students with a part-time job, code as 98. For housewife with a part-time job, code as 97)	S.O. IF	Q6
16-18	<u>Blank</u>		
19	<u>Subjective Relative Wealth</u> 1 - Considerably above average 2 - Somewhat above average 3 - Average 4 - Somewhat below average 5 - Considerably below average	S.O. IF	Q7
20	<u>S.O.'s Educational Level</u> 0 - Less than 8 grades 1 - 8 grades 2 - 9-11 grades 3 - 12 grades 4 - some college 5 - college degree 6 - an advanced degree	S.O. IF	Q8
21	<u>Blank</u>		
22	<u>Residence</u> 1 - farm 2 - rural non-farm 3 - village less than 2,500 4 - town 2,500 - 10,000 5 - city over 10,000	S.O. IF	Q11
23	<u>Type of Occupation</u> 1 - Office work 2 - Professional 3 - Executive 4 - Factory worker 5 - Salesman 6 - Owns, rents, manages small business 7 - Other (student, deceased, retired) 8 - Owns, rents, manages farm	S.O. IF	Q12

<u>COL.</u>		<u>FORM</u>	<u>QUESTION</u>
24-25	<u>Relationship of Other to Subject</u> 01 - Father 02 - Mother 03 - Brother 04 - Sister 05 - Other relative 06 - Friend, same sex (peer) 07 - Friend, opposite sex (peer) 08 - Teacher, guidance counselor 09 - Adult friend or acquaintance 10 - Friend, unsepecified		
26-29	<u>Blank</u>		
30	<u>Definer for Self--Occupation</u> 0 - not listed on page 1 - listed on page once or more than once	SOB OCCUP A	Page 3
31	<u>Definer for Object--Occupation</u> 0 - not listed on page 1 - listed on page once or more than once	SOB OCCUP A	Page 1
32	<u>Model for Self--Occupation</u> 0 - not listed on page 1 - listed on page once or more than once	SOB OCCUP A	Page 4
33	<u>Model for Object--Occupation</u> 0 - not listed on page 1 - listed on page once or more than once	SOB OCCUP A	Page 2
34	<u>Total--Occupation</u> Total of columns 30-33	SOB OCCUP A	
35	<u>Definer for Self--Education</u> 0 - not listed on page 1 - listed on page once or more than once	SOB ED A	Page 3
36	<u>Definer for Object--Education</u> 0 - not listed on page 1 - listed on page once or more than once	SOB ED A	Page 1
37	<u>Model for Self--Education</u> 0 - not listed on page 1 - listed on page once or more than once	SOB ED A	Page 4
38	<u>Model for Object--Education</u> 0 - not listed on page 1 - listed on page once or more than once	SOB ED A	Page 2
39	<u>Total--Education</u> Total of columns 35-38	SOB ED A	



<u>COL.</u>		<u>FORM</u>	<u>QUESTION</u>
40	<u>Total--Occupation and Education</u> Total of columns 34 and 39	SOB OCCUP A SOB ED A	
41	<u>Sociometric Instrument</u> 0 - not listed on page 1 - listed on page once or twice	SOCIO INSTR	
42	<u>Definer for Self--Life Style Indicator</u> 0 - not listed on page 1 - listed on page once or more than once	LSI	QIII
43	<u>Definer for Object--Life Style Indicator</u> 0 - not listed on page 1 - listed on page once or more than once	LSI	QI
44	<u>Model for Self--Life Style Indicator</u> 0 - not listed on page 1 - listed on page once or more than once	LSI	QIV
45	<u>Model for Object--Life Style Indicator</u> 0 - not listed on page 1 - listed on page once or more than once	LSI	QII
46	<u>Total--Life Style Indicator</u> Total of columns 42-45	LSI	
47	<u>Total of Definer for Self, Definer for Object--</u> <u>Occupation and Total of Definer for Self, Definer</u> <u>for Object--Education.</u> Total of columns 30 + 31 + 35 + 36		
48	<u>Total of Model for Self, Model for Object--</u> <u>Occupation and Total of Model for Self,</u> <u>Model for Object--Education</u> Total of columns 32 + 33 + 37 + 38		
80	<u>Card Tag</u> If columns 6-8 are		
	100	1	
	1nn	2	
	200	3	
	2nn	4	
	3nn	6	
	4nn	8	
	5nn	0	

Department of Rural Sociology  
University of Wisconsin  
Madison, Wisconsin

Coding Key 200  
2nn  
3nn  
4nn  
5nn

CODING KEY - VALIDITY SAMPLE  
(WEST BEND)

CARD  
200  
2nn  
3nn  
4nn  
5nn

This key is to be used for both model and definer forms for cards 200, 2nn, and 4nn (later for 3nn and 5nn on the retest). Responses will vary but the major change is card identification.

- 200 - Subject expectation
- 2nn - S.O. expectation - general and definer forms
- 3nn - Reliability retest for general and definer forms
- 4nn - S.O. expectation - model forms
- 5nn - S.O. retest expectation - model forms

The retest has a green stripe on the envelope.

1. All S.O. expectation are to be coded on the S.O. identification sheet 1nn. If the sheet is not divided into blocks of 5, after every 6th line, draw a heavy line.
2. Separate packet into model and definer form piles (general forms "B" and 400 are coded with definer).

ORDER OF FORMS

General and Definer Forms

Occupational	{	331 (Male or Female)
		332A ODS
		332B ODO; OMO
Educational	{	341 EED
		342A EDS
		342B EDO; EMO
		400

Model Forms

Occupational	{	331 OEM
		332A OMS
Educational	{	341 EEM
		342A EMS

3. First code definer and general forms in 2nn; Then code model in 4nn.

. Label coding sheet on the left margin:

1nn (Coding Key 1nn)  
2nn  
3nn  
4nn  
5nn

S.O.'s name goes on the top of the coding sheet.

. ANY MISSING INFORMATION IS TO BE CODED AS 9!

101.

-2

Sample Identification

01 - Eau Claire  
02 - Watertown  
03 - West Bend  
nn - Sample nn

1-5

Subject Identification

Last three digits on the subject (student) envelope

Spaces 1-5 can be copied directly from S.O. identification sheet 1nn and put in 2nn and 4nn.

-8

Card Identification

100 - Subject identification except leadership and I.Q.,  
and grade point average  
1nn - S.O. identification complete except NORC scale:

The last 2 digits  
of these numbers  
will remain the same.

$$* \begin{cases} 101 - \text{S.O. 1} \\ 102 - \text{S.O. 2} \\ 103 - \text{S.O. 3} \end{cases}$$

The first digit  
will change  
from one card  
to another. For

200 - Subject expectation  
2nn - S.O. expectation--definer and general forms:

example: 101  
becomes 201  
on card 2nn and  
401 on card  
4nn

$$* \begin{cases} 201 - \text{S.O. 1} \\ 202 - \text{S.O. 2} \\ 203 - \text{S.O. 3} \end{cases}$$

3nn - Reliability definer retest  
4nn - S.O. model expectation:

$$* \begin{cases} 401 - \text{S.O. 1} \\ 402 - \text{S.O. 2} \\ 403 - \text{S.O. 3} \end{cases}$$

5nn - S.O. model reliability retest

COL.

FORM

QUESTION

9-29

Blank

OCCUPATION

30

Occupational Level

331

Q1

Scoring:

1 - 7

2 - 4

3 - 8

4 - 2

5 - 9

6 - 0

7 - 6

8 - 3

9 - 5

10 - 1

31-37

Use the same ranking as above in 30

Q2-8

38-39

Total Occupational Level (OAS)

Sum of columns 30-37 (excluding missing information--9)

40

Occupational Choice A Set

332A

Q1

1 - Not important at all

2 - Not too important

3 - Somewhat important

4 - Fairly important

5 - Very important

41-43

Use the same rating as above in 40

Q2-4

44-45

Total Occupational Choice

Sum of columns 40-43

46

Occupational Choice B Set--General

332B

Q1

1 - Not important at all

2 - Not too important

3 - Somewhat important

4 - Fairly important

5 - Very important

47-49

Use the same rating as above in 46

Q2-4

50-51

Total Occupational Choice--General

Sum of columns 46-49

EDUCATION

<u>COL.</u>		<u>FORM</u>	<u>QUESTION</u>
52	<u>Educational Level - Ideal</u> 1 - Quit school 2 - Finish high school 3 - Go to trade, business school, etc. 4 - Go to college 5 - Get an advanced degree	341	Q1
53	<u>Educational Level - Real</u> Same as above		Q2
54-55	<u>Combined Educational Level</u> Sum of columns 52-53		
56	<u>Educational Choice--Set A</u> 1 - Not important at all 2 - Not too important 3 - Somewhat important 4 - Fairly important 5 - Very important	342A	Q1
57-59	<u>Use the same ranking as above in 56</u>		Q2-4
60-61	<u>Total Educational Choice</u> Sum of columns 56-59		
62	<u>Educational Choice--Set B</u> 1 - Not too important at all 2 - Not too important 3 - Somewhat important 4 - Fairly important 5 - Very important	342B	Q1
63-65	<u>Use the same ranking as above in 62</u>		Q2-4
66-67	<u>Total Educational Choice--B</u> Sum of columns 62-65		
68	<u>Intensity and Reliability</u> 1 - Not strongly at all 2 - Not too strongly 3 - Somewhat 4 - Strongly 5 - Very	400	Q1
69	<u>Use the same ranking as above in 68</u>		Q2

DL.

FORM QUESTION

General Expectation Level

If columns 38-39 are equal to:

	< 35	36-44	45 >	99
2	1	2	3	1
3				
4				
5	2	3	4	3
6				
7				
8	3	4	5	5
9				
10				
99	1	3	5	9

Check columns 38-39: If 35 or less then use first vertical column.  
If 36-44 then use second column.  
If 45 or more then use third column.

Check columns 54-55: If 2, 3, 4--use first horizontal column.  
If 5, 6, 7--use second horizontal column.  
If 8, 9, 10--use third horizontal column.

-79

Blank

Card Tag

If columns 6-8 are:

100 - 1  
1nn - 2  
200 - 3  
2nn - 4  
3nn - 6  
4nn - 8  
5nn - 0

FOR 4nn and 5nn ONLY:

Columns 46-51      Blank  
Columns 62-69      Blank

## CARD CODING (WEST BEND)

Data for the West Bend sample were coded on seven cards according to Coding Keys 100; 1nn; and 200, 2nn, 3nn, 4nn, 5nn. Coding Keys 100 and 200 apply to the subject (student), while the remainder are for the significant others. Coding Key 1nn identifies the significant others, 2nn - 4nn are for their expectations, and 3nn - 5nn are for a retest subsample of significant others' expectations. The mean scores were calculated on each variable of all the significant others for a particular subject (student) from cards 2nn and 4nn. These were punched into cards M1, M2, and M3 and were utilized in the analysis data with work decks of cards 1 and 3, containing selected variables for the subjects (students) from the original subject cards (coded with Coding Keys 100 and 200). The codes for these cards are included in this section of Appendix E by card key in the following format:

<u>Card</u>	<u>Column</u>	<u>Variable No.*</u>	<u>Variable Name*</u>
1			
3			
M1			
M2			
M3			

\*These are the same as the variable numbers and names in the Identification of Variables, Appendix D, where a description of each variable is also provided.

<u>CARD</u>	<u>COLUMN</u>	<u>#</u>	<u>NAME</u>
1	1-8	x	x
	9	1	SEX
	10-13	x	x
	14-15	2	FATHOCL
	16-17	3	MOTHOCL
	18	4	NSIBS
	19	5	WEALTH
	20	6	FATHED
	21	7	MOTHEd
	22	8	RESID
	23	9	FATHOCT
	24	10	AFFORD
	25	11	EXPENSE
	26	x	x
	27-28	12	OCMISOR
	29-30	13	OCTOTSO
	31-33	14	OCISO (.xxx)
	34-35	15	EDMISOR
	36-37	16	EDTOTSO
	38-40	17	EDISO (.xxx)
	41-43	18	MISORT
	44-45	19	TOTSOT



<u>CARD</u>	<u>COLUMN</u>	<u>#</u>	<u>NAME</u>
1	46-48	20	ISOT (.xxx)
	49-51	21	LSMISOR
	52-53	22	LSTOTSO
	54-56	23	LSISO (.xxx)
	57-58	24	SMTOTSO
	59-61	25	NPAT
	62-64	26	NATO
	65-66	27	SDS
	67-68	28	LEADACT
	69	29	LEADER
	70-72	30	IQ
	73-76	31	GPA
	77-80	x	x
3	1-37	x	x
	38-39	32	OAS
	40	33	OCAQ1
	41	34	OCAQ2
	42	35	OCAQ3
	43	36	OCAQ4
	44-45	37	OCAT
	46-53	x	x
	54-55	38	EDULEV

<u>CARD</u>	<u>COLUMN</u>	<u>#</u>	<u>NAME</u>
3	56	39	EDAQ1
	57	40	EDAQ2
	58	41	EDAQ3
	59	42	EDAQ4
	60-61	43	EDAT
	62-67	x	x
	68	44	STRONG
	69	45	CERT
	70	46	GENEXP
	71-80	x	x
M1	1-51	x	x
	52-57	47 (f 6.4)	MOAS
	58	x	x
	59-63	48	MOCAQ1
	64	x	x
	65-69	49	MOCAQ2
	70	x	x
	71-75	50	MOCAQ3
	76-80	x	x

<u>CARD</u>	<u>COLUMN</u>	<u>#</u>	<u>NAME</u>
M2	1-4	x	x
	5-9	51	MOC AQ4
	10-15	52 (f 6.4)	MOCAT
	16	x	x
	17-21	53	MOCBQ1
	22	x	x
	23-27	54	MOCBQ2
	28	x	x
	29-33	55	MOCBQ3
	34	x	x
	35-39	56	MOCBQ4
	40-45	57 (f 6.4)	MOCBT
	46-58	x	x
	59-63	58	MEDULEV
	64	x	x
	65-69	59	MEDAQ1
	70	x	x
	71-75	60	MEDAQ2
	76-80	x	x
M3	1-4	x	x
	5-9	61	MEDAQ3
	10	x	x
	11-15	62	MEDAQ4

<u>CARD</u>	<u>COLUMN</u>	<u>#</u>	<u>NAME</u>
M3	16-21	63 (f 6.4)	MEDAT
	22	x	x
	23-27	64	MEDBQ1
	28	x	x
	29-33	65	MEDBQ2
	34	x	x
	35-39	66	MEDBQ3
	40	x	x
	41-45	67	MEDBQ4
	46-51	68 (f 6.4)	MEDBT
	52	x	x
	53-57	69	MSTRONG
	58	x	x
	59-63	70	MCERT
	64	x	x
	65-69	71	MGENEXP
	70-80	x	x

## APPENDIX F

### Transcripts of Detailed Interviews Interviews with Two Young People and One of the Significant Others of Each

1. Justine E \_\_\_\_\_
2. Justine E \_\_\_\_\_'s Mother
3. Ann B \_\_\_\_\_
4. Ann B \_\_\_\_\_'s friend Rosemary S \_\_\_\_\_

1. Justine E \_\_\_\_: High School Senior, Janesville, Wisconsin; 17 years old.

Q: Justine, how do you spell your last name? Justine, is that how you spell it?

