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ABSTRACT

Project TALENT is a large-scale, long-range longitudinal study of a representative sample of students assessed with a comprehensive set of psychological, educational, and personal measures. In 1960, students in grades 9 through 12 were given a battery of tests and inventories. One-year, five-year, eleven-year, and twenty-year follow-ups of the same students by questionnaires constitute the longitudinal aspects of the study. The Data Bank Handbook is intended to assist researchers in deciding whether Project TALENT data are suitable for their studies and in formulating their final study plans. Information on the following is provided: (1) Project TALENT--measures used, sample, follow-up procedures, differential weighting of cases, sample sizes, special data files (Knox County saturation sample, 15-year-old sample, 4 percent sample, 1963 retest); and (2) Project TALENT Data Bank--types of services provided (printouts, work tapes, test use, contract research), follow-back studies, utilizing the data bank, cost and time estimates, analysis programs, hypothetical examples. Appendices provide the 1960 student data, school questionnaires, follow-ups, and information about Project TALENT Data Bank projects. (KM)

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THE PROJECT TALENT DATA BANK:

A HANDBOOK

AMERICAN INSTITUTES FOR RESEARCH

Palo Alto, California

April 1972



The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry should be supported by a valid receipt or invoice. This ensures transparency and allows for easy auditing of the accounts.

In the second section, the author outlines the various methods used to collect and analyze data. This includes both primary and secondary research techniques. The primary research involves direct observation and interviews, while secondary research involves analyzing existing data sources.

The third section details the results of the data analysis. It shows a clear upward trend in sales over the period studied, which is attributed to several factors, including improved marketing strategies and a strong economic environment.

Finally, the document concludes with a series of recommendations for future actions. These include continuing to invest in research and development, maintaining a focus on customer service, and exploring new market opportunities. The author believes that these steps will lead to sustained growth and success in the long term.

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THE PROJECT TALENT DATA BANK:

A HANDBOOK

Project TALENT

American Institutes for Research

P.O. Box 1113

Palo Alto, California 94302

April 1972

The main support for Project TALENT has come from research grants of the United States Office of Education, Department of Health, Education, and Welfare. The data bank described herein is a by-product of that research effort. The National Institutes of Health, the Office of Naval Research, and the National Science Foundation have provided additional financial assistance.

Preface

Boarding Project TALENT as pilot in the eleventh of a twenty year journey proved exciting. The five-year follow-up was just being wound up with some data, problems and studies still in need of guidance to their logical ends. The eleven-year follow-up was just getting underway.

But TALENT's Data Bank particularly drew me to the Project. I am fascinated by the design and maintenance of a living data file in common interests and trust.

The present publication invites your participation in the common endeavor now marked by 110 prior Data Bank studies as well as the numerous studies conducted by the Project TALENT staff itself. The Handbook stems from its predecessor issued in 1965. Through revision and updating in the present Handbook we trust that we have made the Data Bank more useful to many additional interested parties.

Project TALENT owes to many people its capacity to reveal anonymously the careers of its participants for the benefit of those who seek good and better ways to work occupation into life. Not the least of TALENT's indebtedness is to its 400,000 participants who first enrolled their data on its tapes and subsequently help us inscribe their life patterns along with their origins. TALENT is additionally indebted to the Office of Education, Department of Health, Education and Welfare for major support throughout its existence. However, the National Institutes of Health, the Office of Naval Research, and the National Science Foundation have provided some financial assistance as well. TALENT therefore truly celebrates the fact that citizens, government, and researchers can create and maintain a national facility for research in education and the behavioral sciences.

But an achievement such as TALENT perpetually tries the guts of people who make it work. We who have the opportunity to work in the public interest through Project TALENT gratefully acknowledge the steadfastness of interest which stems from the Project's current monitorship by Laurence G. Goebel, National Center for Educational Research and Development, U. S. Office of Education, and Justin C. Lewis, Science Education Study Group, National Science Foundation. Special acknowledgment is also made of the encouragement and support provided by Howard F. Hjelm and Susan S. Klein, National Center for Educational Research and Development, and Alice Y. Scates, Office of Program Planning and Evaluation, U. S. Office of Education.

Finally, no document springs full grown like Minerva from Jupiter's forehead. A document takes shape from the thought and work of men. Since this document takes its lineage from former TALENT publications, it has many authors, so many in fact that authorship now extends beyond exact identification. We therefore issue the Handbook as a staff document, not an individual document. However, I would be remiss if I failed to single out three people due extra credit in this document. TALENT was the brain child of John C. Flanagan. He has steadfastly remained principal architect of its design and publications ever since. In addition, TALENT has been nurtured from its inception by Marion F. Shaycoft who originally contributed much of the writing assembled in the present document. But this publication was primarily designed and brought into being by John G. Claudy who now directs the Data Bank. Claudy and I particularly invite your participation in exploiting the meaning of TALENT's data with the help of this Handbook. We await your interest and inquiries.

David V. Tiedeman
Director

Palo Alto, California
April 1972

Table of Contents

	Page
Introduction.....	1
Project TALENT.....	1
Overview.....	1
The Measures Used in Project TALENT.....	5
The 1960 Student Tests and Questionnaires.....	5
Project TALENT School Questionnaires.....	5
Project TALENT Sample.....	6
Follow-up Procedures.....	7
Differential Weighting of the Cases.....	10
1960 Weights.....	10
Follow-up Weights.....	11
Sample Sizes.....	12
Special Data Files.....	14
Knox County Saturation Sample.....	14
15-Year-Old Sample.....	14
4% Sample.....	15
1963 Retest.....	15
Project TALENT Data Bank.....	15
Types of Services Provided for Data Bank Users.....	15
Printouts	15
Work Tapes.....	16
Test Use.....	16
Contract Research.....	16
Follow-Back Studies.....	17
Utilizing the Data Bank.....	17
Cost and Time Estimates.....	19
Analysis Programs.....	20
Hypothetical Examples.....	22
Appendix A - 1960 Student Data.....	25
General Information.....	25

Table of Contents (continued)

	Page
Maximum Performance Measures.....	26
Information Tests.....	26
Language Aptitude and Ability Tests.....	29
Complex Intellectual Aptitude Tests.....	31
Visualization Tests.....	31
Mathematics Test.....	32
Clerical and Perceptual Aptitudes Tests.....	33
Composites Based on Maximum Performance Measures.....	34
Miscellaneous Tests.....	34
Preference Test.....	34
Themes.....	38
Student Activities Inventory (SAI).....	38
Interest Inventory..	40
Student Information Blank (SIB).....	46
Socioeconomic Index.....	46
Appendix B - School Questionnaires.....	68
Appendix C - Follow-ups.....	80
College Codes.....	80
Job Codes and Career Plan Codes.....	80
Follow-up Questionnaires.....	81
Appendix D - Project TALENT Data Bank Projects.....	106

List of Tables

Table		Page
1	Topics Studied by Data Bank Researchers.....	2
2	Data Bank Projects and Institutional Affiliations of Researchers, Classified According to Kind of Institutional Control.....	3
3	Research Projects Which Have Used the TALENT Data Bank, Classified According to Discipline of Researcher.....	3
4	Project TALENT Follow-up Surveys and Schedule.....	4
5	Procedures Used by Regional Coordinators in Locating Non-respondents.....	9
6	Number of Project TALENT Cases Available.....	13
7	Summary - Maximum Performance Measures.....	35
8	Composites Based on Maximum Performance Measures.....	37
9	Student Activities Inventory Scales.....	39
10	Scoring Pattern for Project TALENT Student Activities Inventory.....	41
11	Interest Inventory Scales.....	43
12	Project TALENT Interest Inventory.....	44
13	Means and Standard Deviations on Items Entering into P*801 Based on a Sample of Grade 12 Boys.....	49
14	Student Information Blank.....	50
15	Student Information Blank Composites.....	62

Introduction

The Project TALENT Data Bank was established to make the large mass of data collected by Project TALENT available to the general research community. Since its formal inception in 1964 more than 100 projects have been carried out. The Data Bank is a nonprofit service of Project TALENT and AIR.

The scope of topics studied and the institutional affiliations of the researchers have varied widely. (See Tables 1 and 2.) About half of the projects have been conducted by university faculty members or graduate students who have small research grants to support their work. Through use of the Project TALENT Data Bank, the researcher with only limited funds has access to a data base far larger and more representative than his resources could otherwise provide. In fact, a majority of the studies which have utilized the Project TALENT Data Bank would not and indeed sometimes could not have been carried out if it were not for this data resource. The Data Bank has in effect been an interdisciplinary research medium--at least in terms of the disciplines represented by its users. (See Table 3.) A complete list of Data Bank projects can be found in Appendix D.

It is the purpose of the Project TALENT Data Bank Handbook to assist the potential Data Bank researcher both in deciding whether Project TALENT data are suitable for his study and in formulating his final study plan. It is not intended that this publication take the place of contacts with Data Bank staff, but rather that it aid such contacts.

Project TALENT

Overview

Project TALENT is a large-scale, long-term educational research study which is both longitudinal and cross-sectional in its methodology and implications. It is longitudinal in that tested subjects are followed up aperiodically; it is cross-sectional in that the longitudinal data are available for four successive grade groups, 12, 11, 10, and 9. The overall goal of Project TALENT is to understand the nature and development of the talents of America's young men and young women. Within this broad context, Project TALENT has had the following specific goals:

TABLE 1

Topics Studied by Data Bank Researchers

Topics	Number of Projects*
Airline stewardesses	3
Analyses of user data	2
Athletics, effects of participation	2
Career plans and choice	10
Clergymen	2
Cognitive style	1
College differences	5
College financial plans	3
Draft system	1
Driver education and highway safety	5
Education attainment	2
Effects of socioeconomic status	4
Family and background effects	2
Family size	1
Federal aid effects	1
Geographic regions comparisons	3
Gifted students	2
High school counselors	1
Home-economics students	1
Labor force entrance	2
Marriage	1
Medical students	5
Mental patients	1
Military studies	3
Negro male adolescents	1
Project PLAN	1
Project SUCCEED evaluation	1
Research methods	4
School dropouts	2
School inputs and outputs	14
Science vs. non-science students	3
Social mobility	2
Student group comparisons	11
Suicide	1
Teachers	3
Title I of ESEA evaluation	1
Upward Bound evaluation	1
Youth behavior problems	2
TOTAL	110

*Through December 31, 1971

TABLE 2

Data Bank Projects and Institutional Affiliations of Researchers,
Classified According to Kind of Institutional Control

<u>Control of institution</u>	<u>No. of projects*</u>	<u>No. of institutions*</u>
Governmental (Federal, state, local)	13	8
Universities	54	29
Private organizations (other)	43	19
	—	—
TOTAL	110	56

TABLE 3

Research Projects Which Have Used the Talent Data Bank,
Classified According to Discipline of Researcher

<u>Discipline</u>	<u>No. of projects*</u>
Communications	1
Economics	14
Education	49
Home Economics	1
Institutional Research	1
Library science	2
Medicine	3
Psychology	29
Sociology	10
	—
TOTAL	110

*Through December 31, 1971

1. To obtain a national inventory of human resources.
2. To develop a set of standards for educational and psychological measurements.
3. To provide a comprehensive counseling guide indicating the patterns of aptitude and ability which are predictive of success and satisfaction in various careers.
4. To formulate a better understanding of how young people choose and develop in their life work.
5. To identify the educational and life experiences which better prepare students for their life work.

To achieve these goals, the initial phase of Project TALENT consisted in giving a very large and representative sample of high school students a comprehensive battery of paper-and-pencil tests and inventories. That was in 1960. It was planned that members of the sample would then be followed up periodically by questionnaires over a 20-year span. Thus Project TALENT constitutes the first large-scale, long-range longitudinal study of a representative sample of students assessed with a comprehensive set of psychological, educational, and personal measures.

The overall design of Project TALENT provided for follow-ups approximately one, five, ten, and twenty years after each of the four classes was expected to graduate from high school. The one-year and five-year follow-ups have been completed, and first phase of the now eleven year follow-up is in progress at the time of the preparation of this handbook. Table 4 shows the current follow-up surveys and schedule.

TABLE 4

Project TALENT Follow-up Surveys and Schedule

Grade When Tested in 1960	Years for Follow-up Studies			
	1-Year Follow-up	5-Year Follow-up	11-Year Follow-up	20-Year Follow-up
12	1961	1965	1971	1980
11	1962	1966	1972	1981
10	1963	1967	1973	1982
9	1964	1968	1974	1983

The Measures Used in Project TALENT

The 1960 Student Tests and Questionnaires. The Project TALENT test battery yields a wide variety of scores. (More specific descriptions of the tests and inventories and the scores and scales presently available from them appear in Appendix A.) The tests can be grouped under the following headings:

1. An information test covering knowledge acquired in and out of school (38 separate scores and 4 composites);
2. Mathematical aptitude and ability tests (3 separate scores and 3 composites);
3. An English test (5 subscores and a total score);
4. Tests of speed and accuracy in various tasks (4 tests);
5. Various other tests of specific aptitudes and abilities (10 tests).

In addition to the tests, the following three questionnaires were administered in the Project TALENT battery:

1. The Student Information Blank;
2. The Interest Inventory, 17 scales;
3. The Student Activities Inventory, 10 scales (temperament scales).

In addition to these scores a large number of a priori scales and composites have been developed.

One-year and five-year follow-up information has been obtained on all four grades included in the 1960 sample and is now available for analysis. These questionnaires included sections on high school education and educational plans, work experience, general information, and college. Copies of these questionnaires are included in Appendix C.

Project TALENT School Questionnaires. The General School Characteristics (GSC) Questionnaire provides information concerning the faculty (average age, years of teaching experience, degrees held, etc.), as well as the principal of the school. Questions were also asked about the type of school and school system (grades included, accreditation, estimate of pupil-teacher ratio, grading system, provision for special groups, etc.), and background of both the school and the community. Another section concerned questions on school curriculum, advancement policies (mid-year promotion and graduation policies, acceleration and retardation programs, etc.), and information about extracurricular activities in the school.

The Guidance Program (GP) Questionnaire concerns the kind of guidance facilities in the school and information about the nature of this service.

Some specific questions concerned: (1) Existence of program; (2) Personnel--number and background; (3) Facilities--space, equipment, etc.; (4) Recent changes--personnel, tests, special programs, etc.; and (5) Plans. There were also questions regarding the types of tests administered by the guidance personnel, the kinds of problems brought to the counselors, and the kinds of help offered (tests, counseling, referral, conferences with parents, etc.). Data from the General School Characteristics and Guidance Program questionnaires are on tape and available for analysis.

Project TALENT Sample

The selection of the national sample surveyed in 1960 is described in detail in Design for a Study of American Youth (Flanagan, Dailey, Shaycoft, Gorham, Orr, and Goldberg, 1962, Chapter 3). In this handbook, therefore, it will only be outlined briefly. The first step was to draw a stratified random sample of all secondary schools in the United States. Public, parochial, and private schools were included. Stratification was on the basis of category of control (i.e., public schools, parochial schools, and private schools other than parochial) and geography (region and state); and within the public school category there was further stratification on the basis of retention ratio (i.e., ratio of number of tenth-graders to number of graduates) and school size.

On the basis of technical considerations concerning sampling methodology, it was decided that the most efficient sample of a given size would be obtained by using differential sampling ratios for the different school-size strata (underestimating the smallest public schools, overestimating the largest ones, and correcting the resultant data through the use of differential school weights). Accordingly, one-twentieth of the parochial schools, private schools, and medium-sized public schools, one-thirteenth of the very large public schools (more than 400 seniors) and one-fiftieth of the very small schools (fewer than 25 seniors) were selected.

About 93 percent of the initially selected schools agreed to participate in Project TALENT. All students in grades 9-12 in these schools were in the TALENT probability sample; also ninth-graders in associated junior high schools were included in the sample. A total of 1225 schools constituted the probability sample--987 senior high schools and 238 junior high schools. Altogether between 4 and 5 percent of all secondary schools in the United States were included.

There were roughly 400,000 students in grades 9 through 12 attending the participating schools; these students were the Project TALENT probability sample.

In addition to the schools in the probability sample, other schools participated, either by invitation for the purposes of some special phase or sub-study, or else at their own request. In either event, students in these supplementary schools are not part of the Project TALENT probability sample, and are excluded from those studies whose nature or purpose is such that they must be based on probability sample cases only.

Follow-up Procedures

Although somewhat different questionnaires have been used for each follow-up survey, all questionnaires have included a common core of items tapping information vital to the study of further education, jobs, and career plans. In accordance with the life stage of the young men and young women who participated in Project TALENT, the follow-up questionnaires emphasize questions about entry jobs, long-range career plans, family establishment, college, and military service. But in addition to questions on these topics, some other series of questions have been included for one or two grades but not for all four. These are questions on special topics which were judged worth investigating on a limited basis. The necessity of keeping the questionnaire short enough that it would be easy to complete imposed restrictions on how many questions, and what kind, could be included each year. Every effort was made to keep each questionnaire direct, clear, and not unduly long. The questionnaires were designed as simple factual data-collection instruments rather than as clinical tools for psychiatric probing. Therefore they could be set up to be essentially self-administering. (Copies of the regular questionnaires are included in Appendix C.)

Though there were certain minor exceptions, especially during the one-year surveys, the follow-up for a given grade usually included four mailings or "waves" of the questionnaire. For each student in a given wave the computer printed an address label from the tape of names and addresses. The four waves for each grade were spaced about one month apart, and a reminder card was sent between the first and second waves. When a completed questionnaire was returned, cards were punched containing information as to whether or not usable information had been obtained from the student. These cards were then used to control the preparation of mailing labels for subsequent waves, so that a student did not receive another questionnaire after he had completed one.

Questionnaires returned by the post office because the student had moved from the address on the mailing label also were processed. If the post office reported a new address, this change was made on the Project TALENT records and used in the next mailing wave. Questionnaires returned with no new address were coded to show the week received and the reason for the return--such as no forwarding address or addressee unknown. The names of persons who had died were, of course, removed from the mailing list.

Overall response rates to the four waves of follow-up questionnaires varied from 61.9% for 1960 twelfth-graders followed up one year after high school (1961) to 31.9% for 1960 ninth-graders followed up five years after high school (1968). In general response rates fall off slightly each year. Since between forty and sixty percent of the cases surveyed fell into the nonrespondent category, it was necessary to make a correction for any bias resulting from this nonresponse. In order to make this correction it was necessary to obtain responses from a representative sample of the nonrespondents. Therefore, special surveys were carried out for each of the follow-ups. Each of these surveys was based on a representative sample (generally about 4 percent) of all persons who had not responded after having been sent four separate copies of the questionnaire, a month apart. The method of sample selection for this nonrespondent sample was a simple one, and it guaranteed close-to maximum representativeness. The first step in the selection procedure was to arrange all nonrespondents in testing number order (on the computer tape); this automatically arranged them by geographical region, state, city, and school, and within school generally by classroom. Cases were then selected at regular intervals to give a nonrespondent sample of the desired size. For instance, if a 4 percent sample were being selected every 25th case would be chosen. Because of the order in which the cases were arranged before sample selection, the sample was automatically representative (not merely random) with respect to region, state, city, school, and in most cases, classroom. The nonrespondent sample is still random with respect to characteristics that are statistically independent of region, state, city, school, or classroom.

A special interview form, consisting of most of the items in the regular questionnaire (and, it is hoped, all of the ones that are crucial for most purposes) was prepared for use with the selected nonrespondent sample. Members of the special nonrespondent sample were located, and contacted directly to secure their answers to the questionnaire items. Project TALENT has a network of consultants all over the country who, in their capacity as "regional

coordinators," handled the direct follow-up of those members of the special sample of nonrespondents that are in their region; in this activity the regional coordinators, in the interest of uniformity of procedure, operated under instructions received from the central TALENT office. Each regional coordinator was sent an interview form for each member of the special nonrespondent sample believed to be in his region of the country. The task of the regional coordinators was to locate nonrespondents and collect follow-up data from those within approximately a 100-mile radius of them. Interviews were generally, but not necessarily, by telephone. A variety of procedures (listed in Table 5) were suggested to the regional coordinators for use in locating members of the special sample. Of course not all of these procedures were used for each person to be located; however, the regional coordinators did make a conscientious effort, using such procedures as seemed appropriate, to locate each nonrespondent. Even so, not all cases were located by the regional coordinator. For the unlocated ones, therefore, the names and last known addresses were sent to Retail Credit Company, who utilized their resources to locate as many as they could.

TABLE 5
Procedures Used by Regional Coordinators
in Locating Nonrespondents

-
1. Check local telephone directory
 2. Check with telephone company information operator
 3. Check city directories
 4. Check with parents or relatives
 5. Check with last known (or former) employers
 6. Check with former neighbors
 7. Check with school last attended
 - A. Guidance counselor
 - B. Teachers
 - C. Alumni office
 8. Check with chairman of class reunion committee
 9. Check with former classmates still living in community
 10. Check with official at church last attended
 11. Check with Department of Motor Vehicles
 12. Check banks and/or finance companies
 13. Check with department stores
 14. Check voter registration records
 15. Check with wage tax or personal property tax bureau
 16. Check marriage license bureau records
 17. Check police department records
-

Because Project TALENT began with a probability sample of the entire high school population in the spring of 1960, these procedures yielded a sample of respondents and nonrespondents that can be used, through proper weighting and combining of results, to derive essentially unbiased estimates of the results for the entire grade. There may be a small amount of error resulting from the characteristics of nonrespondents who could not be located by any of our procedures. The only serious distortion that is likely to occur, however, is in the case of a category in a tabulation that contains few students, many of whom are in the special nonrespondent sample and therefore are heavily weighted.

Differential Weighting of the Cases

1960 weights. As has already been indicated in the discussion of sampling procedures, differential weights correcting for differential sampling ratios were necessary in order to obtain estimates of various population parameters.

Four sets of weights (designated Weight A, Weight B, Weight C, and Weight D) have been developed for Project TALENT, each suitable for a different purpose.

Weight A, when applied to a group of students in the regular sample, is intended to reproduce the national population represented by that group. Thus weighted means obtained by applying Weight A to all Grade 12 boys in the sample who plan to go to college should provide estimates of the corresponding means for all such boys in the entire country.

Weight A is the same for all the students in a given school. It equals the reciprocal of the sampling ratio, divided by the proportion of the invited schools in its category (on the basis of the stratification variables) that agreed to participate in Project TALENT. Thus it corrects simultaneously for differential sampling ratio and for differential acceptance rate.

Weight D is intended for use solely in analyses of the data for a special subsample of 15-year-olds (described later). For each 15-year-old in grade 9, 10, 11, or 12, Weight D is identical to Weight A. For each 15-year-old not in any of these grades, Weight D is exactly ten times as large as Weight A for the corresponding high-school cases. The multiplication by ten corrects for the fact that a 10 percent subsample was used in determining the school districts for the non-high-school cases.

Weights B and C, unlike Weights A and D, are primarily applicable to the schools themselves, rather than to the boys and girls in those schools (or resident in the corresponding school districts). When the Weight B and C

values are applied to a group of schools in the regular sample (e.g., all the public high schools in cities with populations between 5,000 and 250,000) the purpose is to get an estimate of statistics based on all such schools, whether in the regular TALENT sample or not.

Weight B, like Weight A, corrects simultaneously for differential sampling ratio and for differential acceptance rate. Weight B is identical to Weight A except for the New York City and Chicago schools, in which the sampling ratio differed for students and schools because of the fact that there was sampling of the students within the schools.

Weight C also corrects for sampling ratio, but not for differential acceptance rates. It is applicable to school questionnaire data when the responses of those few schools that declined to participate in the project are included along with the responses of the participating schools. (Virtually all the schools contacted did answer the school questionnaire.)

Follow-up weights. As was implied earlier, assignment of appropriate weights to follow-up cases is a crucial step in data analyses whose results are supposed to be accurate estimates of numbers of cases or percentage of cases in specified categories in the corresponding segment of the national population. In other words to get good normative data each case must be weighted appropriately. For many other kinds of analyses, where what is sought is relational data and the answers to questions about relationships between variables, weighting cases differentially is of far less importance and in some cases probably quite undesirable. Correlation matrices are an example of kinds of data analyses in which the use of unweighted data is generally quite satisfactory.

However, for analyses requiring differential weights, it is important to use weights that have been computed properly to give appropriate extra weight to the special sample of nonrespondents. The regular weights for use with the 1960 data when no follow-up data are being used were described above under the designation "Weight A." When these weights are applied to the 1960 data, the resultant frequencies and percentages should give a good approximation of corresponding segments of the national population. To achieve the same end when follow-up data are involved, special follow-up weights are required. For regular respondents to the mailed questionnaire, the follow-up weight is generally identical to Weight A. For cases in the special nonrespondent sample, however, it must be much larger, since each nonrespondent in the special sample represents many nonrespondents who were not selected. For instance, if 4.2 percent of the nonrespondents are selected for the special sample, the appropriate follow-up

weight for these cases is Weight A multiplied by the reciprocal of .042. Among the five-year follow-ups of special nonrespondent samples the only exception to this procedure occurs for the grade 11 five-year follow-up survey. For grade 11 a "stratified sample" was used. This was a special procedure whose purpose was to maximize the number of cases with five-year follow-up data for whom one-year follow-up data were also available. Among the nonrespondents to the regular mailed questionnaire for the grade 11 five-year follow-up, all of the ones who had been in the special sample for the one-year follow-up were selected for the five-year special sample. These were the "Stratum 1" cases, and their five-year follow-up weights were the same as Weight A. These cases were supplemented by 2.5 percent of the nonrespondents to the five-year questionnaire who had been regular respondents to the one-year questionnaire. The five-year follow-up weights for these special sample cases, therefore, were equal to Weight A multiplied by the reciprocal of .025. These were the "Stratum 2" members of the special sample.

For this grade in addition to the regular follow-up weights, special weights are available for use in studies which investigate the relationship between one-year and five-year responses to specific questions, and therefore can use only cases for which both one-year and five-year follow-up data are available. For such cases from the grade 11 sample, Stratum 1 follow-up cases have joint one-year five-year weights equal to Weight A; the Stratum 2 cases have joint weights equal to Weight A divided by the product of .025 and the sampling ratio used for the special sample in the one-year follow-up.

These special follow-up weights (1960 Weight A for regular respondents to the questionnaire and 1960 Weight A times the reciprocal of the sampling ratio for the special nonrespondent sample cases) are available for each follow-up file and are usually referred to as "one-year follow-up weights" and "five-year follow-up weights." Equivalent weights will be added to the eleven-year follow-up files as the surveys are completed. Use of these follow-up weights is of course optional and is left up to the researcher.

Weights B, C, and D are used only with 1960 data and have no follow-up counterparts.

Sample Sizes

Table 6 presents the sample sizes for the various components of the 1960, one-year follow-up, and five-year follow-up files. This table provides a com-

TABLE 6

Number of Project FAILENT Cases Available

Grade Sex	1960 Master Files			One-Year Follow-Up Files			Five-Year Follow-Up Files											
	Regular Respondents			Special Sample Respondents			Regular Respondents			Special Sample Cases			Total					
	Proba- bility Cases	Non- Prob- ability Cases	Total Regular Cases	Proba- bility Cases	Non- Prob- ability Cases**	Total Special Sample Respondents	Proba- bility Cases	Non- Prob- ability Cases	Total Regular Cases	Non- Re- spond- ent Cases	Total Special Cases	Prob- ability Cases		Non- Re- spond- ent Cases	Total Special Cases			
12 M	39692	3425	43017	23178	1237	24415	661	--	661	25076	15108	1486	16594	867	* * *	918	51	17512
12 F	41483	2630	44113	27061	1207	28268	609	--	609	28877	15616	1130	16746	936	* * *	977	41	17723
12 Total	81175	5955	87130	50239	2444	52683	1270	--	1270	53953	30724	2616	33340	1803	* * *	1895	92	35235
11 M	45443	3949	49392	20307	0	20307	1388	--	1388	21695	15718	1540	17258	1201	80	1281	--	18539
11 F	47060	2807	49867	23175	0	23175	1318	--	1318	24493	16703	1038	17741	1164	101	1265	--	19006
11 Total	92503	6756	99259	43482	0	43482	2706	--	2706	46188	32421	2578	34999	2365	181	2546	--	37545
10 M	50654	4441	55095	20915	2256	23171	1017	79	1096	24267	15999	1720	17619	1060	286	1346	--	18965
10 F	49195	3206	52401	21567	1583	23150	1095	51	1146	24296	15867	1178	17045	984	324	1308	--	18353
10 Total	99849	7647	107496	42482	3839	46321	2112	130	2242	48563	31766	2898	34664	2044	610	2654	--	37318
9 M	50133	5024	55157	21181	3	21184	1127	--	1127	22311	13202	1624	14826	798	447	1245	--	16071
9 F	51462	3638	55100	23637	6	23643	1018	--	1018	24661	13884	1117	15001	777	509	1286	--	16387
9 Total	101595	8662	110257	44818	9	44827	2145	--	2145	46972	27086	2741	29827	1575	956	2531	--	32358
Grand Total	375121	29020	404142	181021	6292	187313	8233	130	8363	195676	121997	10833	132830	7787	1747	9534	92	142456

*For all one-year and the 12t grade five-year follow-up surveys "special sample" non-respondents were omitted from the follow-up files.

**Non-probability cases were omitted from the "special sample" for most follow-up surveys.

plete picture of the numbers and sorts of cases currently available on the Project TALENT files.

Within each file type (1960, one-year, and five-year) there are separate sub-files for each grade and sex combination. Thus there are eight separate 1960 probability case sub-files, eight one-year follow-up sub-files, and eight five-year follow-up sub-files. As the eleven-year follow-up data become available the same sort of file organization will be maintained. All 1960 non-probability cases are maintained on a single combined file, but members of a given grade or sex can be broken out if desired. All one-year follow-up cases having usable 1960 master data are on a single file for a given grade and sex. Also, all five-year follow-up cases having usable 1960 master file data are on a single file for a given grade and sex. The corresponding one-year follow-up data are included on the five-year follow-up file when they are available. Analyses can be carried out on combinations of files, single files, or subsets of files.

Special Data Files

In addition to the regular Project TALENT files (1960 and follow-up) a number of special sample files are also available. Non-probability cases in these groups are excluded from all analyses of the "regular sample data" but are available for inclusion in special studies where appropriate.

Knox County Saturation Sample. This saturation sample consists of almost every student in virtually every school (public, private, and parochial) in Knox County and Knoxville, Tennessee, in grades 8-12. Two Knox County senior high schools had been chosen for inclusion in the regular sample. The supplementary sample includes, in addition to the grade 8 students in these two sampling units, all the rest of the grade 8-12 students in Knox County. The total size of this sample is about 16,000 cases.

15-Year-Old Sample. A sample representing all 15-year-olds in the United States was established. This sample consisted of roughly 4.5 percent of all 15-year-olds in grades 9-12 and slightly less than .5 percent of all other 15-year-olds. The grade 9-12 segment of the sample was tested as part of the regular testing. A concerted effort was made to locate all members of the other segment and test them if possible. If they were not in school, an attempt was made to determine at what point in their school careers they had dropped out, and why. A special questionnaire, the Student Information Blank Supplement, was used to elicit this information and other salient facts about

the dropouts. 15-year-olds were selected for inclusion in this sample because school attendance in most states is compulsory to age 16. It should be noted that information on the few 15-year-olds in the sample who were not in school is no longer available. Studies of a Complete Age Group--Age 15 (Shaycoft, et al., 1963) provides a more complete description of the sample.

4% Sample. In addition to the regular Project TALENT data which are available on all cases, complete item response data has been retained on a 4% sample of cases in the probability sample. This allows the development of special scales or composites at the request of the researcher. This sample consists of all cases whose six-digit test numbers end in "00," "25," "50," or "75."

1963 Retest. In order to assess changes occurring over the last three years of high school a sample of over 100 of the original Project TALENT high schools was contacted and their seniors retested in the spring of 1963. Assuming normal class progression, individuals originally tested as 9th-graders in these high schools were seniors in 1963. These seniors were retested with the original 1960 tests. The original inventories were also used except in the case of the Student Information Blank, which was considerably abridged and had other slight modifications.

The 1963 retesting was performed in one rather than two days, thus making differential testing necessary. Although each test measure was taken by many individuals, each individual took only one half of the original battery.

The High School Years: Growth in Cognitive Skills (Shaycoft, 1967) provides a complete description of this study and sample.

Project TALENT Data Bank

Types of Services Provided for Data Bank Users

Basic policy and guidelines regarding data utilization have been formulated by a panel of behavioral, social, and educational researchers. This panel serves in an advisory capacity and may be called on to develop additional policy. The utilization guidelines are administered by a local committee of scientists. Each request for utilization of TALENT data will be screened by the local committee to insure compliance with the policy guidelines.

Printouts. The standard procedure in Data Bank projects is for the analyses to be carried out by Project TALENT staff members and the researcher to be supplied with summary computer printouts from which he draws his own conclusions

and writes his own report. Prior to the start of any computer work, the researcher has specified in detail the analyses he wants run. Copies of all printouts are maintained in the project files in the event that questions or problems arise.

Work tapes. In certain limited cases work tapes containing raw data may be provided so that the researcher can carry out the desired analyses at his own institution. All such work tape requests, including a written supporting justification for the request, must be reviewed by the local Data Bank Policy Review Committee. If the request is approved the researcher must agree to a stipulation that the data are to be used solely by the researcher and his associates directly involved in the study outlined in the request and that anyone else who wishes to use the data must request and receive the permission of Project TALENT. Upon approval by the Review Committee a work tape containing only such data as are necessary for the study is prepared and sent to the researcher. However, such work tapes contain no identifying information. Names, ID numbers, school codes, and state codes are all removed before the work tape is sent.

Test use. A limited number of reusable sets of test materials were recovered after use by the schools in 1960. Under certain conditions these materials are available for use by Data Bank researchers. Such conditions fall into three general classes: (1) calibration of non-Project TALENT tests with Project TALENT tests; (2) studies which have as a major purpose the comparison of newly-collected data with Project TALENT data; and (3) studies for which there is no commercially equivalent alternative to a Project TALENT test. When tests are made available, it will be on a loan basis, with a fee to cover cost of transportation, inspection, storage, and handling. Complete specimen sets for all data-gathering instruments are available in limited quantity to properly qualified persons. With permission from Project TALENT it will be possible for Data Bank researchers to reprint test booklets and answer sheets. While Project TALENT can and will furnish test booklets and answer sheets, it cannot assume any responsibility for test scoring. Because of equipment changes, Project TALENT's answer sheets are now scorable only by hand methods. For most small scale studies this would pose no serious problem; however, it is suggested that individual answer sheet adaptations be considered before seeking to administer any Project TALENT measures.

Contract research. Upon request Project TALENT staff members will design and carry out studies on topics of interest to individuals or organizations.

Full reports will then be prepared and submitted to the requesting individual. Naturally the requester will play a role in conceptualizing the study, but he won't have to involve himself with the details. This sort of study should be of special interest to organizations which don't maintain their own research staff.

Follow-Back Studies

One of the most useful applications of the information contained in the Project TALENT Data Bank is for what are termed follow-back studies. Since the schools tested in 1960 constituted approximately a $4\frac{1}{2}\%$ probability sample of all 1960 high schools, it is fair to say that approximately 4.5 percent of all 1960 high school students are included in the sample. The follow-back method allows a researcher who has the names to obtain information on a sample of persons who would have been in high school in 1960. The list of names is provided to the TALENT staff who then search the TALENT files by name, and any other information that is available, to find matches. Any researcher-supplied information is added to the TALENT data and the analyses carried out. Once the TALENT data is merged with the researcher-supplied data it is of course not permissible to return the combined information to the researcher.

An example of such a study is one completed by a major airline. Using the follow-back procedure it was possible to locate the scores of 120 girls who participated in the 1960 testing and who later were hired and trained by the airline as stewardesses. The airline had data on 45 variables including scores from the airline's selection battery, training scores, performance ratings, and reasons for termination. The goal of the research was to use the extensive information on high school activities, interests, and test scores to obtain an understanding of the background characteristics of successful airline stewardesses.

Utilizing the Data Bank

The procedure for utilizing the Project TALENT Data Bank has several checks built in to assure that the researchers' ideas are being correctly interpreted and translated into action by the Data Bank staff. Initial contact is almost always in the form of a letter or phone call to the Director of the Data Bank (who is also a regular Project TALENT research staff member) to inquire about the availability and suitability of Project TALENT data for a possible study

The Director of the Data Bank can usually tell the researcher immediately if the sort of data he desires is available and in what form. If potentially suitable data are available, the researcher is urged to consult the appropriate sections of published Project TALENT reports, and if necessary he is sent copies of the test booklets or other materials so he can determine for himself whether the Project TALENT data will meet his needs.

Then follows a period in which the researcher decides whether or not he wants to carry out the Data Bank project and organizes his final research plan. During this period there are usually letters, phone calls, and an occasional visit which help to answer questions about the data and about the analyses.

If the researcher determines that TALENT data are suitable for his study he is then asked to provide the Data Bank staff with a detailed description of his project including the variables he wants to use and the analyses to be carried out. Based on this information the Data Bank staff prepares cost and time estimates for the project. These are submitted to the researcher in the form of a contract letter which he and the appropriate person in his institution's accounting department are requested to sign. This contract letter has six major provisions:

1. Work is done on a cost-reimbursable basis;
2. Project TALENT will maintain work tapes for 60 days after completion of all analyses;
3. Project TALENT is to receive two copies of any reports resulting from the study;
4. Acknowledgment of Project TALENT supplied data is to be made;
5. Only the researcher and his associates are to use data provided by Project TALENT;
6. A prepayment (usually one-fourth of the estimate) must be received before work can begin.

The signed original of the contract is then returned to the Director of the Data Bank. Upon receipt of the signed contract and prepayment, a detailed set of final specifications, in the terminology used by the computer programmer, describing the variables and the analyses to be conducted is prepared and sent to the researcher for his approval. Thus the researcher has a final check on how his research plan will be executed. When the specifications have been approved, the Data Bank project is carried out and the output sent to the researcher. The entire process may take anywhere from a month or more, mostly depending on the speed of the researcher's response and the complexity of the study.

When the initial Project TALENT testing was done in 1960, assurances were given that the data collected would not be released in such a manner that the individual students, schools, school systems, cities, or states could be identified. The smallest intact units for which data that permits comparison by name may be provided are geographical regions combining several states. In the light of these assurances, the standard policy has been for Data Bank personnel to carry out the analyses, as formulated by the researcher, and provide summary computer printouts so that he can make his own interpretations and write his own reports. In certain circumstances the Data Bank may supply the researcher with raw data on cards or tape after removing all information which would allow identification of individual students, schools, school systems, cities, or states. Requests of this sort must be made in writing and accompanied by supporting justifications. Historically, an adequate justification for providing the researcher with a raw data tape has been a lack of current capability on the part of Project TALENT to carry out the required analyses. The request must then be approved by the Data Bank Policy Review Committee, which is charged with the responsibility for seeing that the assurances are not violated and that good research practice will be followed. When a raw data tape is provided, an additional provision of the Data Bank contract letter is that the data be destroyed (scratched) by the researcher upon completion of all analyses. The purpose of this provision is to avoid misuse of the data by other researchers who have had no contact with TALENT staff and are therefore unfamiliar with the special nature of Project TALENT data and the conditions under which the tape was made available to the original researcher. These other researchers, operating in good faith, and with no intention of making unauthorized use of the tape, might nevertheless do so.

Cost and Time Estimates

Almost all Data Bank projects have been carried out on a cost-reimbursable basis. In a few special cases, however, at the request of the researcher, fixed-price contracts have been arranged. Based on experience there is one distinct advantage for the researcher of a cost-reimbursable contract: he can change his plans during the course of the study. Thus the researcher is free to add new variables or specify new analyses after the contract is signed. Under a fixed-price contract virtually all changes in the research plan require a change in the contract for the study.

Without knowing the details of a project, it is virtually impossible to estimate costs since they have ranged from less than one hundred dollars to more than seven thousand dollars. The median project cost is in the vicinity of fifteen hundred dollars, though the figure for the past two years is somewhat lower. Costs are a function of a number of factors, all related to the complexity of the study. These include: the number of grades, cases, and variables involved; the amount of variable recoding and the number of tape merges necessary; and the type of analysis or analyses required. However, experience indicates that the greatest part (around 80 percent) of the cost of a Data Bank project is incurred during the data selection and preparation phases which take place prior to the actual analyses. Once the data are ready for analysis most of the work has been completed since pre-existing analysis programs are almost always used for the final steps. Thus the savings to be realized by requesting a raw data tape are at best marginal and often nonexistent, especially if the time factor is taken into account.

Researchers are urged to develop their plans as carefully as they can before the study starts, since changes that are decided upon after a study is already under way can increase the cost substantially. For instance, the cost of including a single extra variable is usually negligible if it is planned for at the beginning of a study, but if this same decision were not made until the work tape had already been prepared it would add a sizable amount to the cost. Researchers are advised of this in advance, since it is our policy to cooperate fully with their efforts to keep their costs down.

Time estimates, like cost estimates, can only be prepared after details of a project are fairly definite, since the time required depends on the complexity of the project and the current Data Bank work load.

Analysis Programs

Project TALENT has developed a large number of computer programs especially well-suited for processing large numbers of variables and large numbers of data records. Programs are available for virtually all types of standard statistical analyses as well as for record sorting, merging, and recoding. Included in the library are programs for:

- Canonical correlation
- Cell classifications
- Chi-square

Cluster analysis

Correlation for complete or missing data matrices

Cross tabulations

Discriminant analysis

Distributions

Factor analysis

Group means and standard deviations

Item analysis

Mann-Whitney U test

Matrix extraction

Multiple regression and beta weights

Partial and part correlation

Point biserial correlation

Principal components analysis

A number of programs and program libraries obtained from other sources are also available. These include:

The complete BMD series

The complete SPSS series

The complete SSP series

The SRI Regression package

A special file checking, recoding and merging program called DACON has been developed by TALENT programmers. It is especially designed for handling large files of records and variables.

Although a fairly complete statistical program library is available, occasionally analyses are desired for which programs are not available. The Project TALENT programming staff is available for developing needed programs, but the researcher will have to bear the cost of this programming time.

A potential problem with any Data Bank study is that of missing data. A great deal of information was collected on each participant in 1960 and virtually every case is missing a few data items. In correlation and related types of analyses these missing data can seriously affect the results. There are several ways that researchers handle this problem: (1) completely eliminate from the study any case with missing data on the variables of interest; (2) base the individual summary statistics on all cases for whom the variables of interest are available (e.g., use a missing data correlation program); (3) substitute the sample or population mean, median, or some other value for the missing value. The researcher also has the option, of course, of specifying some other procedure.

Hypothetical Examples

In order to provide the potential Data Bank researcher with some ideas of the sorts of projects which are feasible using Project TALENT data, the following examples have been developed.

Case A. A scholarship program wishes to know the percent of the seniors who took their test who are in each decile relative to national norms on some composite of the aptitude tests included in the TALENT battery. This study could be approved, but some of the data would have to be reported by region and not by state.

Case B. Several groups who have conducted special programs of various sorts and have accumulated good criterion data are interested in matching names to tie in 5 percent of their subjects to Project TALENT in order to obtain the Project TALENT data on this part of their sample for validation and research purposes. These research purposes will often fit in well with the Project TALENT plans for "follow-back" studies by name matching.

Case C. A government agency has expressed interest in obtaining special tabulations from Project TALENT based on those items in the Student Information Blank which deal with military service plans in relation to sociological variables.

Case D. Groups in some of the larger states are likely to be interested in the possibility of making special studies of Project TALENT data for their state, concentrating on a number of issues of particular interest to that state. Such studies would be possible if they do not lead to publication of direct state-to-state comparisons of normative data.

Case E. Another government agency has expressed a great deal of interest in data in the general area of manpower and occupational statistics.

Case F. A number of requests have been received from individuals wanting to make studies of the student themes. Some wish to study them as samples of writing as such, and others wish to study them as expressions of values or as samples of handwriting. The themes are a new experimental approach and their limitations as well as possibilities have not yet been explored. It should be remembered that they are short and very hastily written without any chance for rewrite. Eventually, the theme might be a fruitful source of data to analyze for special groups for which unusually good criterion data are available. It is planned to preserve all the themes indefinitely.

Case G. An individual wished to use the Project TALENT test intercorrelations for a dissertation. He wished to determine whether the specificity

of mental functions increased with age. He was provided with a set of inter-correlations for this purpose.

Case H. Many groups would like to use the deck of IBM cards for the Project TALENT sample of schools in part or whole as a convenient sample for the collection of new data. Since assurances were given to the schools that they would not be loaded up with extra work in the future as a result of participation in the project, they need to be protected from demands of this sort.

Case I. A number of users or developers of tests have expressed interest in calibrating their tests against the Project TALENT tests. Several studies of this sort have already been initiated. After suitable calibration, the commercial tests can be used by counselors and interpreted in light of the norms, to some extent the validities, and the research findings for the Project TALENT analogue tests. These calibration studies can be accomplished either by administering the TALENT tests and the commercial tests to new samples or by matching the records for subjects who have already had both sets of tests. For many widely used tests, this latter procedure might be adequate. In these calibration studies it will be possible to administer various combinations of Project TALENT tests and subtests. (Entire subtests or scales should be used, not just selected items). It will also be possible to have distributions obtained for weighted combinations of various Project TALENT tests which parallel other tests or test composites.

Case J. A student is planning a Ph.D. dissertation based on an investigation of dimensions of occupational preference. He also wishes to collect aptitude and ability data and relate these scores to his primary analysis. He wishes to use several of the Project TALENT tests, including the Information Test, in his study. These might be used if their use would contribute new data of material importance to achieving the objectives of Project TALENT. Validity data for important criteria and for adequate samples are most likely to fit in this category. The criteria for judging the importance of new data in achieving Project TALENT objectives must be rigidly applied. Those requesting use of tests in other than calibration projects should include full justification of the importance of the anticipated results.

Case K. A student is working on a doctoral dissertation in the area of education for the gifted at the senior high school level. He wishes to use the Disguised Words Test in his study. He would be advised to use the Carroll Modern Language Aptitude Tests instead, since this was the prototype on which the Disguised Words Test in Project TALENT was based.

These examples are intended to serve as guides only. For information concerning a specific study the interested researcher is strongly urged to consult the Director of the Data Bank prior to formulating his research plans fully.

APPENDIX A
1960 STUDENT DATA

General Information

The data collected on Project TALENT participants in 1960 can be divided into several broad categories:

1. Maximum performance measures (aptitude and achievement tests, including information tests)
2. Composites based on maximum performance measures
3. Miscellaneous tests
4. Student Activities Inventory scales
5. Interest Inventory items and scales
6. Student Information Blank items and composites

The nature and availability of the data in each of these categories will be discussed below. However, certain background information is relevant to the variables in all categories.

The code name for a variable consists of a three-digit number prefixed by a capital letter indicating the kind of score, i.e., method of calculation of the score. The capital letters used as prefixes for variable numbers have the following meanings:

R = number of Right responses

W = number of Wrong responses

A = number of items Attempted

This means the number of items to which some response is marked.

Items that are deliberately omitted and items that are not reached are not included in this count.

O = number of Omitted items

K = Correction-for-chance score (estimated number Known)

P = Per-item score

P* = Standardized Per-item score

F = Other Formula score

This score is usually a function of the R and A scores, or of R and W, or of variable weights for item responses. The F scores may represent either empirical or a priori scoring formulas.

L = item number of Last item marked

C = Composite score

Maximum Performance Measures

Information Tests

Information Test: Part I

This test contains 252 items which are divided into 15 subscales. A total score and scores for each subscale are available. Individual item responses are not available for the items in Part I of the Information Test.

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

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

Literature (R-103). The purpose of this score is to measure familiarity with the world of literature. Both prose and poetry are included. Some, but not all, of the literary works on which test items are based are required reading in many schools, and they are on recommended reading lists in other schools. However, the items are not limited to reading that is likely to have been done in school. The test's broad coverage makes it likely that a student who has acquired the habit of recreational reading will get a reasonably good score regardless of what specific books are required reading in his school.

Music (R-104). This score is intended to indicate amount of musical information, not musical talent. Those who enjoy going to concerts and opera, or listening to serious music on radio and phonograph, are as likely to get a good score as those having formal training in music.

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

Mathematics (R-106). These items are concerned with definitions, the vocabulary of mathematics, mathematical notation, other kinds of factual information, and the understanding of mathematical concepts. None of the items requires computation or reasoning or calls for solving a problem, since these abilities are covered by other tests in the battery (the Arithmetic Computation Test and the Mathematics Test).

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

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

Scientific Attitude Scale (R-109). These items provide a subscore which should be indicative of how the individual views the world--whether he views it as a place where there are logical cause-and-effect relationships, or whether he regards it as a place where consequences are illogical and arbitrary. In the latter category fall the modern-day equivalents of the primitive beliefs that have been called "sympathetic magic." Also in the category of illogical and arbitrary consequences are the premises of palmistry, astrology, and numerology.

Each item consists of a description of a phenomenon or an occurrence. Five explanations are presented, and the task is to select the "best" one. Only one of the five explanations is reasonable and logical. Of the other four, some involve common superstitions, magic, concepts incompatible with the scientific viewpoint, or belief in the occult. Selection of other distractors may primarily imply muddled thinking on the part of the examinee.

Aeronautics and Space (R-110). These items are on such topics as flying technique, navigation, jet planes, and space exploration. Much of the information that the student has in this area is likely to have been acquired out of school.

Electricity and Electronics (R-111). These items stress information that is acquirable through direct experience in the construction and maintenance of electrical and electronic equipment. Students who have worked on radios, hi-fi sets, or other electronic equipment, or on mechanisms with electric motors, should get good scores. Since the range of content covered is fairly broad, it seems likely that the average high school student will be able to answer many of the questions if he is at all interested in the area.

Mechanics (R-112). These items tap a wide range of information. Many of them are concerned with automobiles. Others are concerned with other common machines and tools with which people who are interested in mechanical activities are likely to be familiar. The emphasis is on information that is likely to be acquired through direct experience with tools, engines, and motors. He

scores should also be influenced by the amount of experience and training in mechanics the student has had.

Farming (R-113). These items are intended to give some representation to the information that children who grow up on farms or ranches are likely to acquire. The items might give some advantage to those who have an interest in rural life.

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

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

Information Test: Part I Total (R-190). The 15 scales described above are combined to give a Part I total score.

Information Test: Part II

This test consists of an additional 143 items which can be divided into 23 subscales mainly testing information acquired out of school. These subscales are numbered R-131 through R-152, and R-162. Scale R-162 partially overlaps some of the other scales. See Table 7 for the scale names. Part II Total score is R-192. Individual item response data are available for Part II of the Information Test and a set of correction-for-chance scores, K-131 to K-152. K-162, and K-192 can be calculated from these items. The K scores are not currently available on the data files.

Information Test: Parts I and II Combined

Total Vocabulary (R-172). Vocabulary scales from Part I and Part II are combined to yield an overall vocabulary score.

Information Test Total (R-100). The total score, which represents breadth of general information, is based on the 395 items in Part I and Part II. Total score on an information test may be regarded as one very good indicator of general ability to learn, something called "intelligence," at least in the case of students whose cultural and educational backgrounds have been normal. However,

students from extremely deprived backgrounds, who have not had average opportunities to acquire a broad range of information, will probably have more general ability than is indicated by their score on this test.

Language Aptitude and Ability Tests

Memory for Sentences (R-211)

This score indicates one kind of memory--the ability to memorize simple descriptive statements and recall a missing word when the rest of the sentence is provided sometime later. It is important to recognize that only one very specific kind of memory is tested, and to avoid assuming that the score indicates how well the student can do in all kinds of memory tasks.

Memory for Words (R-212)

The purpose of this test is to measure another kind of rote memory--the ability to memorize foreign words corresponding to common English words. This ability is obviously directly relevant to the learning of a foreign language. It is also presumably related to the ability to learn many other kinds of material.

Disguised Words (R-220)

This test is designed to measure the ability to form connections between letters and sounds. This is believed to be related to the ability to puzzle out from context and appearance the meaning of a word which is probably reminiscent of a familiar English word. This ability is probably one aspect of aptitude for learning shorthand or a foreign language.

English Test

The purpose of this test is to measure ability to express oneself adequately in English. A total score and five separate subscores are reported: spelling, capitalization, punctuation, English usage, and effective expression. The test is primarily concerned with written English, but presumably some generalization to spoken English on the basis of the English Usage and Effective Expression subscores is justifiable.

Spelling (R-231). This score is intended to indicate ability to spell--not size of vocabulary. Students who do not have especially large vocabularies

but who are able to spell most of the words they have encountered should get good scores.

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

Punctuation (R-223). The purpose of this test is to measure knowledge of the appropriate use of all standard punctuation marks. Considerable emphasis is placed on whether the student has mastered the concept of what constitutes a sentence.

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

Effective Expression (R-235). This score is intended to measure recognition of good prose expression--in other words, recognition of whether an idea has been expressed clearly, concisely, and smoothly.

English Total (R-230). This score is the sum of the five subscores described above. It indicates overall achievement in various aspects of English expression which can be measured by objective test items.

Word Functions in Sentences (R-240)

This test is intended to measure the student's sensitivity to grammatical structure. The fact that the terminology of grammar is not used at all in the test helps reduce the effects of formal training to a minimum. To score well, one must understand something about structure of a sentence and recognize the function of each word or phrase in the sentence. This ability is probably also related to the ability to learn the formal rules of English grammar. The test was made difficult deliberately, since there is reason to believe that a hard test would predict ability to learn foreign languages better than an easier one.

Reading Comprehension (R-250)

The purpose of this test is to measure the ability to comprehend written materials. The ability measured is the ability to read with comprehension, rather than mere ability to mouth or recognize the printed word without understanding the fact, idea, or concept that the writer is attempting to convey. The test includes passages on a wide range of topics. The student reads the passage and then answers a number of questions about it, referring back to the passage as often as he likes. None of the items is answerable without reading the passage. The ability measured by this test is a good predictor of school

success in an academic or liberal arts curriculum. In the unusual situation where a student scores low on the reading comprehension test, but obtains good scores on other types of intellectual tests, he may have a specific reading disability that can be corrected by special remedial training.

Complex Intellectual Aptitude Tests

Creativity (R-260)

The purpose of this test is to measure the ability to find ingenious solutions to a variety of practical problems. High scores on this test should be interpreted as indicating inventiveness or creative ingenuity.

Mechanical Reasoning (R-270)

The purpose of this test is to measure the ability to visualize the effects of the operation of everyday physical forces (such as gravitation) and basic kinds of mechanisms (for instance gears, pulleys, wheels, springs, levers). A kind of reasoning which is related to mechanical aptitude is involved. Although all of the items can be answered without experience in woodworking or other crafts, or in working with motors, past training and experience must nevertheless be borne in mind in interpreting the results.

Abstract Reasoning (R-290)

This is a non-verbal test to measure one kind of abstract reasoning ability-- the ability to determine a logical relationship or progression among the elements of a complex pattern, and to apply this relationship to identify an element that belongs in a specified position in the pattern. Some youngsters who have had little schooling or who have had serious cultural or environmental handicaps which result in low scores in vocabulary and reading comprehension may make a high score on the abstract reasoning test, indicating greater potential for academic work than has been developed. Among typical students, who have had a normal environmental background, the abstract reasoning score should be considered just another element in the general domain of intellectual ability.

Visualization Tests

The general purpose of these tests is to measure spatial visualization. The two tests are described briefly below.

Visualization in Two Dimensions (R-281)

This test measures the ability to visualize how diagrams would look after being turned around on a flat surface, in contrast with the way they would look after being turned over.

Visualization in Three Dimensions (R-282)

This test measures the ability to visualize how a figure would look after manipulation in three-dimensional space (more specifically, how a two-dimensional figure would look after it had been folded to make a three-dimensional figure).

Mathematics Test

The Mathematics Test has three parts. It yields six scores (three part scores and three composite scores), discussed below.

Mathematics Part I (Arithmetic Reasoning) (R-311)

This test is designed to measure the ability to do the kind of reasoning required to solve arithmetic problems. Computation, except at the very simplest level, is excluded from the test.

Mathematics Part II (Introductory High School Math) (R-312)

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

Mathematics I + II (R-320)

This score is the sum of the two tests described above. It should be indicative of aptitude for further work in mathematics.

Mathematics Part III (Advanced High School Math) (R-333)

This subtest covers topics normally taught in Grades 10-12 in college-preparatory courses. The items are intended primarily to test understanding and application of basic concepts and methods, not rote memory. A wide range of subjects is included: plane geometry, solid geometry, algebra, trigonometry, elements of analytic geometry, and introductory calculus. It should be noted that some of these subjects are not offered in most high schools. However, students who have taken college preparatory mathematics beyond the Grade 9 level, and have really understood it, should be able to score well.

Mathematics II + III (R-334)

This is a measure of high school math achievement.

Mathematics Total (I + II + III) (R-340)

This is the total mathematics score. It is a comprehensive measure of achievement in mathematics.

Clerical and Perceptual Aptitudes Tests

Arithmetic Computation (A-410, R-410, F-410)

The purpose of this test is to measure speed and accuracy of computation. The test is limited to the four basic operations (addition, subtraction, multiplication, and division), and to whole numbers. The aptitude measured is an important one. However, a student does not necessarily need an outstandingly good score on this test in order to do well in mathematics in high school and college. The scoring formula is $F-410 = R - 3W = 4R - 3A$.

Table Reading (A-420, R-420, F-420)

The purpose of this test is to measure speed and accuracy in a non-computational clerical task, involving obtaining information from tables. This kind of clerical aptitude is somewhat more complex than that measured by the Clerical Checking Test described below. The scoring formula is $F-420 = R - W = 2R - A$.

Clerical Checking (A-430, R-430, F-430)

This test is designed to measure speed and accuracy of perception in a very simple clerical task. The test involves comparing pairs of names to determine whether they are identical. The scoring formula is $F-430 = R - 3W = 4R - 3A$.

Object Inspection (A-440, R-440, F-440)

The purpose of this test is to measure speed and accuracy in perception of form. More specifically, the test is intended to measure the ability to spot differences in small objects quickly and accurately when comparing them visually. The scoring formula is $F-440 = R - W = 2R - A$.

Composites Based on Maximum Performance Measures

In addition to the individual information, aptitude, and ability tests described above (and summarized in Table 7), a number of a priori composite variables are available. These are described in Table 8.

Miscellaneous Tests

Preference Test (A-500)

One purpose of this test--frankly an experimental one--is to measure the speed with which a person can reach at least one kind of decision.

The test, with a time limit of three minutes, contains 166 items, each consisting of a pair of adjectives describing a person. The student is required to select the adjective from each pair that he would prefer to have applicable to his friends. The two characteristics are intended to be about equal in social acceptability.

In considering the results derived from this test, bear in mind that the test was still in the experimental stage of development when given. We must remember, too, that only one limited kind of decision-making is being tested. This trait may, or may not, be important. It is hypothesized that the test locates the individual on a continuum that has "snap judgments" at one end and "indecision" at the other.

TABLE 7

Summary
Maximum Performance Measures

Variable #	Code	Options per item	No. of items	No. of minutes working time*	No. of scales ***
Kind of score	3 digit #				
			(395)	(125)	(43)
	Part I	5	(252)	90	(16)
	Subscales				(15)
R	101		12		1
R	102		21		1
R	103		24		1
R	104		13		1
R	105		2		1
R	106		23		1
R	107		18		1
R	108		11		1
R	109		10		1
R	110		10		1
R	111		20		1
R	112		19		1
	a. Tools and construction**		(10)		
	b. Motors and mechanisms**		(9)		
R	113		12		1
R	114		21		1
	a. Cooking**		(11)		
	b. Other**		(10)		
R	115		14		1
R	190		(252)		1
	Part II	5	(143)	35	(25)
	Subscales				(12)
R,K	131		12		1
R,K	132		9		1
R,K	133		9		1
R,K	134		6		1
R,K	135		6		1
R,K	136		3		1
R,K	137		5		1
R,K	138		7		1
R,K	139		10		1
R,K	140		4		1
R,K	141		3		1
R,K	142		15		1
R,K	143		3		1
R,K	144		2		1
R,K	145		5		1
R,K	146		5		1
R,K	147		9		1
R,K	148		3		1
R,K	149		5		1
R,K	150		8		1
R,K			(6)		-
R,K			(2)		-
R,K	151		-		-
R,K	152		-		-
	Overlapping scales				
R,K	162				
R,K	163				
R,K,L	192		(14)		1
	Parts I + II combined		(395)	(125)	(43)
R	172		(30)		1
R	100		(43)		1

TABLE 7 (continued)

Variable #	Code	Kind of score	3 digit #	Options per item	No. of items	No. of minutes working time*	No. of scales***
R	211		Memory for sentences Study	-	(40 sentences)	6	-
			Test	5	16	10	1
R	212		Memory for words Study	-	(24 words)	2	-
			Practice	-	(24)	2	-
			Test	5	24	4	1
R	220		Disguised words	5	30	3	1
			English		(113)	52	(6)
R	231		1. Spelling	5	16		1
R	232		2. Capitalization	2	33		1
R	233		3. Punctuation				
			a. Punctuation marks**	3-5	(16)		
			b. Sentence structure**	3	(11)		
			Punctuation Total		27		1
R	234		4. English usage	3-5	25		1
R	235		5. Effective expression	3-5	12		1
R	230		Total		(113)		1
R	240		Word functions in sentences				
			Directions	-	-	$2\frac{1}{2}$	
			Test	5	24	$15\frac{1}{2}$	1
R	250		Reading comprehension	5	48	30	1
R	260		Creativity	5	20	20	1
R	270		Mechanical reasoning	3-5	20	11	1
R	281		Visualization in 2 dimensions	5	24	4	1
R	282		Visualization in 3 dimensions	5	16	9	1
R	290		Abstract reasoning	5	15	11	1
			Mathematics		(54)	50	(6)
R	311		Part I. Arithmetic reasoning	4-5	16		1
R	312		Part II. Introductory h.s. math	5	24		1
R	320		Subtotal (Parts I + II)		(40)		1
R	333		Part III. Advanced h.s. math	5	14		1
R	334		H.S. Subtotal (Parts II + III)		(38)		1
R	340		Total (Parts I + II + III)		(54)		1
R,A,F	410		Arithmetic computation	5	72	9	1
R,A,F	420		Table reading	5	72	3	1
R,A,F	430		Clerical checking	2	74	3	1
R,A,F	440		Object inspection	5	40	3	1

*Does not include the time used for giving directions except where otherwise indicated. (The exceptions occur where comprehension of directions is considered an integral part of the testing time allowance.)

**In the regular TALENT testing (1960), scores on this variable are available for the "4% Sample."

***The term "scale," as used in this table, means set of items. The numbers appearing in the "No. of Scales" column represent the number of scales, including composites, for which scores are available routinely for the Project TALENT cases in general.

TABLE 8
Composites Based on Maximum Performance Measurements

Code for Composite	Components	Max. Raw Score	Raw Score (k)	Relative Effective Weight (Gr. 12)*	Code for Composite	Components	Max. Raw Score	Raw Score (k)	Relative Effective Weight (Gr. 12)*
C-001	IQ Composite	48	3	.51	C-006	Scientific Aptitude Composite	283	1	.25
	R-250 Reading Comp.	15	5	.25		C-004 Quant. Composite	246	1	.24
	R-290 Abstract Reasoning	16	4	.24		C-005 Technical Composite	98	3	.27
	R-311 Math I					R-260 Creativity	20	12	.24
	C-001 Total	283		1.00		C-006 Total	1063		1.00
C-002	Gen. Academic Aptitude Composite	23	2	.08	C-007	High School Academic Achievement Composite	24	3	.15
	R-172 Vocab. I + II	30	1	.04		R-103 Literature Info	24	2	.11
	R-230 English Total	113	3	.28		R-105 Social Studies Info	23	2	.13
	R-250 Reading Comp.	48	3	.20		R-106 Math Info	23	2	.13
	R-260 Creativity	20	2	.06		R-107 Physical Sci. Info	23	2	.14
	R-290 Abstract Reasoning	15	2	.04		R-108 Biological Sci. Info	23	2	.10
	R-311 Math I	16	-	.12		R-230 English Total	113	3	.14
	R-312 Math II	24	-	.12		R-312 Math II	24	1	.11
	R-313 Math I + II	40	5	.15		R-313 Math III	24	1	.11
	C-002 Total	179		1.00		C-007 Total	1063		1.00
C-003	Verbal Composite	30	1	.04	C-008	Academic Achievement (Curriculum-Linked)	8	1	.64
	R-103 Literature Info	113	1	.3		R-250 Reading Comp	8	2	.17
	R-172 Vocab. I + II	30	1	.04		R-311 Math I	24	6	.19
	R-230 English Total	113	1	.3		C-008 Total	36		1.00
	C-003 Total	167		1.00		R-212 Memory for Words	24	2	.18
C-004	Quantitative Aptitude Composite**	23	2	.21		R-220 Disguised Words	30	2	.23
	R-106 Math Info	16	3	.20		R-230 English Total	113	1	.23
	R-311 Math I	24	4	.36		R-240 Word Function Sent.	24	2	.19
	R-312 Math II	24	4	.36		R-250 Reading Comp	24	1	.17
	R-313 Math III	14	4	.20		C-009 Total	317		1.00
	C-004 Total	246		1.00		R-110 Aero. Space Info	20	1	.14
C-005	Math Composite**	23	1	.24		R-111 Elec. Info (non-academic)	20	1	.18
	R-106 Math Info	16	1	.24		R-112 Mech. Info	19	1	.16
	R-311 Math I	24	1	.24		R-270 Mechanical Reasoning	20	1	.24
	R-312 Math II	24	1	.24		R-281 Vis. in 2 Dimensions	20	1	.24
	R-313 Math III	14	1	.25		R-282 Vis. in 3 Dimensions	20	1	.18
	C-005 Total	198		1.00		C-010 Total	185		1.00
C-006	Technical Aptitude Composite***	18	1	.20		R-110 Aero. Space Info	10	1	.16
	R-107 Physical Sci. Info	11	1	.11		R-111 Elec. Info	20	1	.29
	R-108 Biological Sci. Info	11	1	.11		R-112 Mech. Info	19	1	.26
	R-110 Aero. Space Info	10	1	.11		R-270 Mechanical Reasoning	20	1	.29
	R-111 Elec. Info	20	1	.20		C-011 Total	69		1.00
	R-112 Mech. Info	19	1	.18		R-110 Aero. Space Info	10	1	.16
	R-270 Mechanical Reasoning	20	1	.20		R-111 Elec. Info	20	1	.29
	C-006 Total	98		1.00		R-112 Mech. Info	19	1	.26
C-007	Technical Info Composite***	18	1	.29		R-270 Mechanical Reasoning	20	1	.29
	R-107 Phys. Sci. Info	16	1	.16		C-012 Total	245		1.00
	R-110 Aerospace Info	10	1	.16		C-005 Quant. Composite	245	1	.47
	R-111 Elec. Info	20	1	.29		C-005 Technical Composite	98	3	.53
	R-112 Mech. Info	19	1	.26		C-012 Total	540		1.00
	C-007 Total	67		1.00					

*Proportion of k where k is the standard deviation for a 10' subsample of 12th graders and k is the raw score weight. The standard deviations are in the Appendix on High School Student (Flanagan et al., 1964, Table 3-1).

**Composite of IQ (Math Composite) and C-004 (Quantitative Aptitude Composite).

***Composite of C-005 (Technical Information Composite) and C-005 (Technical Aptitude Composite).

Themes

Two five-minute themes were included in the test battery: My views about an ideal occupation; What high school means to me. These themes were included for three reasons:

1. They can provide some insight into the student's values, attitudes, personality, motivations, and plans.
2. They provide a sample of the ability of the student to write coherent and correct English, free of mechanical errors (spelling, punctuation, grammar, etc.), well expressed, and logically organized. It is fully recognized, however, that themes as brief as these, for which only five minutes were allowed, provided an inadequate basis for evaluating the student's ability to produce a well-organized composition.
3. They provide samples of the student's handwriting.

(Because of their qualitative nature these themes are not available for computer analyses.)

Student Activities Inventory (SAI)

This inventory consists of 150 self-descriptive terms dealing with aspects of the student's personality. One purpose of including a personality inventory in the Project TALENT battery was to gather information about how personality differences help to account for differences in the accomplishments of equally talented people. No attempt has been made to diagnose or measure severe personality disorders. On the contrary, the inventory was intended for normal individuals in an effort to provide information about the way people use their talents and abilities. Another purpose was to obtain information about the employability of individuals with low academic aptitude. There is evidence to suggest that the employability of such individuals depends to a considerable extent on their personality traits. Jobs that do not demand a high level of academic aptitude nonetheless often require their holders to be mature, self-controlled, vigorous, etc.

Previous work in personality measurement plus careful theoretical analysis provided a foundation for defining a number of narrow, but relatively homogeneous, aspects of the behavior of high school students. These were not designed to cover all of the activities of high school students but merely to sample these activities. Each trait was defined by grouping adjectives that describe similar types of behavior. For example, a trait such as impulsiveness is typified by 'hasty,' 'impulsive,' 'rash,' etc.

Item statements were usually derived from such adjectives; the adjective "calm" might lead to the statements, "I am usually calm," "I rarely lose my temper," or "I get easily upset." A group of such statements formed the basis for measuring each trait. The students responded to the item statements in accord with the following directions:

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

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

The SAI items have been grouped into the 13 scales given in Table 9.

TABLE 9

Student Activities Inventory Scales

Scale Code	No. of Items	Scale Name
R-601	12	Sociability
R-602	9	Social Sensitivity
R-603	9	Impulsiveness
R-604	7	Vigor
R-605	9	Calmness
R-606	11	Tidiness
R-607	10	Culture
R-608	5	Leadership
R-609	12	Self-Confidence
R-610	24	Mature Personality
R-611	4	Conventionality
R-612	8	Theoreticality
R-613	6	Group Centeredness

Individual scale scores on scales R-601 to R-610 are available on all Project TALENT participants; however, scales R-611 to R-613 were experimental and are not available except on the 4% sample. With the exception of cases in the 4% sample, individual item responses to SAI items are not available.

Reproduced in Table 10 are the actual SAI items. The "+" or "-" found in the column headed "scored" indicates how this item was combined with the others in each scale to determine the scale score. When the item is marked "+" it is scored as a +1 when either option A or B is chosen; 0 when option C, D, or E is chosen. When the item is marked "-" it is scored as a +1 when either option D or E is chosen, and 0 when option A, B, or C is chosen. Items not marked either "+" or "-" are not included in any of the 13 scales.

Scores on a scale are found by summing the scores on the items included in that scale. Thus scores range from zero to a value equal to the number of items in the scale.

Interest Inventory

As a part of Project TALENT, an inventory was developed for the purposes of surveying the interests of high school youth and of obtaining data for research on subsequent educational and vocational choices. The Interest Inventory is made up of 205 items dealing with 122 occupations and 83 activities. The directions emphasized that the student should respond in terms of how well he would like or dislike the work or activity disregarding educational requirements, salary, social standing, or other factors. The item format is a five-point rating scale on which the student indicated:

- A. I would like this very much.
- B. I would like this fairly well.
- C. Indifferent or don't know much about it.
- D. I would dislike this a little.
- E. I would dislike this very much.

In addition to the individual item responses which are available for all Interest Inventory items, two sets of 17 a priori composite scales have been developed. These scales, designated F*701 to F*717 and P-701 to P-717, are designed to measure interest in the 17 broad occupational areas given in Table 11.

TABLE 10
Scoring Pattern for Project TALENT Student Activities Inventory

Item No.	Scale	Scored	Item	Item No.	Scale	Scored	Item
1.	R608	+	I am the leader in my group.	38.	R601	+	I couldn't get along without having people around me most of the time.
2.	R609	+	I am confident.	39.	R602	+	I never hurt another person's feelings if I can avoid it.
3.	R606	+	I am never sloppy in my personal appearance.	40.	R607	+	I think culture is more important than wealth.
4.	R610	+	I make good use of all my time.	41.	R612	+	Philosophy interests me.
5.	R610	-	I never seem to get things done on time.	42.			I can't find much to be cheerful about these days.
6.			I talk a lot.	43.			I get along very well with my teachers.
7.	R611	+	I am a strong believer in customs and traditions.	44.	R605	+	I can usually keep my wits about me even in difficult situations.
8.	R601	-	I like to spend a good deal of time by myself.	45.	R606	+	It bothers me to be with someone who dresses carelessly.
9.	R610	+	I work fast and get a lot done.	46.	R609	-	I'm troubled by people making fun of me.
10.	R608	+	I am influential.	47.			I know what is socially proper.
11.	R610	+	When I say I'll do something I get it done.	48.	R603	+	I usually act on the first plan that comes to mind.
12.	R604	+	I can work or play outdoors for hours without getting tired.	49.	R610	-	I find it hard to keep working toward long-range goals.
13.	R601	+	I'd rather be with a group of friends than at home by myself.	50.	R613	+	I'd give up my place on a team if that would insure that the team would win.
14.	R602	-	I like to tease people.	51.	R608	+	People naturally follow my lead.
15.	R607	+	I enjoy beautiful things.	52.	R609	-	People seem to think my feelings are hurt too easily.
16.	R612	+	I work better with ideas than things.	53.	R606	+	I like to do things systematically.
17.			I believe that most things work out for the best in the end.	54.	R610	+	I am productive.
18.			I get along well with most people.	55.	R610	+	As soon as I finish one project or assignment, I always have something else I want to begin.
19.	R605	-	I often lose my temper.	56.			I am talkative.
20.	R606	+	I have a definite place for all of my things.	57.	R611	+	People say I tend to do things in the traditional way.
21.	R609	+	I'd enjoy speaking to a club group on a subject I know well.	58.	R609	+	I am usually at ease.
22.	R607	+	I feel that good manners are very necessary for everyone.	59.	R602	+	I seem to know how other people will feel about things.
23.	R603	+	I like to do things on the spur of the moment.	60.			I am a forceful person.
24.	R610	+	It bothers me to leave a task half done.	61.	R610	-	I never volunteer for a tough job.
25.	R613	+	I do what the group decides to do even if I don't particularly like it.	62.	R604	+	I am full of pep and energy.
26.	R608	+	I have held a lot of elected offices.	63.	R601	+	I enjoy getting to know people.
27.	R609	-	Being around strangers makes me ill-at-ease.	64.	R602	+	I sympathize with my friends and encourage them when they have problems.
28.	R606	+	Before I start a task, I spend some time getting it organized.	65.	R607	+	I enjoy cultural things.
29.	R610	+	I can turn out a lot more work than average.	66.	R612	-	I'd rather build things than develop theories.
30.	R610	+	I am hard-working.	67.			I am an optimist about most things.
31.	R601	-	People consider me the quiet type.	68.			I like to help people get things done.
32.	R611	-	People consider me an individualist.	69.	R605	-	People seem to think I get angry easily.
33.	R601	+	People seem to think I make new friends more quickly than most people do.	70.	R606	-	My work suffers from lack of neatness.
34.	R610	+	People consider me an efficient worker.	71.	R609	-	People seem to think I am easily discouraged when criticized.
35.			My teachers say I'm "bossy."				
36.	R610	+	I do my job, even when I don't like it.				
37.	R604	+	I am a fast walker.				