A: Yes, J-u-s-t-i-n-e, and my last name E \_\_\_\_.

Q: Where do you live?

A: I live at Rural Route \_\_; mailing address is Janesville, Wisconsin.

Q: Do you live on a farm or do you live on a . . .

A: Well, we live on a . . . we have about seven acres. We have horses, dogs, and ducks and we have quite a few animals which is very enjoyable, but, I guess they classify us as a farm but we don't carry out any farming at all.

Q: I see. What does your dad do?

A: He's a salesman for Color Arts of Racine, Wisconsin.

Q: What does Color Arts make?

A: Well, actually they work indirectly through 3M Company. They make silk screen processing and they use 3M products.

Q: I can see right now we are going to be in big trouble because one of my real good friends lives two doors away from me at home and he works for . . . he's a salesman for ah . . . what's the name of it now, some other tape company. A big competitor of 3M. He sits down after he comes home from work and he says, jeepers, creepers, I could be out selling 3M stuff and here I am. Golly, I can't remember the name of that.

A: Gosh, I wouldn't know.

Q: So your father and he are probably competitors.

A: Most likely. Sounds that way.

Q: Justine, what kinds of jobs have you thought that you might like to take when you . . .?

A: After I am out of college?

Q: Yes.

A: I am especially interested in horsemanship. In fact, I have gone along this line for six years. And, right now I am under a German trainer who has trained the white horses of Vienna. You have heard of those?

Q: Oh, yes, as a matter of fact I saw a movie about them.

A: Did you? Yes, well, I am now under his teaching and working with my own horses. And I have a horse now that is working out very nicely. But, I plan on completing my four years of college and mainly because I want something to have this education. Because I believe a person should further their education as far as they are able to and actually when I get out of school I would like to teach horsemanship. As it is, I cannot actually afford to go to a college where they do have horsemanship, and usually it is a college in the East which is just a kind of finishing school. I want to be able to teach horsemanship and I feel that college will help me out all the way in my life and if I ever have to lean back on something, a teaching career such as English, which is my favorite subject, would be very handy.

Q: Why do you like to be around horses or teach horsemanship?

A: Well, I find a great understanding between horses. I mean they are real true to you--they are not false. There are people in this world that are quite false. Horses just aren't. You find a great relationship between them.

Q: How come you don't want to be a dog trainer?

A: I don't know. I just picked horses. I have always liked horses. When you ride them there is a great feeling when you have a horse that is really working well under you.

Q: Sportscar driver?

A: No.

Q: Grand Prix racer?

A: No.

Q: What do you do when you train horses? I'm from New York myself. You have got me completely confused about them.

A: Gosh, right now I work about an hour and a half a day at a slow trot, sitting and making circles and changing my gait from a walk to a trot and this teaches them to keep its head down because I use side reins which are Martingale type of thing which pulls the horse's head back and keeps it firm in the place where it should be. Actually, the training I am going through is dressage. You teach the horse its natural way of going. There is nothing false or fake about it. You just naturally teach the horse in its way of going. Actually, you are in practice to have a horse that makes side steps as you probably saw in the movie and work gracefully in everything and to be all under control.

Q: Are those the horses by the way, I think I remember that much, that during the war the director had to save them.

A: Oh yes, Pedesky or something like that? Yeh, it is.

Q: What do you like about doing that sort of stuff? What is it like, not just what do you like about doing it, but what is it like. What do you do?

A: Oh gosh, I don't know. You go out and work with something and when you get done after an hour and a half you feel that you have accomplished something. It really is, because you have a horse that is entirely different than you and you have to work together to find an understanding actually between yourself and work together to perform what you want.

Q: Do you work with other people there very much?

A: Do you mean with my horses and other people?

Q: Yes, are there other people around when you work?

A: Well, you see I have also taught horsemanship. This summer, I spent teaching horsemanship. And usually I had young students, but I had students from Madison and East Troy. There are people who really want to learn and they have no one to learn from. And so through my relationships with them and my horses I tried to teach them how to ride.

Q: Why is it that you want to get associated with the teaching end of it?

A: Because I like to help other people also further their education because I know there is a lot of people who would really like to learn and I myself want to learn the right way and then pass this on to other people.

Q: Is there a lot of people doing this?

A: Oh, I don't know. Horses are becoming more popular every year, they state. But as far as teaching and the qualified teachers there just doesn't seem to be. But, it is hard to. Everyone has their own theory. It is hard to pick the one that you think is right. When you do pick that, who's to say that you have picked the right one. I have had three trainers now. This is my fourth one. And now this fourth one I have found is really the best one that I have had so far.

But, I'm still checking with an open mind. There are still other things . . . things which I may find out myself later on.

Q: How did you get interested in horses?

A: Gosh, I don't know. I think it's something you just have, I guess. We had a pony when we first started out. My father got it for us. My brother and I, that is. Then it just gradually grew. I just liked horses. When it first started out, I didn't consider it as a life career type of thing, but then I became more interested in it and it is the only thing that I really like to do except there are little minor things I like to do.

Q: Well, would you say that anyone had any influence in your choosing that?

A: No, I don't think so. My parents helped me add everything possible to further my education and have given me in the horse field everything I've needed to further my education. But, actually they haven't influenced me to do it at all.

Q: Do they like your doing this?

A: Well, I think my mother is for it because she feels that I should have this interest and she likes to see me not be like other girls running around and this type of thing like some of them tend to do at this time of their life and she likes to see me interested in something like this. While my father says it's OK that later in life it will give me a good income and everything if I do stay single. But, he also feels that there are other jobs that are more important such as maybe teaching school or something really getting up on education.

Q: Have you ever thought of teaching school?

A: Yes, very much. I'm very interested in English, and I would like to teach later on maybe if my horsemanship thing somehow doesn't work out. You're apt to become so that you can't teach horsemanship so that you can't ride. So something that I can lean back on I would like to teach.

Q: What do you think it would be like to teach in school?

A: Gosh, I don't know. Seeing this high school here and the way it's run and the conflicts that arise between oh, such things as the faculty and the way it's run and the office and the way the teachers like to have it run. The students themselves. There are so many students that have no desire to learn or they want to be careless somehow on their education process. I think probably maybe the younger students would be easier to teach or else the college. But, I think that probably the hardest students to teach would be the high school students.

Q: How did you become to believe these things?

A: I guess through seeing other people and maybe seeing other people's mistakes in such things as ignoring education and that type of thing. So, I just formed my own ideas.

Q: Anyone in particular?

A: No. I see the people that are underprivileged that actually come from a family where their moral standards aren't good. They just don't stress this education at all. And, it makes me feel that they should have an opportunity through their teachers to understand the meaning of education.

Q: Did you ever think of anything besides these two things as possible occupations?

A: Yes, since I have this interest in animals, I thought about being a veterinarian. But, for a woman's job and my father was not very much



for this at all so it was just kind of dropped really, and my horses and teaching and I found this new instructor so that has been my main interest now.

Q: Who was your first instructor?

A: Well, his name was Jan J \_\_\_\_\_ and he had a stable in Oconomowoc, Wisconsin.

Q: How did you happen to run across him?

A: We were just . . . His stables are off of Highway 67 and 30, you know, where that runs between Madison and Milwaukee, and we just happened to see the sign up there one day and we went in and asked him about it. Previously, I had been riding western, but he had trained English, and my mother thought that there was a right way of doing this instead of just getting on a horse and going. There must be a right way. So, we discussed this with him and I just started taking lessons from him and my interest grew and I just continued.

Q: Well, let me see if I can get this straight now. Before you went to him were you interested in becoming professionally involved in horses.

A: No.

Q: You just rode them because you had them before?

A: Yes. After a pony I had a horse. You just get on a horse and if you ride and there is no certain way to do it you can't really get the pleasure out of it, I don't think. I don't know how a person can now that I understand. I can see how I did before, but now that you understand how things are carried out, you would like to further other people's education.

Q: Well, at this time when you decided to go see this first instructor, why did you decide to go there?

A: Well, I don't know. He was the only one, truthfully, in the area.

Q: Not him in particular. Why did you decide to take training at all?

A: Oh, because I wanted to learn the right way. I, as my mother, felt that there must be a right way to do this because you just don't take two different things, such as a horse and a person, and just throw them together. There has got to be a right way to do it.

Q: I just take a little bit of notes here. Just tell me, for myself, back to the tape. We have sort of a complex scheme for putting these answers into categories, and even sometimes I forget how to work it out.

A: Yes, I imagine it must be a rather difficult job to talk to a lot of people.

Q: Now, you say then that you decided to go into horsemanship training because you felt that there must be a right way to do it. And, you wanted to do it the right way. When did you first get the idea that there might be a right way to ride that you could be trained?

A: I guess I was about 12 years old when this all started, when I did start to train under this man. And, as I gradually trained and worked with the horses, I saw a difference in the horse and myself because we worked better together and there was really a way . . .

Q: Before you went to him now?

A: Oh, before?

Q: When did you first think . . . by the way, how old were you then?

A: I was twelve then, when I first went to him.

Q: And, how old are you now?

A: I'm seventeen.

Q: Are you a senior?

A: Yes, I am.

Q: You say your mother thought that there might be a right way to do it. Would you say that she encouraged you?

A: Yes, she did. She was a professional ballerina, and in her schooling and her teaching she came across, of course, instructors who were better than others. But, she knew that there was a right way to do it. I mean there is just a set pattern. And so she encouraged me. Yes, I would say in the fact to learn how to do it.

Q: What about your dad? What did he think about your training?

A: Truthfully, he just kind of went along with it. I mean, he gave me the money for my lessons and that was about all. He had no other interest.

Q: When did you leave the first instructor?

A: Well, truthfully, he moved up north and I found another man down here who is his son, Jan J \_\_\_\_\_, who taught basically the same things but he had a little different way. He stressed some things more than his father, so I started taking lessons under him. It didn't make the father very happy but . . . I took under him anyway because it was handier.

Q: Then why did you leave the son?

A: Well, because I felt that I got to a point where he couldn't teach me any more. He wasn't as advanced as his father, and he was mainly interested in jumping and I am mainly interested in dressage, so I left him. Then, I met a man who is also a German and his name is Mr. S \_\_\_\_\_. He's from Beloit, and I took lessons from him for not more than a year because he stressed jumping. It seems that all these people like jumping and they don't want to take the patience and work to work with dressage.

Q: How did you find out about him?

A: Mr. S \_\_\_\_\_? Gosh, I don't know. Let's see. From friends I have. I think I found out from a girl friend of mine who is also interested in jumping. In fact, she went to the state competition at Madison this year and did very well.

Q: How long have you known her?

A: Oh, gosh, for about seven years. She is the daughter of the veterinarian.

Q: Where did you meet her?

A: I guess my mother. You see, my mother raises purebred basset hounds. So, through that we met her.

Q: When you met her was she interested in horses?

A: Yes, she was and she is still interested in horses. She is going to finish her education in Kansas.

Q: Were you interested in horses then?

A: Yes.

Q: How long had you been?

A: Oh, gosh, I don't know. Probably about three years.

Q: Would you say you are anything like this other girl?

A: No, not now. She has changed considerably. She has boys on her mind constantly. That is all she thinks of. She has forgotten her horses almost.

Q: Were you then like her?

A: No, she has completely changed. She takes horses now as a hobby, and if she gets time from all the activities she has to have from all her dates, then she rides about once a week is about what it averages out to, not any more. It is just a matter of different interests and everything.

- Q: You met her through your mother then?
- A: Yes.
- Q: Your mother used to raise purebred basset hounds.
- A: Purebred bassets, yes.
- Q: Would you say that you got your interest in animals through your mother?
- A: Could be. She has always had the dogs and they were the first animals that I was ever associated with.
- Q: Do you like animals in general besides horses?
- A: Oh yes, very much so.
- Q: Now, what about your education. What do you think education is like?
- A: Well, it is a continuing process and it is a process that there is no end to. Every day I figure you are not living unless you gain a little education every day. Because there is so much to learn and I feel that through books you gain a lot of education. Right now, I read on the average of two books a week if I can possibly get through it.
- Q: What do you usually read them about?
- A: Oh, gosh, right now there are 120 books that are recommended to enter into college. So, right now I am on that list right now. And, there is very different subjects like there is Kipling's stories about the jungle and there is Pride and Prejudice by Jane Austin and there is just a different variety of books.
- Q: When you think about education, what branches or kinds of it do you think about?
- A: Mainly the teaching and trying to help people so that they are not ignorant of education and its values, and the need for it in our country with all its complex problems and everything.
- Q: How does education help people?
- A: Well, it brings an understanding of other people, I feel. And it helps them cope with their problems and makes them more of an adult.
- Q: What makes you think that?
- A: Well, I guess the way I've seen education work through other people maybe. People who are not privileged to have parents that stress education and that type of thing.
- Q: Anyone in particular?
- A: No, no one in particular, just like there are a few students in this school who their moral standards are not set because of their parents' and their standards of education aren't set. I think a lot of this stems from their parents. Parents, to begin with, have formed a person's life. I mean they begin to form a person's life by stressing the things that are important, and leave the things alone that are not important for your happiness.
- Q: What do your parents think about all this education?
- A: Well, my mother is very culturally minded and she is very active in a lot of things like Janesville's theater. She is active in that and different things and she feels the same way as I do that ignorance is what has made this world the way it is. And lack of education has caused these problems we have. But my father. Well, he's just busy. I hardly ever get a chance to talk to my father. He's just busy. He's a businessman and he travels and you just don't really . . . I don't believe you get to know your father like you get to know your mother. There just isn't the time.
- Q: What do you think he thinks about education?