TABLE 10 (continued)

Item No.	Scale	Scored	Item	Item No.	Scale	Scored	Item
72.			I know the right thing to wear for social occasions.	106.	R610	+	I am dependable.
73.	R603	+	I feel that I'm impulsive.	107.	R604	+	I am vigorous.
74.	R610	+	I think that if something is worth starting it's worth finishing.	108.	R601	-	I prefer reading a good book to going out with friends.
75.	R613	+	I enjoy helping my group get ahead.	109.	R602	+	I am sympathetic.
76.	R610	+	I do things the best I know how, even if no one checks up on me.	110.	R607	+	I tend to have good taste.
77.	R604	+	People seem to think I lead a vigorous life.	111.	R612	+	People say that I tend to be a "thinker" rather than a "doer."
78.	R601	+	I like to be with people most of the time.	112.	R601	+	People consider me good-natured.
79.	R602	+	People consider me a sympathetic listener.	113.			I am cooperative.
80.	R607	+	I am a cultured person.	114.	R605	+	I am even-tempered.
81.	R612	+	I spend a lot of time thinking.	115.	R606	+	I am neat.
82.			Most of the time I'm in a light-hearted mood.	116.	R609	-	I am sensitive.
83.			I go out of my way to help my friends.	117.	R607	+	I am refined.
84.	R605	+	People seem to think I have good self-control.	118.	R603	-	I don't believe in rushing into things.
85.	R606	+	People consider me very careful about my personal appearance.	119.	R610	-	People have criticized me for leaving things undone.
86.	R609	-	I am often self-conscious.	120.	R613	+	I am a team-player.
87.	R607	+	People seem to think that I have good taste.	121.	R610	+	I am conscientious.
88.	R603	+	People seem to think I sometimes make decisions too quickly.	122.	R604	+	I am energetic.
89.	R610	-	I lose interest in most projects before I get them done.	123.	R601	+	People consider me sociable.
90.	R613	-	If I don't agree with the group's decision, I go my own way.	124.	R602	+	I am considerate.
91.	R610	+	People seem to think they can count on me.	125.			I get enthusiastic over the things I do.
92.	R604	+	I am active.	126.	R612	+	I tend to be theoretical.
93.	R601	+	I go out of my way to be with friends.	127.			I am happy.
94.	R602	+	People consider me very tactful in dealing with other people.	128.			People consider me helpful.
95.	R607	+	I take part in the cultural activities in my community.	129.	R605	+	I am calm.
96.	R612	+	I'd rather read a book than go to a party.	130.	R606	+	I am orderly.
97.			I tend to look on the bright side of things.	131.	R609	-	I am often worried.
98.			People seem to think I work well with others.	132.	R607	-	I am sometimes crude.
99.	R605	+	People consider me level-headed.	133.	R603	-	I am cautious.
100.	R606	+	I am tidy.	134.	R610	+	I am persistent.
101.	R609	-	People consider me shy.	135.			I am quiet.
102.			People consider me courteous and polite.	136.	R610	+	I am reliable.
103.	R603	+	I am impulsive.	137.	R608	+	I like to make decisions.
104.	R610	+	People consider me persistent.	138.	R601	+	I am friendly.
105.	R613	+	I take great pride in the accomplishments of my group.	139.	R602	+	People consider me understanding.
				140.			I get eager and enthusiastic about each new project I start.
				141.	R612	+	I am imaginative.
				142.			I am cheerful.
				143.	R605	+	I am stable.
				144.	R605	+	I am usually self-controlled.
				145.	R606	-	I tend to be untidy.
				146.	R609	+	People seem to think I usually do a good job on whatever I'm doing.
				147.	R603	+	When I have a problem, I make up my mind and don't worry about it.
				148.	R603	-	It takes me quite a while to come to a decision.
				149.	R610	+	People consider me determined.
				150.	R611	+	Most of my opinions and beliefs are in line with those of everyone else.

TABLE 11
Interest Inventory Scales

Scale Codes	No. of Items	Scale Name
F*701, P-701	16	Physical science, engineering, math
F*702, P-702	8	Biological science and medicine
F*703, P-703	11	Public service
F*704, P-704	16	Literary-linguistic
F*705, P-705	12	Social service
F*706, P-706	7	Artistic
F*707, P-707	5	Musical
F*708, P-708	8	Sports
F*709, P-709	3	Hunting and fishing
F*710, P-710	14	Business management
F*711, P-711	6	Sales
F*712, P-712	10	Computation
F*713, P-713	7	Office work
F*714, P-714	15	Mechanical-technical
F*715, P-715	18	Skilled trades
F*716, P-716	7	Farming
F*717, P-717	10	Labor

The P scores are recommended for most purposes. In these two Interest Inventory scoring systems each item is scored as follows:

Response	Option	Item Score (w)		Weight for Answering Item (w')
		F*701 Through F*717	P-701 Through P-717	
A	Like very much	4	40	1
B	Like fairly well	3	30	1
C	Indifferent or don't know	2	20	1
D	Dislike a little	1	10	1
E	Dislike very much	0	0	1
Omit		2	0	0
Scoring formula		$\sum w$	$\frac{\sum w}{\sum w'}$	

If an individual omits all items contributing to a given scale ($\sum w' = 0$) the corresponding P score is indeterminate and is therefore represented on the data tape by a blank.

Reproduced in Table 12 are the 205 items included in the Interest Inventory.

TABLE 12
Project TALENT Interest Inventory

Item No.	P or F* Scale	Item	Item No.	P or F* Scale	Item
1.	712	Bookkeeper	54.	715	House painter
2.	712	Bank teller	55.	#	Mail carrier
3.	702	Surgeon	56.	717	Building superintendent
4.	701	Chemist	57.	710	President of a large company
5.	701	Civil engineer	58.	704	Author of a novel
6.	702	Dentist	59.	704	Librarian
7.	714	Toolmaker	60.	#	Economist
8.	714	Automobile mechanic	61.	#	Actor or actress
9.	715	Butcher	62.	708	Professional athlete
10.	715	Tailor or dressmaker	63.	#	Policeman
11.	715	Dietitian	64.	705	Clergyman
12.	717	Cab driver	65.	712	Certified Public Accountant
13.	717	Longshoreman	66.	#	Spaceman
14.	710	Foreman	67.	702	Biologist
15.	#	Army officer	68.	701	Electrical engineer
16.	710	College president	69.	701	Mining engineer
17.	711	Insurance agent	70.	713	Typist
18.	711	Stock salesman	71.	714	Laboratory technician
19.	704	Foreign correspondent	72.	714	Repairman
20.	704	Editor	73.	715	Beautician
21.	707	Musician	74.	715	Railroad brakeman
22.	#	Aviator	75.	715	Shoemaker
23.	716	Rancher	76.	717	Factory worker
24.	#	Air line hostess or steward	77.	717	Deliveryman
25.	705	Social worker	78.	717	Truck driver
26.	712	Statistician	79.	710	Building contractor
27.	701	Astronomer	80.	#	Marine Corps officer
28.	701	Research scientist	81.	711	Real estate agent
29.	713	Office clerk	82.	704	Interpreter
30.	#	Store clerk	83.	704	Writer
31.	714	Plumber	84.	707	Musical composer
32.	714	Electrician	85.	706	Architect
33.	715	Fireman	86.	706	Decorator
34.	717	Dish washer	87.	708	Sports umpire or referee
35.	717	Maid	88.	705	Guidance counselor
36.	#	Naval officer	89.	712	Accountant or auditor
37.	710	Personnel administrator	90.	701	Mechanical engineer
38.	#	Credit manager	91.	701	Mathematician
39.	704	Lawyer	92.	713	Switchboard operator
40.	704	Reporter	93.	714	Machinist
41.	706	Sculptor	94.	714	Welder
42.	716	Forester	95.	715	Paper hanger
43.	705	Elementary school teacher	96.	715	Carpenter
44.	705	Nurse	97.	715	Type setter
45.	701	Chemical engineer	98.	#	Draftsman
46.	702	Doctor	99.	#	Housewife
47.	#	Pharmacist	100.	#	Air Force officer
48.	701	Aeronautical engineer	101.	710	Office manager
49.	713	Secretary	102.	710	Banker
50.	714	Technician	103.	711	Salesman
51.	714	Electronics technician	104.	704	College professor
52.	715	Bricklayer	105.	705	Poet
53.	715	Riveter	106.	706	Artist

TABLE 12 (continued)

Item No.	P or F* Scale	Item	Item No.	P or F* Scale	Item
107.	706	Designer	158.	708	Track
108.	716	Farmer	159.	716	Operate farm machinery
109.	705	High school teacher	160.	712	Operate a calculating machine
110.	705	Religious worker	161.	702	Physiology
111.	705	School principal	162.	701	Chemistry
112.	#	Psychologist	163.	701	Play chess
113.	703	Member of President's cabinet	164.	701	Solve puzzles
114.	703	Judge	165.	713	Do clerical work
115.	703	U. S. Senator	166.	714	Repair an auto
116.	703	Politician	167.	715	Operate a crane or derrick
117.	703	U. S. Congressman	168.	717	Work in a steel mill
118.	703	Mayor	169.	710	Hire a person
119.	703	President of the United States	170.	710	Give orders to workers in a factory
120.	703	Vice President of the United States	171.	#	Buy stocks
121.	703	State governor	172.	711	Sell furniture
122.	703	Public administrator	173.	#	Watch TV
123.	705	Take care of members of family	174.	#	Act in plays
124.	712	Make out income tax returns	175.	709	Trap wild animals
125.	702	Biology	176.	704	Foreign language
126.	701	Physics	177.	705	Teach children
127.	702	Study muscles and nerves	178.	705	Help the poor
128.	701	Calculus	179.	712	Keep accounts
129.	713	Keep records for a store	180.	701	Algebra
130.	714	Invent new tools	181.	702	Learn about diseases
131.	715	Fix furniture	182.	#	Become a millionaire
132.	715	Work on an automobile assembly line	183.	711	Sell merchandise to stores
133.	717	Wash and iron clothes	184.	704	Literature
134.	710	Plan work for other people	185.	704	Write themes
135.	#	Own your own business	186.	#	Go to school
136.	704	Reading	187.	707	Symphony concerts
137.	#	Sociology	188.	709	Hunting
138.	709	Fishing	189.	708	Swimming
139.	708	Basketball	190.	716	Feed hogs and cattle
140.	708	Tennis	191.	#	Sell tickets for a railroad or airline
141.	716	Raise sheep or cattle for market	192.	714	Shop work
142.	705	Help your parents	193.	715	Do odd jobs with small tools
143.	712	Work arithmetic problems	194.	710	Direct people
144.	712	Prepare cost estimates	195.	710	Arrange a strike settlement with management
145.	#	Fortune telling	196.	#	Invest money
146.	713	Typewriting	197.	704	Poetry
147.	714	Make a radio set	198.	707	Play an instrument
148.	714	Fix a clock	199.	#	Studying
149.	715	Operate a power machine	200.	706	Visit museums
150.	710	Fire a person	201.	#	Exploring
151.	710	Manage a large store	202.	#	Military drill
152.	#	Save money	203.	708	Baseball
153.	#	Work for myself	204.	716	Gardening
154.	704	Write letters	205.	703	Campaign for political office
155.	707	Practice music all day			
156.	706	Art galleries			
157.	708	Football			

#Item not included in any scale

Student Information Blank (SIB)

This 396-item inventory was used to obtain data on students' background and plans, including: personal experiences involving hobbies, organizational and club memberships, dating, and work experiences. There were questions regarding school and study habits. Students were asked about their parents' occupations, parents' education, and general questions regarding financial situations. There were questions regarding the state of the student's health. Another important section of this questionnaire concerned plans for college, military service, marriage, and careers.

Reproduced in Table 14 are the 396 individual items included in the SIB. The boxed numbers to the left of each item are the numeric tape codes assigned to each option. In addition to the individual item responses which are available for all SIB items, 18 composite subscales have been developed. The composition of the socioeconomic index (P*801) is given below and the 17 additional scales are described in Table 15.

*Socioeconomic Index - P*801*

Variable P*801 is a socioeconomic index computed for each student on the basis of nine Student Information Blank (SIB) items. These items are listed below, the weight assigned to each response appearing to its left in parentheses. A dash (-) appears before options that were not applicable. Items to which a student gave a non-applicable response were not included in the computation of his P*801 socioeconomic index.

Item 172. If your family has bought (or is buying) your home what is its present value?

- (1) Under \$6,000
- (2) \$6,000 to \$10,000
- (3) \$10,000 to \$15,000
- (4) \$15,000 to \$20,000
- (5) More than \$20,000
- (-) We are renting our home.

Item 173. Please make the best estimate you can of your family's total income for last year (1959). Include money earned by both parents or anyone else in the household who worked.

- (1) Less than \$3,000
- (2) \$3,000 to \$5,999
- (3) \$6,000 to \$8,999
- (4) \$9,000 to \$11,999
- (5) \$12,000 or more
- (-) I can't estimate this.

Item 176. How many books are in your home?

- (1) None, or very few (0-10)
- (2) A few books (11-25)
- (3) One bookcase full (26-100)
- (4) Two bookcases full (101-250)
- (5) Three or four bookcases full (251-500)
- (6) A room full--a library (501 or more)

Items 190, 191, 195. How many of the following articles are in your home?

Item 190. Automatic washer, automatic clothes dryer, electric dishwasher, electric or gas refrigerator, vacuum cleaner, home food freezer (separate from refrigerator)

- (1) None
- (2) One
- (3) Two
- (4) Three
- (5) Four
- (6) Five or six

Item 191. Telephone, television set, radio, phonograph

- (1) None
- (2) One
- (3) Two
- (4) Three
- (5) Four

Item 195. A room of my own, my own study desk, a typewriter

- (1) None
- (2) One
- (3) Two
- (4) Three

Item 206. Which one of the following comes closest to describing the work of your father (or the male head of your household)?

- (1) Farm or ranch worker
Workman or laborer
Private household worker
- (2) Service worker
Semi-skilled worker
- (3) Farm or ranch foreman
Protective worker
Skilled worker or foreman
Clerical worker
- (4) Farm or ranch owner
Salesman
Proprietor or owner
Technical
- (5) Official
Professional
- (-) I don't know

Item 218. Mark the one answer indicating the highest level of education your father reached.

- (1) None, or some grade school
- (2) Completed grade school
- (3) Some high school, but did not graduate
- (4) Graduated from high school
- (5) Vocational or business school after high school
- (6) Some junior or regular college, but did not graduate
- (7) Graduated from a regular 4-year college
- (8) Master's degree
- (9) Some work toward doctorate or professional degree
- (10) Completed doctorate or professional degree
- (-) I don't know

Item 219. Mark the one answer indicating the highest level of education your mother reached.

- (1) None, or some grade school
- (2) Completed grade school
- (3) Some high school, but did not graduate
- (4) Graduated from high school
- (5) Vocational or business school after high school
- (6) Some junior or regular college, but did not graduate
- (7) Graduated from a regular 4-year college
- (8) Master's degree
- (9) Some work toward doctorate or professional degree
- (10) Completed doctorate or professional degree
- (-) I don't know

Each student's response to each of these items (excluding those items which he omitted or to which he gave a "not applicable" response) were converted, on the basis of a sample of Grade 12 boys (N = 2946), to standard scores (z) with a mean of 0 and a standard deviation of 1. The means and standard deviations used in computing these standard scores are shown in Table 13.

The usual formula for converting the raw score (X) on each item to a standard score (z) was used:

$$z_i = \frac{X_i - \bar{X}_i}{\sigma_i}$$

(In this formula the subscript i identified the item.)

In order to be able to convert the sum of each student's z_i values to an overall score (P*801) on a standard score scale it was necessary to have an approximation of the standard deviation of the sum of n items. This approximation, k_n , was computed separately for each possible value of n (the number

TABLE 13
Means and Standard Deviations on Items Entering into P*801
Based on a Sample of Grade 12 Boys (N = 2946*)

Item No. (i)	\bar{X}_i	σ_i
172	3.21	1.25
173	3.04	1.13
176	3.29	1.16
190	4.29	1.34
191	4.57	.86
195	2.82	1.01
206	3.06	1.26
218	5.07	2.13
219	4.97	1.65

*Somewhat fewer cases than the total number (2946) were used in determining the means and standard deviations, since only those cases with applicable responses to an item could be included in the computation of the statistics for that item.

of items entering into the sum) from 1 to 9. The formula used was:

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

where \bar{r} was the mean of the 36 intercorrelations among the nine items, for grade 12 boys in the subsample, with each of the correlations based on only those boys who had applicable responses for both of the items involved in it. This formula gives an exact value of the standard deviation of the sum of the standard scores on n items if all the correlations on which \bar{r} is based are exactly equal, and a good approximation otherwise.

Each student's x_i values for all n of the items to which he had applicable responses were then used to compute his P*801 score, by means of the following formula:

$$P*801 = 10 \left(\frac{\sum_{i=1}^n z_i}{k_n} + 10 \right)$$

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

NOTE: The boxed number to the left of the options for each item are the actual numeric codes on the tape records for each option.

Directions: These questions are about yourself, your family, and your plans for the future. This is not a test and there are no right or wrong answers. Answer each question sincerely and thoughtfully. It applies to you. In no way will your answers be used against you in school. All answers are strictly confidential.

Answer every question. For each question you are to mark one answer and only one answer. Be sure to read each question carefully and to mark your answer in the appropriate space on your answer sheet. Some of the questions may be difficult for you to answer. Do not spend too much time on these questions, but mark the one best answer and go on to the next question. You should have enough time to answer all the questions if you move along steadily.

Part I ACTIVITIES

Directions: The questions in this part are about things you have done. Answer each question sincerely and thoughtfully. Each question has one answer and only one answer. Answer every question even if you are not sure of your answer. Now go ahead and answer the questions.

Organizations

Items 1-10: How active have you been in any one or more of the following organizations? Mark your answers as follows:

- A Extremely active
- B Very active
- C Fairly active
- D A member but not very active
- E A member but fairly active
- F Not a member of any of these organizations

- 1 School newspaper, magazine or annual
- 2 School subject matter clubs such as science, mathematics, language or history clubs
- 3 Debating, dramatics, or musical clubs or organizations
- 4 Hobby clubs such as photography, model building, hot rod, electronics, woodwork, crafts, etc.
- 5 Farm youth groups, such as 4-H club, Future Farmers of America, etc.
- 6 Church, religious or charitable organization such as Catholic Youth of America, Boy's Club, Youth Organization, Protestant youth group, organized non-school youth groups such as YMCA, YWCA, H. Y. Boy's Club, etc.
- 7 Informal neighborhood group
- 8 Political club such as Young Democrats or Republicans
- 9 Social clubs, fraternities, or sororities
- 10 Military or drill unit

- 11 How many times have you been president of a club, a club, or other organization (other than athletic) in the last 3 years?
 - A None
 - B Once
 - C Twice
 - D Three times
 - E Four times
 - F Five or more times

- 12 How many times have you been an officer or committee chairman (other than president) of a club or other organization (other than athletic) in the last 3 years?
 - A None
 - B Once
 - C Twice
 - D Three times
 - E Four times
 - F Five or more times

- 13 How many times in the last 3 years have you been captain of an athletic team?
 - A None
 - B Once
 - C Twice
 - D Three times
 - E Four times
 - F Five or more times

Hobbies

Items 14-29: How often have you done any one or more of the following in the past 3 years? Include extra-curricular activities at school but do not include things done for school. Mark your answer for each group of activities, answer for one or more in the group. Mark your answers as follows:

- A Very often
- B Often
- C Occasionally
- D Rarely
- E Never

- 14 Drawing, painting, sculpting, or decorating
- 15 Acting, singing or dancing for a public performance
- 16 Collecting stamps, coins, rocks, insects, etc.
- 17 Building model airplanes, ships, trains, cars, etc.
- 18 Working with photographic equipment (do not include taking occasional snap shots)
- 19 Making jewelry, pottery, or leather work
- 20 Making or repairing electrical or electronic equipment
- 21 Cabinet making or woodworking
- 22 Metal working
- 23 Mechanical or auto repair
- 24 Raising or caring for animals or pets
- 25 Sewing, knitting, crocheting, or embroidering
- 26 Cooking
- 27 Playing baseball, football, or basketball
- 28 Gardening, raising flowers or raising vegetables
- 29 Hunting or fishing

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

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

- 30 Attending sports events, lectures, plays, (not motion pictures), ballets, symphonies, lectures or museum
- 31 Playing golf or tennis on a regular basis
- 32 Playing hockey, lacrosse, or football, boxing, wrestling, track field events
- 33 Going bicycling, ice skating, skiing, canoeing, horseback riding

Work

Item 34: How often have you worked in the following field? Mark your answer as follows:

- A None
- B One or two times
- C Four to five times
- D Six to ten times
- E Ten or more times
- F Thirteen or more times

Item 35: How old was your first job? Mark your answer as follows:

- A Under 10 years
- B 11 or 12 years
- C 13 or 14 years
- D 15 or 16 years
- E 17 or 18 years
- F 19 or 20 years

Item 36: How many summers have you had a regular job for which you were paid? Do not count money earned for doing chores around your own home.

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

Item 37: During the school year, about how many hours a week do you work for pay? Do not include chores done around your own home.

- A None
- B About 1-5 hours
- C About 6-10 hours
- D About 11-15 hours
- E About 16-20 hours
- F About 21 hours or more

Items 38-46: How often have you done each of the following kinds of part time or summer work for pay in the past 3 years? Mark your answers as follows:

- A Very often
- B Often
- C Occasionally
- D Rarely
- E Never

- 38 Delivering newspapers, baby-sitting, mowing lawns, house cleaning, etc.
- 39 Clerical work, typing, filing, etc.
- 40 Farm work or orchard work
- 41 Assistant in a science laboratory
- 42 Factory work
- 43 Retail store work, stockwork, delivery, clean up, etc.
- 44 Sales work
- 45 Camp counselor
- 46 Other work

Items 47-50: How much of your spending money comes from each of the sources? Choose the closest answer. Mark your answers as follows:

- A 10 percent
- B 20 percent
- C 40 percent
- D 60 percent
- E 80 percent
- F 100 percent

- 47 Regular allowance
- 48 From family
- 49 From a job
- 50 Some other source

Continue on Answer Sheet B2, Side 1

Go on to the next page

4 How old were you when you first started the first grade?

A Four years old or younger
 B Six years old
 C Seven years old
 D Eight years old
 E Nine years old or older

94 How old were you when you started the first grade, how many full semesters of school have you missed?

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

95 How many days were you absent from school in the last school year (September 1983 to June 1984)?

A None
 B One or two days
 C Three or four days
 D Five or six days
 E Seven or eight days
 F Ten or more days

96 On the last six hours of school, how many hours do you study each week? *(Include study periods in school as well as studying done at home)*

A None
 B About 1 hour per week
 C About 5 hours per week
 D About 10 hours per week
 E About 15 hours per week
 F About 20 or more hours per week

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

A None
 B One or two
 C Three
 D Four
 E Five
 F Six or more

98 Science courses (Physics, Chemistry, General Science, Physics, etc.)

99 Foreign languages (French, German, Spanish, Latin, Social Studies, History, Civics, Government, Economics, etc.)

100 English courses (grammar, composition, literature, etc.)

101 Business or commercial courses (typing, bookkeeping, shorthand, business law, commercial arithmetic, etc.)

102 Vocational shop or agricultural courses (Vocational shop, etc.)

103 Mathematics courses (Algebra, Geometry, Trigonometry, etc.)

104 Do not count commercial arithmetic or shop/mathematics.

98 I have difficulty with the mechanics of English composition.

99 I get behind in my school assignments.

100 My grades on written examinations or reports have been lowered because of careless errors in spelling, grammar or punctuation.

101 Slow reading holds me back in my school work.

102 I pronounce the words to myself as I am reading.

103 I feel that I am taking courses that will not help me much in an occupation after I leave school.

104 When studying for tests, I am able to pick out important points to learn.

105 I don't seem to be able to concentrate on what I read. My mind wanders and I miss the first or the last few paragraphs in most chapters.

106 I have trouble remembering what I read.

107 I read material on subjects which I do not like.

99 Which one of the following high school programs or curriculums is most like the one that you are taking? *(You have not yet taken a high school program which you expect you will take.)*

1 A General - a program that does not require work preparation either for college or for work but in which you take subjects required for graduation and which subjects that you like.

2 B College Preparatory - a program that gives you the training and credits needed to work toward a regular four-year degree in college.

3 C Vocational - a program that prepares you for an occupation after high school.

4 D Vocational - a program that prepares you for an occupation after high school, or a career field when a certificate or diploma is awarded.

5 E Agriculture

6 F A program very different from the above.

92 How many times have you changed schools since starting the first grade (including promotions from one school to another)?

A Never
 B Once
 C Twice
 D Three times
 E Four times
 F Five or more times

93 When was the last time you changed schools (not counting promotions from one school to another)?

A I have not done this
 B About one year ago
 C About two years ago
 D About three years ago
 E About four years ago
 F About five or more years ago



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

A None
 B 1
 C 2
 D 3
 E 4
 F 5 or more

58 Western stories, adventures, stories, or mystery stories (not comic books).

59 Science fiction books or magazines (not comic books).

60 Plays, poetry, essays, literary criticism, or classics.

61 Politics, world affairs, biographies, autobiography, historical novels.

62 Religious books or magazines.

63 Comic books.

64 Love stories.

59 For the following statements indicate how often each one applies to you. Please answer the questions sincerely. Your answers will not affect your grades in any way. Mark one of the following choices for each statement.

A Almost always
 B Most of the time
 C About half the time
 D Not very often
 E Almost never

65 I do a little more than the course requires.

66 I have a difficult time expressing myself in written reports, examinations, and assignments.

67 Being a fast reader helps me complete my lessons quickly. *(Write grade/level)*

68 My grade reflects my ability fairly accurately.

69 I am sure that I understand what I am to do before I start an assignment or project.

70 I seem to accomplish very little compared to the amount of time I spend studying.

71 I lack of interest in my school work makes it difficult for me to keep my attention on what I am doing.

72 I enjoy writing reports or compositions.

73 I tend to pay attention in class because I wish to get to be liked.

74 I consider a very difficult assignment a challenge to my abilities.

75 I do my assignments so quickly that I don't do my best work.

76 I have missed assignments or other important things that the teacher has said because I was not paying attention.

77 My teachers have criticized me for turning in a sloppy assignment.

78 Unless I really like a course, I do only enough to get by.

65 During the school year on what days are you usually permitted to go out in the evening for fun (until 8 P.M. or later)?

A Saturdays only
 B Fridays, Saturdays, and Sundays only
 C Any day
 D Only for very special occasions
 E Never

66 How many times have you gone steadily in the past three years?

A None
 B Once
 C Twice
 D Three times
 E Four times
 F Five or more times

67 On the average, how many examples of work during the school year do you usually get out for fun and love?

A Less than one
 B One
 C Two
 D Three
 E Four or five
 F Six or more

68 How many books have you read (not including those required for school) in the past 12 months? *(Don't count newspapers or comic books)*

A None
 B 1 to 5
 C 6 to 10
 D 11 to 20
 E 21 or more

69 On the average, how many dates do you have in a week?

A I never have dates
 B About 1
 C About 2
 D About 3 or 4
 E About 5
 F About 6 or 7

70 How many dates do you have in a date?

A I have never had a date
 B 1
 C 2 or 3
 D 4
 E 5
 F 6 or 7 or older

71 On the average, how many dates do you have in a week?

A I never have dates
 B About 1
 C About 2
 D About 3 or 4
 E About 5
 F About 6 or 7

72 How many dates do you have in a date?

A I have never had a date
 B 1
 C 2 or 3
 D 4
 E 5
 F 6 or 7 or older

73 How many dates do you have in a date?

A I have never had a date
 B 1
 C 2 or 3
 D 4
 E 5
 F 6 or 7 or older

74 How many dates do you have in a date?

A I have never had a date
 B 1
 C 2 or 3
 D 4
 E 5
 F 6 or 7 or older

75 How many dates do you have in a date?

A I have never had a date
 B 1
 C 2 or 3
 D 4
 E 5
 F 6 or 7 or older

76 How many dates do you have in a date?

A I have never had a date
 B 1
 C 2 or 3
 D 4
 E 5
 F 6 or 7 or older

77 How many dates do you have in a date?

A I have never had a date
 B 1
 C 2 or 3
 D 4
 E 5
 F 6 or 7 or older

78 How many dates do you have in a date?

A I have never had a date
 B 1
 C 2 or 3
 D 4
 E 5
 F 6 or 7 or older

105 Has calculus been included in any mathematics course you have ever taken or are now taking?

A No
 B Yes for a period of about 2 weeks
 C Yes for a period of about 1 month
 D Yes for a period of about 2 months
 E Yes for a period of about 3 months
 F Yes for an entire semester

Items 106-113 The following questions ask you to report your grades in courses you have taken in the ninth grade or later. *Please consider only transcripts that you have not taken any courses in the topic. Mark the item in these questions, choose the one answer that best describes your work. Mark your answers as follows:*

A All A's or equivalent
 B Mostly A's or equivalent
 C Mostly B's and C's or equivalent
 D Mostly C's and D's or equivalent
 E Mostly D's or below or equivalent
 F

If your school does not use letter grades, please use the following equivalents:

I or a grade of A Excellent 90-100
 I- or a grade of B Good 80-89
 I- or a grade of C Average 70-79
 I- or a grade of D Fair 60-69
 For a grade below D F (ine S or lower)

106 My grades in mathematics have been
 107 My grades in science courses have been
 108 My grades in foreign languages have been
 109 My grades in history and social studies courses have been
 110 My grades in English courses have been
 111 My grades in vocational courses have been
 112 My grades in business or commercial courses have been
 113 My grades in all courses starting with the ninth grade have been

Guidance

Items 114-117 How many times have you discussed each of the following with your teacher or school principal in the past school year? Mark your answers as follows

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

114 Colleges or college plans
 115 Jobs or occupations after high school
 116 Your high school work
 117 Personal problems

Go on to the next page

TABLE 14 (cont. from p. 13)

Items 118-121 How many times have you discussed each of the following with your school counselor in the past school year? Mark your answers as follows

A We have no school counselor
 B None
 C One
 D Two
 E Three
 F Four or more

118 Colleges or college plans
 119 Jobs or occupations after high school
 120 Your high school work
 121 Personal problems

Items 122-129 How many times have you discussed your plans for after high school with each of the following people? Mark your answers as follows.

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

122 Father
 123 Mother
 124 Brother or sister
 125 School counselor
 126 Teacher, principal or assistant principal (not the school counselor)
 127 Clergyman (minister, priest, rabbi, etc.)
 128 Friends of your own age
 129 An adult not listed above

Part II FAMILY AND HOME

Directions: The questions in this part are about you and your family. Each question has one answer and only one word. Answer each question sincerely and thoughtfully. Many of the questions in this part are about your parents. If you are not living with both of your parents answer these questions for your step-mother or step-father, guardian (uncle or foster parents). If following is a list of all adults with whom you may be living:

Father and mother
 Mother and step-father
 Mother and step-mother
 Foster parents or guardian
 Mother and adult male relative (grandfather, uncle, other brother, etc.)
 Father and adult female relative (grandmother, aunt, older sister, etc.)
 Grandparents
 Brother or sister

In other words, answer for the two adults who are responsible for you. If you live with only one adult who is responsible for you, skip the questions for the other person.

If you live in an institution, mark E in question 130 below and skip to Part III.

Now go ahead and answer the questions.

130 Who is the breadwinner in your family that is, who provides the main source of support?

A Father
 B Male guardian or male relative
 C Mother
 D Female guardian or female relative
 E I live in an institution
 F Someone not listed above

Go on to the next page

131 Does your father work for pay on most days (not just on his work days)?

A No
 B Yes, full time
 C Yes, part time
 D Yes, but not much

132 Does your father direct or supervise the work of other people? *Do not count as more than one job mark your answer if you are interested. Mark your answer for his last job.*

A Yes, a few people (up to 4 or 5 people)
 B Yes, many people (up to 10 people)
 C Yes, many people (10 to 49 people)
 D Yes, 50 people or more
 E I don't know

133 As far as you know, which one of the following best describes your father's responsibilities for money and property on his job? *Mark your answer for his last job. If he is temporarily unemployed, or if he is retired, answer the question for his last job.*

A He is not in charge of any money or property
 B He is in charge of small amounts of money or property such as daily cash receipts, merchandise, or a few tools or machines
 C He is in charge of fairly large amounts of money, merchandise, or other property
 D He is in charge of a great deal of money, merchandise, or property
 E I don't know

134 Has your mother worked for pay at all times in the last 3 years?

A Yes, full time work
 B Yes, seasonal part time work
 C Yes, but not full time work
 D Yes, occasional full time work
 E No
 F I don't know

135 How long has your father been working for pay?

A Six months or less
 B More than 6 months but less than 1 year
 C More than 1 year but less than 3 years
 D More than 3 years but less than 5 years
 E More than 5 years
 F I don't know

136 What is your father's best work while in military service?

A Filled mail boxes for non-communist employees
 B Non-communist employees
 C Other
 D He did not serve
 E I don't know

137 What are your parents born in?

A My father was born in the U.S. but my mother was not
 B My mother was born in the U.S. but my father was not
 C Both my parents were born in the U.S.
 D Both my parents were born outside the U.S.
 E I don't know

Items 138-147 How active has your father been in any one or more of the following organizations? Mark your answers as follows

A Extremely active
 B Very active
 C Fairly active
 D A member but not very active
 E A member but rarely active
 F Not a member of any of these organizations

138 Church or religious group teaching Sunday School, or charity work
 139 School organizations such as the school board, Parent-Teacher's Association, etc.
 140 Political groups or organizations
 141 Labor union or professional association
 142 Hobby group, such as dramatics, band, art, crafts, etc.
 143 Sports club, team, or organization
 144 Special groups (such as Kiwanis, Lions, etc.)
 145 Civic organizations (such as Kiwanis, etc.)
 146 Active in labor union or veterans organization (American Legion, Veterans of Foreign Wars, etc.)

Item 147 How active has your mother been in any one or more of the following organizations? Mark your answers as follows

148 Church or religious group, teaching Sunday School, or charity work
 149 School organizations such as the school board, Parent-Teacher's Association, etc.
 150 Political groups or organizations
 151 Labor union or trade union activities
 152 Business or professional association
 153 Hobby groups such as dramatics, band, arts, crafts, etc.
 154 Sports club, team, or organization
 155 Civic organizations (such as Kiwanis, etc.)
 156 Active in labor union or veterans organization (American Legion, Veterans of Foreign Wars, etc.)

Items 158-166 How often does either of your parents speak to you in the following language? Mark your answers as follows

A Not frequently
 B Fairly often
 C Often
 D Rather often
 E Doesn't speak this language

158 French
 159 German
 160 Italian
 161 Spanish or Portuguese
 162 Russian or Slavic
 163 Hebrew or Yiddish
 164 Scandinavian languages (Danish, Swedish or Norwegian)
 165 Oriental languages
 166 Some other foreign language

Go on to the next page



167. How long have you lived in this community?
- 1 A One year or less
 - 2 B More than 1 year but not more than 2 years
 - 3 C More than 2 years but not more than 5 years
 - 4 D More than 5 years but not more than 10 years
 - 5 E More than 10 years but not all my life
 - 6 F All my life

168. Which one of the following best describes the community in which you lived just before moving to this community?
- 1 A I have lived in this community all my life
 - 2 B In suburban areas, towns, or villages around a city
 - 3 C Inside a large city with 100,000 or more people
 - 4 D Inside a medium sized city with 25,000 to 100,000 people
 - 5 E In a small city or town with 2,500 to 25,000 people (not the suburban area of a city)
 - 6 F A farm or village with less than 2,500 people (not the suburban area of a city)

169. How many different houses or apartments (not counting vacation away from your regular home) has your family lived in in the last three years?
- 1 A One
 - 2 B Two
 - 3 C Three
 - 4 D Four
 - 5 E Five
 - 6 F Six or more

170. Which one of the following best describes the building in which you live?
- 1 A A one-family house
 - 2 B A two-family house
 - 3 C A small apartment house (3 or 4 families)
 - 4 D A large apartment house (5 families or more)
 - 5 E A rooming house, hotel, or trailer
 - 6 F Something different from the above

171. If your family is renting your home or the place where you live, about how much are they paying each month?
- 1 A Less than \$50
 - 2 B \$50 to \$75
 - 3 C \$75 to \$100
 - 4 D \$100 to \$150
 - 5 E \$150 or more
 - 6 F We have paid for our housing at home

172. If your family has bought a house, about how much is its present value?
- 1 A Under \$5,000
 - 2 B \$5,000 to \$10,000
 - 3 C \$10,000 to \$15,000
 - 4 D \$15,000 to \$25,000
 - 5 E More than \$25,000
 - 6 F We are renting our home

173. Please make the best estimate you can of your family's total income for the year 1959. Include money earned by both parents, or someone else in the household who works.
- 1 A Less than \$3,000
 - 2 B \$3,000 to \$5,000
 - 3 C \$5,000 to \$10,000
 - 4 D \$10,000 to \$15,000
 - 5 E \$15,000 or more
 - 6 F I can't estimate this

174. Which of the following best describes your family's finances?
- 1 A Barely able to make a living
 - 2 B Just making a modest living
 - 3 C Comfortable
 - 4 D Well to do
 - 5 E Wealthy
 - 6 F Extremely wealthy

175. From which one of the following sources does your family get most of its income?
- 1 A Professional fees
 - 2 B Business profits (including profits from a farm)
 - 3 C Fixed salary (paid on a weekly, monthly or yearly basis)
 - 4 D Wages (paid on an hourly or daily basis and depending on the number of hours worked)
 - 5 E Commissions or royalties
 - 6 F Some other source not mentioned above

176. How many books are in your home?
- 1 A None or very few (10-10)
 - 2 B A few books (11-25)
 - 3 C One bookcase full (26-100)
 - 4 D Two bookcases full (101-250)
 - 5 E Three or four bookcases full (251-500)
 - 6 F A room full—a library (501 or more)

- Items 177-186. How many of each of the following kinds of magazines do you get regularly at home (by subscription or purchased regularly)? Mark your answers as follows:
- 1 A None
 - 2 B One
 - 3 C Two
 - 4 D Three
 - 5 E Four
 - 6 F Five or more

177. Ladies magazines, book-making magazines, or fashion magazines (such as Ladies Home Journal, McCall's, Redbook, Cosmopolitan, L'Espresso, etc.)
- 1 A None
 - 2 B One
 - 3 C Two
 - 4 D Three
 - 5 E Four
 - 6 F Five or more

178. Men's magazines or sports magazines (such as Sports Illustrated, Sports Illustrated Field and Stream, Sports Illustrated, etc.)
- 1 A None
 - 2 B One
 - 3 C Two
 - 4 D Three
 - 5 E Four
 - 6 F Five or more

179. News or political magazines (such as Life, Look, Newsweek, Time, U.S. News and World Report, etc.)
- 1 A None
 - 2 B One
 - 3 C Two
 - 4 D Three
 - 5 E Four
 - 6 F Five or more

180. Business magazines (such as Business Week, National Business Journal, etc.)
- 1 A None
 - 2 B One
 - 3 C Two
 - 4 D Three
 - 5 E Four
 - 6 F Five or more

181. Science fiction magazines (such as Galaxy, Science Fiction, etc.)
- 1 A None
 - 2 B One
 - 3 C Two
 - 4 D Three
 - 5 E Four
 - 6 F Five or more

- Items 187-189. How many of the following do you get regularly at home (by subscription or purchased regularly)?
- 1 A None
 - 2 B One
 - 3 C Two
 - 4 D Three
 - 5 E Four
 - 6 F Five or more

187. Atlantic Monthly, Harpers, National Geographic, Saturday Review, Fortune, New Yorker
- 1 A None
 - 2 B One
 - 3 C Two
 - 4 D Three
 - 5 E Four
 - 6 F Five or more

188. Reader's Digest, Coronet, Saturday Evening Post
- 1 A None
 - 2 B One
 - 3 C Two
 - 4 D Three
 - 5 E Four
 - 6 F Five or more

189. Parents Magazine, Boys Life, American Girl, Scout-ing
- 1 A None
 - 2 B One
 - 3 C Two
 - 4 D Three
 - 5 E Four
 - 6 F Five or more

- Items 190-195. How many of the following articles are in your home?
- 1 A None
 - 2 B One
 - 3 C Two
 - 4 D Three
 - 5 E Four
 - 6 F Five or six

190. Automatic washer, automatic clothes dryer, electric dishwasher, electric or gas refrigerator, vacuum cleaner, home food freezer (separate from refrigerator)
- 1 A None
 - 2 B One
 - 3 C Two
 - 4 D Three
 - 5 E Four
 - 6 F Five or six

191. Telephone, television set, radio, phonograph
- 1 A None
 - 2 B One
 - 3 C Two
 - 4 D Three
 - 5 E Four
 - 6 F Five or more

192. Sterling silverware, paintings, tapestries, wall-to-wall carpeting, according to floor drapes
- 1 A None
 - 2 B One
 - 3 C Two
 - 4 D Three
 - 5 E Four
 - 6 F Five or more

193. Musical instruments, hi-fi or stereophonic set, classical records, art equipment, photo developing equipment
- 1 A None
 - 2 B One
 - 3 C Two
 - 4 D Three
 - 5 E Four
 - 6 F Five or more

194. Tennis racket, golf clubs, hunting equipment, skis, fishing equipment
- 1 A None
 - 2 B One
 - 3 C Two
 - 4 D Three
 - 5 E Four
 - 6 F Five or more

195. A room of my own, my own study desk, a typewriter
- 1 A None
 - 2 B One
 - 3 C Two
 - 4 D Three
 - 5 E Four
 - 6 F Five or more

196. How many hand tools (saw, pliers, wire cutters, hammer, wrench, drill, screwdriver, crow bar, etc.) are in your home?
- 1 A Five or less
 - 2 B Six to ten
 - 3 C Eleven to fifteen
 - 4 D Sixteen to twenty
 - 5 E Twenty one to twenty-five
 - 6 F Twenty six or more

197. How many electrically operated power tools (saw, drill, sander, etc.) are in your home?
- 1 A None
 - 2 B One
 - 3 C Two
 - 4 D Three
 - 5 E Four
 - 6 F Five or more

198. How many cars or station wagons does your family own? Do not include trucks. Include your own as well as any owned by your parents or brothers or sisters living in your home.
- 1 A None
 - 2 B One
 - 3 C Two
 - 4 D Three
 - 5 E Four
 - 6 F Five or more

199. What year model is your family's newest car or station wagon? Do not include trucks.
- 1 A 1952 or older
 - 2 B 1953 or 1954
 - 3 C 1955 or 1956
 - 4 D 1957 or 1958
 - 5 E 1959 or 1960
 - 6 F My family does not own a car or station wagon

200. Are you a twin, triplet, or quadruplet?
- 1 A No
 - 2 B Yes, I have a twin in this school
 - 3 C Yes, I have a twin who is living but not in this school
 - 4 D Yes, I am one of triplets or quadruplets, and the rest of the others are in this school
 - 5 E Yes, I am one of triplets or quadruplets but the rest of the others is in the school
 - 6 F I can't estimate this



The next questions are about education after high school. Education after high school can be any one of the following:

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

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

Junior College, a two-year college program.

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

Items 201-205 For the following questions, mark your answers as follows:

- 1 A I have no brothers or sisters
- 2 B None
- 3 C One
- 4 D Two
- 5 E Three
- 6 F Four or more

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

Go on to the next part

Part III

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

Some of these questions are again about your parents or the heads of your household. If you live in an institution skip to question 210. Now, go ahead and answer the questions.

206 Which one of the following comes closest to describing the work of your father (or the male head of your household)? Mark only one answer. If he works on more than one job mark the one on which he spends most of his time. If he is now out of work or if he is retired mark the one that he did last.

- 1 A Farm or ranch owner and/or manager
- 2 B Farm or ranch foreman
- 3 C Farm or ranch worker
- 4 D Workman or laborer—such as factory or mine worker, hibernian, filling station attendant, longshoreman, etc.
- 5 E Private household worker—such as a servant, butler, etc.
- 6 F Protective worker—such as a policeman, detective, sheriff, fireman
- 7 G Service worker—such as barber, beautician, waiter, etc.
- 8 H Semi-skilled worker—such as factory machine operator, bus or cab driver, meat cutter, etc.
- 9 I Skilled worker or foreman—such as a baker, carpenter, electrician, erector, plumber, plasterer, tailor, foreman in a factory or mine (but not on a farm), etc.
- 10 J Clerical worker—such as bank teller, bookkeeper, sales clerk, office clerk, mail carrier, messenger, etc.
- 11 K Salesman—such as real estate, insurance salesman, factory representative, etc.
- 12 L Manager—such as sales manager, store manager, office manager, business manager, etc.
- 13 M Official—such as manufacturer, officer in a large company, banker, government official or inspector, etc.
- 14 N Proprietor or owner—such as owner of a small business, wholesaler, retailer, contractor, restaurant owner, etc.
- 15 O Professional—such as actor, accountant, artist, engineer, dentist, musician, lawyer, librarian, scientist, etc.
- 16 P Technical—such as draftsman, surveyor, medical or dental technician, etc.
- 17 Q I don't know

Go on to the next page

207 If your father (or male head of your household) has a professional or technical education (that is, if you marked D or P in the first question) answer this question. If your father (or male head of your household) has a professional or technical occupation mark A on your answer sheet and go on to the next question. Which one of the following professional or technical occupations comes closest to describing your father's occupation?

- 1 A My father has an occupation other than professional, technical, or artistic.
- 2 B Accountant or auditor
- 3 C Actor, musician, artist, or writer
- 4 D Architect
- 5 E Armed forces officer
- 6 F Artist, designer, sculptor
- 7 G Biological scientist
- 8 H Chemist
- 9 I College administrator
- 10 J Clergyman
- 11 K Dentist
- 12 L Draftsman
- 13 M Economist
- 14 N Editor or reporter
- 15 O Elected or appointed officer—in mayor, senator, judge, etc.
- 16 P Engineer, astronautical, civil, chemical, electrical, mechanical, etc.
- 17 Q Librarian
- 18 R Librarian
- 19 S Mathematician
- 20 T Nurse
- 21 U Optometrist, osteopath, chiropractor, pharmacist
- 22 V Physician or surgeon
- 23 W Psychiatrist
- 24 X Psychologist
- 25 Y Sociologist
- 26 Z Social or welfare worker
- 27 AA Statistician
- 28 AB Surveyor
- 29 AC Teacher, elementary school
- 30 AD Teacher, high school
- 31 AE Technician, medical or dental
- 32 AF Technician, mechanical or electrical
- 33 AG Veterinarian
- 34 AH A scientific occupation not listed above
- 35 AI A scientific occupation not listed above
- 36 H I A professional occupation not listed above
- 37 I I don't know

- 1 A If my wife only she has not worked for pay in the past three years
- 2 B I am of rank owner and/or manager
- 3 C Farm or ranch worker
- 4 D Workman or laborer—such as charwoman, laundry worker, etc.
- 5 E Private household worker—such as housekeeper, maid, laundress, etc.
- 6 F Protective worker—such as policeman, etc.
- 7 G Service worker—such as beautician, waitress, etc.
- 8 H Semi-skilled worker—such as factory machine operator, cab driver, etc.
- 9 I Skilled worker or foreman—such as baker, carpenter, etc.
- 10 J Clerical worker—such as bookkeeper, secretary, typist, clerk, etc.
- 11 K Sales—such as real estate, life insurance, etc.
- 12 L Manager—such as sales manager, store manager, office manager, business manager, factory supervisor, etc.
- 13 M Official—such as manufacturer, officer in a large company, banker, government official or inspector, etc.
- 14 N Proprietor or owner—such as owner of a small business, wholesaler, retailer, restaurant owner, etc.
- 15 O Professional—such as actress, accountant, artist, dentist, physician, engineer, lawyer, librarian, scientist, etc.
- 16 P Technical—such as draftsman, medical or dental technician, etc.
- 17 Q I don't know

Go on to the next page.



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

- 1 A My mother has an occupation other than those listed below
- 2 B Accountant or auditor
- 3 C Attorney
- 4 D Architect
- 5 E Artist (designer, sculptor, etc.)
- 6 F Biologist or scientist
- 7 G Chemist
- 8 H College administrator
- 9 I Clergywoman
- 10 J Dentist
- 11 K Draftsman
- 12 L Economist
- 13 M Editor or reporter
- 14 N Elected or appointed officer—mayor, senator, judge, etc.
- 15 O Engineer—architectural, civil, chemical, electrical, mechanical, etc.
- 16 P Lawyer (not elected or appointed official)
- 17 Q Mathematician
- 18 R Nurse
- 19 S Optician
- 20 T Optometrist, osteopath, chiropractor, pharmacist
- 21 U Physician or surgeon
- 22 V Physiologist
- 23 W Psychologist
- 24 X Sociologist
- 25 Y Social or welfare worker
- 26 Z Statistician
- 27 AA Surveyor
- 28 AB Teacher, elementary school
- 29 AC Teacher, high school
- 30 AD Technician, medical or dental
- 31 AE Veterinarian
- 32 FF A technical occupation not listed above
- 33 GG A scientific occupation not listed above
- 34 HH A professional occupation not listed above

Go on to the next page

210 In which one of the following programs do you expect to specialize in college? Mark one of these even if you have not definitely made up your mind.

- 1 A I do not expect to attend college
- 2 B Biological sciences (botany, physiology, zoology)
- 3 C Physical sciences (chemistry, geology, physics, astronomy)
- 4 D Engineering
- 5 E Mathematics
- 6 F Pre-medical
- 7 G Education
- 8 H Business administration
- 9 I Law
- 10 J Social work or psychology
- 11 K Political science or economics
- 12 L Foreign languages
- 13 M Other liberal arts (philosophy, literature, history, etc.)
- 14 N Fine arts (music, art, ballet, etc.)
- 15 O Agriculture
- 16 P Nursing
- 17 Q Home economics
- 18 R Pre-theology
- 19 S Journalism
- 20 T A program not listed above
- 21 U I have no plans regarding college programs
- 22 V

TABLE 14 (continued)

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

- 1 A Accountant
- 2 B Biological scientist (biologist, botanist, physiologist, zoologist, etc.)
- 3 C College professor
- 4 D Engineer (aeronautical, civil, chemical, electrical, etc.)
- 5 E High school teacher
- 6 F Home school teacher
- 7 G Lawyer
- 8 H Mathematician
- 9 I Pharmacist
- 10 J Clergyman (minister, priest, rabbi, etc.)
- 11 K Physical scientist (chemist, geologist, physicist, astronomer, etc.)
- 12 L Physician
- 13 M Political scientist or economist
- 14 N Social worker
- 15 O Sociologist or psychologist
- 16 P Armed forces officer
- 17 Q Businessman
- 18 R Health care worker
- 19 S Librarian
- 20 T Lecturer or scientist aide
- 21 U Forester
- 22 V Medical or dental technician
- 23 X Nurse
- 24 Y Pilot, airplane
- 25 Z Policeman or fireman
- 26 AA Secretary, book or typist
- 27 BB Writer
- 28 CC Scientist, research
- 29 DD Technician, mechanical or dental
- 30 EE Farmer
- 31 FF Housewife
- 32 GG Salesperson
- 33 HH Machine operator, machine minder, printer, etc.
- 34 I Structural worker (bricklayer, carpenter, paperhanger, etc.)
- 35 JJ Other occupation different from any above

212 Which one of the following occupations would you most like to enter? If your choice is not on the list, mark the one that is closest to it. Mark one of these even if you have not definitely made up your mind.

- 1 A Accountant
- 2 B Biological scientist (biologist, botanist, physiologist, zoologist, etc.)
- 3 C College professor
- 4 D Engineer (aeronautical, civil, chemical, electrical, etc.)
- 5 E High school teacher
- 6 F Home school teacher
- 7 G Lawyer
- 8 H Mathematician
- 9 I Pharmacist
- 10 J Clergyman (minister, priest, rabbi, etc.)
- 11 K Physical scientist (chemist, geologist, physicist, astronomer, etc.)
- 12 L Physician
- 13 M Political scientist or economist
- 14 N Social worker
- 15 O Sociologist or psychologist
- 16 P Armed forces officer
- 17 Q Businessman
- 18 R Health care worker
- 19 S Librarian
- 20 T Lecturer or scientist aide
- 21 U Forester
- 22 V Medical or dental technician
- 23 X Nurse
- 24 Y Pilot, airplane
- 25 Z Policeman or fireman
- 26 AA Secretary, book or typist
- 27 BB Writer
- 28 CC Scientist, research
- 29 DD Technician, mechanical or dental
- 30 EE Farmer
- 31 FF Housewife
- 32 GG Salesperson
- 33 HH Machine operator, machine minder, printer, etc.
- 34 I Structural worker (bricklayer, carpenter, paperhanger, etc.)
- 35 JJ Other occupation different from any above

Turn your answer sheet over and continue on the other side

Go on to the next page

Part IV

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

Some of these questions are again about your parents or the heads of your household. If you live in an institution, skip to question 227.

213 For whom does your father work? Mark only one answer. If he works more than one job, mark the most important one. If he is now out of work, or if he is retired, mark the one that was his last employer.

- A A large company or industry
B A small local company or industry
C A retail business
D An individual employer
E He is self-employed
F The local or community government
G A school or college
H Military
I The state or national government (except military services or schools)
J I don't know

214 For whom does your mother work? Mark only one answer. If she works on more than one job, mark the most important one. If she is now out of work, mark the one that was her last employer.

- A A large company or industry
B A small local company or industry
C A retail business
D An individual employer
E The local or community government
F A school or college
G The state or national government (except schools)
H She is self-employed
I Housewife only, she has not worked for pay in the last 3 years
J I don't know

215 How old is your father?

- A 29 or younger
B 30-34
C 35-39
D 40-44
E 45-49
F 50-54
G 55-59
H 60 or older
I 65 or older
J I don't know

216 How old is your mother?

- A 29 or younger
B 30-34
C 35-39
D 40-44
E 45-49
F 50-54
G 55-59
H 60 or older
I 65 or older
J I don't know

217 In which branch of the military service did your father serve? If he served in more than one, mark the one in which he served the longest time.

- A Army
B Air Force
C Marine Corps
D Coast Guard
E He served in the Merchant Marine instead of the armed forces
F He did not serve
G He served, but I don't know in which branch

218 Mark the one answer indicating the highest level of education your father reached. Mark the one best answer even if you are not sure.

- A None, or some grade school
B Completed grade school
C Some high school, but did not graduate
D Vocational or business school after high school
E Some junior or regular college, but did not graduate
F Graduated from a regular 4-year college
G Master's degree
H Some work toward doctorate or professional degree
I Completed doctorate or professional degree
J I don't know

219 Mark the one answer indicating the highest level of education your mother reached. Mark the one best answer even if you are not sure.

- A None, or some grade school
B Completed grade school
C Some high school, but did not graduate
D Vocational or business school after high school
E Some junior or regular college, but did not graduate
F Graduated from a regular 4-year college
G Master's degree
H Some work toward doctorate or professional degree
I Completed doctorate or professional degree
J I don't know

220 With whom are you now living that is who are the heads of the house?

- A Mother and father
B Mother only
C Father only
D Sometimes with my mother, sometimes with my father
E Mother and stepfather
F Father and stepmother
G Grandparents, aunt, uncle, or cousins
H Brother or sister
I Foster parents (not relatives)
J Someone not listed above

221 What is the total number of living children in your family? Include, to verify, your own children, half-brothers and sisters, half-sisters and sisters, stepbrothers and step-sisters, foster brothers and sisters. Include those who now live in your home.

- A One
B Two
C Three
D Four
E Five
F Six
G Seven
H Eight
I Nine
J Ten
K Eleven
L Twelve or more

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

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

223 How many of your sisters, half-sisters, foster sisters, or stepsisters are older than you? Do not count your own twin sister.

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

- A I was born here all my life
B I was born here all my life
C I was born here all my life
D I was born here all my life
E I was born here all my life
F I was born here all my life
G I was born here all my life
H I was born here all my life
I I was born here all my life
J I was born here all my life
K I was born here all my life
L I was born here all my life

225 How many rooms are in your home? Count all rooms: bedrooms, bathrooms, kitchen, living room, dining room, recreation room, enclosed porch, etc.

- A One
B Two
C Three
D Four
E Five
F Six
G Seven or eight
H Nine or ten
I Eleven or twelve
J Thirteen or fourteen
K Fifteen or sixteen
L Seventeen or more

226 How many people live in your home? Include your roomers, roommates, etc.

- A Two
B Three
C Four
D Five
E Six
F Seven
G Eight
H Nine
I Ten
J Eleven
K Twelve
L Thirteen or more

Go on to the next page

- 227 How tall are you? Choose the closest one.
- A 4 feet 5 inches or less
 - B 4 feet 6 inches to 4 feet 8 inches
 - C 4 feet 9 inches to 4 feet 11 inches
 - D 5 feet 0 inches to 5 feet 2 inches
 - E 5 feet 3 inches to 5 feet 5 inches
 - F 5 feet 6 inches to 5 feet 8 inches
 - G 5 feet 9 inches to 5 feet 11 inches
 - H 6 feet 0 inches to 6 feet 2 inches
 - I 6 feet 3 inches to 6 feet 5 inches
 - J 6 feet 6 inches or more
- 228 How much do you weigh? Choose the closest one.
- A 74 pounds or less
 - B 80 to 104 pounds
 - C 105 to 129 pounds
 - D 130 to 154 pounds
 - E 155 to 179 pounds
 - F 180 to 204 pounds
 - G 205 to 229 pounds
 - H 230 to 254 pounds
 - I 255 pounds or more

- 229 How old were you when you learned social dancing?
- A I never learned to dance
 - B 9 or younger
 - C 10
 - D 11
 - E 12
 - F 13
 - G 14
 - H 15
 - I 16
 - J 17
 - K 18 or older

- 230 How many athletic teams have you been a member of in the last 3 years? Count intra-mural, church, school, and other teams.
- A None
 - B One
 - C Two
 - D Three
 - E Four
 - F Five
 - G Six
 - H Seven
 - I Eight
 - J Nine
 - K Ten
 - L Eleven or more

- 231 How many clubs or organizations (other than the school) have you belonged to in the last 3 years?
- A None
 - B One
 - C Two
 - D Three
 - E Four
 - F Five
 - G Six
 - H Seven
 - I Eight
 - J Nine
 - K Ten
 - L Eleven or more

- 232 What do you expect to do about military service?
- A Never serve because I am a girl
 - B Quit high school and enlist
 - C Enlist right after high school
 - D Enlist after a commission through a ROTC program, military school, or one of those who offers training
 - E Enlist after I have completed some college training
 - F Enlist after I have graduated from college
 - G Enlist after I have worked for several years
 - H Enlist in the Reserves or National Guard
 - I Wait until I am drafted
 - J Never serve because I do not think I can pass the physical examination
 - K Never serve for other reasons
 - L I have no idea what I will do about military service

- 233 What would you really like to do about military service?
- A Never serve because I am a girl
 - B Quit high school and enlist
 - C Enlist right after high school
 - D Enlist after a commission through a ROTC program, military school, or one of those who offers training
 - E Enlist after I have completed some college training
 - F Enlist after I have graduated from college
 - G Enlist after I have worked for several years
 - H Enlist in the Reserves or National Guard
 - I Wait until I am drafted
 - J Never serve because I do not think I can pass the physical examination
 - K Never serve for other reasons
 - L I have no preference

- 234 Which one of the following is your most important reason for your choice of ways to enter the military (that is, without being drafted, etc.)?
- A I do not expect to serve
 - B Being able to choose among the branches
 - C Short service time
 - D Being able to work for a while
 - E Being able to work for a while
 - F Obtaining the best chance for advancement in the service
 - G Having a chance to serve with friends
 - H Having a chance to serve in the place (city) I want
 - I An opportunity to serve in the service
 - J An opportunity to complete my education
 - K Allows me to live at home while serving
 - L None of these

- 235 In which branch of the service do you expect to serve?
- A I do not expect to serve for physical reasons
 - B I do not expect to serve for reasons other than physical
 - C Army
 - D Air Force
 - E Navy
 - F Marine Corps
 - G Coast Guard
 - H Army Reserve or National Guard
 - I Air Force Reserve or National Guard
 - J Navy Reserve
 - K Marine Corps Reserve
 - L Coast Guard Reserve

- 236 Which one of the following is the most important reason for your choice of a branch of the service?
- A I do not expect to serve
 - B Offers the best plan for completing required service
 - C Has good training opportunities
 - D My friends chose this branch
 - E Has the best looking uniform
 - F Receives the most glory from other people
 - G Offers the most pleasant duty assignments
 - H Allows me choice of a desirable location (near home, a large city, etc.)
 - I Travel or adventure
 - J Best living conditions
 - K Some reason not listed above

- 237 Which one of the following best describes the college you expect to attend?
- A I do not expect to go to college
 - B A teaching college
 - C An engineering college
 - D An agricultural college
 - E A liberal arts college
 - F A college specializing in music or fine arts
 - G A university which includes many of the above
 - H Some other type of college
 - I I have no plans regarding the type of college I will attend

- 238 How old do you expect to be when you get married?
- A I am already married
 - B 17 years old or younger
 - C 18 years old
 - D 19 years old
 - E 20 years old
 - F 21 or 22 years old
 - G 23 or 24 years old
 - H 25 or 26 years old
 - I 27 to 28 years old
 - J 29 to 30 years old
 - K 31 to 32 years old
 - L I don't expect to marry

- 239 If all your plans work out, how much money do you expect to be earning per year after you graduate from high school?
- A \$2,500 or less
 - B \$3,000 to \$3,500
 - C \$4,000 to \$4,500
 - D \$5,000 to \$5,500
 - E \$6,000 to \$6,500
 - F \$7,000 to \$7,500
 - G \$8,000 to \$8,500
 - H \$9,000 to \$9,500
 - I \$10,000 to \$10,500
 - J \$11,000 to \$11,500
 - K \$12,000 or more

- 240 How much money is the least amount of earnings (per year) that would satisfy you in the twentieth year after you graduate from high school?
- A \$2,500 or less
 - B \$3,000 to \$3,500
 - C \$4,000 to \$4,500
 - D \$5,000 to \$5,500
 - E \$6,000 to \$6,500
 - F \$7,000 to \$7,500
 - G \$8,000 to \$8,500
 - H \$9,000 to \$9,500
 - I \$10,000 to \$10,500
 - J \$11,000 to \$11,500
 - K \$12,000 or more

- 241 How many different times have you been sick in bed (as much as a day) in the past year?
- A None
 - B One or two
 - C Three or four
 - D Five or six
 - E Seven or eight
 - F Nine or more

- 242 What is the least amount of time that you have ever been in bed for sickness or an accident?
- A Up to one week
 - B Up to one month
 - C Up to one year
 - D Up to six months
 - E Up to six years
 - F More than one year

- 243 Which one of the following best describes your usual health in the last three years?
- A Excellent
 - B Very good
 - C Good
 - D Average
 - E Poor
 - F Very poor
- 244 Which one of the following best describes your usual health before you were ten years old?
- A Excellent
 - B Very good
 - C Good
 - D Average
 - E Poor
 - F Very poor

Go on to the next part.

Part V

Directions: This part is the last part of this test. In this part are about your health. Each question has one answer and only one answer is correct. Now, go ahead and answer the question.

Health

- 245 How many different times have you been sick in bed (as much as a day) in the past year?
- A None
 - B One or two
 - C Three or four
 - D Five or six
 - E Seven or eight
 - F Nine or more
- 246 What is the least amount of time that you have ever been in bed for sickness or an accident?
- A Up to one week
 - B Up to one month
 - C Up to one year
 - D Up to six months
 - E Up to six years
 - F More than one year
- 247 Which one of the following best describes your usual health in the last three years?
- A Excellent
 - B Very good
 - C Good
 - D Average
 - E Poor
 - F Very poor
- 248 Which one of the following best describes your usual health before you were ten years old?
- A Excellent
 - B Very good
 - C Good
 - D Average
 - E Poor
 - F Very poor

Go on to the next page

- 247 How many times have you been treated by a doctor (outside of school) for illness, injury or an accident in the past six months?
- A None
B One
C Two
D Three
E Four
F Five or more
- 248 How many times have you been treated by a doctor (outside of school) for illness, injury or an accident in the past six months?
- A None
B One
C Two
D Three
E Four
F Five or more
- 249 How many times have you been treated by a doctor (outside of school) for illness, injury or an accident in the past six months?
- A None
B One
C Two
D Three
E Four
F Five or more
- 250 How many times have you been treated by a doctor (outside of school) for illness, injury or an accident in the past six months?
- A None
B One
C Two
D Three
E Four
F Five or more
- 251 How many times have you been treated by a doctor (outside of school) for illness, injury or an accident in the past six months?
- A None
B One
C Two
D Three
E Four
F Five or more
- 252 How many times have you been treated by a doctor (outside of school) for illness, injury or an accident in the past six months?
- A None
B One
C Two
D Three
E Four
F Five or more
- 253 How many times have you been treated by a doctor (outside of school) for illness, injury or an accident in the past six months?
- A None
B One
C Two
D Three
E Four
F Five or more
- 254 How many times have you been treated by a doctor (outside of school) for illness, injury or an accident in the past six months?
- A None
B One
C Two
D Three
E Four
F Five or more
- 255 How many times have you been treated by a doctor (outside of school) for illness, injury or an accident in the past six months?
- A None
B One
C Two
D Three
E Four
F Five or more
- 256 How many times have you been treated by a doctor (outside of school) for illness, injury or an accident in the past six months?
- A None
B One
C Two
D Three
E Four
F Five or more
- 257 How many times have you been treated by a doctor (outside of school) for illness, injury or an accident in the past six months?
- A None
B One
C Two
D Three
E Four
F Five or more
- 258 How many times have you been treated by a doctor (outside of school) for illness, injury or an accident in the past six months?
- A None
B One
C Two
D Three
E Four
F Five or more
- 259 How many times have you been treated by a doctor (outside of school) for illness, injury or an accident in the past six months?
- A None
B One
C Two
D Three
E Four
F Five or more
- 260 How many times have you been treated by a doctor (outside of school) for illness, injury or an accident in the past six months?
- A None
B One
C Two
D Three
E Four
F Five or more
- 261 How many times have you been treated by a doctor (outside of school) for illness, injury or an accident in the past six months?
- A None
B One
C Two
D Three
E Four
F Five or more
- 262 How many times have you been treated by a doctor (outside of school) for illness, injury or an accident in the past six months?
- A None
B One
C Two
D Three
E Four
F Five or more
- 263 How many times have you been treated by a doctor (outside of school) for illness, injury or an accident in the past six months?
- A None
B One
C Two
D Three
E Four
F Five or more
- 264 How many times have you been treated by a doctor (outside of school) for illness, injury or an accident in the past six months?
- A None
B One
C Two
D Three
E Four
F Five or more
- 265 How many times have you been treated by a doctor (outside of school) for illness, injury or an accident in the past six months?
- A None
B One
C Two
D Three
E Four
F Five or more
- 266 How many times have you been treated by a doctor (outside of school) for illness, injury or an accident in the past six months?
- A None
B One
C Two
D Three
E Four
F Five or more
- 267 How many times have you been treated by a doctor (outside of school) for illness, injury or an accident in the past six months?
- A None
B One
C Two
D Three
E Four
F Five or more
- 268 How many times have you been treated by a doctor (outside of school) for illness, injury or an accident in the past six months?
- A None
B One
C Two
D Three
E Four
F Five or more
- 269 How many times have you been treated by a doctor (outside of school) for illness, injury or an accident in the past six months?
- A None
B One
C Two
D Three
E Four
F Five or more
- 270 How many times have you been treated by a doctor (outside of school) for illness, injury or an accident in the past six months?
- A None
B One
C Two
D Three
E Four
F Five or more
- 271 How many times have you been treated by a doctor (outside of school) for illness, injury or an accident in the past six months?
- A None
B One
C Two
D Three
E Four
F Five or more
- 272 How many times have you been treated by a doctor (outside of school) for illness, injury or an accident in the past six months?
- A None
B One
C Two
D Three
E Four
F Five or more
- 273 How many times have you been treated by a doctor (outside of school) for illness, injury or an accident in the past six months?
- A None
B One
C Two
D Three
E Four
F Five or more
- 274 How many times have you been treated by a doctor (outside of school) for illness, injury or an accident in the past six months?
- A None
B One
C Two
D Three
E Four
F Five or more
- 275 How many times have you been treated by a doctor (outside of school) for illness, injury or an accident in the past six months?
- A None
B One
C Two
D Three
E Four
F Five or more
- 276 How many times have you been treated by a doctor (outside of school) for illness, injury or an accident in the past six months?
- A None
B One
C Two
D Three
E Four
F Five or more
- 277 How many times have you been treated by a doctor (outside of school) for illness, injury or an accident in the past six months?
- A None
B One
C Two
D Three
E Four
F Five or more
- 278 How many times have you been treated by a doctor (outside of school) for illness, injury or an accident in the past six months?
- A None
B One
C Two
D Three
E Four
F Five or more

- 279 Follow a special diet as prescribed by a doctor?
- A Yes
B No, this course is not available
C No, although the course is available
D No, but I expect to take the course in a later grade
- 280 Do you take driver training at school?
- A Yes
B No, this course is not available
C No, although the course is available
D No, but I expect to take the course in a later grade
- 281 Avoid too much physical activity or strenuous, etc. work, special exercises
- A Yes
B No, this course is not available
C No, although the course is available
D No, but I expect to take the course in a later grade
- 282 Take medicine or pills prescribed by a doctor?
- A Yes
B No, this course is not available
C No, although the course is available
D No, but I expect to take the course in a later grade
- 283 Take medicine or pills prescribed by a doctor?
- A Yes
B No, this course is not available
C No, although the course is available
D No, but I expect to take the course in a later grade
- 284 Take medicine or pills prescribed by a doctor?
- A Yes
B No, this course is not available
C No, although the course is available
D No, but I expect to take the course in a later grade
- 285 Take medicine or pills prescribed by a doctor?
- A Yes
B No, this course is not available
C No, although the course is available
D No, but I expect to take the course in a later grade
- 286 Take medicine or pills prescribed by a doctor?
- A Yes
B No, this course is not available
C No, although the course is available
D No, but I expect to take the course in a later grade
- 287 Take medicine or pills prescribed by a doctor?
- A Yes
B No, this course is not available
C No, although the course is available
D No, but I expect to take the course in a later grade
- 288 Take medicine or pills prescribed by a doctor?
- A Yes
B No, this course is not available
C No, although the course is available
D No, but I expect to take the course in a later grade
- 289 Take medicine or pills prescribed by a doctor?
- A Yes
B No, this course is not available
C No, although the course is available
D No, but I expect to take the course in a later grade
- 290 Take medicine or pills prescribed by a doctor?
- A Yes
B No, this course is not available
C No, although the course is available
D No, but I expect to take the course in a later grade
- 291 Take medicine or pills prescribed by a doctor?
- A Yes
B No, this course is not available
C No, although the course is available
D No, but I expect to take the course in a later grade
- 292 Take medicine or pills prescribed by a doctor?
- A Yes
B No, this course is not available
C No, although the course is available
D No, but I expect to take the course in a later grade
- 293 Take medicine or pills prescribed by a doctor?
- A Yes
B No, this course is not available
C No, although the course is available
D No, but I expect to take the course in a later grade
- 294 Take medicine or pills prescribed by a doctor?
- A Yes
B No, this course is not available
C No, although the course is available
D No, but I expect to take the course in a later grade
- 295 Take medicine or pills prescribed by a doctor?
- A Yes
B No, this course is not available
C No, although the course is available
D No, but I expect to take the course in a later grade
- 296 Take medicine or pills prescribed by a doctor?
- A Yes
B No, this course is not available
C No, although the course is available
D No, but I expect to take the course in a later grade
- 297 Take medicine or pills prescribed by a doctor?
- A Yes
B No, this course is not available
C No, although the course is available
D No, but I expect to take the course in a later grade
- 298 Take medicine or pills prescribed by a doctor?
- A Yes
B No, this course is not available
C No, although the course is available
D No, but I expect to take the course in a later grade
- 299 Take medicine or pills prescribed by a doctor?
- A Yes
B No, this course is not available
C No, although the course is available
D No, but I expect to take the course in a later grade
- 300 Take medicine or pills prescribed by a doctor?
- A Yes
B No, this course is not available
C No, although the course is available
D No, but I expect to take the course in a later grade
- 301 Take medicine or pills prescribed by a doctor?
- A Yes
B No, this course is not available
C No, although the course is available
D No, but I expect to take the course in a later grade
- 302 Take medicine or pills prescribed by a doctor?
- A Yes
B No, this course is not available
C No, although the course is available
D No, but I expect to take the course in a later grade
- 303 Take medicine or pills prescribed by a doctor?
- A Yes
B No, this course is not available
C No, although the course is available
D No, but I expect to take the course in a later grade
- 304 Take medicine or pills prescribed by a doctor?
- A Yes
B No, this course is not available
C No, although the course is available
D No, but I expect to take the course in a later grade
- 305 Take medicine or pills prescribed by a doctor?
- A Yes
B No, this course is not available
C No, although the course is available
D No, but I expect to take the course in a later grade
- 306 Take medicine or pills prescribed by a doctor?
- A Yes
B No, this course is not available
C No, although the course is available
D No, but I expect to take the course in a later grade

Directions: The questions in this part are about your plans for the future. Each question has one answer and one key answer. Answer each question with a letter (A, B, C, D, E, or F) that best describes your answer. Now, go ahead and answer the questions.

Part VI - PLANS

Education: The next questions are about your plans for education after high school. Please remember that education after high school can be in many forms: Vocational Schools, such as schools for barbers, beauticians, electricians, mechanics, technicians, etc. The program may last from a few months to two or three years. Although these schools are sometimes called a college, for the purpose of this questionnaire think of them as Vocational Schools. Business or Commercial Schools, such as secretarial stenotyping, or bookkeeping schools. The program may last from a few months to two or three years. Although these schools are sometimes called a college, for the purpose of this questionnaire think of them as Business or Commercial Schools. Junior College: a two-year college program. Four Year College: has program leading to a Bachelor of Arts, Bachelor of Science, Bachelor of Engineering, etc. Now, go ahead and answer the questions.