A: Well, I believe that he thinks that everyone, of course, should educate themselves as much as possible. When he was younger, he went through high school, of course, and then he had two years of college. For financial reasons he had to quit, and he wishes that he could have continued on also to further his education. He is also always reading as much as he can and that type of thing.

Q: Your father reads a lot then?

A: Yes, and he takes a course once in a while at Vocational School. He takes everything from aircraft engineering to things like history or something like that.

Q: Does he ever talk to you about education?

A: Not much.

Q: Does your mother?

A: Yes she does. She is very happy on my views on education and is really satisfied that I want to go on and she especially stresses that I should go on to college even though I do have this horsemanship thing in mind.

Q: Do you ever talk to anyone else about this?

A: No. I really truthfully don't have any friend except for this girl that I mentioned who is really a close friend. Somehow I find that my mother is my best friend. I mean she is my closest friend.

Q: This other girl that you mentioned, is she the one who trained the horses?

A: Yes.

Q: You say she fell apart in her old age?

A: I feel that she did, but, that is just my view, now. Many people would not say that.

Q: What does she do now?

A: Well, right now she is going to high school. But, she has so many extracurricular activities and dating and that type of thing so her grades are very poor. But, she wants to go on and she wants to go to Kansas State. Now what she'll do, I don't know. But, truthfully, the way it stands right now, I think she'll probably start college, but I think she'll probably marry when she's young.

Q: You don't think that is for you though?

A: No.

Q: You haven't thought about getting married?

A: No, I haven't really.

Q: Well, what do you think. Do you think you will eventually?

A: Oh yes, eventually. I think marriage is a very fine thing for later life. Because I think the trouble now is that the parents, they are too young. They really couldn't get their ideas assembled enough themselves before they had a child to take care of. They have to now assemble his ideas and they don't have any ideas of their own.

Q: How old do you think a person should be when they get married?

A: Gosh, I don't know. Maybe 25 or 26 is plenty soon enough and even older.

Q: How old were your mother and dad when they got married?

A: Gosh, I think my mother was 19 and my father was 23 so . . .

Q: What do you think about marriage? What do you think it would be like?

A: Gosh, I don't know. Well, of course it would depend entirely on who you married, as to your social activities and that type of thing. But, I think it is a very grand thing to have children and bring them into this world, you know, and teach them education and

to further the world so that in some way a little later in life they can add a little bit to this world also.

Q: Why do you think it would be a good idea to have children and to teach them and educate them?

A: Gosh.

Q: Who do you know that thinks that?

A: Nobody. My mother does, of course. She believes that her . . . she was a professional ballerina and she got married and had both my brother and I so now she feels that her main goal in life is to set herself in life and add to the world through us what she can. So, the only way that this world can ever get its problems figured out is, I think, through education.

Q: Who do you know who would agree with you on how old a person should be when they get married?

A: Not very many teenagers in this school right now. There are a few who are willing to go on and get an education and later life is the time to marry. But, really today the teenagers, it doesn't seem like there . . . they just don't . . .

Q: Do you know anyone who agrees with you?

A: Yes, would you like to have me name them?

Q: Yes.

A: O.K. There is Linda S\_\_\_\_\_, there is Janet B\_\_\_\_\_ who is our foreign exchange student. She is in Germany now during the school year. And there is Mary W\_\_\_\_\_ and Karen B\_\_\_\_\_ and Nancy G\_\_\_\_\_ and these are all girls who are interested in education and are working just as hard as they can.

Q: Are they good friends of yours?

A: No, they aren't. They aren't really good friends. They are friends and everything they are acquaintances.

Q: Would you say you spend more time with them than with other girls?

A: Yes.

Q: And, they are in favor of education and things like that?

A: Yes.

Q: About how much time would you say you spend with these girls?

A: It doesn't seem like hardly any at all. My mother kind of gets after me because I don't seem to socialize enough. But, like during lunch hour, I don't eat lunch, I go in the library and read during lunch. And, the classes during the day, of course, are all full. There are very few of them where you have any study. And, I have been in the habit of having a full schedule so I have no study hall usually unless a class would have a study hall for some reason. I just don't get much time to talk to these girls except saying "Hi" in the hall. When I return home at night I ride for maybe two hours. I have two horses now, so it keeps me very busy. And then by that time I have to spend about an hour and a half or two hours on my homework at least. And then I, of course, don't watch television or anything. And by that time I read for maybe fifteen minutes to a half an hour and then it is time to go to bed so you can get up bright in the morning. So, I really don't have any association with these girls much at all. As far as during the summer, our family takes a family vacation. Last year, we went to Canada and up into the western United States. So that pretty well takes up my summer and the rest of my summer I spend teaching.

Q: Let me ask you an unusual question. If you could do anything you wanted, if you could have any occupation you wanted, absolutely no bars whatsoever, what would you like to be?

A: I would really like to excel at my horsemanship. I want to be a person who could maybe go to the Olympics later in life. Of course, now I can't because I have taught and the reason why I have taught is because I need the money. I have to have it, you know, in order to further my own education. But, I want to reach the highest I can possibly reach and I don't mean the highest by going to shows and winning all the high points or anything. I mean the highest where I can feel myself that I have really reached the top. That is what I want to do.

Q: Why?

A: Because this is my great desire. I really . . . I don't have any other desire that is any greater than this. This, I really want to reach the top. And, I just have a desire to do it.

Q: Why do you want to be so good at it? Why don't you just want to be ordinary?

A: Well, because, I guess, most people would just be ordinary.

Q: How did you end up being different? That is what I'm trying to say.

A: I don't know. My mother keeps telling me that I'm a little different because my views are different and I am. Like I don't care for this wild music and this mini skirts and this stuff. This is all out. It is to me just terrible. I mean, you know, I don't view this the same as most teenagers do. I like to sit down and listen to a nice symphony orchestra or something like that, you know. Classical music.

Q: Do you have a favorite composer?

A: Oh, I like Mozart. I really like him. I have a record player in my own bedroom so I can play something and do my homework at the same time, which is really great, I think.

Q: How do you think you came to like classical music?

A: Well, mainly because my mother played it, of course, all during my younger life and so I just kind of became used to it, I guess, and enjoy it very much. Because now, it is just a bunch of yelling and noise and that seems to be about all.

Q: Yes, it does get to be kind of noisy. Now, is there anything else that you think you would ideally like to be?

A: I want to be successful in my career and I want to gain as much education as I can. And somehow, sometime in my life I would like to help other people. I think the Peace Corps is a good organization. I thought that later on in my life I would like to try the Peace Corps for a couple of years to see if I could help. But, from what I have read of the Peace Corps, there has been a lot of controversy over it. I bought three books on the Peace Corps and so it's the type of thing that I think you would really have to get into contact with somebody that has already been in it to give you the true picture of what it is like. But, if I was to teach I would like to teach in a school where underprivileged people such as the Indians. The Indians in northern Wisconsin are in a very bad state. Right now their population is rising to the point where it used to be before the Americans came here. But, their standards are going down and the average Indian only lives to be about 43 years old. So, I feel that this is all from lack of education. I mean, all kinds of things I imagine the education these people need.

Q: Why do you think that education will solve these people's problems?

A: Because I think ignorance just breeds problems. It does because if people don't have the education, I mean all kinds of education, such as even medical education or education in English or communications or anything like this, if they don't have this understanding, they can't possibly understand each other.

Q: Where did you get to think that?

A: I don't know. It's amusing the things you ask me now because I never thought about where I ever got to think about this.

Q: Well, who do you know that thinks like that?

A: I don't know. I guess my mother thinks slightly of this. But, I don't think she thinks of it quite to the extent that I do.

Q: Your mother thinks a little bit differently about it than you? How would you say she differs?

A: Oh, gosh. Well, I don't know. She feels that everyone should try to excel their education as much, you know, as they can. But, I don't know if she is as much for passing on education like someone going out from their own society or their own place of life and going to a poor group to pass on this education.

Q: She doesn't care for this?

A: I don't know how come but it is just her views. I don't know if she is against this idea of mine or not. I really don't know.

Q: What about your father? What does he think about that?

A: Well, for some reason my father wants to see me married and have children and be very prosperous and marry someone who has plenty of money. These are my father's views. My father is very different from my mother. So he doesn't accept this too much. He feels that I should really prosper, you know, and he feels that I will prosper the most in the type of line that he suggests and I feel that I will prosper the most through what I want to do.

Q: Do you have any idea where you got the idea that you would like public service work?

A: No.

Q: Do you know anybody that does that?

A: No, I don't. Well, I should say I know the Dean of Girls at Janesville High School, Marilyn M\_\_\_\_\_, and she is very nice and I have just an acquaintance with her and that is the only one that I could say that I know. But, I have a feeling of sorrow for people that just don't have this privilege. They are just underprivileged like the Negro today. I mean, down South it is just fantastic when you travel through that country and you see what they have to live through and live in and, truthfully, we have done a lot of traveling through the United States and especially through Arizona you notice the Indian. Some of the Indians there don't know any English at all. They have no way to communicate between other people. They can't further their education and they live on the worst land that this whole America's got, which our government gave to them, which couldn't be farmed anyway. All they can do is raise sheep. There are actually some Indians who . . . I read an article where an Indian from that area, Arizona, had never seen a white man until a couple of years ago. There just is no communication. There has got to be a better way.

Q: You think that's wrong, then, that some of these people are down-trodden?

A: Yes.

Q: Where did you get the idea that it was wrong. When did you start to feel that it was wrong?

A: Oh, gosh, I think that they live in such a poor condition and they don't get the enjoyment out of life. They just don't; they can't. And I think life is here for us to live and to add to other people what we can and also enjoy it while we are doing it.

- Q: Have you talked to anyone about these ideas?
- A: No, only my mother.
- Q: What does she think?
- A: Well, she always accepts my ideas and thinks that they are good, you know, that I have this understanding as she calls it for other people and their problems and everything. She also tells me that I shouldn't get too involved with this idea because I can do so very little and everybody feels that "I can go out and just conquer the world". Well, I don't feel this way. But just to help a few people in a little way would be very nice.
- Q: When did you decide that you would like to do that?
- A: Gosh, I guess it has been just developing--my ideas and everything and I spend quite a bit of time really thinking about things. Like I mean I'll see a movie like I saw "Old Man and the Sea" last night. Did you happen to see it? It was very good and it has Spencer Tracy in it. It was really good. I spent myself thinking about this for about a half an hour and the conditions and the ways that happen in life and everything. And, I guess, just through thinking and organizing my own ideas in my mind I come to this thing.
- Q: Is there anybody else you ever talk to about education or occupations or . . .
- A: No.
- Q: Do you ever talk to your brother?
- A: Well, my brother doesn't have . . . my brother is rather . . . he's just completely different than I am. He likes this wild music and he goes out to these dances and he is all for this type of thing and his grades are not very good now and he has an I.Q. so they say that he could get good grades. But, he doesn't work and he won't work at all, I mean even at home he doesn't work.
- Q: Why do you think he doesn't?
- A: I don't know. He has no ambition, he has no drive, I just don't know.
- Q: It's funny, he comes out of the same family. The same parents.
- A: Yes, I know. It is really strange, but he likes to go out and hunt and that type of thing. I mean anything that is real sports. The only thing he has ever expressed any desire to be is an airplane pilot. That is the only thing. But he doesn't like to delve into mathematics or science or anything like this, you know. He's just interested on the surface things.
- Q: Who do you think you are more like, your mother or your father?
- A: I think I am more like my mother. My father came from a very bad family set up and he really didn't have much of a chance to form his ideas, I don't believe. And my mother did. My mother's father was from Greece and her mother is Czechoslovakian. And so they came over here and they worked hard. And so through them she has gotten the education she has and furthered her own education.
- Q: What about your dad?
- A: Well, my father came from a separated family and his mother remarried and the situation was very bad. I mean, the stepfather and the son didn't get along so he was sent away to a school, to a Catholic school, and it just didn't work out at all. And so he formed a resentment right away against his mother which he still carries today. So there is not even good relationship today. So, I think a lot of this stems from your parents and your family set up.
- Q: Do you ever talk to your grandparents? Your mother's father and mother. Are they still living?