- 296 Did you take driver training at school?
- A Yes
B No, this course is not available
C No, although the course is available
D No, but I expect to take the course in a later grade
- 297 Do you think you will quit high school before you graduate?
- A I definitely will leave
B I am almost sure to leave
C I am likely to leave
D I am not likely to leave
E I definitely will not leave
- 298 After you leave high school, are you likely to go to a Vocational School?
- A I definitely will go
B I am almost sure to go
C I am likely to go
D I am not likely to go
E I definitely will not go
- 299 After you leave high school, are you likely to go to a business or commercial school?
- A I definitely will go
B I am almost sure to go
C I am likely to go
D I am not likely to go
E I definitely will not go
- 300 If there were no other way for you to attend college, would you be willing to take out a loan which you would have to pay back after you graduate?
- A Yes
B No

- 301 After you leave high school, are you likely to go to a junior college or a four-year college full-time?
- A I definitely will go
B I am almost sure to go
C I am likely to go
D I am not likely to go
E I definitely will not go
- 302 After you leave high school, are you likely to go to a junior college or a four-year college full-time?
- A I definitely will go
B I am almost sure to go
C I am likely to go
D I am not likely to go
E I definitely will not go
- 303 Which type of college are you most likely to attend?
- A I am not sure
B Junior college
C I don't know which I will attend
D I don't expect to go to college
- 304 When do you plan to start college?
- A I don't plan to go to college
B I plan to start college right after high school
C I plan to start college after completing military service
D I plan to start college after I have worked for a few years
E I plan to go to college sometime in the future but my plans are not definite
- 305 What is the greatest amount of education you expect to have during your life?
- A I don't expect to finish high school
B I expect to graduate from high school
C I expect to obtain vocational, business school or junior college training
D I expect to obtain some (less than 4 year) regular college training
E I expect to graduate from a regular four-year college
F I expect to study for advanced degree degrees
- 306 Have you taken or do you expect to take the National Merit Scholarship tests?
- A No, I have not taken nor do I expect to take these tests
B Yes, I expect to take these tests
C Yes, I have taken these tests

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TABLE 1.4 (continued)

- Items 307-318. If you are *not* planning college, or if you think you might *not* go, how important would each of the following be in changing your mind in favor of going to college?
- If you are *planning* college, or if you think you may go, how important to you is each of the following as a reason for going to college?
- Mark your answers as follows:
- | | | |
|---|---|-----------------------------------|
| 1 | A | Extremely important |
| 2 | B | Very important |
| 3 | C | Important |
| 4 | D | Neither important nor unimportant |
| 5 | E | Unimportant |
| 6 | F | Not a reason |
307. A college degree is necessary for the kind of work I want to do.
308. My father wants me to go to college.
309. My mother wants me to go to college.
310. I would be able to earn more money as a college graduate.
311. I want to learn more about the career I might enter.
312. I want to meet the kind of person I would like to marry.
313. My learning.
314. My teachers think that I should go to college.
315. I expect to get into college athletic competition.
316. Many of my friends are going to college.
317. I want to participate actively in college social life.
318. I want to make good personal contacts for business or an occupation.
- Items 319-328. If you are *planning* college, or if you think you may go, how important would each of the following be in changing your mind about going to college?
- If you are *not* planning college, or if you think you might not go, how important to you is each of the following as a reason for *not* going to college?
- Mark your answers as follows:
- | | | |
|---|---|-----------------------------------|
| 1 | A | Extremely important |
| 2 | B | Very important |
| 3 | C | Important |
| 4 | D | Neither important nor unimportant |
| 5 | E | Unimportant |
| 6 | F | Not a reason |
319. A college education would not help me to do the things that I am most interested in.
320. I want to get a job and start earning living as soon as possible.
321. I need to start earning a living in order to support myself.
322. I would earn more than my parents in after I graduate.
323. It would cost more than my present activities to pay for college.
324. I would rather get married.
325. My high school grades are too low.
326. I don't like to study.
327. I don't think I have the ability.
328. I would cost more than it is worth to me.
329. My mother does not want me to go to college.
330. My father does not want me to go to college.
331. My friends will not go to college.
332. I probably would not be able to get a job on my own.
- Items 333-336. For each of the following statements indicate how much you agree or disagree. Mark one of the following choices for each statement.
- | | | |
|---|---|----------------------------|
| 1 | A | Agree strongly |
| 2 | B | Agree |
| 3 | C | Neither agree nor disagree |
| 4 | D | Disagree |
| 5 | E | Disagree strongly |
333. Success in life depends upon ability and effort, not how much education one has.
334. Girls should go to college only if they plan to use their education on a job.
335. More girls should go to college because the country is going to need more trained women to fill important jobs.
336. It is not necessary to have a college education in order to earn a good salary or be a leader in the community.
337. How much education do your parents or guardians want you to have?
- | | | |
|---|---|--|
| 1 | A | They don't care whether I stay in high school |
| 2 | B | High school only |
| 3 | C | Vocational school, business school or junior college |
| 4 | D | A college degree |
| 5 | E | Professional or graduate school |
| 6 | F | I don't know |
338. How much education are most of your friends planning to obtain?
- | | | |
|---|---|---|
| 1 | A | They are planning to quit high school |
| 2 | B | High school |
| 3 | C | They are planning to complete only high school |
| 4 | D | They are planning to obtain vocational or business school, or junior college training |
| 5 | E | They are planning to obtain four-year college training |
| 6 | F | They are planning to obtain professional or graduate training |
| 7 | F | I don't know |
- Military Plans
339. Do you think that you would like to make a lifetime career in the military service?
- | | | |
|---|---|--------------------|
| 1 | A | I like very much |
| 2 | B | I like fairly well |
| 3 | C | Indifferent |
| 4 | D | Dislike a little |
| 5 | E | Dislike very much |
340. Do you think you will make a lifetime career in the military service?
- | | | |
|---|---|---------------------|
| 1 | A | Definitely will not |
| 2 | B | Very unlikely |
| 3 | C | Unlikely |
| 4 | D | Likely |
| 5 | E | Very likely |
| 6 | F | Definitely will |
- Items 341-346. Under which one of the following conditions would you be most likely to consider the military service for a lifetime career?
- | | | |
|---|---|---|
| 1 | A | I would consider it under present conditions |
| 2 | B | If I became eligible for commission as an officer |
| 3 | C | If I were given desirable duty or training |
| 4 | D | If I advanced rapidly |
| 5 | E | If the salary were better |
| 6 | F | I would not consider it under any conditions |
- Items 347-348. What is the longest period of active duty time for which you would consider enlisting in each branch of the service? Mark your answers as follows:
- | | | |
|---|---|---|
| 1 | A | I would not consider enlisting in this branch |
| 2 | B | Six months |
| 3 | C | One year |
| 4 | D | Two years |
| 5 | E | Three years |
| 6 | F | Four years |
| 7 | F | Six years |
347. Army
348. Navy
349. Air Force
350. Marine Corps
351. Coast Guard
- Occupations
352. How many different occupations have you seriously considered entering?
- | | | |
|---|---|--------------|
| 1 | A | None |
| 2 | B | One |
| 3 | C | Two |
| 4 | D | Three |
| 5 | E | Four |
| 6 | F | Five or more |
353. How definite is your present choice of an occupation?
- | | | |
|---|---|----------------------|
| 1 | A | Completely decided |
| 2 | B | Very definite |
| 3 | C | Fairly definite |
| 4 | D | Fairly indefinite |
| 5 | E | Very indefinite |
| 6 | F | Completely undecided |
354. What grade were you in when you decided upon your present choice of an occupation?
- | | | |
|---|---|-------------------------------------|
| 1 | A | I have not decided on an occupation |
| 2 | B | 6th grade or below |
| 3 | C | 7th or 8th grade |
| 4 | D | 9th grade |
| 5 | E | 10th or 11th grade |
| 6 | F | 11th or 12th grade |
- Items 355-361. Imagine that you have been working for an employer for several years. How important do you think each of the following conditions would be in influencing you to quit to go to work for another employer? Mark your answers as follows:
- | | | |
|---|---|-----------------------------------|
| 1 | A | Extremely important |
| 2 | B | Very important |
| 3 | C | Important |
| 4 | D | Neither important nor unimportant |
| 5 | E | Unimportant |
| 6 | F | Not at all important |
355. Good income to start or within a few years.
356. Job security and permanence.
357. Work that seems important to me.
358. Freedom to make my own decisions.
359. Opportunity for promotion and advancement in the long run.
360. Mixing and working with sociable, friendly people.
- Items 362-367. Imagine that you have been working for an employer for several years. How important do you think each of the following conditions would be in influencing you to quit to go to work for another employer? Mark your answers as follows:
- | | | |
|---|---|-----------------------------------|
| 1 | A | Extremely important |
| 2 | B | Very important |
| 3 | C | Important |
| 4 | D | Neither important nor unimportant |
| 5 | E | Unimportant |
| 6 | F | Not at all important |
362. If I could get better pay at another place.
363. If the work was not interesting enough.
364. If I could do more important work elsewhere.
365. If I had a poor supervisor.
366. If I didn't like my co-workers.
367. If I did not receive expected promotions or salary increases.
- Other plans
368. How many children do you expect to have after you marry?
- | | | |
|---|---|--------------|
| 1 | A | None |
| 2 | B | One |
| 3 | C | Two |
| 4 | D | Three |
| 5 | E | Four |
| 6 | F | Five or more |
369. How well off financially do you hope to be in your lifetime?
- | | | |
|---|---|---------------------------------|
| 1 | A | Able to provide the necessities |
| 2 | B | Comfortable |
| 3 | C | Well-to-do |
| 4 | D | Wealthy |
| 5 | E | Very wealthy |
370. How well off financially do you really expect to be in your lifetime?
- | | | |
|---|---|---------------------------------|
| 1 | A | Barely able to make a living |
| 2 | B | Able to provide the necessities |
| 3 | C | Comfortable |
| 4 | D | Well-to-do |
| 5 | E | Wealthy |
| 6 | F | Extremely wealthy |

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TABLE 14 (continued)

365. For a man who has a wife and children, having a life insurance policy is
- A. extremely important
 - B. very important
 - C. neither important nor unimportant
 - D. unimportant
 - E. not at all important
366. Compared to your (or your future husband's) yearly salary, what is the greater amount of life insurance you (or your future husband) should have within ten years after you complete high school?
- A. Up to an amount equal to 1/2 my (his) yearly salary
 - B. Up to an amount equal to my (his) yearly salary
 - C. Up to an amount equal to twice my (his) yearly salary
 - D. Up to an amount equal to three times my (his) yearly salary
 - E. Up to an amount equal to four or more times my (his) yearly salary
 - F. I do not expect (or expect him) to have a life insurance policy.
367. Compared to your (or your future husband's) monthly salary, what is the least amount of money you expect (or expect him) to have in a savings account in the tenth year after you complete high school?
- A. I do not expect (or expect him) to have a savings account
 - B. One month's salary or less
 - C. Up to 3 months' salary
 - D. Up to 6 months' salary
 - E. Up to 1 year's salary
 - F. More than 1 year's salary
368. Compared to your (or your future husband's) monthly salary, what is the least amount of money you expect (or expect him) to have, invested in securities (stocks or bonds) in the tenth year after you complete high school?
- A. I do not expect (or expect him) to have invested in securities (stocks and bonds)
 - B. One month's salary or less
 - C. Up to 3 months' salary
 - D. Up to 6 months' salary
 - E. Up to 1 year's salary
 - F. More than 1 year's salary
369. Compared to your (or your future husband's) monthly salary, how much money do you expect (or expect him) to have invested in real estate? Do not include your own home.
- A. I do not expect (or expect him) to have invested in real estate, other than purchasing our own home
 - B. Up to an amount equal to my (his) monthly salary
 - C. Up to an amount equal to 3 months' salary
 - D. Up to an amount equal to 6 months' salary
 - E. Up to an amount equal to 1 year's salary
 - F. More than 1 year's salary
370. Which one of the following tells best how you expect to pay for things you buy after you have started to earn a living?
- A. I expect always to pay cash for everything I buy.
 - B. I expect to pay cash for everything except large purchases, such as a house, a car, etc.
 - C. I expect to make large purchases (house, car, etc.) and some smaller purchases on the installment plan.
 - D. I expect to buy many things on the installment plan.
 - E. I expect to buy almost everything (except needs such as food, rent, etc.) on the installment plan.
371. Which one of the following statements tells best what you do about saving?
- A. I save every cent I can, even if I have to do without some things I need.
 - B. I save whatever remains after I have bought most of the things I want.
 - C. I save a definite amount and spend whatever remains.
 - D. I save only after I have bought everything I want.
 - E. I save little or nothing.
372. Which one of the following statements tells best what you expect to do about saving for the first 5 years after you start to earn a living?
- A. I expect to save every cent I can, even if I have to do without some things I need.
 - B. I expect to save whatever remains after I have bought most of the things I want.
 - C. I expect to save a definite amount and spend whatever remains.
 - D. I expect to save only after I have everything I want.
 - E. I don't expect to save very much when I start earning a living.
 - F. I do not expect to save anything.
373. Among the following, what is the one most important thing in which you are now saving?
- A. College
 - B. Marriage
 - C. A car
 - D. Clothes or recreational equipment
 - E. Something not listed above
 - F. I am not saving now.
374. Among the following, what is the one most important thing for which you expect to save after completing your education?
- A. A house or furniture
 - B. A car
 - C. Investment
 - D. Marriage or family
 - E. Something not listed above.
 - F. I do not expect to save.
375. If there were no other way for you to attend college, what is the largest amount of money you would be willing to borrow for any one year of college? Assume that you would have to repay the loan after completing college.
- A. I would not borrow to attend college.
 - B. About \$250 each year
 - C. About \$500 each year
 - D. About \$750 each year
 - E. About \$1000 each year
 - F. More than \$1000 each year
376. If there were no other way for you to attend college, what is the largest amount of money you would be willing to borrow in order to complete a four-year college degree?
- A. I would not borrow to attend college.
 - B. Up to \$1000
 - C. Up to \$2000
 - D. Up to \$3000
 - E. Up to \$4000
 - F. More than \$4000
377. If you were to borrow for college, for each \$1000 borrowed which of the following plans would you prefer for repaying the loan after college (interest not included)?
- A. I would not borrow to attend college.
 - B. Twenty years at \$50 a year.
 - C. Ten years at \$100 a year.
 - D. Five years at \$200 a year.
 - E. Two years at \$500 a year.
 - F. One year at \$1000 a year.
378. If you were to borrow for college, what is the largest amount of money you would prefer to repay each year after college?
- A. I would not borrow to attend college.
 - B. Up to \$100 a year
 - C. Up to \$200 a year
 - D. Up to \$300 a year
 - E. Up to \$500 a year
 - F. More than \$500 a year
379. If there were no other way for you to attend any college, what is the largest percentage of interest you would be willing to pay in order to obtain a loan?
- A. I would borrow only if no interest is charged.
 - B. I would pay as much as 2% interest.
 - C. I would pay as much as 3% interest.
 - D. I would pay as much as 5% interest.
 - E. I would pay more than 5% interest.
 - F. I would not borrow to attend college.
380. If you were to borrow for college, you might have to pay interest on the loan. The following shows the amount of interest that interest would cost you at 3% per year on \$1000 for different lengths of time. What period of time would you prefer to repay the loan in, in annual installments after college, considering the amount that interest would cost you?
- A. I would not borrow to attend college.
 - B. One year, total cost of interest—\$45
 - C. Two years, total cost of interest—\$90
 - D. Five years, total cost of interest—\$240
 - E. Ten years, total cost of interest—\$465
 - F. Fifteen years, total cost of interest—\$740
381. The following shows the amount of money that interest would cost at 6 per cent interest on a \$1000 loan for different lengths of time. What period of time would you prefer to take to repay the loan after college, considering the amount that interest would cost you?
- A. I would not borrow to attend college.
 - B. One year, total cost of interest—\$60
 - C. Two years, total cost of interest—\$90
 - D. Five years, total cost of interest—\$180
 - E. Ten years, total cost of interest—\$330
 - F. Fifteen years, total cost of interest—\$480
382. How much money will you need to complete one year of college? Do not count living expenses. Include only the cost of tuition, books, and fees. Include the full amount even if you expect to obtain some of the money from scholarships or other sources.
- A. Less than \$200
 - B. \$200 to \$399
 - C. \$400 to \$599
 - D. \$600 to \$799
 - E. \$800 to \$999
 - F. \$1000 or more
383. How much money do you expect you will need for living expenses in your first year of college? Include the cost of room and board, spending money, travel, etc. Include all expenses.
- A. Less than \$500
 - B. \$500 to \$999
 - C. \$1000 to \$1499
 - D. \$1500 to \$1999
 - E. \$2000 to \$2499
 - F. \$2500 or more

Go on to the next page

Part VIII PARAGRAPHS

382 From 184 190 What per cent of the money you will need for college do you expect to get from each of the following sources? Circle the correct answer. Mark your answers as follows:

- A 0 per cent
- B 20 per cent
- C 40 per cent
- D 60 per cent
- E 80 per cent
- F 100 per cent

384 Loans from college loan funds
 385 Loans from other sources (family, friends)
 386 Scholarships
 387 Savings
 388 Loans from part-time or summer work (while in high school or college)

389 Part-time or summer jobs while attending college

Other College Plans

390 To how many colleges have you made application?
 A Have not made application to any college
 B One
 C Two
 D Four
 E Six
 F Five or more

391 How far from your home is the college you expect to attend?

- A Within continuing distance from my home (no farther than 200 miles)
- B More than 200 miles but less than 500 miles
- C More than 500 miles but less than 1000 miles
- D More than 1000 miles
- E I have not plans regarding which college I will attend

392 How close to your home is a college for which you are eligible?

- A Within continuing distance from my home (no farther than 200 miles)
- B More than 200 miles but less than 500 miles
- C More than 500 miles but less than 1000 miles
- D More than 1000 miles
- E I don't know

393 Where do you expect to live while attending college?

- A At home with my family
- B In a dormitory at the college or university
- C In a room in a boarding house or apartment
- D Away from home in a room or apartment near the college or university
- E Some place not in my home or above
- F I have no plans regarding where I will live while I am at college

394 Which one of the following best describes the college you expect to attend?

- A A city supported college
- B A church supported college
- C A privately supported church related college
- D A privately supported independent college
- E Some other type of college
- F I have no plans regarding the type of college I will attend

395 Part your answer sheet (Answer Sheet B-2) to Side 1. Starting where it says "Question 395 - START HERE" write a paragraph on the following topic:

My views about an ideal occupation

(Describe what you would most like to do with your life.)

Continue on the back of the answer sheet if necessary.

396 On your other answer sheet (Answer Sheet B-1), turn to Side 1. Starting where it says "Question 396 - START HERE" write a paragraph on the following topic:

What high school subjects to me

Continue on the back of the answer sheet if necessary.

Go back and work on any part of this booklet if you have any time left.

TABLE 15

Student Information Blank Composites

Code for Scale	Scale	No. of items	SIB item #	Response* Bklet. Option	Weight **		Scoring formula	Possible range of scores					
					w	w'							
D-802	H.S. curriculum	1	91	A	0		Σw	0-1					
				B	1								
				C	0								
				D	0								
				E	0								
				F	0								
				Omit	-								
				MD	-								
F-803	H.S. courses taken	7	91	A	4		Σw	0-90					
				B	10								
				C	2								
				D	0								
				E	0								
				F	3								
				Omit	-								
				MD	-								
						98-99			A	0			
						104-105			B	4			
									C	8			
									D	10			
						E			12				
						F			16				
						Omit			0				
						MD			-				
										101-101	A	0	
											B	2	
											C	4	
											D	5	
											E	6	
											F	8	
						Omit	0						
						MD	-						
P-820	H.S. grades	7	106-110 113	A	100	2	$\frac{\Sigma w}{\Sigma w'}$	0-50					
				B	80	2							
				C	60	2							
				D	40	2							
				E	20	2							
				F	0	2							
				Omit	0	0							
				MD	-	-							

TABLE 15 (continued)

Code for Scale	Scale	No. of items	SIB item #	Response* Bklet. Option	Weight **		Scoring formula	Possible range of scores
					w	w		
			112	A	50	1		
				B	40	1		
				C	30	1		
				D	20	1		
				E	10	1		
				F	0	1		
				Omit	0	0		
				MD	-	-		
F-822	Guidance received in H.S.	10	114-117 125-126	A	0		Σw	0-80
				B	4			
				C	5			
				D	6			
				E	7			
				F	8			
				Omit	0			
				MD	-			
			118-121	A	0			
				B	0			
				C	5			
				D	6			
				E	7			
				F	8			
				Omit	0			
				MD	-			
F-823	Guidance received elsewhere	6	122-124 127-129	A	0		Σw	0-30
				B	1			
				C	2			
				D	3			
				E	4			
				F	5			
				Omit	0			
				MD	-			
P-827	Study habits & attitudes	16	97	A	0	2	$\frac{\Sigma w}{\Sigma w'}$	0-40
				B	8	2		
				C	24	2		
				D	40	2		
				E	56	2		
				F	80	2		
				Omit	0	0		
				MD	-	-		

TABLE 15 (continued)

Code for Scale	Scale	No. of items	SIB item #	Response* Bklet. Option	Weight **		Scoring formula	Possible range of scores
					w	w'		
			69-71		0	1		
			73-78	A-E	10	1		
			80-81	or	20	1		
			85-86	E-A	30	1		
			88		40	1		
				Omit	0	0		
				MD	-	-		
			65	A	40	1		
				B	30	1		
				C	20	1		
				D	10	1		
				E	0	1		
				Omit	0	0		
				MD	-	-		
P-828	Self-percep- tion of writing skills	4	66		0	1	$\frac{\Sigma w}{\Sigma w'}$	0-40
			72	A-E	10	1		
			79	or	20	1		
			82	E-A	30	1		
					40	1		
				Omit	0	0		
				MD	-	-		
P-829	Self-percep- tion of reading skills	6	67		0	1	$\frac{\Sigma w}{\Sigma w'}$	0-40
			83-84	A-E	10	1		
			87	or	20	1		
			89-90	E-A	30	1		
					40	1		
				Omit	0	0		
				MD	-	-		
F-830	Amount of extra- curricular reading	5	56	A	0		Σw	0-90
				B	10			
				C	20			
				D	30			
				E	40			
				F	50			
				Omit	0			
				MD	-			
			58-61	A	0			
				B	4			
				C	5			
				D	6			
				E	7			
				F	10			
				Omit	0			
				MD	-			

TABLE 15 (continued)

Code for Scale	Scale	No. of items	SIB item #	Response* Bklet. Option	Weight **		Scoring formula	Possible range of scores		
					w	w'				
P-831	Variety of extra-curricular group activities (except sports)	10	1-10	A	100	1	$\frac{\Sigma w}{\Sigma w'}$	0-100		
				B	100	1				
				C	100	1				
				D	100	1				
				E	100	1				
				F	0	1				
				Omit MD	0	0				
F-832	Degree of participation in extra-curricular activities (except sports)	10	1-10	A	10		Σw	0-100		
				B	3					
				C	6					
				D	2					
				E	1					
				F	0					
				Omit MD	0	-				
F-833	Variety of hobbies (except sports)	15	14-26 28	A	100	1	$\frac{\Sigma w}{\Sigma w'}$	0-100		
				B	100	1				
				C	100	1				
				D	100	1				
				E	0	1				
				Omit	0	0				
				MD	-	-				
		30				A	100	1		
						B	100	1		
						C	100	1		
						D	100	1		
						E	100	1		
						F	0	1		
						Omit MD	0	0		
F-834	Degree of activity in hobbies (except sports)	15	14-26 28	A	6		Σw	0-90		
				B	4					
				C	2					
				D	1					
				E	0					
				Omit	0					
				MD	-					
		30				A	6			
						B	5			
						C	3			
						D	2			
						E	1			
						F	0			
						Omit MD	0	-		

TABLE 15 (continued)

Code for Scale	Scale	No. of items	SIB item #	Response* Bklet. Option	Weight ** w	Scoring formula	Possible range of scores	
F-835	Participation in sports	4	27	A	6	Σw	0-24	
				B	4			
				C	2			
				D	1			
				E	0			
				Omit	0			
				MD	-			
			31-33	A	6			
				B	5			
				C	3			
				D	2			
				E	1			
				F	0			
				Omit	0			
MD	-							
F-836	Leadership roles	3	11,13	A	0	Σw	0-50	
				B	12			
				C	14			
				D	16			
				E	18			
				F	20			
				Omit	0			
				MD	-			
				12	A			0
					B			6
			C		7			
			D		8			
			E		9			
			F		10			
			Omit		0			
			MD	-				
			F-837	Social life	5			51
C	25							
D	20							
E	15							
F	10							
A	0							
Omit	0							
MD	-							

TABLE 15 (continued)

Code for Scale	Scale	No. of items	SIB item #	Response* Bklet. Option	Weight ** w	Scoring formula	Possible range of scores
			52,55	A	0		
				B	5		
				C	7		
				D	9		
				E	12		
				F	16		
				Omit	0		
				MD	-		
			53	F	0		
				E	4		
				A	7		
				B	9		
				C	11		
				D	15		
				Omit	5		
				MD	-		
			54	A	0		
				B	2		
				C	4		
				D	6		
				E	6		
				F	6		
				Omit	0		
				MD	-		
F-838	Work activities (chores & jobs)	5	34	A	0	Σw	0-34
			36-37	B	3		
			49	C	4		
				D	5		
				E	6		
				F	7		
				Omit	0		
				MD	-		
			35	A	0		
				B	6		
				C	5		
				D	4		
				E	3		
				F	2		
				Omit	0		
				MD	-		

*"Omit" indicates that a given item was not answered by the participant while "MD" stands for missing data and indicates that no information regarding the item is available. **A dash (-) where the weight is indicated means that the item is unscorable and that any composite into which the item enters cannot be computed and the composite must therefore be treated as missing data.



APPENDIX B
SCHOOL QUESTIONNAIRES

A National Inventory of Aptitudes and Abilities

SCHOOL QUESTIONNAIRE

General School Characteristics

NOTE

The figures in the boxes to the left of each question are the composite percentages for all high schools including public, parochial, and private. The estimates were obtained by approximately weighting of the questionnaire responses of schools participating in Project Talent.

General Directions:

Sections I, II, and III of the questionnaire should be filled out by the principal (or, if not available, the assistant principal or dean) of the school. If desired, Section IV, the checklist of courses offered by the school, may be given to an administrative assistant to fill out. Answers are to be marked directly in the booklet, in the spaces provided.

It is suggested that the principal should review such parts of the questionnaire as are not filled out by him in order to assure himself that no important information has been omitted.

General Directions

Please mark an "X" in the parentheses (X) in front of the answer you choose for each question. Be sure to mark only one answer for each question, unless the question specifically states that you may mark more than one. A few of the questions require you to write in numbers. Please write as legibly as possible. For questions that require the option "Other (specify)" for any question, be sure to mark an "X" in the parentheses as well as writing in your answer in the line provided. Thank you.

SECTION I - YOUR SCHOOL About School Practices, Policies, and Plans

- 1. Type of elementary school: (1) General comprehensive high school, (2) ... (14) Other (specify) _____

- 2. Grades included in your school: (1) 1-11, (2) 1-12, (3) 1-13, (4) 1-14, (5) 1-15, (6) 1-16, (7) 1-17, (8) 1-18, (9) 1-19, (10) 1-20, (11) 1-21, (12) Other (specify) _____

- 3. Type of accreditation: (1) Regional only, (2) State only, (3) Regional and State, (4) Other (specify) _____

4. Does your school system have a year admission to the first grade in the elementary school?

- (1) Yes, on a regular basis, (2) Yes, on a few exceptional cases, (3) No, not at all, (4) Other (specify) _____

5. What is the average amount of homework per day which a student in grades 9-12 in your school is expected to do?

- (1) 1. Students are not usually given out of class assignments, (2) Less than 1 hour, (3) 1-2 hours, (4) 2-3 hours, (5) 3-4 hours, (6) 4-5 hours, (7) More than 5 hours

- 6. Which of the following types of recognition for achievement are available in your school? (Mark all that apply) (1) Honor courses or other special classes, (2) Privilege of having additional work, (3) Dean's list, honor roll, or other published list, (4) National Honor Society or equivalent club, (5) Special prizes or awards, (6) Other special recognition (specify) _____

- 7. Does your school provide an accelerated curriculum for superior grades 9-12 students? (Mark all that apply) (1) Yes, students classified as "superior" may enter an advanced curriculum in a course, (2) Yes, advanced curricula are available in all courses for students classified as "superior" in that course area, (3) Yes, in one or more science courses for students classified "superior" in science, (4) Yes, in one or more math courses for students classified "superior" in math, (5) Yes, in one or more language courses for students classified "superior" in language, (6) Yes, in one or more courses other than math, science, or language for students classified "superior" in that course area

- 8. Does your school have a year admission to the first grade in the elementary school? (1) Yes, (2) No, not at all, (3) Other (specify) _____

- 9. What is the average amount of homework per day which a student in grades 9-12 in your school is expected to do? (1) 1. Students are not usually given out of class assignments, (2) Less than 1 hour, (3) 1-2 hours, (4) 2-3 hours, (5) 3-4 hours, (6) 4-5 hours, (7) More than 5 hours

- 10. What is your average instructional class size in science courses (grades 9-12)? (1) 15 or fewer, (2) 16-20, (3) 21-25, (4) 26-30, (5) 31-35, (6) 36-40, (7) 41-45, (8) 46-50, (9) 51-55, (10) 56-60, (11) 61-65, (12) 66-70, (13) 71-75, (14) 76-80, (15) 81-85, (16) 86-90, (17) 91-95, (18) 96-100, (19) 101-105, (20) 106-110, (21) 111-115, (22) 116-120, (23) 121-125, (24) 126-130, (25) 131-135, (26) 136-140, (27) 141-145, (28) 146-150, (29) 151-155, (30) 156-160, (31) 161-165, (32) 166-170, (33) 171-175, (34) 176-180, (35) 181-185, (36) 186-190, (37) 191-195, (38) 196-200, (39) 201-205, (40) 206-210, (41) 211-215, (42) 216-220, (43) 221-225, (44) 226-230, (45) 231-235, (46) 236-240, (47) 241-245, (48) 246-250, (49) 251-255, (50) 256-260, (51) 261-265, (52) 266-270, (53) 271-275, (54) 276-280, (55) 281-285, (56) 286-290, (57) 291-295, (58) 296-300, (59) 301-305, (60) 306-310, (61) 311-315, (62) 316-320, (63) 321-325, (64) 326-330, (65) 331-335, (66) 336-340, (67) 341-345, (68) 346-350, (69) 351-355, (70) 356-360, (71) 361-365, (72) 366-370, (73) 371-375, (74) 376-380, (75) 381-385, (76) 386-390, (77) 391-395, (78) 396-400, (79) 401-405, (80) 406-410, (81) 411-415, (82) 416-420, (83) 421-425, (84) 426-430, (85) 431-435, (86) 436-440, (87) 441-445, (88) 446-450, (89) 451-455, (90) 456-460, (91) 461-465, (92) 466-470, (93) 471-475, (94) 476-480, (95) 481-485, (96) 486-490, (97) 491-495, (98) 496-500, (99) 501-505, (100) 506-510, (101) 511-515, (102) 516-520, (103) 521-525, (104) 526-530, (105) 531-535, (106) 536-540, (107) 541-545, (108) 546-550, (109) 551-555, (110) 556-560, (111) 561-565, (112) 566-570, (113) 571-575, (114) 576-580, (115) 581-585, (116) 586-590, (117) 591-595, (118) 596-600, (119) 601-605, (120) 606-610, (121) 611-615, (122) 616-620, (123) 621-625, (124) 626-630, (125) 631-635, (126) 636-640, (127) 641-645, (128) 646-650, (129) 651-655, (130) 656-660, (131) 661-665, (132) 666-670, (133) 671-675, (134) 676-680, (135) 681-685, (136) 686-690, (137) 691-695, (138) 696-700, (139) 701-705, (140) 706-710, (141) 711-715, (142) 716-720, (143) 721-725, (144) 726-730, (145) 731-735, (146) 736-740, (147) 741-745, (148) 746-750, (149) 751-755, (150) 756-760, (151) 761-765, (152) 766-770, (153) 771-775, (154) 776-780, (155) 781-785, (156) 786-790, (157) 791-795, (158) 796-800, (159) 801-805, (160) 806-810, (161) 811-815, (162) 816-820, (163) 821-825, (164) 826-830, (165) 831-835, (166) 836-840, (167) 841-845, (168) 846-850, (169) 851-855, (170) 856-860, (171) 861-865, (172) 866-870, (173) 871-875, (174) 876-880, (175) 881-885, (176) 886-890, (177) 891-895, (178) 896-900, (179) 901-905, (180) 906-910, (181) 911-915, (182) 916-920, (183) 921-925, (184) 926-930, (185) 931-935, (186) 936-940, (187) 941-945, (188) 946-950, (189) 951-955, (190) 956-960, (191) 961-965, (192) 966-970, (193) 971-975, (194) 976-980, (195) 981-985, (196) 986-990, (197) 991-995, (198) 996-1000, (199) 1001-1005, (200) 1006-1010, (201) 1011-1015, (202) 1016-1020, (203) 1021-1025, (204) 1026-1030, (205) 1031-1035, (206) 1036-1040, (207) 1041-1045, (208) 1046-1050, (209) 1051-1055, (210) 1056-1060, (211) 1061-1065, (212) 1066-1070, (213) 1071-1075, (214) 1076-1080, (215) 1081-1085, (216) 1086-1090, (217) 1091-1095, (218) 1096-1100, (219) 1101-1105, (220) 1106-1110, (221) 1111-1115, (222) 1116-1120, (223) 1121-1125, (224) 1126-1130, (225) 1131-1135, (226) 1136-1140, (227) 1141-1145, (228) 1146-1150, (229) 1151-1155, (230) 1156-1160, (231) 1161-1165, (232) 1166-1170, (233) 1171-1175, (234) 1176-1180, (235) 1181-1185, (236) 1186-1190, (237) 1191-1195, (238) 1196-1200, (239) 1201-1205, (240) 1206-1210, (241) 1211-1215, (242) 1216-1220, (243) 1221-1225, (244) 1226-1230, (245) 1231-1235, (246) 1236-1240, (247) 1241-1245, (248) 1246-1250, (249) 1251-1255, (250) 1256-1260, (251) 1261-1265, (252) 1266-1270, (253) 1271-1275, (254) 1276-1280, (255) 1281-1285, (256) 1286-1290, (257) 1291-1295, (258) 1296-1300, (259) 1301-1305, (260) 1306-1310, (261) 1311-1315, (262) 1316-1320, (263) 1321-1325, (264) 1326-1330, (265) 1331-1335, (266) 1336-1340, (267) 1341-1345, (268) 1346-1350, (269) 1351-1355, (270) 1356-1360, (271) 1361-1365, (272) 1366-1370, (273) 1371-1375, (274) 1376-1380, (275) 1381-1385, (276) 1386-1390, (277) 1391-1395, (278) 1396-1400, (279) 1401-1405, (280) 1406-1410, (281) 1411-1415, (282) 1416-1420, (283) 1421-1425, (284) 1426-1430, (285) 1431-1435, (286) 1436-1440, (287) 1441-1445, (288) 1446-1450, (289) 1451-1455, (290) 1456-1460, (291) 1461-1465, (292) 1466-1470, (293) 1471-1475, (294) 1476-1480, (295) 1481-1485, (296) 1486-1490, (297) 1491-1495, (298) 1496-1500, (299) 1501-1505, (300) 1506-1510, (301) 1511-1515, (302) 1516-1520, (303) 1521-1525, (304) 1526-1530, (305) 1531-1535, (306) 1536-1540, (307) 1541-1545, (308) 1546-1550, (309) 1551-1555, (310) 1556-1560, (311) 1561-1565, (312) 1566-1570, (313) 1571-1575, (314) 1576-1580, (315) 1581-1585, (316) 1586-1590, (317) 1591-1595, (318) 1596-1600, (319) 1601-1605, (320) 1606-1610, (321) 1611-1615, (322) 1616-1620, (323) 1621-1625, (324) 1626-1630, (325) 1631-1635, (326) 1636-1640, (327) 1641-1645, (328) 1646-1650, (329) 1651-1655, (330) 1656-1660, (331) 1661-1665, (332) 1666-1670, (333) 1671-1675, (334) 1676-1680, (335) 1681-1685, (336) 1686-1690, (337) 1691-1695, (338) 1696-1700, (339) 1701-1705, (340) 1706-1710, (341) 1711-1715, (342) 1716-1720, (343) 1721-1725, (344) 1726-1730, (345) 1731-1735, (346) 1736-1740, (347) 1741-1745, (348) 1746-1750, (349) 1751-1755, (350) 1756-1760, (351) 1761-1765, (352) 1766-1770, (353) 1771-1775, (354) 1776-1780, (355) 1781-1785, (356) 1786-1790, (357) 1791-1795, (358) 1796-1800, (359) 1801-1805, (360) 1806-1810, (361) 1811-1815, (362) 1816-1820, (363) 1821-1825, (364) 1826-1830, (365) 1831-1835, (366) 1836-1840, (367) 1841-1845, (368) 1846-1850, (369) 1851-1855, (370) 1856-1860, (371) 1861-1865, (372) 1866-1870, (373) 1871-1875, (374) 1876-1880, (375) 1881-1885, (376) 1886-1890, (377) 1891-1895, (378) 1896-1900, (379) 1901-1905, (380) 1906-1910, (381) 1911-1915, (382) 1916-1920, (383) 1921-1925, (384) 1926-1930, (385) 1931-1935, (386) 1936-1940, (387) 1941-1945, (388) 1946-1950, (389) 1951-1955, (390) 1956-1960, (391) 1961-1965, (392) 1966-1970, (393) 1971-1975, (394) 1976-1980, (395) 1981-1985, (396) 1986-1990, (397) 1991-1995, (398) 1996-2000, (399) 2001-2005, (400) 2006-2010, (401) 2011-2015, (402) 2016-2020, (403) 2021-2025, (404) 2026-2030, (405) 2031-2035, (406) 2036-2040, (407) 2041-2045, (408) 2046-2050, (409) 2051-2055, (410) 2056-2060, (411) 2061-2065, (412) 2066-2070, (413) 2071-2075, (414) 2076-2080, (415) 2081-2085, (416) 2086-2090, (417) 2091-2095, (418) 2096-2100, (419) 2101-2105, (420) 2106-2110, (421) 2111-2115, (422) 2116-2120, (423) 2121-2125, (424) 2126-2130, (425) 2131-2135, (426) 2136-2140, (427) 2141-2145, (428) 2146-2150, (429) 2151-2155, (430) 2156-2160, (431) 2161-2165, (432) 2166-2170, (433) 2171-2175, (434) 2176-2180, (435) 2181-2185, (436) 2186-2190, (437) 2191-2195, (438) 2196-2200, (439) 2201-2205, (440) 2206-2210, (441) 2211-2215, (442) 2216-2220, (443) 2221-2225, (444) 2226-2230, (445) 2231-2235, (446) 2236-2240, (447) 2241-2245, (448) 2246-2250, (449) 2251-2255, (450) 2256-2260, (451) 2261-2265, (452) 2266-2270, (453) 2271-2275, (454) 2276-2280, (455) 2281-2285, (456) 2286-2290, (457) 2291-2295, (458) 2296-2300, (459) 2301-2305, (460) 2306-2310, (461) 2311-2315, (462) 2316-2320, (463) 2321-2325, (464) 2326-2330, (465) 2331-2335, (466) 2336-2340, (467) 2341-2345, (468) 2346-2350, (469) 2351-2355, (470) 2356-2360, (471) 2361-2365, (472) 2366-2370, (473) 2371-2375, (474) 2376-2380, (475) 2381-2385, (476) 2386-2390, (477) 2391-2395, (478) 2396-2400, (479) 2401-2405, (480) 2406-2410, (481) 2411-2415, (482) 2416-2420, (483) 2421-2425, (484) 2426-2430, (485) 2431-2435, (486) 2436-2440, (487) 2441-2445, (488) 2446-2450, (489) 2451-2455, (490) 2456-2460, (491) 2461-2465, (492) 2466-2470, (493) 2471-2475, (494) 2476-2480, (495) 2481-2485, (496) 2486-2490, (497) 2491-2495, (498) 2496-2500, (499) 2501-2505, (500) 2506-2510, (501) 2511-2515, (502) 2516-2520, (503) 2521-2525, (504) 2526-2530, (505) 2531-2535, (506) 2536-2540, (507) 2541-2545, (508) 2546-2550, (509) 2551-2555, (510) 2556-2560, (511) 2561-2565, (512) 2566-2570, (513) 2571-2575, (514) 2576-2580, (515) 2581-2585, (516) 2586-2590, (517) 2591-2595, (518) 2596-2600, (519) 2601-2605, (520) 2606-2610, (521) 2611-2615, (522) 2616-2620, (523) 2621-2625, (524) 2626-2630, (525) 2631-2635, (526) 2636-2640, (527) 2641-2645, (528) 2646-2650, (529) 2651-2655, (530) 2656-2660, (531) 2661-2665, (532) 2666-2670, (533) 2671-2675, (534) 2676-2680, (535) 2681-2685, (536) 2686-2690, (537) 2691-2695, (538) 2696-2700, (539) 2701-2705, (540) 2706-2710, (541) 2711-2715, (542) 2716-2720, (543) 2721-2725, (544) 2726-2730, (545) 2731-2735, (546) 2736-2740, (547) 2741-2745, (548) 2746-2750, (549) 2751-2755, (550) 2756-2760, (551) 2761-2765, (552) 2766-2770, (553) 2771-2775, (554) 2776-2780, (555) 2781-2785, (556) 2786-2790, (557) 2791-2795, (558) 2796-2800, (559) 2801-2805, (560) 2806-2810, (561) 2811-2815, (562) 2816-2820, (563) 2821-2825, (564) 2826-2830, (565) 2831-2835, (566) 2836-2840, (567) 2841-2845, (568) 2846-2850, (569) 2851-2855, (570) 2856-2860, (571) 2861-2865, (572) 2866-2870, (573) 2871-2875, (574) 2876-2880, (575) 2881-2885, (576) 2886-2890, (577) 2891-2895, (578) 2896-2900, (579) 2901-2905, (580) 2906-2910, (581) 2911-2915, (582) 2916-2920, (583) 2921-2925, (584) 2926-2930, (585) 2931-2935, (586) 2936-2940, (587) 2941-2945, (588) 2946-2950, (589) 2951-2955, (590) 2956-2960, (591) 2961-2965, (592) 2966-2970, (593) 2971-2975, (594) 2976-2980, (595) 2981-2985, (596) 2986-2990, (597) 2991-2995, (598) 2996-3000, (599) 3001-3005, (600) 3006-3010, (601) 3011-3015, (602) 3016-3020, (603) 3021-3025, (604) 3026-3030, (605) 3031-3035, (606) 3036-3040, (607) 3041-3045, (608) 3046-3050, (609) 3051-3055, (610) 3056-3060, (611) 3061-3065, (612) 3066-3070, (613) 3071-3075, (614) 3076-3080, (615) 3081-3085, (616) 3086-3090, (617) 3091-3095, (618) 3096-3100, (619) 3101-3105, (620) 3106-3110, (621) 3111-3115, (622) 3116-3120, (623) 3121-3125, (624) 3126-3130, (625) 3131-3135, (626) 3136-3140, (627) 3141-3145, (628) 3146-3150, (629) 3151-3155, (630) 3156-3160, (631) 3161-3165, (632) 3166-3170, (633) 3171-3175, (634) 3176-3180, (635) 3181-3185, (636) 3186-3190, (637) 3191-3195, (638) 3196-3200, (639) 3201-3205, (640) 3206-3210, (641) 3211-3215, (642) 3216-3220, (643) 3221-3225, (644) 3226-3230, (645) 3231-3235, (646) 3236-3240, (647) 3241-3245, (648) 3246-3250, (649) 3251-3255, (650) 3256-3260, (651) 3261-3265, (652) 3266-3270, (653) 3271-3275, (654) 3276-3280, (655) 3281-3285, (656) 3286-3290, (657) 3291-3295, (658) 3296-3300, (659) 3301-3305, (660) 3306-3310, (661) 3311-3315, (662) 3316-3320, (663) 3321-3325, (664) 3326-3330, (665) 3331-3335, (666) 3336-3340, (667) 3341-3345, (668) 3346-3350, (669) 3351-3355, (670) 3356-3360, (671) 3361-3365, (672) 3366-3370, (673) 3371-3375, (674) 3376-3380, (675) 3381-3385, (676) 3386-3390, (677) 3391-3395, (678) 3396-3400, (679) 3401-3405, (680) 3406-3410, (681) 3411-3415, (682) 3416-3420, (683) 3421-3425, (684) 3426-3430, (685) 3431-3435, (686) 3436-3440, (687) 3441-3445, (688) 3446-3450, (689) 3451-3455, (690) 3456-3460, (691) 3461-3465, (692) 3466-3470, (693) 3471-3475, (694) 3476-3480, (695) 3481-3485, (696) 3486-3490, (697) 3491-3495, (698) 3496-3500, (699) 3501-3505, (700) 3506-3510, (701) 3511-3515, (702) 3516-3520, (703) 3521-3525, (704) 3526-3530, (705) 3531-3535, (706) 3536-3540, (707) 3541-3545, (708) 3546-3550, (709) 3551-3555, (710) 3556-3560, (711) 3561-3565, (712) 3566-3570, (713) 3571-3575, (714) 3576-3580, (715) 3581-3585, (716) 3586-3590, (717

SECTION I: YOUR SCHOOL (cont.)