- A: Well, my mother's mother is mentally ill and she doesn't know any of us anymore. She is in Rockhaven. And both my grandparents are dead except my stepfather, of course. And he is a very hard person to get along with, so I can see my father's point of view in meeting my stepfather. My grandmother is very religious. Religious to a point where you have a hard time trying to get along with her because that is her only subject. And she is thinking of joining the Jehovah Witness Church now. But these are her views and you can't say whether they are right or wrong. But really, we very rarely see them because of my father's feelings, and I really don't have any contact with my grandparents at all.
- Q: What kind of person do you think you are?
- A: Well, my mother says I am not average. But I feel that I am a person who has my own ideas and I try to always have an open mind. I like to listen to other people's views on life and weigh them and that type of thing. I'm a person who wants to gain knowledge. I want to add what I can to this world in the short time that I am going to be here.
- Q: Where did you get the idea that you want to add to the world? Did your mother ever talk about adding to the world?
- A: Yes, she does in a certain way, yes. And I guess I got it stems from her. Almost all my ideas the basic my ideas stem from my mother. She is the only one that I have a close contact with. Maybe this is wrong. Maybe I should have more friends or something to get a different view on these different things, but I don't believe so. I think that I've also formed my own ideas because I'm not with my mother on all things.
- Q: How do you differ with your mother?
- A: She is very interested in social activities, you know, and that type of thing and Janesville Little Theater and that type of thing. We work together on makeup at the theater. I don't know how I differ, really. She's interested in reading, she's interested in good music, she is interested in world problems and that type of thing. I guess there is really no way that we are really different . . . any great way we are different, you know.
- Q: Do you know any boys?
- A: Yes, I do. I know this one now. In fact, I've known him for four years. He's 21 now and he's in California.
- Q: Do you ever talk to him about . . .
- A: No, I haven't seen him for three years. It's just a matter of writing back and forth. And through letters you don't discuss education and that type of thing.
- Q: What do you think he would like you to do for a living?
- A: Well, I don't really know. He's also from a family that has been rather upset and that type of thing, and he dropped out of high school. He didn't finish his high school education. He's in California, and although he is 21, he is going to go to a two year college there because he wants to further his education. And he likes . . . he, I believe, feels the way I do about education. I don't know. He got all fouled up in his younger life, in his teen years. It just didn't work out. But he is really trying now and he is working hard. He just doesn't know what he wants to settle on for a job.
- Q: Do you think that you will go on to college?
- A: I guess so.
- Q: What kind of higher education will you go for?
- A: Right now I'm going to go to the University Extension. Well, I shouldn't say extension. It's a campus; that is what they call it now. But, the reason I am going there is because of financial reasons

and because I want to keep on also with my horsemanship, and now that I have found this good trainer, I would like to stay in this area. I feel that to stay at home, like if you go to a big college as Madison, you have people that--just so many people that you don't form a maybe a relationship between your professors. I hope you don't mind me stating this. This is the way I feel that there are just so many that you don't really get deep into what you're studying. But, it is nobody's fault. That's just the way it is when there are so many to learn.

Q: What about other students?

A: You mean my views on them?

Q: What type of person goes to the university?

A: Well, I believe there is all types of persons. There are people that go there to meet other people.

Q: What's the difference between people who go and people who don't?

A: Well, people who don't go many times is a financial metter sometimes. But they don't have any desire, any great ambition. That's why I feel that I am very lucky that I do have this ambition to do something, you know. There just . . . I don't know if they haven't found a meaning in life or what goes on. Of course, a lot of them go on to Vocational School and that type of thing. But they become the average person. They don't try to anymore in life. They don't take the things that are set before them to do.

Q: Where did you get the idea that a smaller campus would give you more contact with your professors? Or greater depth? Or . . . did you know anyone that went to larger or smaller schools?

A: Now, I do know Karen M \_\_\_\_\_. She's gone to this Rock County Campus and she states you know that it is really great. And that they don't, I don't know . . . classes are smaller, your professor can help you as an individual more than when you go to a big school where you would just have no chance at all.

Q: What does your mother think about the difference between the big and small schools?

A: She likes to see me go to a small school.

Q: What about your father?

A: It really . . . if I wanted to go to a larger school, he would see that I go if I wanted to. But, he has an attitude where if I want to do it, O.K. He doesn't stand in my way of anything so far.

Q: Is there anyone else who you ever talk to about these things?

A: There just isn't anybody. My mother is the main person I talk to. My ideas have basically been formed from her ideas. But, like I have no close friends. Because, truly, I've found no one yet in my life who I would like to be a real close friend to. I have an aunt who is really not my aunt but is a very good friend of my mother who I talk to on occasion, but never in depth on anything at all.

Q: What about your teachers here? Your guidance counselor, do you ever talk to those people?

A: No. Not at all. My teachers are basically, I feel, very good. They are really working, you know, to educate us and everything. But I don't know. But, truthfully, I hope you don't mind me stating this, between the guidance office and the student, there just isn't the right connection. We had our guidance counselor come in and talk to us in Social Problems class and there just is something missing there. Now I can't say what it is because I don't know. Very few people I don't think ever come in to talk to our guidance counselors here. I don't know whether this is the case in a lot of other schools or what the

average is. But this seems to be not a very good setup, I think so. Of course, this is my own view. Maybe people look at these things differently.

- Q: If you didn't want to be involved with horsemanship--I know that is hard to put out of your mind--if you didn't, what kind of qualities do you think a job should have?
- A: I think that you should get satisfaction from a job. It should be something you want to do and, of course, in the world we live in you have to have money to live on, it should give you enough money to carry on regular life. I think a job that gives you an opportunity to travel and see the world is very fine.
- Q: How much money is enough money?
- A: I don't know really. So that you can live comfortably. So that you can have a nice home.
- Q: What is comfortably? What is a nice home like?
- A: Gosh, I don't know. Well, to me--here we go back to the horses--a nice home means a house of a medium size with about maybe ten acres and a small barn, and a couple of horses and later on in life a couple of children, you know, marriage. I don't believe in just the ambition to go out and make money. That is not what we are here for.
- Q: What kind of occupation do you think your husband would likely have when you get married eventually?
- A: Well, I sure hope a horsemanship occupation of some type. Maybe he'll be a trainer or something like that. I really don't know.
- Q: If he didn't do that, what do you think he would be likely to do?
- A: Probably a businessman of some sort. That is a strange question. It is a difficult question. Because, I don't know. Maybe work . . . I have a love for the western part of the United States, so maybe he would be a forest conservationist or something like that.
- Q: About how much money do you think he would earn?
- A: Gosh, I don't know. Maybe \$12,000 a year. I don't know.
- Q: What makes you think that is a good amount of money to earn?
- A: I think that it is enough for you to live comfortably on and help other people, if you can possibly help other people. Such as charities and now they have these kind of things . . . you hear so many things about these orphans, you know, where you send \$10 a month and you help someone out, you know. That type of thing.
- Q: Let's go back again and ask you some more about yourself. What is the difference between you and other people?
- A: Well, I guess, my mother says . . . well, here I go again "my mother says" . . . My mother says I think more than other people. But I do, I believe, and I read more than the average person of my age. I get more views on different things in life and I see things before they would happen. Like you know, in the long run, if you aren't real happy now, in the long run you will probably be happier. You know, that type of thing. I listen to Bill Sands, his lecture, he's the man who wrote My Shadow Ran Fast or something like that which was really exceptionally fine. His views I took and I weighed in my own mind, of course, and that type of thing.
- Q: If you could go to any school, any school in the world, where would you like to go?
- A: I would like to go to Spatcher High School in Austria. Right now that is entirely out. That is a man's school. But they will take us, like a professor will take a girl that is exceptional, but that is really exceptional.

- Q: Now this man that you are training under now. You are training now? Do you ever talk to him?
- A: No, hardly at all. He is a visa German and he is very . . . I mean, you don't talk to him. He's real strict. He's real stern faced and he doesn't say more than ten words to you except when he is yelling at you when you are doing something wrong. He has rather a loud voice and when you are doing something wrong you know you're doing it wrong. So, I just haven't talked to him hardly at all. Except, well, I have asked him questions, you know, through a few words, as to what his business is like because I am interested in how people are working their business and that type of thing because that's what I'm going to do later on.
- Q: When you go out where do you go?
- A: How do you mean?
- Q: When you go out?
- A: Just go out on a date or something?
- Q: Yes.
- A: I've never gone out on a date.
- Q: Where do you go when you go out yourself?
- A: Well, usually something like Janesville Little Theater plays or like this lecture by Bill Sands. Or Janesville High School plays. I go to concerts in Beloit, usually, and Madison. There are plays in Beloit and Madison.
- Q: Who do you usually go with?
- A: I usually go with, well . . . sometimes my mother and sometimes I go alone. Like I went to this lecture by Bill Sands alone and I have gone to plays before alone and that type of thing. Now that I can drive, my mother has so many things to do it seems, you know, and it's where we are living that I find myself a lot of times going alone because I have no one special to go with. My brother has no interest in these things at all. You can only push him so far, you know, so you can't really push him.
- Q: What does your mother think of your brother?
- A: She's very discouraged with him. But she's just having it hard to change him.
- Q: What does your father think about your brother?
- A: Well, my father is very . . . he doesn't really think it is very serious . . . my mother's views . . . He thinks it is just a time he's going to go through and it won't even make a mark on his life and later on he'll get all straightened out. My mother, of course, feels absolutely different. His grades count now for getting into college, and the way it's becoming, you have got to have better grades in order to get into college with so many people going.
- Q: Just about what are his grades?
- A: Well, last year . . . well, see he was set back a year. So last year his grades were in the C range, so which was average, you know, but he could still do a lot more than that. He just doesn't want to, he sort of drifts along.
- Q: What does your brother think of you?
- A: He thinks I am dull. I am terribly dull to him. He goes to football games and dances every once in a while and he never invites me and he never will, you know, to go along to a football game or something if there isn't anybody else to go, he'll call up his buddy or something like that. And, he just figures I'm rather dull and I'm just strange, and just leave me like I am because I'm not going to change, you know.

- Q: What does your brother think of your mother?
- A: Well, there is not too good of a relationship right now between my mother and my brother. Because my mother is, of course, trying to correct him and my brother rebels against it all the time and that type of thing. Although we had an accident. We had an old musket and it accidentally fired. It had been loaded for thirteen years and we hadn't known it was loaded. It was given to us as a gift. There was a boy standing across the room and my brother accidentally dropped the gun and shot this boy. It didn't kill him, we were very fortunate, and he just got a bad banged up arm. But, this really hit my brother hard. And recently, just in the last couple of weeks, now, his friend was killed over the weekend. A very good friend of his threw a gun. He has a couple of guns himself, so he's, well, I think, he's kind of looking deeper into life and the things that happen and that type of thing. I think that in a way that really did him good to happen. It's a terrible thing to say because it was a terrible happening, but . . .
- Q: Have you ever thought about the University of Wisconsin at Madison?
- A: Yes, I have, my last two years in high school. But now as it stands, I'll be moving to a warmer climate because my mother has arthritis and it would just be better if we did and my father would also. So, I believe that probably in the next two or three years we will probably move from this area.
- Q: Where do you think you will go?
- A: Probably out west somewhere in Arizona.
- Q: So where do you think you'll end up in school?
- A: I don't know. I really don't know. But I know I would like to do these two years here at the Rock County Campus.
- Q: If you had to make a guess now--I realize how uncertain these things are--but if you had to make a guess as to what you're going to end up doing as a living, what do you think will be the thing that you will probably end up doing?
- A: For a woman in the horsemanship field, this is a rather hard field because it is a business. And, truthfully, to work for someone else you can do a lot better than if you build your own business up because it just takes money and time. By the time you've got your own business built up, then you're prime time in your life is gone. That's the way it seems to happen with the people that I have met so far in the field of horsemanship. So probably I would wind up teaching, maybe--school. I'll say this because it is against my own ambition and my desire, but I think that is what my main occupation will probably finally wind up being.
- Q: So you think then . . . your guess would be that you will probably become a school teacher?
- A: That's right.
- Q: Why?
- A: Well, I don't know. It takes money and it takes different things to get up in the horsemanship education. Truthfully, right now I pay \$25 an hour for a lesson. And, well, it just costs to a point where you, well, you know, there are four of us in the family. We all have our own views and ideas and everything, and we all want to do different things. There's not one of us that has the same desires or like the same things, you know. So in order to have everything go around and fairly, it just doesn't work out financially. So I feel that probably when I enter college my horsemanship education is going to have to

- stop. When I graduate from college, I will probably have to pick up teaching. And then from there I will just have to go on as I can in the horsemanship field. Unless for some reason something comes up where I could be an apprentice under someone.
- Q: Why do you say you'd end up teaching if you couldn't go into horsemanship you say the alternative would be teaching? Why not being an auto mechanic or bank teller or . . .
- A: Because I have a great interest in education and I would like to see education furthered in all kinds of aspects in life, especially if that comes at the end I would like to help the underprivileged.
- Q: What level of school do you think you would teach?
- A: Well, as I say, I think the high school students are probably the hardest to teach, and I think I would try to teach the high school student. I don't know exactly. As I say, English is my favorite subject and that would be probably what I would teach. I would try to teach, I don't know, things along with it. I don't know actually right now what that would be. Not just to talk about English, there are other things that are related to English in your whole process of life.
- Q: Anything else that you might end up being?
- A: I don't know. I don't think so.
- Q: But this is your best guess then. You think this is what you will most likely end up doing. What would your mother think about that?
- A: She thinks it is a fine occupation, school teaching is. I think that she would rather see me in that than teaching horsemanship. She doesn't really think that is a woman's job. But she feels that it is a good occupation.
- Q: Your mother prefers school teacher to horsemanship teacher?
- A: Yes.
- Q: Does she ever talk to you about that?
- A: No, she really hasn't delved into it at all except she stresses the fact that I should get this education further on for teaching ability.
- Q: Let me ask you this. Why do you think you disagree with your mother on this point?
- A: You mean disagree in the fact that I would like to teach horsemanship?
- Q: Yes.
- A: Because I just have . . . this is the thing that I feel I can do better than anything else because I have this desire. And you have got to have the desire in order to do a good job or you just can't do it. It just won't work out. And, well, I think you could probably do it but you just can't do it as well as if you do something which you really have a desire to do.
- Q: When you first developed your interest in horses, when you first started training yourself for horsemanship training, what did your mother think about it then?
- A: She just thought it would be a pastime. I mean, that I would have a period where I would go through this. The boys would hit me and, boy, that would be it. There wouldn't be any problem anymore. Then I wouldn't have the interest in horsemanship anymore.
- Q: What happened?
- A: It didn't work out that way.
- Q: How do you think you managed to maintain your interest in horses? How come you didn't get interested in boys?
- A: I don't know. I guess because I met this man that I talked about before that is 21 and in California, and at that time in life he became a sensible man and I have an interest in him, of course. Just as a

friend, as a really good friend. I don't know, it just seems like I'm very satisfied. I don't have any desire to go out on dates and do all these things.

Q: Why not?

A: I just . . . I don't know, I can't really tell you why I don't have this desire, but I just don't. I think that this is maybe for later on in life. I think there is no rush. I think maybe part of our problem in this country is that we try to rush through everything. We try to take a kid that is in eighth grade and have him go out and go steady with a gal. It just doesn't work out. It doesn't seem to anyway.

Q: What do you think your mother thinks about that? Would she like to see you dating or not?

A: Yes, she would.

Q: Does she ever say that?

A: Yes, she has. She thinks that it's rather strange that I don't date and she thinks that I should.

Q: Any particular reason why you don't?

A: No, there really isn't any particular reason. I've been asked before but from the people I've been asked before, there are a lot of them that I would not go out on a date with.

Q: Why not?

A: Because I think too much, I guess, and the interest in my views, I just wouldn't care to go out.

Q: Do you know anybody else who feels the same way you do?

A: No, not off hand.

Q: Nobody at all?

A: No. My girlfriend, she'll go out with anyone that will ask her. No matter when they ask her and what conditions, she'll go out. That's just the way she is.

Q: You're different from her though?

A: Yes.

Q: How are you different?

A: Well, I just read, I try to think life through a little bit before it happens and before things take place and she does it all of a sudden and she doesn't give any thought to it. And really has no real . . . I believe she is going to Kansas State so she can get to know people. She is not going there really to gain an education. She has told me herself that she wants to get away from her family. They have seven children which is maybe understandable because it is a lot of work and things to do. Of course, she doesn't do them at all because she is too busy with her other things. But she wants to get away from her family and do things.

Q: Why do you think she is different from you? I mean, how did she end up to be different from you? How did you end up to be different from her?

A: I don't know. Maybe it's just the way different people reason things out in their own mind. Of course, your parents have something to do with it. But if you don't think and you do things, you just do them like the rest of them. You become a conformist and you don't do things as an individual.

Q: What would a boy have to be like before you would date him?

A: Well, he would have to be quite polite and neat. He'd have to go someplace which was agreed, like to dinner or maybe to a dance which was social, that type of thing. He'd have to drive well, which I

think is important because it is something that involves not only him, but other people there on the road. And, truthfully, he shouldn't drink, you know, that type of thing, and I think you just don't go out with a boy once. You get to know him a little bit better before you go out with him.

Q: What does your mother think about that?

A: She thinks I'm wise in thinking this, but still she thinks I should date to get to know people and . . .

Q: What about your father, what does he think about this?

A: Well, he thinks it's kind of strange that I don't date also. He tells me that I should go out and date and that type of thing. They both feel the same on that point.

Q: What do you think of when they tell you that?

A: I feel that they maybe want to push me into something which I don't want to do. I have no desire to do now. I think that later on I will have a desire to do this. But I do have this interest in this other person. I just have no desire. I imagine that he dates, probably quite a bit.

Q: Do you expect you'll see him when your family moves to the West?

A: I don't know. Maybe not. We just have a friendship, that's all, and nothing, of course, which I figure later on in life will amount to anything at all. But it is very nice to have this type of friendship really.

Q: Would you say his opinion is worth listening to when he gives it?

A: Yes, usually.

Q: What does he think about dating?

A: Well, of course, I've never asked him such a thing. He has never really stressed it, but I think he does it quite a bit. I think he thinks it's socially, well, he lives in California in Los Angeles and it is a type of thing that you just do. You go out maybe every Saturday night and you take a girl to a fancy place. He has enough money because his parents have enough money.

Q: What do you think he would think about horsemanship as opposed to teaching? Which do you think he would rather see you do?

A: He would probably rather see me do nothing at all. He is the type that would like to live off his father's money. And so I don't know how come I have this great desire for him or anything else . . . how come I like him the way I do. But he is just so polite and courteous and very nice, you know. But, you know, I don't think he would like to see me in any occupation at all.

Q: What do you think he thinks you are like?

A: Well, I don't know.

Q: Do you think he thinks you're likely to do that or do you think he thinks you're likely to . . .

A: He thinks I'm likely to probably get married and have a family and that is all. That's probably what he thinks.

Q: Would you think that he understands you well?

A: No.

Q: What do you think about his opinions on education?

A: Well, I think he is really trying hard now. I think his opinions of education now are really good. I mean he went through this terrible time when he couldn't do anything. He just went from thing to thing. He was a garage mechanic one day and the next day he was fired and worked for the road construction or something like that out of Milwaukee. And he has now gotten to the point where he sees that education is important. But I don't think he has any understanding



- of underprivileged people. He is in this because he wants to make money for himself.
- Q: Is there anybody else that you talk to about these things?
- A: No. No one else at all. You are the first other person that I have ever answered these questions at all to in my whole life. I just never talk to . . .
- Q: Anybody talk to you about them?
- A: No . . .
- Q: About this idea of public service and helping the Indians and poor people?
- A: No.
- Q: Are there any books that influence you at all?
- A: Oh, yes, well, books have influenced me a lot because I read books. I take one subject and I read maybe three or four books and then I'll kind of summarize it up myself. Like, the Peace Corps books. Right now, I think it's a fine organization, but it needs improvements in some places. In some places, it isn't doing any good at all. But it is hard to get things from books because you can't really understand something unless you are there to get it firsthand.
- Q: Well, Justine, I probably had better let you go because it is time for you to go home.

2. Justine E \_\_\_\_\_'s Mother

- Q: I am simply going to ask you what you think of certain kinds of occupations and certain kinds of jobs, what you think they are in general, what your opinions are about education. What types of education you think is appropriate for people in general and Justine in particular. I am going to ask you for your opinions about things like that. What it is you tell her, what expectations you have for her, what you would like to see her do and so on. First of all, I would like to know what you consider the purpose or reason behind any person's occupation. What you generally think of when you think about it.
- A: Well, I think that there are very favored few people who can have occupations that they really enjoy. And I think that if a child can choose a field in which he really is happy, that he has a great advantage over the multitude of people who are just working for dollar bills.
- Q: What kinds of occupations have you thought about for Justine or what has she mentioned to you? Can you see her aim or have you discussed with her?
- A: Well, she has had a desire to be a horsewoman for many years. And I feel that she has her life to live and that she should pursue this interest. I feel that we are more successful in doing the things we want to do rather than in being made by parents into other molds.
- Q: What is it like being a horsewoman? What do they do? What kind of life would a horsewoman be?
- A: She probably, hopefully, would eventually own and operate a stable, teach children how to ride, as well as adults, and also train horses.
- Q: Do you see now what I am trying to get at? I'm trying to get at where it is that Justine got her ideas about what this job would be like. How she found out that she'd like to do this, what she thinks she'll be like if she does that and so on.

- A: Yes, I haven't actually . . . I think this girl has made up her own mind. Being a ballerina, there is nothing that would have been dearer to my heart than to train her from age 4 to be a dancer. But this she didn't want.
- Q: What is it that strikes you about a ballerina? I know we have talked about a lot of these things before, but now we've got to get them down here, so . . .
- A: I don't think anything in particular strikes you about being a ballerina. I think some of us have desires to be certain things. I don't think it is the glamour of the profession. It's just that you have this desire to do this.
- Q: In other words, it's not the nature of the job itself but the person's own feeling towards it that is important?
- A: That's right.
- Q: In general, what is it about being either a ballerina or a horsewoman that makes it attractive to you? Or something that Justine would like. Does it have any certain characteristics about it that attracts Justine to it?
- A: Well, basically, you have to have a love of horses. This would be the basic thing. As far as the dressage is concerned, I think that when any of us get into a field we really love, we want to learn as much about that field as we can. And dressage is the ultimate in horsemanship. It's by far the most difficult. It's the top rung, so to speak.
- Q: In other words, it's an occupation that has room in it for a lot of learning, a lot of developing, something that needs to be mastered rather than something that someone can just step into and do easily.
- A: Oh, I should say so!
- Q: Do you think that's an attractive feature to Justine that occupation she'd choose would have to be something like that?
- A: You mean to be challenging?
- Q: Yes.
- A: Yes, I think so.
- Q: How do you think it was that she came to be the kind of girl who would like a challenging occupation?
- A: Well, she has a yearning for knowledge. And, I presume that that . . .
- Q: You see, we ask some of these things because the lines of influence are not direct. For example, you will ask a person . . . say, a person wants to be a lawyer and you'll say "How is it that you decided to be a lawyer? Who influenced you?" And, they'll say, "No one. Nobody influenced me at all. I didn't talk to anyone about being a lawyer." You assume first off that there has been no influence. But, when you analyze it a little bit more closely, you find that there are certain characteristics that being a lawyer have--it's a relatively high prestige job, it has a certain amount of challenge, etc. And, it may be that there are other individuals that have influenced a person to want those characteristics which he then finds in law.
- A: I see.
- Q: So when you say Justine made up her mind for herself that she wanted to be a horsewoman, it may well be that that is the type of occupation that attracts her because of the things you have taught her to like and want that that occupation has. That's why we do what seems like a kind of silly procedure here sometimes. Why we ask you questions that don't seem to be directly relevant. You mentioned that being a horsewoman, one would teach children and adults to ride? Is that an important part of that occupation? Is that directly involved? Is there a lot of that involved?

A: I would say so. There would be a bit of performing. I think that basically we have found that good riding teachers are rather few and far between. And it is a field that needs good people. To teach the proper way.

Q: What kinds of characteristics do you think a person that went into that field would have to have? What would a person who became a horse-woman have to be like?

A: Well, as I mentioned previously, they would have to have a way with animals. Particularly horses. She would have to have a nice personality in dealing with people, and she would have to have an extreme amount of perseverance.

Q: Do you think that this is a field that has a good deal to contribute socially to society in general and other people to benefit other people?

A: Yes, very definitely. I think that in some areas it is a great recreational aspect for people. And I think in other areas, such as dressage, the performing, it has a great artistic benefit for people.

Q: So it is an artistic form, it's an art form of benefit to individuals, to other people? Challenging? There is a possibility for teaching others, for helping others in that way it requires perseverance and effort and in that sense it is a field very much like ballet it seems to me.

A: Yes it is. I think that is probably why I can understand her desire to do this so well.

Q: You, yourself, were involved in ballet?

A: Yes, from the time I was four years old.

Q: Did you study here or . . . ?

A: I studied up until graduation time and then I went to a professional school in Chicago.

Q: Did you perform then?

A: Yes.

Q: Do you think that Justine is like you in any regards?

A: Oh yes, I do.

Q: What ways do you think she is like you?

A: Well, now, if I compliment . . . well, I don't know quite how to answer that. She has an extreme amount of perseverance. What she does . . . see, where I compliment her, I'm complimenting myself.

Q: That's all right. I think honesty is more important than humility.

A: It embarrasses me, you know.

Q: Gee, I don't want to do that. Maybe I could lead off by saying I think I'm probably the finest young sociologist in the world.

A: Oh, that will help. She has a very great desire for learning, for knowledge. But she would like to see the world be a better place for all of us.

Q: There is a striking similarity in the notes I'm taking down now and the notes I did take down when I talked to Justine.

A: Really?

Q: What else do you think she is like? What kind of girl is Justine? Maybe she wants to plug her ears.

Justine: I'll leave if you want me to.

A: Well, no. It isn't necessary. Well, I think she is an individualist. And I think that in this day and age, with the norms at school such as they are, it takes courage to be an individualist, to make your decisions as to what you personally want to do. Not what the masses are doing, what the little cliques in school are doing. Do what you personally want to do. To be the kind of person that you want to be. I think that she is doing this.

- Q: Well, you would like to see her become a horsewoman. Would you like to see that happen?
- A: I would like her to become whatever she wants to be. And to be a horsewoman is what she wants to be. As I said before, I think those of us can find pleasure in our occupation are among the favored few.
- Q: So you would be most happy if she did what she would be really happy at?
- A: That's right. That's right.
- Q: What do you think she probably will do?
- A: If we can find a school--I'm quite sure she'll be able to follow her desire. It's somewhat of a specialized thing and not so easy to find a so-called educational form for.
- Q: If that should turn out to be not possible, what else do you think she might likely do?
- A: I don't know.
- Q: Are there any other occupations that have these characteristics that would make them likeable to Justine?
- A: Well, I think anything other than this would be just a substitute as far as she's concerned. There are any number of things, I'm sure, that if she set her mind to she could do very well, such as teaching.
- Q: Do you think she would be good at that?
- A: Yes, I think if she made up her mind that this is what she was going to do she would be good at it.
- Q: Do you think she'd be happy doing that?
- A: Not particularly.
- Q: Are there any other kinds of occupations that you ever thought of or mentioned to her or . . . ?
- A: No.
- Q: About education now. So far, we've talked almost entirely about occupation. Of course, her education is kind of tied up in that same discussion. But, what generally do you think about education?
- A: I think education could go a long ways to curing a great many ills in the world. If we could educate all of the people that are here.
- Q: One of the basic problems, then, you think, is lack of education? It kind of makes me feel good after all I've told you about sociology being a research discipline so to classify things out. What do you think of education in terms of high school students and so on? Do you think college education is generally a good thing for them or it's not for everyone or is it for everyone or what?
- A: No, I actually don't feel that it is for everyone. In fact, I think some students are shoved into college by their parents to fit into this mold, whereas their loves and interests are not in that direction. I think they could be far more successful in other fields, and I think they would wind up being frustrated individuals, even though they eventually achieve this goal their parents have set for them.
- Q: Almost silly now because we all know, but what about Justine? Do you think that college is for her?
- A: I would like to see her able to combine the academic studies with the study of horsemanship. She's a fine student. She has a craving for knowledge. And I would like to be able to find a school whereby both these things could be accomplished.
- Q: But the one is more important than the other?
- A: I'm afraid so.
- Q: Does that make you happy?