About Your Students

99 Pupils Please write in the number of students on the current active roll in your school for each of the 10th, 11th, and 12th grades by boys and girls, in the space below. (Place a cross (X) in Column II in each case where boys and girls are taught in separate classes.)

I Grade	II Separate Class	III No. of Boys	IV No. of Girls	V Total
10th				
11th				
12th				
Aggregated				
Postgraduate				
TOTAL				

100 About what percentage of the grades 9-12 pupils attending your school this school year attended a different school last year. (Do not include pupils who started in the 10th grade in your school this year.)

0-4	() 1-4%	1	() 1-4%
5-9	() 5-9%	1	() 5-9%
10-14	() 10-14%	1	() 10-14%
15-19	() 15-19%	1	() 15-19%
20-24	() 20-24%	1	() 20-24%
25-29	() 25-29%	1	() 25-29%
30-34	() 30-34%	1	() 30-34%
35-39	() 35-39%	1	() 35-39%
40-44	() 40-44%	1	() 40-44%
45-49	() 45-49%	1	() 45-49%
50-54	() 50-54%	1	() 50-54%
55-59	() 55-59%	1	() 55-59%
60-64	() 60-64%	1	() 60-64%
65-69	() 65-69%	1	() 65-69%
70-74	() 70-74%	1	() 70-74%
75-79	() 75-79%	1	() 75-79%
80-84	() 80-84%	1	() 80-84%
85-89	() 85-89%	1	() 85-89%
90-94	() 90-94%	1	() 90-94%
95-99	() 95-99%	1	() 95-99%
100	() 100%	1	() 100%

101 About what percentage of the grades 9-12 pupils who attended your school last school year attended a different school last year. (Do not include graduates.)

0-4	() 1-4%	1	() 1-4%
5-9	() 5-9%	1	() 5-9%
10-14	() 10-14%	1	() 10-14%
15-19	() 15-19%	1	() 15-19%
20-24	() 20-24%	1	() 20-24%
25-29	() 25-29%	1	() 25-29%
30-34	() 30-34%	1	() 30-34%
35-39	() 35-39%	1	() 35-39%
40-44	() 40-44%	1	() 40-44%
45-49	() 45-49%	1	() 45-49%
50-54	() 50-54%	1	() 50-54%
55-59	() 55-59%	1	() 55-59%
60-64	() 60-64%	1	() 60-64%
65-69	() 65-69%	1	() 65-69%
70-74	() 70-74%	1	() 70-74%
75-79	() 75-79%	1	() 75-79%
80-84	() 80-84%	1	() 80-84%
85-89	() 85-89%	1	() 85-89%
90-94	() 90-94%	1	() 90-94%
95-99	() 95-99%	1	() 95-99%
100	() 100%	1	() 100%

Questionnaire for the principal or other person in charge of the school. (To be filled out by the principal or other person in charge of the school.)

102 About what percentage of the grades 9-12 pupils attending your school this school year attended a different school last year. (Do not include pupils who started in the 10th grade in your school this year.)

Percentage of total	10th	11th	12th	Total
0-4				
5-9				
10-14				
15-19				
20-24				
25-29				
30-34				
35-39				
40-44				
45-49				
50-54				
55-59				
60-64				
65-69				
70-74				
75-79				
80-84				
85-89				
90-94				
95-99				
100				

103 About what percentage of the grades 9-12 pupils who attended your school last school year attended a different school last year. (Do not include graduates.)

0-4	() 1-4%	1	() 1-4%
5-9	() 5-9%	1	() 5-9%
10-14	() 10-14%	1	() 10-14%
15-19	() 15-19%	1	() 15-19%
20-24	() 20-24%	1	() 20-24%
25-29	() 25-29%	1	() 25-29%
30-34	() 30-34%	1	() 30-34%
35-39	() 35-39%	1	() 35-39%
40-44	() 40-44%	1	() 40-44%
45-49	() 45-49%	1	() 45-49%
50-54	() 50-54%	1	() 50-54%
55-59	() 55-59%	1	() 55-59%
60-64	() 60-64%	1	() 60-64%
65-69	() 65-69%	1	() 65-69%
70-74	() 70-74%	1	() 70-74%
75-79	() 75-79%	1	() 75-79%
80-84	() 80-84%	1	() 80-84%
85-89	() 85-89%	1	() 85-89%
90-94	() 90-94%	1	() 90-94%
95-99	() 95-99%	1	() 95-99%
100	() 100%	1	() 100%

104 About what percentage of the grades 9-12 pupils who attended your school last school year attended a different school last year. (Do not include graduates.)

0-4	() 1-4%	1	() 1-4%
5-9	() 5-9%	1	() 5-9%
10-14	() 10-14%	1	() 10-14%
15-19	() 15-19%	1	() 15-19%
20-24	() 20-24%	1	() 20-24%
25-29	() 25-29%	1	() 25-29%
30-34	() 30-34%	1	() 30-34%
35-39	() 35-39%	1	() 35-39%
40-44	() 40-44%	1	() 40-44%
45-49	() 45-49%	1	() 45-49%
50-54	() 50-54%	1	() 50-54%
55-59	() 55-59%	1	() 55-59%
60-64	() 60-64%	1	() 60-64%
65-69	() 65-69%	1	() 65-69%
70-74	() 70-74%	1	() 70-74%
75-79	() 75-79%	1	() 75-79%
80-84	() 80-84%	1	() 80-84%
85-89	() 85-89%	1	() 85-89%
90-94	() 90-94%	1	() 90-94%
95-99	() 95-99%	1	() 95-99%
100	() 100%	1	() 100%

*Ratio of non-respondents to total respondents in this item

105 About what percentage of the grades 9-12 pupils attending your school this school year attended a different school last year. (Do not include pupils who started in the 10th grade in your school this year.)

0-4	() 1-4%	1	() 1-4%
5-9	() 5-9%	1	() 5-9%
10-14	() 10-14%	1	() 10-14%
15-19	() 15-19%	1	() 15-19%
20-24	() 20-24%	1	() 20-24%
25-29	() 25-29%	1	() 25-29%
30-34	() 30-34%	1	() 30-34%
35-39	() 35-39%	1	() 35-39%
40-44	() 40-44%	1	() 40-44%
45-49	() 45-49%	1	() 45-49%
50-54	() 50-54%	1	() 50-54%
55-59	() 55-59%	1	() 55-59%
60-64	() 60-64%	1	() 60-64%
65-69	() 65-69%	1	() 65-69%
70-74	() 70-74%	1	() 70-74%
75-79	() 75-79%	1	() 75-79%
80-84	() 80-84%	1	() 80-84%
85-89	() 85-89%	1	() 85-89%
90-94	() 90-94%	1	() 90-94%
95-99	() 95-99%	1	() 95-99%
100	() 100%	1	() 100%

106 About what percentage of the grades 9-12 pupils who attended your school last school year attended a different school last year. (Do not include graduates.)

0-4	() 1-4%	1	() 1-4%
5-9	() 5-9%	1	() 5-9%
10-14	() 10-14%	1	() 10-14%
15-19	() 15-19%	1	() 15-19%
20-24	() 20-24%	1	() 20-24%
25-29	() 25-29%	1	() 25-29%
30-34	() 30-34%	1	() 30-34%
35-39	() 35-39%	1	() 35-39%
40-44	() 40-44%	1	() 40-44%
45-49	() 45-49%	1	() 45-49%
50-54	() 50-54%	1	() 50-54%
55-59	() 55-59%	1	() 55-59%
60-64	() 60-64%	1	() 60-64%
65-69	() 65-69%	1	() 65-69%
70-74	() 70-74%	1	() 70-74%
75-79	() 75-79%	1	() 75-79%
80-84	() 80-84%	1	() 80-84%
85-89	() 85-89%	1	() 85-89%
90-94	() 90-94%	1	() 90-94%
95-99	() 95-99%	1	() 95-99%
100	() 100%	1	() 100%

107 About what percentage of the grades 9-12 pupils who attended your school last school year attended a different school last year. (Do not include graduates.)

0-4	() 1-4%	1	() 1-4%
5-9	() 5-9%	1	() 5-9%
10-14	() 10-14%	1	() 10-14%
15-19	() 15-19%	1	() 15-19%
20-24	() 20-24%	1	() 20-24%
25-29	() 25-29%	1	() 25-29%
30-34	() 30-34%	1	() 30-34%
35-39	() 35-39%	1	() 35-39%
40-44	() 40-44%	1	() 40-44%
45-49	() 45-49%	1	() 45-49%
50-54	() 50-54%	1	() 50-54%
55-59	() 55-59%	1	() 55-59%
60-64	() 60-64%	1	() 60-64%
65-69	() 65-69%	1	() 65-69%
70-74	() 70-74%	1	() 70-74%
75-79	() 75-79%	1	() 75-79%
80-84	() 80-84%	1	() 80-84%
85-89	() 85-89%	1	() 85-89%
90-94	() 90-94%	1	() 90-94%
95-99	() 95-99%	1	() 95-99%
100	() 100%	1	() 100%

108 Approximately what percentage of your grades 9-12 students go on to some post-secondary education or training of some kind other than the usual junior college or 4-year college program? (Do not include military service or post-graduate high school work.)

0-1	() 1-4%	1	() 1-4%
2-3	() 5-9%	1	() 5-9%
4-5	() 10-14%	1	() 10-14%
6-7	() 15-19%	1	() 15-19%
8-9	() 20-24%	1	() 20-24%
10-11	() 25-29%	1	() 25-29%
12-13	() 30-34%	1	() 30-34%
14-15	() 35-39%	1	() 35-39%
16-17	() 40-44%	1	() 40-44%
18-19	() 45-49%	1	() 45-49%
20-21	() 50-54%	1	() 50-54%
22-23	() 55-59%	1	() 55-59%
24-25	() 60-64%	1	() 60-64%
26-27	() 65-69%	1	() 65-69%
28-29	() 70-74%	1	() 70-74%
30-31	() 75-79%	1	() 75-79%
32-33	() 80-84%	1	() 80-84%
34-35	() 85-89%	1	() 85-89%
36-37	() 90-94%	1	() 90-94%
38-39	() 95-99%	1	() 95-99%
40-41	() 100%	1	() 100%

109 Estimate the percentage of your grades 9-12 students who go on specifically to junior college, whether or not they intend to continue their college work elsewhere (later).

0-0	() 1-4%	1	() 1-4%
1-1	() 5-9%	1	() 5-9%
2-2	() 10-14%	1	() 10-14%
3-3	() 15-19%	1	() 15-19%
4-4	() 20-24%	1	() 20-24%

110 About what percentage of the grades 9-12 pupils attending your school this school year attended a different school last year. (Do not include pupils who started in the 10th grade in your school this year.)

0-4	() 1-4%	1	() 1-4%
5-9	() 5-9%	1	() 5-9%
10-14	() 10-14%	1	() 10-14%
15-19	() 15-19%	1	() 15-19%
20-24	() 20-24%	1	() 20-24%
25-29	() 25-29%	1	() 25-29%
30-34	() 30-34%	1	() 30-34%
35-39	() 35-39%	1	() 35-39%
40-44	() 40-44%	1	() 40-44%
45-49	() 45-49%	1	() 45-49%
50-54	() 50-54%	1	() 50-54%
55-59	() 55-59%	1	() 55-59%
60-64	() 60-64%	1	() 60-64%
65-69	() 65-69%	1	() 65-69%
70-74	() 70-74%	1	() 70-74%
75-79	() 75-79%	1	() 75-79%

91 About what percentage of your 8th grade students take new work in summer school?

44.0	()	None, because	()	10.0 or more
40.4	()	Less than 5%	()	
1.0	()	5-10%	()	
1.1	()	10-15%	()	
1.2	()	15-20%	()	
1.3	()	20-25%	()	
1.4	()	25-30%	()	
1.5	()	30-35%	()	
1.6	()	35-40%	()	
1.7	()	40-45%	()	
1.8	()	45-50%	()	
1.9	()	50-55%	()	
2.0	()	55-60%	()	
2.1	()	60-65%	()	
2.2	()	65-70%	()	
2.3	()	70-75%	()	
2.4	()	75-80%	()	
2.5	()	80-85%	()	
2.6	()	85-90%	()	
2.7	()	90-95%	()	
2.8	()	95-100%	()	
2.9	()	100%	()	

92 What percentage of your 8th grade students earn or holiday pay during the summer months?

100.0	()	None	()	10.0 or more
99.9	()	Less than 5%	()	
99.8	()	5-10%	()	
99.7	()	10-15%	()	
99.6	()	15-20%	()	
99.5	()	20-25%	()	
99.4	()	25-30%	()	
99.3	()	30-35%	()	
99.2	()	35-40%	()	
99.1	()	40-45%	()	
99.0	()	45-50%	()	
98.9	()	50-55%	()	
98.8	()	55-60%	()	
98.7	()	60-65%	()	
98.6	()	65-70%	()	
98.5	()	70-75%	()	
98.4	()	75-80%	()	
98.3	()	80-85%	()	
98.2	()	85-90%	()	
98.1	()	90-95%	()	
98.0	()	95-100%	()	
97.9	()	100%	()	

93 About what percentage of your 8th grade students are members of the following groups?

3.1	()	None	()	10.0 or more
14.1	()	Less than 5%	()	
4.1	()	5-10%	()	
7.2	()	10-15%	()	
17.1	()	15-20%	()	
17.1	()	20-25%	()	
9.1	()	25-30%	()	
7.1	()	30-35%	()	
8.1	()	35-40%	()	
8.1	()	40-45%	()	
8.1	()	45-50%	()	
8.1	()	50-55%	()	
8.1	()	55-60%	()	
8.1	()	60-65%	()	
8.1	()	65-70%	()	
8.1	()	70-75%	()	
8.1	()	75-80%	()	
8.1	()	80-85%	()	
8.1	()	85-90%	()	
8.1	()	90-95%	()	
8.1	()	95-100%	()	
8.1	()	100%	()	

94 About how often do you see the following groups of students?

2.1	()	None	()	10.0 or more
1.1	()	Less than 5%	()	
1.1	()	5-10%	()	
1.1	()	10-15%	()	
1.1	()	15-20%	()	
1.1	()	20-25%	()	
1.1	()	25-30%	()	
1.1	()	30-35%	()	
1.1	()	35-40%	()	
1.1	()	40-45%	()	
1.1	()	45-50%	()	
1.1	()	50-55%	()	
1.1	()	55-60%	()	
1.1	()	60-65%	()	
1.1	()	65-70%	()	
1.1	()	70-75%	()	
1.1	()	75-80%	()	
1.1	()	80-85%	()	
1.1	()	85-90%	()	
1.1	()	90-95%	()	
1.1	()	95-100%	()	
1.1	()	100%	()	

95 Roughly, how old is the average house or apartment where the parents of most of your school's pupils in grades 8-10 are born?

2.1	()	Less than 5 years old	()	11.2	()	15-20 years old
3.9	()	5-10 years old	()	6.5	()	20-25 years old
11.1	()	10-15 years old	()	3.0	()	25-30 years old
17.1	()	15-20 years old	()	1.5	()	30-35 years old
16.4	()	20-25 years old	()	0	()	35-40 years old
13.1	()	25-30 years old	()	0	()	40 years or more

96 The residences in the area served by your school are best described as primarily:

1.5	()	1. expensive private homes	()	6	()	6. low rental apartments
13.1	()	2. moderate priced homes	()	10.4	()	7. low income areas
23.2	()	3. low cost homes	()	7.1	()	8. about equally apartments and homes
1.1	()	4. high rental apartments	()	1.3	()	9. students are resident students cannot estimate
1.1	()	5. moderate rental apartments	()	1.3	()	

97 About what percentage of your 8th grade students are members of the following groups?

2.1	()	None	()	12.1	()	10.0 or more
1.1	()	Less than 5%	()		()	
1.1	()	5-10%	()	24.2	()	
1.1	()	10-15%	()	34.4	()	
1.1	()	15-20%	()	3.0	()	
1.1	()	20-25%	()	4.2	()	
1.1	()	25-30%	()		()	
1.1	()	30-35%	()		()	
1.1	()	35-40%	()		()	
1.1	()	40-45%	()		()	
1.1	()	45-50%	()		()	
1.1	()	50-55%	()		()	
1.1	()	55-60%	()		()	
1.1	()	60-65%	()		()	
1.1	()	65-70%	()		()	
1.1	()	70-75%	()		()	
1.1	()	75-80%	()		()	
1.1	()	80-85%	()		()	
1.1	()	85-90%	()		()	
1.1	()	90-95%	()		()	
1.1	()	95-100%	()		()	
1.1	()	100%	()		()	

98 What is the current method of evaluation used in your school for the following purposes?

99 What is the current basis of assessment to property owners in your school district?

100 Approximately what percentage of your 8th grade pupils come from the following sources?

39.9	()	1. None	()	1.5	()	7. 50-59%
13.5	()	2. 0-1%	()	3	()	8. 60-69%
2.7	()	3. 2-4%	()	6	()	9. 70-79%
3.2	()	4. 5-9%	()	5	()	10. 80-89%
9	()	5. 10-19%	()	3	()	11. 90-99%
1.0	()	6. 20-29%	()	3	()	12. All

101 Approximately what percentage of school support is so used from local city, county, school district sources?

16.4	()	1. None	()	3.1	()	7. 60-69%
3.5	()	2. 0-1%	()	8.4	()	8. 70-79%
7.7	()	3. 10-19%	()	9.8	()	9. 80-89%
11.0	()	4. 20-29%	()	6.2	()	10. 90-99%
4	()	5. 30-39%	()	1.1	()	11. 100%
0	()	6. 40-49%	()	3.2	()	12. All

Items 99 through 99 relate to the following table. Mark the correct percentage for each item in place of the blank in the appropriate place in the table.

102 About what percent age of your 8th grade pupils are:

Percentage	1	2	3	4	5	6	7	8	9	10	11	12
1. 10-19%												
2. 20-29%												
3. 30-39%												
4. 40-49%												
5. 50-59%												
6. 60-69%												
7. 70-79%												
8. 80-89%												
9. 90-99%												
10. 100%												

103 Which of the following "special" facilities are readily available to your school? Mark with "X" for all that apply.

71.3	()	1. Public library	()	6. Public recreation center	()	11.7
21.0	()	2. Music	()	7. Public swimming pool	()	10.2
4	()	3. Art	()	8. Public skating rink	()	10.4
30.2	()	4. Concerts	()	9. Public theater	()	11.2
24.9	()	5. Community, new, old	()	10. Teen center	()	14.4
10.2	()	6. Artistic instructor	()	11. Public museum	()	11.1
7.1	()	7. Art club	()	12. Public library	()	11.1
74.1	()	8. Club chapter	()	13. Public playground	()	11.1
13.3	()	9. Public group	()	14. Public group	()	11.1
	()	10. Public group	()	15. Public group	()	11.1
	()	11. Public group	()	16. Public group	()	11.1
	()	12. Public group	()	17. Public group	()	11.1
	()	13. Public group	()	18. Public group	()	11.1
	()	14. Public group	()	19. Public group	()	11.1
	()	15. Public group	()	20. Public group	()	11.1
	()	16. Public group	()	21. Public group	()	11.1
	()	17. Public group	()	22. Public group	()	11.1
	()	18. Public group	()	23. Public group	()	11.1
	()	19. Public group	()	24. Public group	()	11.1
	()	20. Public group	()	25. Public group	()	11.1
	()	21. Public group	()	26. Public group	()	11.1
	()	22. Public group	()	27. Public group	()	11.1
	()	23. Public group	()	28. Public group	()	11.1
	()	24. Public group	()	29. Public group	()	11.1
	()	25. Public group	()	30. Public group	()	11.1
	()	26. Public group	()	31. Public group	()	11.1
	()	27. Public group	()	32. Public group	()	11.1
	()	28. Public group	()	33. Public group	()	11.1
	()	29. Public group	()	34. Public group	()	11.1
	()	30. Public group	()	35. Public group	()	11.1
	()	31. Public group	()	36. Public group	()	11.1
	()	32. Public group	()	37. Public group	()	11.1
	()	33. Public group	()	38. Public group	()	11.1
	()	34. Public group	()	39. Public group	()	11.1
	()	35. Public group	()	40. Public group	()	11.1
	()	36. Public group	()	41. Public group	()	11.1
	()	37. Public group	()	42. Public group	()	11.1
	()	38. Public group	()	43. Public group	()	11.1
	()	39. Public group	()	44. Public group	()	11.1
	()	40. Public group	()	45. Public group	()	11.1
	()	41. Public group	()	46. Public group	()	11.1
	()	42. Public group	()	47. Public group	()	11.1
	()	43. Public group	()	48. Public group	()	11.1
	()	44. Public group	()	49. Public group	()	11.1
	()	45. Public group	()	50. Public group	()	11.1
	()	46. Public group	()	51. Public group	()	11.1
	()	47. Public group	()	52. Public group	()	11.1
	()	48. Public group	()	53. Public group	()	11.1
	()	49. Public group	()	54. Public group	()	11.1
	()	50. Public group	()	55. Public group	()	11.1
	()	51. Public group	()	56. Public group	()	11.1
	()	52. Public group	()	57. Public group	()	11.1
	()	53. Public group	()	58. Public group	()	11.1
	()	54. Public group	()	59. Public group	()	11.1
	()	55. Public group	()	60. Public group	()	11.1
	()	56. Public group	()	61. Public group	()	11.1
	()	57. Public group	()	62. Public group	()	11.1
	()	58. Public group	()	63. Public group	()	11.1
	()	59. Public group	()	64. Public group	()	11.1
	()	60. Public group	()	65. Public group	()	11.1
	()	61. Public group	()	66. Public group	()	11.1
	()	62. Public group	()	67. Public group	()	11.1
	()	63. Public group	()	68. Public group	()	11.1
	()	64. Public group	()	69. Public group	()	11.1
	()	65. Public group	()	70. Public group	()	11.1
	()	66. Public group	()	71. Public group	()	11.1
	()	67. Public group	()	72. Public group	()	11.1
	()	68. Public group	()	73. Public group	()	11.1
	()	69. Public group	()	74. Public group	()	11.1
	()	70. Public group	()	75. Public group	()	11.1
	()	71. Public group	()	76. Public group	()	11.1
	()	72. Public group	()	77. Public group	()	11.1
	()	73. Public group	()	78. Public group	()	11.1
	()	74. Public group	()	79. Public group	()	11.1
	()	75. Public group	()	80. Public group	()	11.1
	()	76. Public group	()	81. Public group	()	11.1
	()	77. Public group	()	82. Public group	()	11.1
	()	78. Public group	()	83. Public group	()	11.1
	()	79. Public group				

101. How many years have you been a principal or assistant principal of any school?

20 1
21 2
19 3
9 4
8 5
11 6

102. How many years have you been a teacher?

17 1
12 2
10 3
15 4
14 5

103. How many years have you been a supervisor or administrator?

3 1
3 2
12 3
11 4
14 5
16 6

104. What is your sex?

11 1 Male
11 2 Female

105. How many years of experience did you have when you took your present position? (Include all years of full-time teaching and all full-time years of part-time teaching, part-time administration or supervision. Do not include years in which you were a student or supervisor of previous positions.)

19 1
27 2
19 3
13 4
10 5
10 6 or more

106. What is the highest earned college degree you hold?

2 No college degree
10 1 Bachelor's degree or less than four-year teachers college degree
71 1 Bachelor's degree or four-year teachers college degree
4 1 Master's degree
2 1 Professional Diploma (includes graduate hours)
1 1 Doctorate degree

107. How many hours of education courses have you taken?

1 1
1 2
8 3
21 4
20 5
0 6

108. How many hours of education courses have you taken in the last 5 years?

1 1
1 2



A National Inventory of Aptitudes and Abilities

PROJECT TALENT - AIPB
Guidance Program

General Directions

This test consists of 100 items. It is a measure of your general progress and facilities. Place your name on the booklet. Answer each question as accurately as possible. Do not spend too much time on any one question. Answer each question only once.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

17. _____

18. _____

19. _____

20. _____

21. _____

22. _____

23. _____

24. _____

25. _____

26. _____

27. _____

28. _____

29. _____

30. _____

31. _____

32. _____

33. _____

34. _____

35. _____

36. _____

37. _____

38. _____

39. _____

40. _____

41. _____

42. _____

43. _____

44. _____

45. _____

46. _____

47. _____

48. _____

49. _____

50. _____

51. _____

52. _____

53. _____

54. _____

55. _____

56. _____

57. _____

58. _____

59. _____

60. _____

61. _____

62. _____

63. _____

64. _____

65. _____

66. _____

67. _____

68. _____

69. _____

70. _____

71. _____

72. _____

73. _____

74. _____

75. _____

76. _____

77. _____

78. _____

79. _____

80. _____

81. _____

82. _____

83. _____

84. _____

85. _____

86. _____

87. _____

88. _____

89. _____

90. _____

91. _____

92. _____

93. _____

94. _____

95. _____

96. _____

97. _____

98. _____

99. _____

100. _____

5. How many years ago did your school organize a guidance program?
- () 1. Less than 1 year ago (this school year)
 - () 2. 1 year ago
 - () 3. 2 years ago
 - () 4. 3 years ago
 - () 5. 4 years ago
 - () 6. 5 years ago
 - () 7. 6 or 7 years ago
 - () 8. 8 or 9 years ago
 - () 9. 10 to 12 years ago
 - () 10. 13 years ago or longer

6. How adequate are the facilities for guidance which are available at your school?
- a. Adequate
 - b. Not adequate
 - c. Fully meets present needs
 - d. Fully meets present needs
 - e. Private room especially for counseling
 - f. Desirable space
 - g. Time available for it
 - h. Special guidance services
 - i. Subject of guidance services
 - j. Adequate files for confidential records
 - k. Adequate staff

6. What facilities for referral are available in your school and community? Place an X in the parentheses for each that applies.
- 1. Available in our school
 - a. Available in the school system
 - b. Available in the community
 - c. Available only after a long waiting period

a. Psychiatrist	()
b. Psychologist	()
c. Social worker	()
d. Child guidance clinic	()
e. Speech clinic	()
f. Reading clinic	()
g. Other (specify)	()

7. How long do counseling conferences last? Please estimate the percent of conferences that last the following amounts of time.
- a. \$ Less than 15 minutes
 - b. \$ 15 - 30 minutes
 - c. \$ 30 - 45 minutes
 - d. \$ 45 - 60 minutes
 - e. \$ More than 60 minutes

8. How frequently do students bring each of these topics to a counselor for discussion or advice? Mark your answers in the spaces below.

- 1. Very frequently
 - 2. Frequently
 - 3. Occasionally
 - 4. Never
- a. Dissatisfaction over school grades
 - b. Students with high grades who want extra academic work
 - c. Dating problems
 - d. Personality problems
 - e. Problems with other students
 - f. Course planning
 - g. Career and planning
 - h. Plans for further education or training
 - i. Financial problems in school
 - j. Financial counseling after high school
 - k. Other (specify)

9. Under what conditions are counseling interviews held with individual students? Mark your answers as follows.

- 1. Yes
 - 2. Under some circumstances, as indicated below
 - 3. No
- a. If the student requests it
 - b. As part of a course or optional planning
 - c. If a teacher or principal requests it
 - d. At a parent's request
 - e. At the student's request
 - f. With a teacher's request
 - g. Other (specify)

10. Under what circumstances are conferences held with parents? Mark your answers as follows.

- 1. This is not done
 - 2. Routinely
 - 3. For special problems only
- a. If the parent requests it
 - b. If the student requests it
 - c. If a teacher or principal requests it
 - d. If a counselor feels it necessary

11. How many times a week do you see the counselor? Mark your answer as follows.

- a. 1 or more times a week
- b. Once a week
- c. Twice a week
- d. Three times a week
- e. Four times a week
- f. Five times a week
- g. Six times a week
- h. Seven times a week
- i. Eight times a week
- j. Nine times a week
- k. Ten times a week
- l. More than ten times a week

12. How many times a week do you see the counselor? Mark your answer as follows.

- a. 1 or more times a week
- b. Once a week
- c. Twice a week
- d. Three times a week
- e. Four times a week
- f. Five times a week
- g. Six times a week
- h. Seven times a week
- i. Eight times a week
- j. Nine times a week
- k. Ten times a week
- l. More than ten times a week

13. For each of the following activities, mark your answer as follows.

- 1. The counselor performs it regularly and with responsibility
 - 2. The counselor performs it occasionally but not regularly
 - 3. The counselor never performs it
- a. Counseling individual students on jobs and vocational
 - b. Counseling students for short-time jobs
 - c. Counseling graduates find jobs
 - d. Counseling with individual students on job and family problems
 - e. Identifying students who have had students take on their own problems, and referring them elsewhere for help
 - f. Counseling with disturbed students having emotional problems
 - g. Counseling with students over minimum age who wish to drop out of school
 - h. Counseling with students under minimum age who wish to drop out of school
 - i. Conducting career education sessions for new students
 - j. Interviewing all new students on job and vocational
 - k. Interviewing group discussions on careers and vocational after school
 - l. Conducting group discussions of adjustment problems
 - m. Interviewing the students on military activities
 - n. Following work with students to determine the results of counseling
 - o. Counseling with gifted students
 - p. Counseling with students on their problems with school
 - q. Other (specify)

14. What is the policy of your school regarding reports to parents?

- () 1. No reports are given
- () 2. Only interpretive reports are given
- () 3. Test scores are reported in each report

KEYED CLAUSES: THE PROGRAM

Counselors... have undergone a great deal of change in recent years. The following questions are about ways in which the counseling program at your school has changed.

- 1. Have counseling services at your school been increased in the past years?
a. Yes, in the past 5 years
b. Yes, since about 10 years ago
c. Yes, since about 15 years ago
d. Yes, since about 20 years ago
e. No change in the past 20 years
2. If you have had a counseling program changed in the past 20 years, what are the advantages under test of the change?
a. We have more qualified counselors
b. We have fewer full-time counselors
c. We have more part-time counselors
d. We have fewer administrative counselors
e. Our counselor has received additional training
f. Additional personnel have been added to relieve counselors of these duties
g. Our counselor has more personal contact with students
h. Our counselor has more personal contact with parents
i. We do more follow-up work on students
j. We use more standardized tests
k. We use fewer standardized tests
l. We participate in national testing programs
m. We participate in state or regional testing programs
n. We maintain more detailed records of students' progress
o. We keep fewer records
p. We make more effective use of test results
q. We have started to keep cumulative records
r. We have more referral services available
s. We are doing some research
t. Other (specify)
u. There has been no change

PLANS FOR EXPANSION

Some schools are planning to expand their counseling programs in the future. The next questions are about ways in which your school plans to expand its testing services.

- 1. Do you plan to expand your testing services in the near future?
a. Yes, and this expansion will be under administrative control
b. Yes, but this expansion will be under administrative control
c. Yes, but this expansion will be under administrative control
d. Yes, but this expansion will be under administrative control
e. No, but this expansion will be under administrative control
2. What extent has your school expanded its testing services in the past 20 years?
a. Administrative expansion of programs has been carried out in the past 20 years
b. Administrative expansion of programs has been carried out in the past 20 years
c. Administrative expansion of programs has been carried out in the past 20 years
d. Administrative expansion of programs has been carried out in the past 20 years
e. Administrative expansion of programs has been carried out in the past 20 years
3. What extent has your school expanded its testing services in the past 20 years?
a. Administrative expansion of programs has been carried out in the past 20 years
b. Administrative expansion of programs has been carried out in the past 20 years
c. Administrative expansion of programs has been carried out in the past 20 years
d. Administrative expansion of programs has been carried out in the past 20 years
e. Administrative expansion of programs has been carried out in the past 20 years

- 1. Are any of the following tests administered to all students? Mark an X in the box next to the test name for each item.
Yes No
a. Additional full-time counselors
b. Additional part-time counselors
c. More time made available for counseling
d. Additional administrative personnel
e. Courses or programs of special interest
f. Increased use of standardized tests
g. Increased use of cumulative records
h. More contact with parents
i. More detailed records of students' progress
j. Other (specify)
k. There has been no change

- 1. In what ways are standardized achievement tests administered to all students?
a. Regularly on schedule
b. Frequently
c. Occasionally
d. Rarely
e. Never
2. How often are standardized achievement tests administered to all students?
a. Daily
b. Weekly
c. Monthly
d. Quarterly
e. Yearly
3. How often are standardized achievement tests administered to all students?
a. Daily
b. Weekly
c. Monthly
d. Quarterly
e. Yearly

- 1. Do you administer tests of individual student ability?
a. Yes
b. No
2. What kinds of tests are administered to individual students?
a. Individual intelligence tests
b. Multiple aptitude batteries
c. Standardized achievement tests
d. Interest inventories
e. Best ability placement inventories
f. Locally devised aptitude tests or inventories
g. Special aptitude tests - art, music, language, etc.
h. Tests related to careers
i. Employment test batteries
j. Tests for scholarship competitions
k. Tests for college entrance
l. Other (specify)
3. How often are the following kinds of tests administered to individual students (but not to all students)? Mark an X for those that apply and a check mark for those that do not.
a. Individual intelligence tests
b. Projective personality tests
c. Personality or adjustment inventories
d. Reading tests
e. Speed tests
f. Special aptitude tests - art, music, language, etc.
g. Other (specify)

- 1. Do you administer tests of individual student ability?
a. Yes
b. No
2. What kinds of tests are administered to individual students?
a. Individual intelligence tests
b. Multiple aptitude batteries
c. Standardized achievement tests
d. Interest inventories
e. Best ability placement inventories
f. Locally devised aptitude tests or inventories
g. Special aptitude tests - art, music, language, etc.
h. Tests related to careers
i. Employment test batteries
j. Tests for scholarship competitions
k. Tests for college entrance
l. Other (specify)
3. How often are the following kinds of tests administered to individual students (but not to all students)? Mark an X for those that apply and a check mark for those that do not.
a. Individual intelligence tests
b. Projective personality tests
c. Personality or adjustment inventories
d. Reading tests
e. Speed tests
f. Special aptitude tests - art, music, language, etc.
g. Other (specify)



A National Inventory of Aptitudes and Abilities

10 - 11 QUESTIONS

Counselor's Questionnaire

10

General Information

This questionnaire is to be filled out by the counselor and by those people who desire it. It is very important that the counselor and guides fill out the questionnaire in full. Each question has a number in parentheses next to it. Please refer to the number in parentheses in the key on the next page.

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Name of school _____
 City _____
 State _____
 School code number _____

To the counselor: This questionnaire will be used to obtain information for each question. Please complete this form and give it to your principal. For each question, as indicated, place an X in the parentheses next to the number in parentheses in the key on the next page.

1. Sex
 () 1. Male
 () 2. Female

2. Current salary, in these brackets for the school year
 () 1. Less than \$3,000
 () 2. \$3,000 - \$3,999
 () 3. \$4,000 - \$4,999
 () 4. \$5,000 - \$5,999
 () 5. \$6,000 - \$6,999
 () 6. \$7,000 - \$7,999
 () 7. \$8,000 - \$8,999
 () 8. \$9,000 - \$9,999
 () 9. \$10,000 - \$10,999
 () 10. \$11,000 - \$11,999

3. Duties performed, percentage. Mark the percent of time spent on each. Your answers should total 100 percent.
 a. _____ \$ Teaching
 b. _____ \$ Non-teaching
 c. _____ \$ Administration
 d. _____ \$ Guidance and discipline
 e. _____ \$ Guidance and discipline (specify)
 f. _____ \$ Other (specify)
 g. _____ \$
 h. _____ \$
 i. _____ \$
 100% = Total.

4. In the classroom, what percent of your working time is spent on each of the following?
 a. _____ \$ Working with individual students
 b. _____ \$ Working with parents
 c. _____ \$ Supervising other staff
 d. _____ \$ Testing

5. Please describe your occupation during _____

6. How many years have you spent in any of the following?
 () 1. _____
 () 2. _____
 () 3. _____
 () 4. _____

Continued on the next page

7. Have you had professional development in the following areas?
 a. () National conferences
 b. () Regional conferences
 c. () State meetings
 d. () Workshops
 e. () Other

8. How many years have you spent in the following question? If you are not sure, please check the "Other" box. Please indicate the year in parentheses next to the number in the key on the next page.