- A: No. Well, I'll leave it does that make me happy? I think that . . . Do you mean will it make me unhappy if she doesn't go to college? Is this what you are trying to say?
- Q: Yes.
- A: No. I think that if she can follow her chosen field that education is available to anyone actually who wants to read. There are extension courses. There is no end to what you can do.
- Q: You mean more than just the formal processes of school classes and so on?
- A: Oh, yes. I think that if we don't learn every day, we're kind of a vegetable. Something we should learn.
- Q: I see. Do you think Justine will go to college?
- A: I don't know.
- Q: Well, we've talked about occupation, we've talked about Justine, we've talked about education, what you feel about them, what you want for her. I think that's about all we want to have down formally.

3. Ann B \_\_\_\_: High School Sophomore, Oregon, Wisconsin.

- Q: What is your name?
- A: Ann B \_\_\_\_.
- Q: Where do you live, Ann?
- A: \_\_\_\_ K \_\_\_\_ Lane, Oregon, Wisconsin.
- Q: When you leave school, when you are all finished with however much education you want to get, what have you thought of doing? What kind of occupation, or job, or state of life interests you?
- A: Well, I don't know, sort of a lot of things. I change my mind a lot and I was kind of . . .
- Q: Well, just let me ask you just in general. What do you think a satisfactory job or occupation or state of life or anything might be like? What sort of criteria would you look for? When you are looking for something to do.
- A: You mean what kind of job would I consider?
- Q: Well, does whatever you do have to be satisfactory to you or pleasant or does it have to be with contact with people or does it have to make a lot of money or have high status?
- A: No, I'll have to like whatever I go into. I mean, there wouldn't be any sense for me to go into anything I feel if I didn't like what I was doing or . . . I would like to go into something that would bring me into contact with a lot of people. And the money part, just a satisfactory amount. It wouldn't have to be a great amount. Money isn't important to me.
- Q: Just enough to . . .
- A: To have a nice life, to be able to have a nice car, a nice home, nice clothes.
- Q: What about the status. The way people rank it in the world. Would it have to have a lot of prestige? Is that important to you?
- A: No, a certain amount, but not a great deal. I mean, I think it is more important about what I feel about rather than what other people feel about it because I'm doing it, not them.
- Q: Anything else that strikes you as being something that an occupation or a state of life would have to be before you would want to go on in it?

A: I would kind of like to have the people closest to me approve of it.

Q: Who do you talk to about these things? Do you talk to anybody about that?

A: I talk to my parents about anything. My parents and I are real close, and my brother and my best friend.

Q: Your parents and your brother and your best friend. Who is your best friend?

A: Her name?

Q: Yes.

A: Rosemary S\_\_\_\_\_.

Q: Does she live here in Oregon?

A: Yes, around the corner from me.

Q: You talk to these people about what they intend to do or about what they intend to do afterwards?

A: Oh, yes.

Q: What do you think that your parents think of as a satisfactory occupation would be like?

A: My mother is a teacher. She would be very glad if I would become a music teacher. She has her heart set on me getting a college education. And, of course, I want one. My dad is a carpenter and . . .

Q: Why does your mother want you to be a music teacher?

A: Oh, she thinks that it would . . . I would be good at it. I have played the piano for six years and I can sing and I like to dance and I like music in general.

Q: Does your mother like music?

A: She likes music. She's not good at it, but she likes it. She always wanted to be good at it. She tried to take lessons when she was young, but she didn't like it enough to go on. It was harder for her and so seeing that I liked it, she wanted me to be . . .

Q: Do you think that's a major thing that you ought to think about an occupation? Whether or not you'd be good at it when you went into it?

A: Oh, yes. If you wouldn't be good in it, there really wouldn't be much sense in going into it.

Q: Yes.

A: I don't really feel that you would be any good at anything unless you liked it. That's why I want to like something.

Q: I see. What does your father think about occupations? What do you think he thinks?

A: Well, before we moved here, my dad was a farmer all his life, and all of a sudden he just became a carpenter, and he's pretty good at it. And he didn't go to college. He graduated from high school and he would like to see me go through. My brother didn't. He graduated from high school and then went into the service. That's where he is now. And college just wasn't for him. He didn't; he couldn't have made it. He likes water, so he went into the Navy.

Q: I see. What about Rosemary S\_\_\_\_\_? What do you think she thinks an occupation should be like?

A: Well, until about two weeks ago, she was planning to be a teacher. All of a sudden, she decided that she wasn't going to be one. But I feel so sorry for her because her mother would get actually mad at her if she didn't become a teacher because her mother is a teacher too. Her mother and my mother both teach in the grade school, and her mother would be really mad at her if she didn't become one because she wants her to follow in her footsteps. See, Rosemary has an older sister and she went to Platteville to become a teacher, but she dropped out and got married. And . . .

- Q: Do you think that independence is an important part of an occupation? Would you want to be able to make up your own mind about things and that?
- A: To a certain degree I would like to have a certain amount of independence in anything I do. But when the time comes that I know that someone above me would know more, I would be glad to take orders from them.
- Q: But, in general, about what people like to do, do you think they should make up their own minds?
- A: Oh, yes. I definitely believe that. What good is it going to do if someone makes your mind up but you don't like it but you're forced to go into it? You won't be good at it, you won't enjoy it, it would be a waste of life.
- Q: Have you thought of anything else specifically besides music teaching?
- A: When I was real young I thought of a lot of things. I thought about being a nurse, but then I went into the hospital three times in one year and I kind of changed my mind.
- Q: In the hospital?
- A: Right. I didn't want to see one again. And I was going to be a regular teacher like my mother. And then I was going to be a music teacher, but I know I'm not going to be a music teacher, but I kind of would like to get into something with music. I don't know exactly what. I thought about being a nun. I'm Catholic. But, right now I thought a lot. I wanted for a long time to become an actress, sort of. Then I thought I would like to act for a while.
- Q: Well, let's talk about each of these things. Did you say you might like to become a nun? Why is that? What is it about being a nun that interests you?
- A: Not so much anymore, but when I was younger I thought real seriously about it and I told my mother and she was really surprised, but she didn't say that I couldn't, she didn't condemn it. She said, well, if that's what you want, that's fine with me. And I think in the back of her mind she knew that I would change my mind.
- Q: In general, what do you think she really felt about it? Do you think she was in favor of it or not?
- A: My mother, I think, would be in favor of almost any occupation I chose as long as I hurry up and choose it. She's getting very impatient with me. It is because she is going by herself. When she was in third or fourth grade, she decided she was going to be a teacher, and that's all there was to it. That was her main idea all through life, and that's what she became. But me, I change my mind so many times. She says now you're a sophomore in high school, you don't know and I knew when I was in third grade. "But so what?" I keep saying. "I will eventually find something and there is no sense in . . ."
- Q: What is it about being an actress that is interesting? What do you think being an actress would be like?
- A: I think it would be exciting, but hard. The hours would be long, and it would take a lot out of you. But I think it would be very rewarding to perform and give a good performance in front of people and to make people happier in whatever you did within a play you were in. And, I don't know, I think it would be kind of a neat life, but I will never try to be one because I myself know, no one has to tell me, I don't have the talent. I've never tried or anything, but I like a lot of things, but I'm not especially good in them.
- Q: What makes you think that being an actress would be exciting?

A: It would be a lot of fun, in a way. I mean it would be fun at times, it wouldn't be all fun.

Q: Where did you get the idea it would be? Did you talk to anybody about it or is it from actresses that you have seen or books that you've read or . . . ?

A: Oh, mostly books that I have read about drama and movies and actresses that I know, popular actresses of today.

Q: Any in particular?

A: I don't really have a favorite actress. I like a lot of them. I like the teenage actresses of today that have shows. I think that would be a lot of fun. Like Patti Duke and Gidget and those shows. I think they're really neat.

Q: Anything else you've ever thought about being? Ever thought about being married?

A: Oh, yes. I've thought about being married, but not for a long time. I want to do a lot.

Q: You're only going to be married for a short time?

A: I'm going to be married for a long time, but not for a long time yet.

Q: I see.

A: I hope. You never can tell about those things.

Q: What do you like about being a wife? What do you think being a wife would be like?

A: Well, from viewing it by myself towards my parents, it would be O.K. But I want to do so many things before I get tied down. Because I feel once you become a wife, you are tied down. I want to go to college, get my schooling, travel, have a lot of fun. Not that I don't think marriage could be fun, I mean, it can be any kind of a life you make it.

Q: Do you think traveling is important as a part of an occupation or something that that occupation lets you have time to do?

A: I would like very much for my occupation to give me time to travel.

Q: So, one of the important criteria of work in general is that it lets you have some time?

A: I would like as much free time as I could get. I think anybody does.

Q: Did you ever talk to anybody about this? To your mother or your father or your brother or Rosemary or maybe somebody else? Traveling?

A: Oh, yes. All of those people know that I want to travel when I get out of school or even in the summers when I'm going to school if I can afford it.

Q: Who do you think, of the people that you talk to, is the most in favor of traveling or likes it the most? Where did you get the idea you would like to travel?

A: Well, Rosemary likes to go to the same places I do, and she likes to travel. There's no doubt about it. My dad is not that much of a traveler. But my mother and brother love to travel. I think especially my mother. My mother has been gone the last three summers to parts of the United States for 2 1/2 or 3 weeks or 3 1/2 weeks.

Q: Particularly your mother then?

A: Yes.

Q: She likes that?

A: She likes to travel a lot. She wouldn't like to go to Europe or any place like that. She loves to travel the United States.

Q: Well, what about you? Would you like to go to Europe? =

A: Yes, very much.

Q: How is it that you come out with a different opinion than your mother?



- A: My mother . . . foreign countries are kind of . . . she wouldn't appreciate them. She wouldn't like them. The scenery she would like, but the people would be all strange to her because my mother doesn't speak a foreign language or anything like that where it would be different. While in the United States she thinks it's marvelous. She has seen almost all of it and she loves it.
- Q: Who can you remember having talked to over the past about travel?
- A: I talked to a lot of people. Anybody who talks about traveling, I talk about traveling to. I mean, all I can do is tell them where I want to go.
- Q: Where would you like to go?
- A: I would like to go to Europe and to Spain, Italy, and Germany, France, Great Britain and to Ireland. And to Switzerland, I want to go to Switzerland.
- Q: What's there you want to see?
- A: Scenery. The scenery and the people I think would be very interesting. Every place I want to go there has to be something that wants me to go there. Like most of the places I want to go have a beautiful country, something to do with history, people that I think would be interesting, beautiful scenery. I want to go to Hawaii real bad. My brother has been there already. He loves it and he wants to go back. I want to go there real bad. I've always wanted to go there.
- Q: What do you think about education? What do you think education is like? What do you think school is like?
- A: I like school. I think that . . .
- Q: These little boxes are just something we use to keep our responses clear.
- A: Oh. It is a necessity today, education, to become anything at all. I want a lot with my life, so it is very necessary to me, I think. I like it, I mean, if I didn't like it, I don't think I could go on no matter what, but I do. There are certain subjects I like better than others, but I try to struggle through the ones I don't like.
- Q: Who talks to you about school? Who do you talk to about school?
- A: Mostly Rosemary.
- Q: Does she think it is necessary?
- A: Oh, Yes, she thinks it is necessary. We agree on this. We agree on a lot of things.
- Q: What about your mother?
- A: Oh, my mother. It's definitely a necessity as far as she is concerned.
- Q: How about your father?
- A: Oh, my father would like very much for me to have one. But it wouldn't kill him like it would my mother if I didn't go to college, if I did something else, took another job or . . . My mother, it would really be a blow to her because she wants me to have a college education so bad and become something.
- Q: Let me ask you a couple of interesting questions now. If you could do anything that you wanted to do, nothing stood in your way at all, for a living, I'm asking now if you could have any occupation that you wanted, what would you like?
- A: To become a singer.
- Q: Why?
- A: I love it.
- Q: Why do you love it?

A: Oh, I've loved to sing since I was very young, and not that I'm so great at it, but if there was nothing in my way. I know if I tried there would be a lot of things in my way.

Q: Well, what is it that there is about singing that's intriguing you?

A: It's something I like. It's . . . I like it very much and it's interesting to me. It's music and I love music.

Q: What does a singer do?

A: Sings.

Q: Besides that?

A: Oh, travels.

Q: Travels. What else?

A: Lives an interesting life, I think.

Q: In what sense?

A: I don't know. I love to travel and I love to sing, so that together would be, I mean, a very good life for me.

Q: Does the audience make any difference to you?

A: Oh, yes. The audience makes a lot of difference. They . . . I would like to be able to sing to an audience and have them really like it. To be able to get them to listen to the song as I hear it, as I sing it.

Q: Have you ever sung before an audience?

A: Oh, yes.

Q: When did you usually do that?

A: Oh, just little things like P.T.A.'s and things like that.

Q: What do people usually think about it? Do you get many comments? I mean, if they tell you you're great, I want you to tell me. I don't want you to be shy, and if they tell you you're terrible, tell me that, too.

A: They tell me I'm good.

Q: You have a talent for that then, you think?

A: Oh, I wouldn't really call it a talent. I can hold up with anybody else as far as singing goes, but I'm no great singer. I like it.

Q: Who in particular tells you that you sing well? Does Rosemary think you sing well?

A: Yes.

Q: What about your mother?

A: Yes.

Q: Which one do you think thinks more of your singing?

A: Oh, probably my mother. Because Rosemary sings too. She likes to sing.

Q: Anybody else?

A: It's kind of . . . I can be singing, I'll just be singing, and someone hears me and they'll say, "Ann, you have a good voice." That's all, just a comment. Lots of people have good voices. There's no great thing about it.

Q: Is there anything else that you might really want to be, you know, if nothing stood in your way, you could be anything. You know, like you want to be Queen of the world, President of the United States?

A: I can't think of anything really. There are so many fields that I haven't really thought about, so many fields that I don't realize exist, that I want to look at before I graduate from high school. And I imagine I'll find something. It will probably be something real different. Because all the normal things that girls want to be I don't want to.

Q: Now let me ask you a hard question. If you had to make a guess now as to what you would be, what would your best guess be? What do you think you are likely to be?

A: What'll I end up being? I don't really have any idea. I know all the things I don't want to end up being, but I'll probably end up being one of those.

Q: What don't you want to be?

A: I don't want to be a secretary. I don't want to be a nurse. A teacher. Or anything like a waitress or a clerk in a store, anything like that. Anything common, anything anybody else wants to be. Because those don't interest me.

Q: Why not?

A: I don't know why they don't interest me. They just don't.

Q: What does a secretary do?

A: Types, dictates, files.

Q: Is that interesting?

A: Not at all. Boring. I would go crazy if I had to do the same thing every day, like I couldn't stand ever working in a factory or anything that's monotonous, that I did over and over, the same thing.

Q: In other words, the reason you don't like all these occupations is that they're boring and monotonous to you.

A: They don't interest me. They don't hold my interest and I feel that I would get tired of it too quick.

Q: What makes you think that? Talk to anybody about that? Do you know anybody who is a secretary?

A: Yes. They love it. I know a girl that is working in an office. She's 18 and she loves it. She loves her work. She files, answers phone calls.

Q: Is she anything like you?

A: Not at all. Completely opposite.

Q: What's her name?

A: Carol J\_\_\_\_\_.

Q: Where does she live?

A: She lives up by where I used to live. Ironton, Wisconsin.

Q: It's a long ride, huh?

A: Eighty miles. I used to live in that town.

Q: She is different from you?

A: She's very different. She has been going steady since she was 14. She's engaged to a sailor and all she is living for is the day she gets married. She has never gone out with anyone but him. She's wasted all four years of her high school. Hasn't had any fun. Well, not fun as far as I see it. But I want more from life than that. Just staying at home, doing things with girls is fun to her without Ronnie.

Q: She's kind of routine?

A: Routine, very. She's just waiting. She's spending all her life . . .

Q: She likes this job. But she told me herself, she says it's something to do when she's waiting because all she is living for is to get married.

Q: And you would like to remain unattached?

A: Until I'm probably 24.

Q: Oh, when you get real old?

A: Well, my mother and my dad were 27 and 29. I suppose . . . and there is a lady up the street and there is a lot of teachers that my Mom used to know. They are all married now, but they were all old maids when she came . . . 26, 27, 25 before they got married, and they are glad that they waited and I know I will be too.

Q: Now, let me think. I've got to keep all these people straight. You say your mother was married when she was 27. Lady down the street? Oh, I don't want to know her name.

A: I can't remember exactly when . . . She was 25 or 26.

Q: Any of the other people that you know?

A: My dad was 29.

Q: Are these people like you in any regards?

A: I think so.

Q: How are they like you?

A: They wanted to do so much before they got married they were willing to wait. They liked to travel and they were glad to wait. They wanted to do a lot of things before they got tied down. And most of them did and they are glad they did.

Q: Would you say that it would be fair to say that you're ambitious then?

A: Oh, I suppose I am in a way.

Q: I don't mean ambitious for status, but you would like to do a lot of things.

A: Oh, yes, I want to do a lot of things, a very full life. I like to be busy every minute. Never a dull moment.

Q: Did your mother ever tell you that you were ambitious, on the go all the time?

A: Yes, but not at home. There's always work I'm supposed to do. I'm always gone. I'm never home. I don't like to work around the house or anything because I don't even want to think of keeping a house or anything like that. Not that I can't do it. I can cook. I can clean, wash, iron. I like to, too. I mean, I don't mind doing it so much, but I know I'll be doing it most of my life when I get married, so I figure that will be long enough. I want to avoid it now.

Q: Would you say your mother is that way? Or was that way?

A: I don't know. Now she'll . . . She has always had to work. There was four children in the family and they lived on a farm and it was kind of hard, so she's a good worker.

Q: Would she want you to be this way?

A: I don't know. She yells at me a lot because she says I don't do enough, as much as I should. And I'm sorry, I would like to do it. I just never get time.

Q: How did you get to be that way? Your mother's not like that.

A: My dad's like that.

Q: Do you think you are like your father?

A: Oh, yes. I'm like my dad in a lot of ways. I look like him and I act like him. He's a good worker, too. He has worked hard all his life. First he was a farmer and now he's a carpenter. He's not afraid of work at all. He's a very good worker, but he loves to have fun and go places.

Q: What is your father like?

A: What does he like or what is he like?

Q: What is he like?

A: Oh, he's almost 51 years old and he loves to go . . . go out all the time and have fun. Be with the guys and go out and play pool . . . fish, sports, hunting, fishing. He's sick today. I gave him a cold.

Q: Everybody has got that up in Madison.

A: Everybody has got it here, too. I gave it to . . . First I got it, then my mother got it, now my dad has it.

Q: So, you say in that regard you are like your father?

A: Yes. He's a very fun-loving person.

Q: What about education? Let's get back to that. It's fun and also necessary?

A: Going to school can be fun. I mean, like I was sick two days this week and I missed it. I missed not so much the work. I missed the association with the kids, my friends and seeing people and . . . . Because school to me is not all work, not all play, but a combination of both.

Q: Would you like to go to school on further?

A: Oh, yes.

Q: If you could go to any school you wanted to, nothing else stood in the way, what would you like to do?

A: You mean college?

Q: Yes.

A: Oh, I don't really know which college I want to go to.

Q: Well, would you like to go to a college or a university or a . . . . ?

A: I haven't really thought about it too much. It doesn't matter. I would go to either one. I think I would consider a lot what college could offer the best of what I want to take.

Q: Let me ask you this. What is a college like and what is a university like?

A: I don't know.

Q: What is the difference between a college and a university?

A: A university is bigger, isn't it?

Q: Well, I just want to know what you think.

A: I don't know. I haven't really thought about it.

Q: What do you learn there? What do you do there? At either place.

A: It is hard. I've talked to kids that go. I know the work is hard. You have a lot of work, but you learn what you want to be.

Q: Is it training for an occupation then?

A: Yes, that's what I would call it.

Q: Do you know anybody that goes there or went there?

A: I know kids that go to the University of Wisconsin.

Q: What kind of people go to the universities?

A: Most of them are good in school, that I know. They work hard and they want a lot out of their lives. They're working towards an occupation.

Q: Do you think you'll go to a college or university?

A: I hope to.

Q: Do you want to?

A: Very much.

Q: Why? Why do you want to?

A: Well, because without it, I can't become whatever I want to be. I mean, I'm sure that whatever I want to be will require a college education and I want very much to go to college. It can never do you any harm. You can always use it some way.

Q: What makes you think it is necessary to do what you want to do? Did you ever talk to anybody about that?

A: No, I have never talked to anybody about it. But I think it is very necessary to do what you want to because if you have to do something you don't want to do, you're not going to be good at it, you're not going to like it, it's going to be monotonous.

Q: How do you know that college or the university is necessary for that? Did anybody ever tell you it was?

A: No, I just . . . not really. I feel that it would be because you can't become a teacher without going to college. You can't become a lot of things. Now, though, I don't want to be a teacher, but I'm sure that whatever I do want to become, I will have to get a college education for it.

Q: Do you think your mother thinks that college is necessary? Has she ever said this?

A: Very. If not only for my own benefit, but for how happy it will make my mother, I want to go to college.

Q: What about your father?

A: Oh, I'm sure my dad will be glad, but . . . really just my mother because my dad, it wouldn't . . . If I went and became a secretary or some other good job and still have a nice life, it wouldn't matter to my dad because he didn't go to college either.

Q: I see. But you think you probably will go?

A: Oh, yes, I hope so.

Q: O.K. now. Do you think that you are an intelligent person?

A: Oh, I'm kind of an average student, I'd say. I'm better in most things. I have no trouble with anything, but any math or any science I don't like at all. And I don't mind biology and things like that, but as for a science as far as that goes, but anything like general science or anything like that I don't like. And I hate any math. Algebra, geometry, I hate it all. I've always hated math, always.

Q: Does Rosemary like that?

A: No, she hates them both, too.

Q: She hates both of them. She doesn't like any kind?

A: I hate math and I hate science. Oh, biology she didn't mind, either.

Q: Is she like you in that regard? She doesn't like the math, but she does like the other things, social sciences or . . .

A: We are both better in other things.

Q: What about your mother?

A: My mother is real good at English. And she has corrected me since I was two, and so I have always been brought up with good English, so it comes very easy for me. But . . .

Q: What makes you think you're an average I.Q.?

A: I don't know. I'm . . . my mother told me that. That I'm average. I asked her once what she would call me. And she said I'd call you a high average student.

Q: Well, do you think that Rosemary will go to college?

A: I don't know.

Q: Why wouldn't she?

A: I know she wants to, but my mother told her mother that she doesn't know if she'll make it at all. But this year Rosemary's working a lot harder than she has ever worked. She has a lot of trouble with algebra. She had to drop it last year and she is taking it again this year and she's coming along good, real good. All of the other subjects she is around the same as me, A or B.

Q: Is there anybody else you talk to about anything that you spend some time with? Do you have a boyfriend?

A: Yes. I talk to him because he's real bright. He goes to this other school and he's been representative to Badger Boy's State and he's president of Student Council.

Q: What is his name?

A: Dave H \_\_\_\_\_.

Q: Where does he live?

A: In Brooklyn. His brother went to the university, but he's not bright like Dave.

Q: What does Dave think about what a woman should do when she . . . ?

A: I don't think it really matters to him because he's . . . I don't even think he's planning to go to college. I mean, he could, I know he could. But I imagine he probably will. He'll go to some school, I

know that. I'm pretty sure he'll go to some school. I hope so. Anyway, it would be a shame to waste him.

Q: What does he think that school is like? Education is like?

A: Oh, he doesn't mind school. He has never said that he did or anything. . . . He must like it.

Q: Does he think you sing well?

A: Let me see. I don't know whether he has ever said or not. I don't really sing in front of him. I wouldn't like to sing in front of him.

Q: What does he like about you?

A: I don't know. I never asked him.

Q: If you went to college, would he be happy or sad?

A: You mean if I went away?

Q: No, I mean if you went on to college, assuming that you didn't have to go away from home or anything.

A: Well, if I didn't have to go away from him, I don't imagine that he would mind.

Q: Would he be happier if you were a singer or a secretary?

A: A secretary.

Q: He'd rather have you be a secretary?

A: Yes, I'm pretty sure.

Q: Do you think he has much influence on your life in the sense of picking out what you want to do?

A: Not at all. I appreciate his opinion and I listen to it, but I make my own decisions and he's the type that if he got married, he would want his wife at home. He wouldn't want his wife working with a college education or not. I think I know him well enough to say that. I hope so.

Q: Let me talk about some of these people that you mentioned. Say we were talking about a job, you know, about work, and you had a bunch of opinions from these different people. Who would you be more likely to listen to--Rosemary, your mother, your father, or your brother or your boyfriend?

A: If they gave me an opinion about a job I wanted?

Q: Yes.

A: Probably my parents.

Q: Which of those two?

A: Probably my mother.

Q: Why?

A: Because I've always considered her a fairly intelligent person and I would listen very attentively to what she told me because it's almost always right. She knows more than I do and she can judge. She has gone to college, she's gone to summer school, she's earned a degree, she has won scholarships.

Q: What about education? We were talking about schools. Which of those people would you be most likely to listen to?

A: You mean if I . . .

Q: Just what we were talking about, whether you should go on to college or not and everyone had a different opinion about it? Which one would you be most likely to listen to?

A: You mean, if I . . .

Q: Just what we were talking about, whether you should go on to college or not and everyone had a different opinion about it. Which one would you be likely to agree with? Your mother, your father, your brother, Rosemary, Dave?

A: Probably mother again.

Q: Would you be more likely to believe your mother than your guidance counselor here?

A: No, I would listen to both of them equal. I'd make up my own mind, but I'd listen to both of them. I think they would probably say about the same thing.

Q: If they disagreed, who would you listen to? Be honest.

A: I would listen to both of them, but I would make up my own mind. I would listen to both of them and I would hear both sides and then I would decide which one I wanted. I would let them give their own reasons for what they think and why they think it and then I would make up my own mind on why I think it.

Q: Who would you say is the person who has the most influence on your life up to now?

A: My mother. My mother and my father, especially my mother. My brother, he, well, he hasn't been around for a year now, but . . . about social things, I would listen to my brother . . . What I should do here; what I should do there . . . Who I should go with and what he's really like. And I could always ask his opinion because he is a boy and he knows him as a boy, whereas I only know him as a girl.

Q: Who is the most competent person you know, talking about what people do for a living, occupations or jobs?

A: Probably my mother. I mean, I don't talk to that many people in detail about it. And with the people I do talk about it. . . well, like I don't talk about it much with Dave and I don't really talk about it that much with Rosemary. I talk about an occupation more with my mother than anyone else.

Q: Who do you like better, Dave or Rosemary?

A: Rosemary. I've been best friends with her for a long time. I can't really compare that because one's a boy and one's a girl, and one's my best girlfriend.

Q: Why is Dave your boyfriend? What do you like about him?

A: I like him. He's real nice and he's real sweet. He never hurt me and he has done everything he could for me always. He has a good sense of humor and smart, goes out for athletics, is popular and everything I could want, I guess.

Q: Is there anybody else that you know that you talk to about anything at all from time to time?

A: I talk to my cousin whenever I see her. I talk to close friends I used to have. Like I still see some of them now occasionally. Not very often because of the distance. But I do see them. And my cousin lives in New Berlin and I talk to her whenever I see her, which isn't too often either.

Q: Well, I think that's about all we need now. I'm really happy you could come in here. I took you away from your studying. I'm sorry. I know you wanted to sit there and study.

A: That's O.K. I'm a great talker. All I have to do is read history anyway.

Q: I think I kept you here too long. I'll see if I can get you a note from Mr. S\_\_\_\_\_ if you need it to get into your next class.

A: What time is it?

Q: It's 2:30.

A: No, I don't. The bell hasn't rung yet, I don't think.

Q: Thanks a lot.

A: I don't mind missing chorus anyhow. I've got a bad cold and I don't sing, I kind of fake along. It hurts. I have a sore throat. Are you going to call in another person next hour?