Year	Area	Professional titles
1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____
5	_____	_____
6	_____	_____
7	_____	_____
8	_____	_____
9	_____	_____
10	_____	_____
11	_____	_____
12	_____	_____
13	_____	_____
14	_____	_____
15	_____	_____
16	_____	_____
17	_____	_____
18	_____	_____
19	_____	_____
20	_____	_____
21	_____	_____
22	_____	_____
23	_____	_____
24	_____	_____
25	_____	_____
26	_____	_____
27	_____	_____
28	_____	_____
29	_____	_____
30	_____	_____
31	_____	_____
32	_____	_____
33	_____	_____
34	_____	_____
35	_____	_____
36	_____	_____
37	_____	_____
38	_____	_____
39	_____	_____
40	_____	_____
41	_____	_____
42	_____	_____
43	_____	_____
44	_____	_____
45	_____	_____
46	_____	_____
47	_____	_____
48	_____	_____
49	_____	_____
50	_____	_____

9. Education and Experience
 a. _____ b. _____ c. _____
 d. _____ e. _____ f. _____
 g. _____ h. _____ i. _____
 j. _____ k. _____ l. _____
 m. _____ n. _____ o. _____
 p. _____ q. _____ r. _____
 s. _____ t. _____ u. _____
 v. _____ w. _____ x. _____
 y. _____ z. _____

10. Professional Information and Development
 a. _____ b. _____ c. _____
 d. _____ e. _____ f. _____
 g. _____ h. _____ i. _____
 j. _____ k. _____ l. _____
 m. _____ n. _____ o. _____
 p. _____ q. _____ r. _____
 s. _____ t. _____ u. _____
 v. _____ w. _____ x. _____
 y. _____ z. _____

11. Research and Development
 a. _____ b. _____ c. _____
 d. _____ e. _____ f. _____
 g. _____ h. _____ i. _____
 j. _____ k. _____ l. _____
 m. _____ n. _____ o. _____
 p. _____ q. _____ r. _____
 s. _____ t. _____ u. _____
 v. _____ w. _____ x. _____
 y. _____ z. _____

12. Publications
 a. _____ b. _____ c. _____
 d. _____ e. _____ f. _____
 g. _____ h. _____ i. _____
 j. _____ k. _____ l. _____
 m. _____ n. _____ o. _____
 p. _____ q. _____ r. _____
 s. _____ t. _____ u. _____
 v. _____ w. _____ x. _____
 y. _____ z. _____

13. Awards and Honors
 a. _____ b. _____ c. _____
 d. _____ e. _____ f. _____
 g. _____ h. _____ i. _____
 j. _____ k. _____ l. _____
 m. _____ n. _____ o. _____
 p. _____ q. _____ r. _____
 s. _____ t. _____ u. _____
 v. _____ w. _____ x. _____
 y. _____ z. _____

14. Other Information
 a. _____ b. _____ c. _____
 d. _____ e. _____ f. _____
 g. _____ h. _____ i. _____
 j. _____ k. _____ l. _____
 m. _____ n. _____ o. _____
 p. _____ q. _____ r. _____
 s. _____ t. _____ u. _____
 v. _____ w. _____ x. _____
 y. _____ z. _____

10. If you read specialized periodicals in the guidance field, how do you read? Mark your answers as follows:

- 1. Read regularly
- 2. Read occasionally
- 3. Read rarely
- 4. Do not read this periodical

- a. Personnel and Guidance Journal
- b. National Vocational Guidance Quarterly
- c. The Journal of Guidance
- d. The Journal of the National Association of Guidance and Counselors
- e. Guidance
- f. Other (specify) _____

- 11. Do you hold membership in any of the following?
 - a. Do you hold any certificates or licenses in counseling?
 - a. Yes
 - b. State (Type _____)
 - c. City (Specify _____)
 - d. Other (specify) _____
 - b. American Counseling Association
 - c. National Vocational Guidance Society
 - d. American Guidance Society
 - e. American Psychological Association
 - f. Other (specify) _____

- 12. How do you feel your training in counseling?
 - a. Very helpful
 - b. Somewhat helpful
 - c. Not helpful
 - d. Other (specify) _____

13. What do you think are the three most important contributions a counselor can make to the lives of his students? Number your answers 1 for the most important, 2 for the next most important, and 3 for the third most important.

- a. Help them make educational and vocational decisions
- b. Help them solve personal problems
- c. Aid them in increasing their self-understanding
- d. Help them develop their sense of values
- e. Help them make effective use of their abilities
- f. Help them adjust to school life and its requirements
- g. Aid them in getting along with others
- h. Other (specify) _____

14. If you were a full-time counselor with about 100 students assigned to you, and were free to develop your own schedule, how would you allocate your time? What kinds of activities would have to be included, and about what fraction of your time should be devoted to each?

15. Suppose a student comes to you with the following problem:

He is an excellent student, a senior, making his best grades in school and planning to go to college. He has not considered college because his parents cannot afford to send him any money. He has about \$400 saved from part-time jobs he has held during the last three years. The nearest college is 150 miles away. He wonders what to do after graduation. The tests he has taken during his school years indicate that he has a high academic ability in languages and social sciences.

Describe how you would go about counseling the boy.



APPENDIX C
FOLLOW-UPS

In addition to the responses to the items of the follow-up questionnaires, two special sets of codes have been developed: one for colleges and one for jobs and career plans.

College Codes

The degree-granting, or last, college and graduate school attended by the TALENT participant is available in the form of a five digit code. The first two digits indicate the state in which the school is located and the last three digits the college within the state. Four year colleges receive numbers below 500 and junior colleges receive numbers equal to or greater than 500. This college code is unique to Project TALENT and there is no direct correspondence to any other system of college codes.

Job Codes and Career Plan Codes

For coding responses to questions about jobs held and long-range career plans a very detailed expandable code, containing nearly a thousand categories at present, each identified by a four-digit number, has been developed. This coding scheme was used in both the one-year follow-up and the five-year follow-up. This code was set up in such a way that if more detail is needed or seems desirable in subsequent follow-ups it will be very easy to add a fifth digit after the present four, without changing what the first four digits represent. In developing the code originally, many sources were referred to, including the code developed by the Department of Labor for use in the Dictionary of Occupational Titles; that code was developed for an entirely different set of purposes, which it serves admirably. In Project TALENT research, however, a different emphasis was needed, with far less detail in certain areas and somewhat more in others; hence the need to develop our own coding system. One of the special requirements of the Project TALENT code was that it has to provide the

capability of handling incompletely developed career plans; e.g., something as vague as the statement by the respondent that he wants to "work with people;" or perhaps that he wants to "work for the government."

Since the nearly 1000 categories of the four-digit code are far more than can be handled conveniently in most data analyses it was recognized at the outset that some subsequent collapsing of categories would be necessary. One of the most heavily used ways of combining job or career-field categories is represented by a three-digit coding system which reduces the number of categories from about 1000 down to about 250. This preliminary condensation was carried out on a judgmental basis, as the first step in reducing the number of categories for potential use in educational and career guidance of high school students. In addition a procedure has been developed for collapsing these three-digit codes into a small set of categories which correspond to the categories in the career plans item asked in 1960 (SIB 211). This is quite useful in the study of the stability of career plans. Other combinations can of course be developed at the request of Data Bank researchers.

Follow-Up Questionnaires

Reproduced on pages 82-105 are the four one-year follow-up questionnaires, the four five-year follow-up questionnaires, and the 12th grade eleven-year follow-up questionnaire.



UNIVERSITY OF PITTSBURGH
PITTSBURGH 15, PENNSYLVANIA

12 May 1961

Dear Project Talent Participant

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

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

We need to know what has happened to you in the past year and what your plans are now. The questions on our questionnaires have been prepared so that most of them can be answered by just checking the choice that best describes what you've been doing. So this time, we will need only fifteen or twenty minutes of your time. However, please write in comments wherever you think some explanation is needed. Your answers will, of course, be kept in complete confidence. Whether you nor your school will be identified in any way where we publish our findings.

When returning the questionnaires, please sign your name on pages seven, ten, and eleven so that our name and address are on the outside and will be legible to us. The stamp has already been attached. If members of the Project TALENT staff greatly appreciate your participation help in the project, we wish you success in carrying out your plans.

Sincerely,
John C. Linn
Project Talent Director of Project TALENT

YOU CAN PROBABLY FILL OUT THIS FORM IN ABOUT 15 MINUTES

PLEASE DO NOT WRITE IN THIS AREA

Today's Date: Month Day Year
Date of Birth: Month Day Year

Check one:
 Male
 Female

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

Name _____
Address _____
City _____ State _____

- 4 Which of the following kinds of school diploma or certificate do you plan to obtain? (Mark as many as apply.)
1 A further schooling plan
2 A college degree (4 years or more of college)
3 A junior college diploma or degree
4 Registered Nurse Certificate
5 Practical nursing certificate
6 A business school or vocational diploma
7 Diploma or certificate based upon apprenticeship training, on-the-job training, or technical or trade school. Please describe.

- 5 What kinds of school have you attended since leaving high school? (Mark as many as apply.) Please fill in names and locations below.
A Home
B A college offering bachelor's degree or higher
C A college offering associate's degree
D A technical institute or college
E A school of nursing (Nurse program)
F A hospital or school of medical nursing
G A trade school
H An armed force educational school
I Other (please specify)

Name and location of present or most recent school attended since leaving high school
School _____
City _____ State _____

- 6 Answer this question if you have never attended college, otherwise omit it. Did you WANT to go to college?
A No, I wanted to earn money
B No, I wanted to get married
C No, I wanted to go into the military service or once
D No, I was more interested in going to some other kind of school
E No for some other reason than above. Please specify.

PART I. EDUCATION

- 1 Did you graduate from high school?
1 Yes
0 No
9
- 2 Have you attended college since leaving high school?
1 Yes, as a full time student
2 Yes, as a part-time student
3 Yes, I entered but have dropped out temporarily
4 Yes, I entered but dropped out and do not plan to return
5 No, but I plan to enter college within a year or two
6 No, but I plan to enter college eventually, I have no idea when
7 No and I have no plans to do so
9
- 3 Since leaving high school have you attended a school other than a college?
1 Yes, as a full time student
2 Yes, as a part time student
3 No and I have no plans to do so
4 No, but I plan to get some more non college schooling
9

PLEASE DO NOT WRITE IN THIS AREA

PART II WORK EXPERIENCE

7 What is your Social Security number? If none check box

8 How many different full-time jobs (35 hrs or more) have you had since you left high school? None, One, Two, Three or more

9 How long did it take you to find the first full-time job you had a high school? Less than a week, 1 to 2 weeks, 2 to 4 weeks, 4 to 6 months, Longer than 6 months

10 When did you start this first full-time job? Before May 1960, In May or June 1960, In July or August 1960, In September or October 1960, In November or December 1960, In January or February 1961, In March or April 1961, In May or June 1961

11 How did you get your first full-time job? Through a friend or relative, Through a high school, Through another's help, Through a union or bargaining group, Through the U.S. Employment Service, Through another public employment agency, Through a private employment agency, By answering an advertisement, By applying directly to a person or company that might be hiring, Other. Please specify

12 What was your starting pay (before deductions) on your first full-time job? Fill in ONE of the lines below: \$ per week, \$ per month

13 What was your job called?

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

15 Did you have a paid job in May, 1961? Yes, a full-time job (35 hours per week or more), Yes, part-time job (less than 35 hrs per week), No, but I was looking for a full-time job, No, but I was looking for part-time work, I did not want a full-time job, I was going to school and did not want a job, No, I am a housewife and was not looking for an outside job, No, I was not looking for a job for reasons other than those listed above

16 What was your pay (before deductions) on this full-time job? Please fill in ONE of the lines below: \$ per week, \$ per month

17 What is the job called?

18 Tell what you do (or did) on this job. Please be specific

19 How well do (or did) you like this type of work? Very well, Fairly well, Not very well, Not at all

20 How long do you plan to stay in this type of work? I plan to make my career, At present I have plans to stay, Probably a few years, I plan to change soon

21 About how long were you unemployed (and looking for a full-time job) between June 1, 1960 and June 1, 1961? Not at all, Less than a week, 1 to 2 weeks, 2 to 4 weeks, 4 to 6 months, More than 6 months

22 In regard to jobs or careers, which ONE of the following is most important to you? Please mark only ONE MOST IMPORTANT (Please mark only one)

- A Starting salary, B Future salary, C Working conditions, D Job security, E Good supervisors, F Good fellow workers, G Importance of work, H Opportunity for promotion, I Good fringe benefits, J Serving others, K Personal interest in work

23 In regard to jobs or careers, which ONE of the following is the NEXT MOST IMPORTANT (Please mark only one)

- A Starting salary, B Future salary, C Working conditions, D Job security, E Good supervisors, F Good fellow workers, G Importance of work, H Opportunity for promotion, I Good fringe benefits, J Serving others, K Personal interest in work

24 What occupation do you expect to make your career? Please be specific

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

- a I wish I had studied more, b I wish I had taken more college courses, c I wish I had taken more vocational work, d I wish I had had more social life, e I wish I had worked while still in high school, f I wish I had not entered high school so soon, g I wish I had had more extracurricular activities

26 Are you married? Yes, I married while still in high school, Yes, I married after leaving high school, No

27 If not, how soon do you expect to marry? I plan to marry this year, I plan to marry next year, I plan to marry within 3 years, I plan to marry sometime in the future, I do not expect to marry

28 Do you still keep in touch with your high school friends? YES, I keep in touch with almost all, I keep in touch with many of them, I keep in touch with a few of them, NO, I don't keep in touch with any of them

28 Where are you living at the present time? At home with my parents or guardian, Some other place

29 About how much time have you been sick at home or in a hospital during the past year? None, Less than a week, 1 to 2 weeks, 2 to 4 weeks, 4 to 8 weeks, 8 to 12 weeks, 3 to 4 months, 4 to 6 months, 6 to 11 months, The whole year

30 Were you the driver in an automobile accident involving bodily injury or more than \$100 property damage since June, 1960? Yes, No

31 On which of the following are you now a member? Air Force Reserve, Army Reserve, Navy Reserve, Marine Corps Reserve, Coast Guard Reserve, Air National Guard, Army National Guard, Army ROTC, Naval ROTC, None of the above

32 Are you now on active duty in the military service? Yes, Air Force, Yes, Army, Yes, Navy, Yes, Marine Corps, Yes, Coast Guard, No, but I have been on active duty, No, but I expect to enlist voluntarily, No, but I do not expect to be

33 Have you a military service serial number? No, Yes, the number is

34 For how long have you VOLUNTEERED for ACTIVE DUTY in one of the armed services? Not at all, 1 to 5 months, 6 months, 1 year, 2 years, 3 years, Minority placement, 4 years, 5 years, 6 years, Other. Please specify

35 During the past year, the car was available to you?

1 I had my own car

2 A car was available whenever I wanted it

3 A car was available most of the time

4 A car was available occasionally

5 I had practically no use of a car

6 I do not drive

36 Would you like to serve in the Peace Corps?

4 Yes, for a 4 year period

3 Yes, for a 3 year period

2 Yes, for a 2 year period

1 Yes, for a 1 year period

0 No

37 How have your views and plans changed during the past year? Please write a paragraph on this.

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

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

College _____

City _____

State _____

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

miles _____

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

semester hour credits _____

quarter hour credits _____

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

Mark 5 for A

Mark 4 for B

Mark 3 for C

Mark 2 for D

Mark 1 for F

Mark 0 for F

Mark 7, if you passed courses in this subject but specific grades are not reported in the college you attend

Mark 8 if you have taken no courses in this subject

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

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

1 No

2 Yes

If "yes," how many semesters of it did you complete? _____ semesters

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

1 Yes

2 No but plan to

3 No and I don't expect to take any college mathematics

44 In which of the following areas do you expect to specialize or "major" in college? Mark ONE even if you have not made up your mind definitely. Please MARK ONLY ONE

- A Mathematics
- B Physical Sciences
- C Biological Sciences
- D Social Studies
- E English and Literature
- F Foreign Languages
- G Fine Arts
- H Music
- I Psychology
- J Philosophy
- K Religion
- L Education
- M Engineering
- N Business and Commerce
- O Home Economics
- P Agriculture and Forestry
- Q Some other. Please specify _____
- Z _____

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

- 00 None
- 10 B.A. or B.S.
- 20 M.A. or M.S.
- 30 Ph.D.
- 32 Ed.D.
- 40 LL.B.
- 42 M.D.
- 43 D.D.S.
- 99 Other. Specify _____
- 00 _____

46 What is the main reason you want to college?

- 1 College graduate gets more money
- 2 The career I want into requires a college education
- 3 To make good personal contacts for business or an occupation
- 4 Because I enjoy learning
- 5 Because most of my friends do
- 6 For social reasons
- 7 To get into intercollegiate athletics
- 8 Because my parents wanted me to.
- 9 No special reason
- 0 Other. Please specify _____

47 Are you still in college?

A Yes

B No (unemployed)

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

- K I was offered a good job
- L I became homesick
- M I didn't enjoy the social life
- N I got married
- O College work was boring
- P I had to work too hard
- Q I was afraid I was going to fail
- R I failed
- S Financial difficulties
- T I became ill
- U Family emergency
- Z Some other reason. Please specify _____

48 Where did you live while attending college?

- 1 At home—within an hour's commuting time
- 2 At home—more than an hour's commuting time
- 3 In a college dormitory
- 4 In a fraternity or sorority house
- 5 Away from home in a rented room or apartment
- 6 Away from home with friends or relatives
- 7 _____
- 8 Other. Please specify _____
- 9 _____

NOTICE

Your answers to these questions will be kept in complete confidence. When the findings are published neither your name nor your school will be identified in any way.



High Grade One-Year Talents

For Questions 49 and 50 indicate how much of your first year of college cost (minus the full cost even if you obtained some of your money from scholarships or other sources)

49. For TUITION FEES and BOOKS

- 01 Less than \$50
- 02 \$50-\$99
- 03 \$100-\$199
- 04 \$200-\$299
- 05 \$300-\$499
- 06 \$500-\$749
- 07 \$750-\$999
- 08 \$1000-\$1499
- 09 \$1500 or more

50. For LIVING EXPENSES only

- 01 Less than \$300
- 02 \$300-\$499
- 03 \$500-\$649
- 04 \$750-\$999
- 05 \$1000-\$1499
- 06 \$1500-\$1999
- 07 \$2000-\$2499
- 08 \$2500-\$2999
- 09 \$3000 or more

51. Of the total amount of money you spent to attend college during the period June 1960 through May 1961, about how much came from each of the following sources? Please write in the amount to the nearest \$50 in front of each source below

- 1 a. Loans from the Navajo District Education Act Loan Fund
- 2 b. Loans from college loan funds
- 3 c. Loans from banks or other organizations
- 4 d. Loans from family or friends
- 5 e. Parents family or sponsors
- 6 f. Award fund
- 7 g. My own savings
- 8 h. Working while attending college
- 9 i. Scholarship or grants from college attended
- 0 j. Scholarship or grants from other sources

52. While you were attending college, did you also hold a job most of the time?

- 1 Yes
- 0 No

53. What are your major plans for the summer of 1961? (Please mark only ONE)

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

54. Indicate below how many hours a week, on the average, you spent in each of the following kinds of activities during your first year in college

- 1 a. Social activities, such as dating, going to parties, etc.
- 2 b. Sports and athletics
- 3 c. Other extracurricular activities such as clubs, student government, band, etc.
- 4 d. Studying (a wide of class)
- 5 e. Earning money or other benefits
- 6 f. Have you joined or pledged a social fraternity or sorority?
- 7 Yes I am now an active member
- 8 Yes I am now a pledge
- 9 Yes I am pledged but have not pledged membership
- 0 Yes I pledged but was not elected to membership
- 1 No I preferred not to join
- 2 No there are no fraternities or sororities on campus
- 3 No pledging occurs here at my college

55. How well do you like college?

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

COMMENTS

Your comments and suggestions in connection with any part of this questionnaire are invited. If the space below is not sufficient an additional page may be enclosed with the booklet if desired

Please sign your name on the line below

(signature)

PLEASE CORRECT YOUR ADDRESS

Please correct your address, or name if you are new, on the label on the top of page 4. Please correct the label so that we can keep our records up to date. This is to help us keep our address file up to date.

DIRECTIONS

When you have finished filling out this questionnaire, please place the booklet in the envelope provided and seal it. Do not write on the envelope. We will send you the results of the survey. Copyright 1961 University of Pittsburgh

High Grade One-Year Talents Group



UNIVERSITY OF PITTSBURGH
PITTSBURGH 13 PENNSYLVANIA

14 May 1961

Enclosure: envelope
bearing return address
and a self-addressed return

Dear Project TALENT Participant:

First, we want to thank each of you for your help in the testing phase of Project TALENT in March 1960. We have heard from many of the students that the test to determine if testing was hard work or interesting. It was vital to the nation's welfare to gather these facts on at your school.

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

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

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

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

Sincerely,

John C. Flanagan
Professor and Director of Project TALENT

PLEASE CORRECT YOUR ADDRESS

If your present address or name is different from that on the label on the top of page 4, please correct the label so that we can keep our records up to date. Please do not remove the address label.

11th Grade (line-Year) - Job-UP

AFTER YOU ANSWER THE QUESTIONS PLEASE REFOID THE BOOKLET WITH THE RETURN ADDRESS ON THE OUTSIDE. SEAL WITH THE TAB AND MAIL

1. Today's date: month, day, year. 2. Date of birth: month, day, year. 3. Check one: Male, Female. 4. Are you married? Yes, I married while still in high school; Yes, I married after leaving high school; No.

12. What kinds of school have you attended since leaving high school? (Mark as many as apply)

- A. college offering bachelors degree; B. junior or community college; C. school of nursing; D. school of practical nursing; E. vocational or business school; F. trade or apprentice school; G. an armed forces enlisted mens school; Other (please specify).

13. Have you made any important decisions that you are sorry about now? (Mark as many as apply) I didn't go to college; I am sorry I started college; I decided to do; None of the above.

14. Of which of the following are you now a member? Air Force Reserve; Army Reserve; Naval Reserve; Coast Guard Reserve; Air National Guard; Army National Guard; Army ROTC; Naval ROTC; None of the above.

15. Are you now on active duty in the military service? Yes, Army; Yes, Navy; Yes, Marine Corps; Yes, Coast Guard; No, but I have been on active duty; No, but I expect to enlist voluntarily; No, and I do not expect to be.

16. Have you a military serial number? (Do not give your selective service number.) No; Yes, the number is.

17. Would you like to serve in the Peace Corps? Yes, for a 4 year period; Yes, for a 3 year period; Yes, for a 2 year period; Yes, for a 1 year period; No, although I am familiar with it; No, I am not familiar with it; High school.

18. Have you attended college since leaving high school? Yes, I am a full time student; Yes, I am a part time student; Yes, I entered but have dropped out temporarily; Yes, I entered but dropped out and do not plan to return; No, but I plan to enter college within a year; No, but I plan to enter college eventually; I have no idea when; No, and I have no plans to do so.

IF YOU HAVE NOT GONE TO COLLEGE PLEASE GO ON TO THE COMMENTS SECTION AT END OF NEXT PAGE

19. Have your views and plans changed during the past year? Please write a paragraph on this.

Start here. Blank lines for writing a paragraph.

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

College: City: State: When did you enter college for the first time? Name of college: City and State: Date:

21. When did you enter college for the first time? Yes/No.

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

23. Are you still in college? Yes/No. If you dropped out of college, what was your main reason? I was offered a good job; I became homesick; I didn't enjoy the social life; I got married; College work was boring; I had to study too hard; I failed; I was going to fail; Financial difficulties; Family emergency; I became ill; Some other reason. Please specify.

24. As of June 1962 how many college credits will you have? (Indicate on ONE of the two lines below) semester hour or trimester hour credits; quarter hour credits; or your college does not use their units credit system.

25. In each of the following areas do you expect to have more than ONE credit made up? Your mind definitely. Please Mark ONLY ONE.

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

26. This question consists of the names of various subjects that may have been studied in college. What were your grades in these subjects? Indicate as follows (showing your AVERAGE grade if you took more than one course in a subject): mark 4 for A, mark 3 for B, mark 2 for C, mark 1 for D, mark 0 for F.

27. Which of the following college degrees or diplomas do you plan to earn? (Mark as many as apply) None; B.A. or B.S.; M.A. or M.S.; Ph.D.; Education; Law; Medicine; D.D.S. dentistry; Other. Specify.

- a. Mathematics; b. Physical science (including astronomy, physics, chemistry, geology, etc.); c. Biological sciences (including botany, zoology, physiology, etc.); d. Social studies (including history, government, political science, civics, economics, geography, sociology, etc.); e. English literature and grammar; f. Foreign languages; g. Fine arts; h. Music; i. Philosophy; j. Religion; k. Education; l. Business administration; m. Home economics; n. Agriculture and forestry; o. Nursing; p. Career courses. Please specify.

28. Average of marks in all courses or diplomas do you plan to earn? (Mark as many as apply)

- 00 None; 01 Associate in Arts (2 years); 02 B.A. or B.S.; 03 M.A. or M.S.; 04 Ph.D.; 05 Education; 06 Law; 07 Medicine; 08 D.D.S. dentistry; 09 Other. Specify.

COMMENTS SECTION. Your comments and suggestions about this questionnaire are welcomed. If you need more space you may enclose on other page with the booklet when you send it back to us.



UNIVERSITY OF PITTSBURGH
PITTSBURGH 15, PENNSYLVANIA

December 1960

Dear Project TALENT alumnae:

Do you remember Project TALENT? We haven't forgotten you! First, we want to thank you again for your help in the testing phase of Project TALENT in which 1,000 of us have heard from many of the students that the ten to twelve hours of testing was hard work but interesting. It was vital to the national welfare to solve these "hard work" problems. Now we want to know how you're doing!

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

We need to know what has happened to you in the past two years and what your plans are now. You can answer most of the questions by choosing the choice that describes what you're doing best. Please write in comments wherever you think some explanation is needed. Your answers will, of course, be kept in strict confidence with the school nor your school will be identified in any way when we publish our findings.

When you finish the questionnaire for the questions, please sign your name on page 1 and mail it to the address on the back of the questionnaire. Just put it in the envelope.

The members of the Project TALENT staff greatly appreciate your personal help in making this possible in carrying out your plans.

Sincerely,
John C. Fisher
John C. Fisher
Director of Project TALENT

PLEASE CORRECT YOUR ADDRESS
If your present address or name is different from that on the label on the top of page 4, please correct it so that we can keep our record up to date. Please do not remove the address label!

Today's Date: _____

1. Date of birth: _____

2. Date you last attended high school: _____

3. Check one:
 Male _____
 Female _____

4. Are you married?
 Yes I married while I was in high school _____
 Yes I married after I left high school _____
 No _____

5. Were you in high school as of Dec 1, 1960?
 Yes I had graduated _____
 Yes I was still in high school _____
 Yes I had just started _____
 Yes I had just finished _____

6. What was the grade you completed in high school?
 1. Did you get a high school diploma? _____
 2. Yes by examination after I left high school _____
 3. No I dropped out of high school _____
 4. No I went into high school _____
 5. No I am still in high school _____

7. If you dropped out of school without graduating why was that? (Mark as many as apply.)
 a. I didn't like school _____
 b. I didn't like the work _____
 c. I wasn't learning anything useful to me _____
 d. I was talking with the people at school _____
 e. I got sick _____
 f. I got married _____
 g. I was needed at home _____
 h. I preferred to work _____
 i. Friends of mine were attracted to it _____
 j. I was asked to leave the school _____
 k. I had to come out to work in a farm or other _____

8. In high school what course(s) did you take?
 1. General _____
 2. College preparatory _____
 3. Commercial _____
 4. Vocational _____
 5. Agriculture _____
 6. Other (please specify) _____

9. How long did you take to finish high school?
 1. Finished in less than 4 years _____
 2. Finished in 4 years _____
 3. Finished in more than 4 years _____
 4. Did not finish _____
 5. Did not attend _____
 6. Other (please specify) _____

10. How long have you worked for your present employer?
 1. Less than 1 month _____
 2. 1 to 6 months _____
 3. 7 to 12 months _____
 4. 1 to 2 years _____
 5. More than 2 years _____

11. How long have you worked on that job?
 1. For less than 1 month _____
 2. For 1 to 6 months _____
 3. For 7 to 12 months _____
 4. For 1 to 2 years _____
 5. For more than 2 years _____

12. For what reason are you looking for a job?
 1. Yes I am looking for a job _____
 2. No I am not looking for a job _____
 3. No I am not looking for a job _____
 4. No I am not looking for a job _____
 5. No I am not looking for a job _____
 6. No I am not looking for a job _____
 7. No I am not looking for a job _____
 8. No I am not looking for a job _____
 9. No I am not looking for a job _____
 10. No I am not looking for a job _____
 11. No I am not looking for a job _____
 12. No I am not looking for a job _____
 13. No I am not looking for a job _____
 14. No I am not looking for a job _____
 15. No I am not looking for a job _____
 16. No I am not looking for a job _____
 17. No I am not looking for a job _____
 18. No I am not looking for a job _____
 19. No I am not looking for a job _____
 20. No I am not looking for a job _____
 21. No I am not looking for a job _____
 22. No I am not looking for a job _____
 23. No I am not looking for a job _____
 24. No I am not looking for a job _____
 25. No I am not looking for a job _____
 26. No I am not looking for a job _____
 27. No I am not looking for a job _____
 28. No I am not looking for a job _____
 29. No I am not looking for a job _____
 30. No I am not looking for a job _____

13. What kind of school have you attended since leaving high school? (Mark as many as apply.)
 01. None _____
 02. A college offering the bachelor's degree or higher _____
 03. A school offering the bachelor's degree or higher _____
 04. A school offering a 2-year program _____
 05. A school of practical arts _____
 06. A school of practical arts _____
 07. A trade or technical school _____
 08. Other (please specify) _____

14. Have you made any important decisions you are sorry about now? (Mark as many as apply.)
 01. I have worked for college _____
 02. I have worked for college _____
 03. I have worked for college _____
 04. I have worked for college _____
 05. I have worked for college _____
 06. I have worked for college _____
 07. I have worked for college _____
 08. I have worked for college _____
 09. I have worked for college _____
 10. I have worked for college _____
 11. I have worked for college _____
 12. I have worked for college _____
 13. I have worked for college _____
 14. I have worked for college _____
 15. I have worked for college _____
 16. I have worked for college _____
 17. I have worked for college _____
 18. I have worked for college _____
 19. I have worked for college _____
 20. I have worked for college _____
 21. I have worked for college _____
 22. I have worked for college _____
 23. I have worked for college _____
 24. I have worked for college _____
 25. I have worked for college _____
 26. I have worked for college _____
 27. I have worked for college _____
 28. I have worked for college _____
 29. I have worked for college _____
 30. I have worked for college _____

15. On December 1, 1961 were you on active military duty?
 01. Yes in the Army _____
 02. Yes in the Navy _____
 03. Yes in the Marine Corps _____
 04. Yes in the Air Force _____
 05. Yes in the Coast Guard _____
 06. No but I was once on active duty _____
 07. No but I expect to be drafted _____
 08. No but I expect to be drafted _____
 09. No but I expect to be drafted _____
 10. No but I expect to be drafted _____
 11. No but I expect to be drafted _____
 12. No but I expect to be drafted _____
 13. No but I expect to be drafted _____
 14. No but I expect to be drafted _____
 15. No but I expect to be drafted _____
 16. No but I expect to be drafted _____
 17. No but I expect to be drafted _____
 18. No but I expect to be drafted _____
 19. No but I expect to be drafted _____
 20. No but I expect to be drafted _____
 21. No but I expect to be drafted _____
 22. No but I expect to be drafted _____
 23. No but I expect to be drafted _____
 24. No but I expect to be drafted _____
 25. No but I expect to be drafted _____
 26. No but I expect to be drafted _____
 27. No but I expect to be drafted _____
 28. No but I expect to be drafted _____
 29. No but I expect to be drafted _____
 30. No but I expect to be drafted _____

9th Grade One-Year Follow-up

1. Date of your birth Month Year
 2. Date you last attended high school Month Year
 3. Check one
 Female Male
 4. Are you married?
 Yes, I married after I left high school.
 No, but I was married for a while.
 No, I was never married.
 5. Will you be attending high school in the fall of 1964?
 Yes, I have entered college or graduated from high school.
 Yes, in Grade 11.
 Yes, in Grade 12.
 6. Circle the last grade you completed in high school.

7. Did you get a high school diploma?
 Yes, at the time I finished high school.
 Yes, by examination after I left high school.
 Yes, but I entered college at the end of grade 11.
 No, I entered college at the end of grade 11.
 No, I was "honored graduate" but did not get a diploma.
 No, I did not attend high school.
 8. If you dropped out of school without getting any diploma, what was your reason?
 a. I was tired of school.
 b. I didn't like school.
 c. I was having trouble with my studies.
 d. I was having trouble with the people at school.
 e. I was tired of my parents.
 f. I was tired of my teachers.
 g. I was tired of my friends.
 h. I was tired of my life.
 i. I was tired of my future.
 j. I was tired of my past.
 k. I was tired of my present.
 l. I was tired of my future, past, and present.

9. In high school, what courses did you take?
 English
 Mathematics
 Science
 History
 Geography
 Art
 Music
 Physical Education
 Foreign Language
 Home Economics
 Driver Education
 Other (Please specify):
 10. How long did it take you to find the first full-time job you had after you left high school? (Include summer jobs, part-time work, etc.)
 a. Less than 1 month
 b. 1 to 3 months
 c. 4 to 6 months
 d. 7 to 9 months
 e. 10 to 12 months
 f. More than 12 months
 g. None of the above

11. Did you have any paid job as of August 1, 1964?
 Yes
 No
 12. If you had a paid job as of August 1, 1964, what was the job?
 a. Retail sales
 b. Clerical
 c. Service
 d. Manufacturing
 e. Agriculture
 f. Transportation
 g. Health care
 h. Education
 i. Government
 j. Other (Please specify):

13. How many college credits did you have by July 1964? (Indicate on ONE of the lines below.)
 0
 1
 2
 3
 4
 5
 6
 7
 8
 9
 10
 11
 12
 13
 14
 15
 16
 17
 18
 19
 20
 21
 22
 23
 24
 25
 26
 27
 28
 29
 30

9th Grade One-Year Follow-up

21. Would you like to serve in the Peace Corps?
 Yes for a 1-year period.
 Yes for a 2-year period.
 Yes for a 3-year period.
 No, although I am familiar with it.
 No, although I am not familiar with it.
 22. How long have you worked on that job?
 Less than 1 month.
 1 to 3 months.
 4 to 6 months.
 7 to 9 months.
 More than 9 months.
 23. How long have you worked on that job?
 Less than 1 month.
 1 to 3 months.
 4 to 6 months.
 7 to 9 months.
 More than 9 months.

24. When did you enter college for the first time?
 Month Year
 25. If you have attended more than one college or university since leaving high school, please indicate below:
 Name of college City and State Date
 26. Were you attending college at the end of the school year in June 1964?
 Yes
 No
 27. How many college credits did you have by July 1964? (Indicate on ONE of the lines below.)
 0
 1
 2
 3
 4
 5
 6
 7
 8
 9
 10
 11
 12
 13
 14
 15
 16
 17
 18
 19
 20
 21
 22
 23
 24
 25
 26
 27
 28
 29
 30

28. Which of the following college degrees or diplomas do you plan to earn? (Mark as many as apply.)
 Bachelor's degree in Arts
 Bachelor's degree in Business Administration
 Bachelor's degree in Education
 Bachelor's degree in Engineering
 Bachelor's degree in Health Sciences
 Bachelor's degree in Humanities
 Bachelor's degree in Life Sciences
 Bachelor's degree in Physical Sciences
 Bachelor's degree in Social Sciences
 Bachelor's degree in Theology
 Master's degree
 Doctoral degree
 Other (Please specify):
 29. What is your major field of study?
 a. Business Administration
 b. Education
 c. Engineering
 d. Health Sciences
 e. Humanities
 f. Life Sciences
 g. Physical Sciences
 h. Social Sciences
 i. Theology
 j. Other (Please specify):

30. Various subjects you may have studied in college are listed below. Write your grade for each subject on the line provided and check in a suitable box. Grade if you took more than one course in a subject.
 A for a grade of A
 B for a grade of B
 C for a grade of C
 D for a grade of D
 F for a grade of F
 X if you have not yet received a grade
 Blank if you have not taken the subject
 a. Mathematics
 b. Physical sciences (astronomy, physics, chemistry, etc.)
 c. Biological sciences (botany, zoology, physiology, etc.)
 d. Social studies (history, government, political science, civics, economics, geography, sociology, anthropology, etc.)
 e. English literature
 f. Foreign languages
 g. Music
 h. Psychology
 i. Philosophy
 j. Education
 k. Engineering
 l. Business, commerce, or secretarial work
 m. Agriculture and forestry
 n. Health sciences (nursing, medicine, etc.)
 o. Other (Please specify):

31. Please correct your name and address on the label on page 4. This helps us to keep your address file with us up to date.
 If you have filled out the questionnaire, please send the booklet to the address on the outside, and your corrected address label to the address inside. Then mention the job label the booklet and I drop it in a mailbox.
 PLEASE DO NOT WRITE IN THIS AREA

UNIVERSITY OF PITTSBURGH
PITTSBURGH PENNSYLVANIA 15213

November 19, 1965



Dear Project TALENT Alumni:

Early in October we sent a copy of this questionnaire to all those who took part in Project TALENT as 12th graders in 1960. We have been most pleased with the splendid cooperation of your former classmates. The questionnaires poured in and they look like they will be very helpful in improving our schools. There is only one problem. We haven't heard from you.

Maybe you did not receive it at all because your address had not been changed on our records. Perhaps you returned the questionnaire to us but it arrived too late for us to remove your name from this pre-sent mailing. If you recently returned the questionnaire to us, it is not necessary that you complete this one. If you have not done so, please take ten minutes or so to complete the questionnaire.

We are interested in each one of you and want to know what has happened to you in the last five years--whether you have continued your education, the jobs you've held, whether you are married or single, etc. Most of the questions can be answered by checking the choice that describes what you have been doing, but if you think additional explanation is needed on some of the questions, feel free to write in your comments, or even enclose an additional piece of paper.