Q: We'll probably get somebody else in here to talk to them.  
A: Have you called in one from each year?  
Q: No, we are limiting it to sophomores. People in the last year they have to be here.  
A: Boys and girls?  
Q: Yes. What does your father do for a living?  
A: Carpenter.  
Q: Oh, that's right. I took that down. Let me see if there's anything else. What do you think a person like you would want to do? Not you, but a person just like you?  
A: If they were just like me, they would probably want to do just what I want to do.  
Q: Do you know anybody who is just like you?  
A: Rosemary is quite a bit like me. We are quite a bit like each other. We were very different, almost as different as night and day when we met. And then the three years that I've been here . . . I wasn't best friends with her the first year I was here and half the second year. But I was friends with her. We hung around in the same group. There was four of us. And then one girl moved away and that broke us up and then another girl started hanging around with a different crowd and we just naturally became best friends. We got to know each other better and we've been best friends since. And I've become a little like her and she has become a little like me.  
Q: If you found out that Rosemary was going to go to secretarial school next year, what would you say?  
A: I would faint.  
Q: You wouldn't believe it?  
A: No, she wouldn't want to do that, either. It would be pretty monotonous for her, too.  
Q: Accredited School of Beauty Culture in Milwaukee?  
A: No, I thought about being a beautician, too. I like to work with hair, but I couldn't do it day in, day out. That's all I would do. I'd sit there and fix hair, I'd cut, I'd wash, I'd set, I'd comb out. I would go crazy. It's too monotonous. I like to look nice, wear just the right amount of makeup, wear my hair in a pleasant, appealing style, looking fine. I just washed it last night, so it isn't looking too well. Wear nice clothes and have them look nice on me. But as far as going to beauty culture school, I wouldn't do that. I think a model would be an interesting life, but I would never attempt to be one, but I would admire anyone that became one. I think from what I've read and what I've seen, I think it's a hard thing to do to be a model. You have to be so perfect all the time and work so hard standing long hours and always look your best.  
Q: I'm just writing down exactly what you say, so you know what is exactly there. I had better let you get to class.

4. Rosemary S\_\_\_\_: (Ann B\_\_\_\_'s best friend)

Q: Did Ann B\_\_\_\_ talk to you about the interview?  
A: Yes, she did.  
Q: Well, we're on the right track. I would have predicted that. I would also have predicted that it took her only about ten minutes to get it back to you. Do you have a copy of Protocol with you so you can watch what I'm doing?

A: No.

Q: Oh, that's all right. This is part of the questionnaire which we are starting to construct now. First, we're going to talk about two topics that are most important to us. We're going to ask you about occupations and we're going to ask you about education, and we're going to ask you about Ann. What we want are your opinions. That means that it is impossible for you to be wrong. Whatever you say, it's got to be right. Oh, Rosemary, do you have an ashtray before I start out?

A: Yes.

Q: Anytime, anywhere, through that you want to ask me a question, you want to stop me, by golly, just go ahead and do it. If you don't want to answer me, tell me that, too. First of all, I would like to know what you think about occupations in general. What they seem like to you or what the purpose behind a person's occupation is.

A: Well, I think that a person's occupation is just how far they could go. And . . .

Q: You can watch everything I write down. I'm going to write down exactly what you say.

A: Well, I don't understand exactly what you mean. You mean just any occupation?

Q: Whatever people do for a living. What does that mean to you? What a job should be. What a person should look for in an occupation.

A: Well, I think they should be able to better themselves in everything they do. That they should have an occupation that they like and as the years go by won't bore them so they won't get sick of it.

Q: Won't become boring in time? Won't get sick of it? What would an occupation like that look like?

A: I think like Holmes Tire and Supply or Tool and Die Maker or something of that nature which is just the same thing everyday.

Q: They would be boring. What would a good one look like? Not necessarily a specific one, but what quality would a good occupation have?

A: Well, I think a teaching job where you meet different people every day. Where you would have different situations and there is always something to look forward to. It's not just the same schedule.

Q: It's different every day. Not routine then?

A: Yes.

Q: Have you ever thought of any particular kinds of occupations that appeal to you that you think are . . .

A: Oh, yes, I want to be a kindergarten teacher.

Q: You want to be a kindergarten teacher. Why?

A: Well, I like children and I just think that would be the most interesting grade to teach because they're so funny and cute.

Q: My cute little boy today, he's only two weeks old, and he very cutely burped all over my coat.

A: Sounds like my niece.

Q: He's been trying to win me over the past couple of days. He figures he's got me in his pocket, he doesn't have to worry anymore. What do you think Ann would most like to be?

A: I know she doesn't want to be any kind of a teacher. Because her mother is a teacher and she's just had too much of that. I don't think she really knows yet. At least, she hasn't told me.

Q: Do you think Ann would be undecided about what she wants to do?

A: Yes.

Q: What kind of a job do you think she'd look for if she didn't have a special one in mind?

A: Well, she's awful quick in music. And I know she likes it a lot, so maybe something in music.

Q: Because she's good at it?

A: Yes, and she likes it too.

Q: What would you like to see her be?

A: I would like to see her a teacher.

Q: Why?

A: I think she has all the characteristics of a good teacher. She's understanding and she knows how to cope with different situations, and I think she'd make a real good kindergarten teacher because of her ability to play piano and to sing.

Q: Have you talked to her about that?

A: Yes, but she's just not interested in it, I don't think.

Q: Have you tried to talk her into it?

A: Oh, yes.

Q: She didn't put up with it?

A: No. See, we want to go to the same college. And I want her to be the same thing that I am, but she doesn't want to be it.

Q: What do you think she is going to end up being?

A: That's really hard to say. I don't have any idea. She just doesn't . . . she hasn't said anything except teaching, maybe. She doesn't want to at all, but she says she'll probably end up doing that.

Q: Well, then you say she's good at music. What makes you think that she's good at that?

A: Well, she plays piano and does real well at that. And, of course, in chorus she has a very nice voice. She's got a good sense of rhythm.

Q: Do you think she might like to be a pianist or a singer or . . .

A: Oh, yes. A singer she would definitely like to be.

Q: What do you think about that?

A: Unless you're really good, you don't have much of a chance. I think that if you can make it, it would really be nice.

Q: What about education now? What do you think education is like?

A: You mean college?

Q: In general. Just education in general. What does that mean to you?

A: Just learning to your fullest ability.

Q: Anything in particular learning?

A: You mean like a subject?

Q: What is it you learn?

A: You learn how to . . . well, people . . .

Q: You learn people?

A: You don't learn people, but . . .

Q: You learn about them?

A: You see different kinds of people. You learn how to accept their ways, their points of view.

Q: What kind of education would you like to have? What have you got in mind for the future? What would you really like?

A: Well, I want to go to Oshkosh. And I want to go into teaching, education. And I would like to get a minor in English. I would like to major in music.

Q: Major in music, huh? Within the education major?

A: Yes.

Q: Why is that?

A: My mother is a first grade teacher, and that's what she has done, and that's the way I'm going to do.

Q: I see. Do you like music?

A: Oh, yes. Very much so.

Q: Would you like to have music in part of your career then?

A: Well, as a kindergarten teacher I think you would run across that a lot

Q: Yes, I remember way back in my kindergarten years I had a teacher named Miss H\_\_\_\_\_. I can remember our skipping around the room and her playing the piano . . . my hands out like an elephant, you know?

A: And Pokey Bear?

Q: That's right. I had my first girl friend. I don't think she really loved me, though, because our romance only lasted a very brief time. I don't think she really appreciated my tender feelings. What do you think is your best guess of what you will probably do about education? Do you think you'll end up at Oshkosh?

A: Well, either Oshkosh or a small university like Platteville or . . .

Q: You are fairly sure then that you will go on?

A: Oh, definitely.

Q: A small college or . . .

A: Not the university, though.

Q: You don't like the university?

A: No, I probably wouldn't make it.

Q: Do you think it's harder there?

A: Yes.

Q: Do you think a small college is not as hard? Or is it something else?

A: I don't think it's as hard. From kids that I've talked to who have gone to the university and gone to college, one of them ended up going to a small college. My sister's best friend did that. She started at the university and it was too hard for her. She went to college then and did real well.

Q: I see. Anything else that you like about a college that's different from the university?

A: No, I think that's about it. I don't like the social life at the university.

Q: What is it about the social life at the "U" that you don't like?

A: Well, they seem so wild.

Q: What do you mean wild?

A: They are so crazy, a lot of them. Whenever you hear something bad of Madison, it's always the university.

Q: Yes, we have a lot of wild students up there, like Miss S\_\_\_\_\_ there. Got to watch her every minute. What do you think Ann is going to do about college? What would you like to see her do most?

A: Well, I know she's going to go to a small college like me. We want to go to the same one.

Q: Is that what you would like for her too?

A: Oh, yes.

Q: Small college like Oshkosh? Why do you pick Oshkosh? Why not some other small college?

A: Well, my sister went to Platteville. Her best friend went to Oshkosh and told her Oshkosh was much better, and I was just listening and I didn't like Platteville.

Q: See, now we have to track down your sister's friend for significance for you.

A: I know which one it was.

Q: It doesn't make any difference, you see. She influenced your choice and you don't even know her.

A: I know her, I just can't think of her name.

Q: That's all right, we aren't going to track her down. You are a significant influence. Why do you want to see Ann go there? Why do you think she wants to go there?

A: She wants about what I want as far as college goes. We're real close friends and I would hate to think of not seeing her sometimes. We hardly go a day without seeing each other.

Q: Yes, Ann is a real nice girl. I was impressed with her when I interviewed her. What do you think that Ann is like?

A: Well, in a lot of ways she is quite sad. She's had a real hard life. Her father is about an alcoholic and her mother and him fought quite a bit. She's had it real hard. And she's got a complex about herself. She doesn't think she's very neat. And in a lot of ways she puts up a big front because she is always laughing.

Q: She doesn't think she's neat? What does that mean?

A: She thinks she is ugly.

Q: Oh, that's silly, to tell you the truth. She thinks she's ugly? Where did she get an idea like that?

A: She says she just looks in the mirror.

Q: What do you think?

A: Oh, no.

Q: Have you told her?

A: Oh, yes. Everybody tries to tell her, but . . . She's been sick a lot, too, when she was smaller.

Q: What else is she like? What kind of person is she?

A: Well, she'll never tell a lie. She's very truthful. And she usually doesn't gossip. She wouldn't say anything bad that she wouldn't tell the person themselves. She's straightforward. She'll tell you something that's wrong. Like if she doesn't like something you're wearing and thinks you'd look better in something else, she'll tell you. She's quite smart. Her point of view everybody usually listens to.

Q: Is she like you in any way? Are you two alike at all?

A: Not in that way. We like the same things, same clothes, the dancing, but . . .

Q: Dancing? What kind of dancing?

A: The discotheque.

Q: Who do you usually dance with?

A: Boys. I go out with a lot of different boys, where she's going steady now. and We dance with each other quite a bit too.

Q: Who's she going steady with? Do you know?

A: Dave H . . .

Q: Oh, that's right. She mentioned that.

A: She wasn't going steady then . . . about a day after, though.

Q: Do you know where he lives? He lives here in Brooklyn?

A: Yes. I think he has influenced her way of thinking a lot, too. Because he is real smart and he's on the honor roll.

Q: She said he was smart. He's in student government?

A: Yes, he's our Student Council president, Prom king, and he's real popular, and he wants to go on to the university.

Q: He likes those wild kids, huh? Is he a wild kid?

A: No. His brother went to the university and flunked out, though.

Q: I see. Was he bright too? His brother?

A: He got B's. Straight B's.

Q: Anything else you think about Ann? How she's like you?

A: She likes the same things as far as . . . she has the same taste in boys and things.

Q: Just for my own information, what is it girls like in boys?

A: They don't like a boy that's too nice to them. Or a boy that tries to own them. Good dancer. Good personality.

Q: What is a good personality?

A: Oh, I think someone that is never down and out. Can always cheer people up.

Q: Anything else that makes a good boy?

A: They have to be fairly good looking, but that's really not too important. And they should be truthful and they should treat a girl real nice.

Q: But not too nice?

A: Right. And they should go out. They should never just go with one girl. Then they get too sure of them.

Q: I see. Would Ann agree with these statements?

A: Yes.

Q: She's going to go steady with this guy anyway though?

A: Until summer. So she can go to Prom.

Q: Oh, I see. An ulterior motive here. That's what I like about these straightforward women. That doesn't fit into being straightforward. Do you treat boys nice? I mean do girls usually treat boys nice in return?

A: Well, I don't, but Ann does.

Q: She does?

A: Well, no. She used to be real mean to Dave, but Dave never would go out on Ann, but she would always go out on him. Then once Dave went out on Ann and she just about had a fit. So that's when they started to go steady.

Q: Do you think you two treat boys about alike or are you different from her?

A: Well, she's gone with Dave for more than 2 years, and I've never gone with one boy for more than six months.

Q: I see. What about in school? Are you people alike in school or different? Is she like you in many ways or are you like her?

A: Well, we get about the same grades. Take the same subjects. German is both of our favorite subjects, I guess. She's better in math than I am.

Q: Is that the main difference?

A: Yes. We both like the same teachers.

Q: Well, is there anything else you want to ask, Betty?

Miss S \_\_\_\_: No, I think that's about it.

Q: I think that's about all we want to know, Rosemary. Unless there is anything you want to say.

A: I don't think so.

Miss S \_\_\_\_: Were there any of our opening questions that we would want to ask our significant others, such as Rosemary's father's occupation?

Q: Yes, we should probably take that kind of data. We've got that you live in Oregon. You're a senior, right?

A: Sophomore.

Q: That's right. What does your dad do?

A: He's a foreman at the B \_\_\_\_ Farm Dairy.

Q: And how old are you?

A: Fifteen. I'll be sixteen in March.

Q: I think that's about all we need, then. I really appreciated it, Rosemary. You're real nice to talk to. I think that you should convince Ann that she's not ugly, because she's not ugly.