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

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

Sincerely,

John C. Lanagan
John C. Lanagan
Professor and Director of Project TALENT

JCF:EL

PLEASE CORRECT YOUR ADDRESS

If your present address or name is different from that on the label on the top of page 3, please correct the label so that we can keep our record up to date. Please do not remove the address label!

PROJECT TALENT FOLLOW-UP SURVEY

1 One of your birth _____ Month _____ Day _____ Year _____

2 Check One:
 Male
 Female

3 Did you get a high school diploma?
 Yes, I graduated in _____ Year.
 Yes, I graduated out of school, but later returned and got my diploma in _____ Year.
 Yes, by examination at through correspondence school after I left high school (year _____).
 No, I dropped out of school in _____ Year.
 No, I went through grade 12 but did not get a diploma

4. As of October 1, 1965, were you looking for a job?
 Yes, full-time
 Yes, part-time
 No, I was in school
 No, I am a housewife
 No, my health would not permit it
 No, for a reason not given above

5. Did you have any paid job as of October 1, 1965?
 No. (If this is your answer, skip Question 6 and go to Question 7.)
 Yes. Full-time job _____ Average no. of hours worked _____ per week _____ hours.
 Yes. Part-time job _____ per week _____ hours.

6. If you had a paid job as of October 1, 1965:
 (a) What was this job called?
 (b) What did you do on it?
 (c) What was your pay (before deductions) when you first started on this job? (Please fill in ONE of the lines)
 \$_____ per week
 \$_____ per month
 \$_____ per hour
 XXXXX
 (d) What was your pay (before deductions) on that job as of October 1, 1965? (Please fill in ONE of the lines)
 \$_____ per week
 \$_____ per month
 \$_____ per hour
 XXXXX

7. As of October 1, 1965 how long had you worked on _____
 Less than 4 months
 4 to 6 months
 7 to 12 months
 1 to 2 years
 3 to 4 years
 5 to 6 years
 More than 6 years

8. Who were your employer(s) on that job?
 Federal Government
 State Government
 Local Government
 Non-profit organization
 College/University
 Supermarket, drug store, etc.
 Retail store
 Restaurant, bar, etc.
 Health care
 Other: _____

9. (a) How many times have you married?
 None
 Once
 More than one
 (b) When did you first marry? _____ Month Year

10. Your present marital status:
 Single
 Married
 Separated
 Divorced
 Widowed

11. How many children do you have? _____

12. How old is your oldest child? _____

(g) How do you feel about your present type of work?
 Very satisfied with it.
 Satisfied with it.
 Neither satisfied nor dissatisfied.
 Dissatisfied with it.
 Very dissatisfied with it.

(h) Do you plan to remain on this job for at least another year?
 Yes
 No. I would like to change jobs, but continue to do the same type of work.
 No. I would like to get a job in the same field, but at a more advanced level.
 No. I would like to get a job in a different field.

7. How many full-time paid jobs have you held between June, 1960 and September 30, 1965? (Circle answer.)
 None 1 2 3 4 5 6 7 8 More than 8

8. (a) What occupation do you plan to make your life work? Be as specific as possible. (For instance, if military service, specify type of work.)

(b) What steps have you taken in this direction? Mark as many as apply.
 I have had a regular job in this field.
 I have had a job as a trainee in this field.
 I have had a job as a volunteer in this field.
 I have had special training or education in this field.
 None of the above

(c) If you have had special training or education in this field, where did you get it? (Mark as many as apply.)
 In high school
 In college as an undergraduate
 In graduate school or professional school after
 In some other kind of school, since high school.
 As an apprentice
 On the job training (informal or formal)
 An informal program (reading or other independent study)
 Some other way
 I have had no special training or education in this field

12th Grade Five-Year Follow-up

13. Please indicate your past and present status in regard to military duty (Mark as many as apply):

Was Am now

(a) (b) (c) (d) (e) (f) (g) (h) (i) (j) (k) (l) (m) (n) (o) (p) (q) (r) (s) (t) (u) (v) (w) (x) (y) (z)

1. Active Duty

2. Army

3. Navy

4. Marine Corps

5. Coast Guard

6. Reserves and National Guard

7. Air Force Reserve

8. National Reserve

9. Marine Corps Reserve

10. Coast Guard Reserve

11. Air National Guard

12. Army National Guard

13. ROTC

14. Army ROTC

15. Naval ROTC

16. None of the above

PLEASE DO NOT WRITE IN THIS AREA

14. On October 1, 1965, were you an active military duty?

1. Yes

2. No

3. I have completed my military duty

4. No out I expect to enlist voluntarily

5. No but I expect to be drafted

6. No and I do not expect to be drafted

PLEASE DO NOT WRITE IN THIS AREA

15. What is your social security number?

XXXX-XX-XXXX

(X's)

PLEASE DO NOT WRITE IN THIS AREA

16. Race

1. Other

2. White

3. Negro

4. Other (Please specify)

PLEASE DO NOT WRITE IN THIS AREA

17. Religion

1. Other

2. Catholic

3. Jewish

4. Other (Please specify)

5. None

6. I prefer not to answer this question

PLEASE DO NOT WRITE IN THIS AREA

18. Have you made any important decisions that you are sorry about now? (Mark as many as apply)

1. I wish I had taken additional educational training after high school to prepare me for a better job

2. I wish I had graduated from high school instead of dropping out

3. I'm sorry I didn't go to college

4. I wish I had dropped out of college

5. I wish I had selected a different college from the one I attended

6. I'm sorry I didn't select a different major field in college

7. I wish I had chosen a different major field in college

8. I wish I had chosen a different field of work I decided to do

9. I wish I hadn't been so young when I got married

10. Other (Specify)

11. No, I am not sorry about any important decisions I've made

PLEASE DO NOT WRITE IN THIS AREA

12th Grade Five-Year Follow-up

19. Have you attended college (four-year college or junior college) since you graduated from high school?

1. Yes, as a full-time student working towards a degree

2. Yes, as a part-time student working towards a degree

3. Yes, for informal, non-credit courses, or not working towards a degree

4. No

PLEASE DO NOT WRITE IN THIS AREA

20. Did you attend any other type of school?

1. Yes, a technical institute for electronics, drafting, computer programming, or something similar

2. Yes, a school of nursing (3-year program)

3. Yes, a school of practical nursing

4. Yes, a secretarial or business school

5. Yes, in armed forces enlisted man's school

6. Other (Please specify)

PLEASE DO NOT WRITE IN THIS AREA

21. Which of the following licenses, certificates, or diplomas have you obtained or do you plan to obtain? (Mark as many as apply)

(a) (b) (c) (d) (e) (f) (g) (h) (i) (j) (k) (l) (m) (n) (o) (p) (q) (r) (s) (t) (u) (v) (w) (x) (y) (z)

1. Certificate based upon apprenticeship or on-the-job training (Describe)

2. Certificate or license based upon courses (Please describe)

3. Trade school certificate

4. Business school or vocational

5. Practical nursing certificate

6. RN (Registered Nurse)

7. Certificate from a technical institute

8. CPA (Certified Public Accountant)

9. None of the above

PLEASE DO NOT WRITE IN THIS AREA

22. Which of the following college degrees or diplomas have you earned or do you plan to earn? (Mark as many as apply)

(a) (b) (c) (d) (e) (f) (g) (h) (i) (j) (k) (l) (m) (n) (o) (p) (q) (r) (s) (t) (u) (v) (w) (x) (y) (z)

1. None

2. Bachelor's degree (Specify)

3. M.A. or M.S.

4. Other master's degree (Specify)

5. Ph.D. or Ed.D.

6. M.B.A. (Master of Business Administration)

7. M.P.A. (Master of Public Administration)

8. D.D.S. (Dentist)

9. Other professional degree (Specify)

10. Other (Specify)

PLEASE DO NOT WRITE IN THIS AREA

23. What colleges or universities have you attended as an undergraduate? (List the college you attended and the month and year received. If you have attended several colleges, list the first one you attended.)

Name of College or University	City and State	Dates Attended	Degree Earned	Date

PLEASE DO NOT WRITE IN THIS AREA

24. Students who have done or are doing graduate work should also complete the following, giving the name of the graduate or post-graduate school they attended.

Name of University	City and State	Dates Attended	Degree Earned	Date

PLEASE DO NOT WRITE IN THIS AREA

25. As an undergraduate, in which of the following areas did you major? (If you did not have a formal major, mark the other area in which you took the most classes. Also, if you are a graduate student, what is your present major? Mark ONE for each.)

Undergraduate Major	Graduate Major
01 Mathematics	01 Mathematics
02 Physical Sciences	02 Physical Sciences
03 Biological Sciences	03 Biological Sciences
04 History	04 History
05 Economics	05 Economics
06 Social Sciences (other)	06 Social Sciences (other)
07 Foreign Languages	07 Foreign Languages
08 Fine Arts	08 Fine Arts
09 Music	09 Music
10 Philosophy	10 Philosophy
11 Theology	11 Theology
12 Law (Pre-Law)	12 Law (Pre-Law)
13 Medicine (Pre-Medicine)	13 Medicine (Pre-Medicine)
14 Dentistry (Pre-Dentistry)	14 Dentistry (Pre-Dentistry)
15 Nursing	15 Nursing
16 Other health professions	16 Other health professions
17 Architecture	17 Architecture
18 Elementary education	18 Elementary education
19 Physical education	19 Physical education
20 Other (Specify)	20 Other (Specify)
21 Business and Commerce	21 Business and Commerce
22 Home Economics	22 Home Economics
23 Agriculture or Forestry	23 Agriculture or Forestry
24 Other (Specify)	24 Other (Specify)
25 None	25 None
26 I do not intend to earn a bachelor's degree	26 I do not intend to earn a bachelor's degree
27 I am not doing graduate work	27 I am not doing graduate work

PLEASE DO NOT WRITE IN THIS AREA

26. Are you enrolled in a college or university this semester?

1. Yes as an undergraduate (full-time)

2. Yes as an undergraduate (part-time)

3. Yes as a graduate student (full-time)

4. Yes as a graduate student (part-time)

5. No

PLEASE DO NOT WRITE IN THIS AREA

27. During the last year you were an undergraduate, did you also hold a job?

1. Yes (Specify % of time)

2. No

PLEASE DO NOT WRITE IN THIS AREA

28. Please indicate your present class status in college (Mark the highest level you have reached)

1. Sophomore

2. Junior

3. Senior

4. I have already earned a bachelor's degree and have been employed

5. I have already earned a bachelor's degree, and am or have been a graduate student.

PLEASE DO NOT WRITE IN THIS AREA

29. As an undergraduate, what is or was your average grade for your major subject, and in all subjects? (Please circle one in each row.)

Major subject: A A- B+ B- C+ C- D+ D- F

All subjects: A A- B+ B- C+ C- D+ D- F

PLEASE DO NOT WRITE IN THIS AREA

30. Where did you get the funds for your undergraduate college education? (Include tuition and other expenses as many as apply.)

1. Loan from the National Defense Education Act

2. Loan from college loan funds

3. Loans from banks or other organizations

4. Loans from family or friends

5. Payment from trust funds, or friends

6. My own savings

7. Working while attending college

8. Scholarships or grants from college attended

9. Scholarships or grants from other sources

10. Other (Please specify)

PLEASE DO NOT WRITE IN THIS AREA

31. Where did you live most of the time while attending college? (Mark an answer for each school year)

(a) (b) (c) (d)

1. Fresh soph. jr. sr.

2. At home - within an hour's commuting time

3. At multiple time commuting time than an hour's commuting time

4. In a college dormitory

5. In a fraternity or sorority house

6. Away from home in a rented apartment

7. Away from home with friends or relatives

8. Other (Specify)

9. I didn't reach that year of college

PLEASE DO NOT WRITE IN THIS AREA

32. Where did you live most of the time while attending college? (Mark an answer for each school year)

(a) (b) (c) (d)

1. Fresh soph. jr. sr.

2. At home - within an hour's commuting time

3. At multiple time commuting time than an hour's commuting time

4. In a college dormitory

5. In a fraternity or sorority house

6. Away from home in a rented apartment

7. Away from home with friends or relatives

8. Other (Specify)

9. I didn't reach that year of college

PLEASE DO NOT WRITE IN THIS AREA

33. Where did you live most of the time while attending college? (Mark an answer for each school year)

(a) (b) (c) (d)

1. Fresh soph. jr. sr.

2. At home - within an hour's commuting time

3. At multiple time commuting time than an hour's commuting time

4. In a college dormitory

5. In a fraternity or sorority house

6. Away from home in a rented apartment

7. Away from home with friends or relatives

8. Other (Specify)

9. I didn't reach that year of college

PLEASE DO NOT WRITE IN THIS AREA

34. Where did you live most of the time while attending college? (Mark an answer for each school year)

(a) (b) (c) (d)

1. Fresh soph. jr. sr.

2. At home - within an hour's commuting time

3. At multiple time commuting time than an hour's commuting time

4. In a college dormitory

5. In a fraternity or sorority house

6. Away from home in a rented apartment

7. Away from home with friends or relatives

8. Other (Specify)

9. I didn't reach that year of college

PLEASE DO NOT WRITE IN THIS AREA

35. Where did you live most of the time while attending college? (Mark an answer for each school year)

(a) (b) (c) (d)

1. Fresh soph. jr. sr.

2. At home - within an hour's commuting time

3. At multiple time commuting time than an hour's commuting time

4. In a college dormitory

5. In a fraternity or sorority house

6. Away from home in a rented apartment

7. Away from home with friends or relatives

8. Other (Specify)

9. I didn't reach that year of college

PLEASE DO NOT WRITE IN THIS AREA

36. Where did you live most of the time while attending college? (Mark an answer for each school year)

(a) (b) (c) (d)

1. Fresh soph. jr. sr.

2. At home - within an hour's commuting time

3. At multiple time commuting time than an hour's commuting time

4. In a college dormitory

5. In a fraternity or sorority house

6. Away from home in a rented apartment

7. Away from home with friends or relatives

8. Other (Specify)

9. I didn't reach that year of college

PLEASE DO NOT WRITE IN THIS AREA

37. Where did you live most of the time while attending college? (Mark an answer for each school year)

(a) (b) (c) (d)

1. Fresh soph. jr. sr.

2. At home - within an hour's commuting time

3. At multiple time commuting time than an hour's commuting time

4. In a college dormitory

5. In a fraternity or sorority house

6. Away from home in a rented apartment

7. Away from home with friends or relatives

8. Other (Specify)

9. I didn't reach that year of college

PLEASE DO NOT WRITE IN THIS AREA

38. Where did you live most of the time while attending college? (Mark an answer for each school year)

(a) (b) (c) (d)

1. Fresh soph. jr. sr.

2. At home - within an hour's commuting time

3. At multiple time commuting time than an hour's commuting time

4. In a college dormitory

5. In a fraternity or sorority house

6. Away from home in a rented apartment

7. Away from home with friends or relatives

8. Other (Specify)

9. I didn't reach that year of college

PLEASE DO NOT WRITE IN THIS AREA

39. Where did you live most of the time while attending college? (Mark an answer for each school year)

(a) (b) (c) (d)

1. Fresh soph. jr. sr.

2. At home - within an hour's commuting time

3. At multiple time commuting time than an hour's commuting time

4. In a college dormitory

5. In a fraternity or sorority house

6. Away from home in a rented apartment

7. Away from home with friends or relatives

8. Other (Specify)

9. I didn't reach that year of college

PLEASE DO NOT WRITE IN THIS AREA

40. Where did you live most of the time while attending college? (Mark an answer for each school year)

(a) (b) (c) (d)

1. Fresh soph. jr. sr.

2. At home - within an hour's commuting time

3. At multiple time commuting time than an hour's commuting time

4. In a college dormitory

5. In a fraternity or sorority house

6. Away from home in a rented apartment

7. Away from home with friends or relatives

8. Other (Specify)

9. I didn't reach that year of college

PLEASE DO NOT WRITE IN THIS AREA

41. Where did you live most of the time while attending college? (Mark an answer for each school year)

(a) (b) (c) (d)

1. Fresh soph. jr. sr.

2. At home - within an hour's commuting time

3. At multiple time commuting time than an hour's commuting time

4. In a college dormitory

5. In a fraternity or sorority house

6. Away from home in a rented apartment

7. Away from home with friends or relatives

8. Other (Specify)

9. I didn't reach that year of college

PLEASE DO NOT WRITE IN THIS AREA

42. Where did you live most of the time while attending college? (Mark an answer for each school year)

(a) (b) (c) (d)

1. Fresh soph. jr. sr.

2. At home - within an hour's commuting time

3. At multiple time commuting time than an hour's commuting time

4. In a college dormitory

5. In a fraternity or sorority house

6. Away from home in a rented apartment

7. Away from home with friends or relatives

8. Other (Specify)

9. I didn't reach that year of college

PLEASE DO NOT WRITE IN THIS AREA

43. Where did you live most of the time while attending college? (Mark an answer for each school year)

(a) (b) (c) (d)

1. Fresh soph. jr. sr.

2. At home - within an hour's commuting time

3. At multiple time commuting time than an hour's commuting time

4. In a college dormitory

5. In a fraternity or sorority house

6. Away from home in a rented apartment

7. Away from home with friends or relatives

8. Other (Specify)

9. I didn't reach that year of college

PLEASE DO NOT WRITE IN THIS AREA

44. Where did you live most of the time while attending college? (Mark an answer for each school year)

(a) (b) (c) (d)

1. Fresh soph. jr. sr.

2. At home - within an hour's commuting time

3. At multiple time commuting time than an hour's commuting time

4. In a college dormitory

5. In a fraternity or sorority house

6. Away from home in a rented apartment

7. Away from home with friends or relatives

8. Other (Specify)

9. I didn't reach that year of college

PLEASE DO NOT WRITE IN THIS AREA

12th Grade Five-Year Follow-up

Project TALENT is a research study that will make recommendations for improving the education and guidance of American youth. On this page we should like to learn about your experiences and get your recommendations and suggestions.

32. How well have the training and education you have obtained prepared you for an occupation that will make full use of your abilities?

- 4 Very well
- 3 Fairly well
- 2 Not very well
- 1 Rather poorly
- 0 Very poorly

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

PLEASE DO NOT WRITE IN THIS AREA

33. How well have the training and education you have obtained prepared you for a full and satisfying life outside of your work?

- 4 Very well
- 3 Fairly well
- 2 Not very well
- 1 Rather poorly
- 0 Very poorly

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

PLEASE DO NOT WRITE IN THIS AREA

34. How well have the training and education you have obtained prepared you for effective performance of your responsibilities as a citizen?

- 4 Very well
- 3 Fairly well
- 2 Not very well
- 1 Rather poorly
- 0 Very poorly

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

PLEASE DO NOT WRITE IN THIS AREA

ADDITIONAL COMMENTS

If you feel you would like to make additional comments on your experiences in high school and in the years since high school, please feel free to do so. Also, you may use this space to explain any of your previous answers.

Please sign your name and fill in the date.

Sign in: _____
 Month _____ Day _____ Year _____

PLEASE CORRECT YOUR NAME AND ADDRESS

Please correct your name and address on the label on page 6. This helps us to keep your address file with us up to date.

After you have filled out the questionnaire, please fold the booklet so that our return address is on the outside and your corrected address label is on the inside. Then mail the booklet and drop it in a mailbox.

IT REQUIRES NO POSTAGE

11th Grade Five-Year Follow-up



UNIVERSITY OF PITTSBURGH
 PITTSBURGH, PENNSYLVANIA 15261

October 10, 1966

Dear Project TALENT Alumni:

In the spring of 1960, you participated in a national survey of high school students called Project TALENT. This study is part of the current national effort to improve American education. In 1963 you received a questionnaire from us. We want to thank you for your replies to our earlier questionnaire. Now we are calling on you again for help.

Never before in our country's history has education been such a major national concern. With your help, Project TALENT is trying to determine the strengths and weaknesses of our nation's schools so that recommendations for improvement can be made. To do this, we need to know what has happened to you in the last five years. We would like to know if you have continued your education, or intend to, what jobs you've held; whether you have entered the military service; your career plans, etc. You can answer most of the questions by checking the choice that describes what you've been doing, although you should feel free to write in comments wherever you think some explanation is needed.

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

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

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

Sincerely,

John C. Flanagan
 John C. Flanagan
 Professor and Director of Project TALENT

JCF/

PLEASE CORRECT YOUR ADDRESS
 If your present address or name is different from that on the label on the top of page 6 please correct the label so that we can keep our record up to date. Please do not remove the address label!

11th Grade Five-Year Follow-up

PROJECT TALENT FOLLOW-UP SURVEY

1 Date of your birth _____ Month _____ Day _____ Year _____

2 Check one
 Male
 Female

3 Did you get a high school diploma?
 Yes, I graduated in _____ (Year)
 Yes, I left school, but later returned and got my diploma in _____ (Year)
 No, by correspondence or through correspondence school in _____ (Year)
 No, I left school in _____ (Year) The last grade I completed was _____ (10, 11, 12)

4 Please answer this question only if you had a job or were working in the period between October 1, 1965, and October 1, 1966. (Include military service.)

(a) How much did you earn between October 1, 1965, and October 1, 1966 in wages, salary, commission, or tips from all jobs (before deductions)? (Enter amount or check "None". If exact figure is not known, give best estimate.)

\$ _____ OR NONE

(b) How much did you earn between October 1, 1965, and October 1, 1966 from working in your own business, professional occupation, or other business enterprise? (Enter amount or check "None". If exact figure is not known, give best estimate. If business is farm income, write "F" after amount.)

\$ _____ OR NONE

(c) How many weeks did you work between October 1, 1965, and October 1, 1966 when you were working? (Count paid vacation and paid sick leave as weeks worked. If exact figure is not known, give best estimate.)

Number of weeks worked _____

(d) How many weeks were you unemployed (without a job but looking for work) between October 1, 1965, and October 1, 1966? (If exact figure is not known, give best estimate.)

Number of weeks unemployed _____

5 As of October 1, 1966, were you looking for a job (whether or not you had one)?

Yes, I was looking for a job _____

No, I was not looking for a job _____

11th Grade Five-Year Follow-up

PROJECT TALENT FOLLOW-UP SURVEY

9 (a) How many times have you married?
 0 Never
 1 More than once
 2 If "Never," skip to Question 13.
 3 (b) When did you first marry? _____ (Year)

10 Your present marital status
 Married
 Separated
 Divorced
 Widowed

11 How many children do you have?
 12 How old is your oldest child? _____

13 What is your social security number?

14 Race
 Negro
 Oriental
 Other (Please specify)

15 Religion
 Catholic
 Jewish
 Other (Please specify)
 None
 I prefer not to answer this question

16 What would you have done differently if more information or guidance had been available?
 a I would have taken a different educational track after high school to prepare me for a better job.
 b I would have graduated from high school earlier.
 c I would have changed my major field of study.
 d I would never have gone to college.
 e I would have selected a different college.
 f I would have chosen a different major field of study.
 g I would not have entered the service.
 h I would have entered the service earlier.
 i Other (Specify) _____
 j Nothing

17 Have you attended college (4-year college or 2-year college) since leaving high school?
 Yes, as a full-time student working with a degree
 Yes, as a part-time student working with a degree
 Yes, as a full-time student but not with a degree
 Yes, but not as a student
 No

18 Did you attend any other type of school?
 No
 Yes, a technical institute for electronics, dealing with computer programming or something similar
 Yes, a school of nursing (2- or 3-year program leading to an RN)
 Yes, a school of practical nursing
 Yes, a secretarial or business school
 Yes, a trade or apprentice school or vocational school
 Yes, an armed forces enlisted-man's school
 Other (Please specify)

19 Which of the following licenses, certificates, or diplomas have you received or do you plan to obtain? (Mark as many as apply.)
 a) _____
 b) _____
 c) _____
 d) _____
 e) _____
 f) _____
 g) _____
 h) _____
 i) _____
 j) _____
 k) _____
 l) _____
 m) _____
 n) _____
 o) _____
 p) _____
 q) _____
 r) _____
 s) _____
 t) _____
 u) _____
 v) _____
 w) _____
 x) _____
 y) _____
 z) _____

20 Which of the following college degrees or diplomas have you received or do you plan to obtain? (Mark as many as apply.)
 a) _____
 b) _____
 c) _____
 d) _____
 e) _____
 f) _____
 g) _____
 h) _____
 i) _____
 j) _____
 k) _____
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 q) _____
 r) _____
 s) _____
 t) _____
 u) _____
 v) _____
 w) _____
 x) _____
 y) _____
 z) _____

IF YOU HAVE ATTENDED OR ARE NOW ATTENDING A COLLEGE (OR UNIVERSITY FOR CREDIT), PLEASE ANSWER THE QUESTIONS ON PAGE 4 AND THEN GO ON TO PAGE 5.
 IF YOU HAVE NOT ATTENDED COLLEGE, PLEASE TURN TO PAGE 6.



AMERICAN INSTITUTES FOR RESEARCH and UNIVERSITY OF PITTSBURGH

October 2, 1967

Dear Project TALENT Alumnus

In the spring of 1960, you participated in a national survey of high school students called Project TALENT. This study is part of the continuing national effort to improve American education. We want to thank you again for your previous participation in this important national project. Now we are calling on you once more for help. About 200,000 young Americans who were in the eleventh or twelfth grade in 1960 have already been included in this current series of questionnaire follow-ups. Now we are calling on those of you who were in the tenth grade.

Never before in our country's history has education been such a major national concern. With your help, Project TALENT is trying to determine the strengths and weaknesses of our nation's schools so that recommendations for improvement can be made. To do this, we need to know what has happened to you in the last five years. We would like to know if you have continued your education, or intend to, what jobs you've held, whether you have entered the military service, your career plans, etc. You can answer most of the questions by checking the choice that describes what you've been doing, although you should feel free to write in comments wherever you think some explanation is needed.

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

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

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

Sincerely,

John C. Flanagan, Director of Project TALENT

JCF/c

PLEASE FOLD YOUR ADDRESS label on the top of page 6, please correct the label so that we can keep a record up to date. Please do not remove the address label.

PROJECT TALENT FOLLOW-UP SURVEY

Form with sections 1-10 containing questions about education, work, and military service. Includes fields for date of birth, sex, and various multiple-choice and short-answer options.

10th Grade Five-Year Follow-up

11 Please indicate your past or present status in regard to military duty. (Mark as many as apply)

- 1. Active Duty
- 2. Army
- 3. Navy
- 4. Marine Corps
- 5. Coast Guard

6 (Reserve and National Guard)

- 1. Army Reserve
- 2. Air Force Reserve
- 3. Navy Reserve
- 4. Marine Corps Reserve
- 5. Coast Guard Reserve
- 6. National Guard
- 7. National Guard (ROTC)
- 8. Army ROTC
- 9. Navy ROTC
- 10. None of the above

12. How many times have you married?

- 0 Never
- 1 Once
- 2 More than once

13. (a) When did you first marry? (Year)

(b) How long had you known your spouse at the time?

(c) How much formal education has he or she had?

- 1 Did not graduate from high school
- 2 Graduated from high school
- 3 Some college or junior college
- 4 Graduated from a 4-year college
- 5 Took towards a graduate or professional degree
- 6 Has received a graduate or professional degree

(d) Did he/she attend any other type of school such as business, vocational, trade or technical?

- 1 Yes
- 2 No

(e) Did he/she also participate in Project TALENT testing in 1960?

- 1 Yes
- 2 No

If Yes, what was his/her full name in July?

Last First Middle

14. Your present marital status

- 1 Married
- 2 Separated
- 3 Divorced
- 4 Widowed

15. How many children do you have?

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
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- 50

16. How old is your oldest child?

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- 2
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10th Grade Five-Year Follow-up

17. Is your mother still living?

- 1 Yes, she is still living.
- 2 No, she has been dead _____ years.

18. Is your father still living?

- 1 Yes, he is still living.
- 2 No, he has been dead _____ years.

19. (a) Please indicate how much you smoke

- 0 I have never smoked. (Skip to Question 20)
- 1 I did smoke heavily but have stopped completely
- 2 I did smoke heavily but have cut down to less than half a pack of cigarettes a day
- 3 I did smoke heavily but have cut down to between one-half a pack and a pack of cigarettes a day
- 4 I smoke a heavy smoker and now I have stopped completely
- 5 I have never been a heavy smoker. I now smoke less than half a pack of cigarettes a day
- 6 I now smoke between half a pack and a pack of cigarettes a day. I have never smoked more heavily
- 7 I smoke more than a pack of cigarettes a day
- 8 I primarily smoke cigarettes
- 9 I primarily smoke pipe

(b) At what age did you start smoking?

- 1 Never
- 2 11
- 3 12
- 4 13
- 5 14
- 6 15
- 7 16
- 8 17
- 9 18
- 10 19
- 11 20
- 12 21
- 13 22
- 14 23
- 15 24
- 16 25
- 17 26
- 18 27
- 19 28
- 20 29
- 21 30
- 22 31
- 23 32
- 24 33
- 25 34
- 26 35
- 27 36
- 28 37
- 29 38
- 30 39
- 31 40
- 32 41
- 33 42
- 34 43
- 35 44
- 36 45
- 37 46
- 38 47
- 39 48
- 40 49
- 41 50

(c) How do you feel about the amount you smoke?

- 1 I am quite satisfied.
- 2 I plan to cut down on the amount I smoke
- 3 I plan to stop smoking in the near future
- 4 I have tried to stop smoking but have not been able to.

20. Race

- 1 Other
- 2 Oriental
- 3 White
- 4 American Indian
- 5 Other (Please specify)

21. Religion

- 1 Catholic
- 2 Jewish
- 3 Protestant
- 4 Other (Please specify)
- 5 None
- 6 Other (Please specify)

22. How do you attend college (lawyer, college or other college, full-time, part-time, evening, etc.)

- 1 Yes, full-time student working towards a degree
- 2 Yes, part-time student working towards a degree
- 3 Yes, full-time student working towards a degree
- 4 Yes, part-time student working towards a degree
- 5 Yes, part-time student working towards a degree
- 6 Yes, part-time student working towards a degree
- 7 Yes, part-time student working towards a degree
- 8 Yes, part-time student working towards a degree
- 9 Yes, part-time student working towards a degree
- 10 Yes, part-time student working towards a degree
- 11 Yes, part-time student working towards a degree
- 12 Yes, part-time student working towards a degree
- 13 Yes, part-time student working towards a degree
- 14 Yes, part-time student working towards a degree
- 15 Yes, part-time student working towards a degree
- 16 Yes, part-time student working towards a degree
- 17 Yes, part-time student working towards a degree
- 18 Yes, part-time student working towards a degree
- 19 Yes, part-time student working towards a degree
- 20 Yes, part-time student working towards a degree
- 21 Yes, part-time student working towards a degree
- 22 Yes, part-time student working towards a degree
- 23 Yes, part-time student working towards a degree
- 24 Yes, part-time student working towards a degree
- 25 Yes, part-time student working towards a degree
- 26 Yes, part-time student working towards a degree
- 27 Yes, part-time student working towards a degree
- 28 Yes, part-time student working towards a degree
- 29 Yes, part-time student working towards a degree
- 30 Yes, part-time student working towards a degree
- 31 Yes, part-time student working towards a degree
- 32 Yes, part-time student working towards a degree
- 33 Yes, part-time student working towards a degree
- 34 Yes, part-time student working towards a degree
- 35 Yes, part-time student working towards a degree
- 36 Yes, part-time student working towards a degree
- 37 Yes, part-time student working towards a degree
- 38 Yes, part-time student working towards a degree
- 39 Yes, part-time student working towards a degree
- 40 Yes, part-time student working towards a degree
- 41 Yes, part-time student working towards a degree
- 42 Yes, part-time student working towards a degree
- 43 Yes, part-time student working towards a degree
- 44 Yes, part-time student working towards a degree
- 45 Yes, part-time student working towards a degree
- 46 Yes, part-time student working towards a degree
- 47 Yes, part-time student working towards a degree
- 48 Yes, part-time student working towards a degree
- 49 Yes, part-time student working towards a degree
- 50 Yes, part-time student working towards a degree

23. Did you attend any other type of school?

- 1 Yes, technical institute for electricians, drafters, computer programming, something similar
- 2 Yes, a school of nursing (2- or 4-year program) (an RN)
- 3 Yes, a school of practical nursing
- 4 Yes, a school of business school
- 5 Yes, a trade school or business school
- 6 Yes, a school of business school
- 7 Yes, a school of business school
- 8 Yes, a school of business school
- 9 Yes, a school of business school
- 10 Yes, a school of business school
- 11 Yes, a school of business school
- 12 Yes, a school of business school
- 13 Yes, a school of business school
- 14 Yes, a school of business school
- 15 Yes, a school of business school
- 16 Yes, a school of business school
- 17 Yes, a school of business school
- 18 Yes, a school of business school
- 19 Yes, a school of business school
- 20 Yes, a school of business school
- 21 Yes, a school of business school
- 22 Yes, a school of business school
- 23 Yes, a school of business school
- 24 Yes, a school of business school
- 25 Yes, a school of business school
- 26 Yes, a school of business school
- 27 Yes, a school of business school
- 28 Yes, a school of business school
- 29 Yes, a school of business school
- 30 Yes, a school of business school
- 31 Yes, a school of business school
- 32 Yes, a school of business school
- 33 Yes, a school of business school
- 34 Yes, a school of business school
- 35 Yes, a school of business school
- 36 Yes, a school of business school
- 37 Yes, a school of business school
- 38 Yes, a school of business school
- 39 Yes, a school of business school
- 40 Yes, a school of business school
- 41 Yes, a school of business school
- 42 Yes, a school of business school
- 43 Yes, a school of business school
- 44 Yes, a school of business school
- 45 Yes, a school of business school
- 46 Yes, a school of business school
- 47 Yes, a school of business school
- 48 Yes, a school of business school
- 49 Yes, a school of business school
- 50 Yes, a school of business school

24. Which of the following licenses, certificates or diplomas has been received or do you plan to obtain? (Mark as many as apply)

- 1. Air Force
- 2. Army
- 3. Navy
- 4. Marine Corps
- 5. Coast Guard
- 6. (Reserve and National Guard)
- 7. Army Reserve
- 8. Air Force Reserve
- 9. Navy Reserve
- 10. Marine Corps Reserve
- 11. Coast Guard Reserve
- 12. National Guard
- 13. National Guard (ROTC)
- 14. Army ROTC
- 15. Navy ROTC
- 16. None of the above

25. How many times have you married?

- 0 Never
- 1 Once
- 2 More than once

26. When did you first marry? (Year)

27. How long had you known your spouse at the time?

28. How much formal education has he or she had?

- 1 Did not graduate from high school
- 2 Graduated from high school
- 3 Some college or junior college
- 4 Graduated from a 4-year college
- 5 Took towards a graduate or professional degree
- 6 Has received a graduate or professional degree

29. Did he/she attend any other type of school such as business, vocational, trade or technical?

- 1 Yes
- 2 No

30. Did he/she also participate in Project TALENT testing in 1960?

- 1 Yes
- 2 No

If Yes, what was his/her full name in July?

Last First Middle

31. Your present marital status

- 1 Married
- 2 Separated
- 3 Divorced
- 4 Widowed

32. How many children do you have?

- 0
- 1
- 2
- 3
- 4
- 5
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- 37
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33. How old is your oldest child?

- 0
- 1
- 2
- 3
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24. Which of the following licenses, certificates or diplomas has been received or do you plan to obtain? (Mark as many as apply)

- 1. Air Force
- 2. Army
- 3. Navy
- 4. Marine Corps
- 5. Coast Guard
- 6. (Reserve and National Guard)
- 7. Army Reserve
- 8. Air Force Reserve
- 9. Navy Reserve
- 10. Marine Corps Reserve
- 11. Coast Guard Reserve
- 12. National Guard
- 13. National Guard (ROTC)
- 14. Army ROTC
- 15. Navy ROTC
- 16. None of the above

25. How many times have you married?

- 0 Never
- 1 Once
- 2 More than once

26. When did you first marry? (Year)

27. How long had you known your spouse at the time?

28. How much formal education has he or she had?

- 1 Did not graduate from high school
- 2 Graduated from high school
- 3 Some college or junior college
- 4 Graduated from a 4-year college
- 5 Took towards a graduate or professional degree
- 6 Has received a graduate or professional degree

29. Did he/she attend any other type of school such as business, vocational, trade or technical?

- 1 Yes
- 2 No

30. Did he/she also participate in Project TALENT testing in 1960?

- 1 Yes
- 2 No

If Yes, what was his/her full name in July?

Last First Middle

31. Your present marital status

- 1 Married
- 2 Separated
- 3 Divorced
- 4 Widowed

32. How many children do you have?

- 0
- 1
- 2
- 3
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33. How old is your oldest child?

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24. Which of the following licenses, certificates or diplomas has been received or do you plan to obtain? (Mark as many as apply)

- 1. Air Force
- 2. Army
- 3. Navy
- 4. Marine Corps
- 5. Coast Guard
- 6. (Reserve and National Guard)
- 7. Army Reserve
- 8. Air Force Reserve
- 9. Navy Reserve
- 10. Marine Corps Reserve
- 11. Coast Guard Reserve
- 12. National Guard
- 13. National Guard (ROTC)
- 14. Army ROTC
- 15. Navy ROTC
- 16. None of the above

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- 1 Once
- 2 More than once

26. When did you first marry? (Year)

27. How long had you known your spouse at the time?

28. How much formal education has he or she had?

- 1 Did not graduate from high school
- 2 Graduated from high school
- 3 Some college or junior college
- 4 Graduated from a 4-year college
- 5 Took towards a graduate or professional degree
- 6 Has received a graduate or professional degree

29. Did he/she attend any other type of school such as business, vocational, trade or technical?

- 1 Yes
- 2 No

30. Did he/she also participate in Project TALENT testing in 1960?

- 1 Yes
- 2 No

If Yes, what was his/her full name in July?

Last First Middle

31. Your present marital status

- 1 Married
- 2 Separated
- 3 Divorced
- 4 Widowed

32. How many children do you have?

- 0
- 1
- 2
- 3
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33. How old is your oldest child?

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24. Which of the following licenses, certificates or diplomas has been received or do you plan to obtain? (Mark as many as apply)

- 1. Air Force
- 2. Army
- 3. Navy
- 4. Marine Corps
- 5. Coast Guard
- 6. (Reserve and National Guard)
- 7. Army Reserve
- 8. Air Force Reserve
- 9. Navy Reserve
- 10. Marine Corps Reserve
- 11. Coast Guard Reserve
- 12. National Guard
- 13. National Guard (ROTC)
- 14. Army ROTC
- 15. Navy ROTC
- 16. None of the above

25. How many times have you married?

- 0 Never
- 1 Once
- 2 More than once

10th Grade Five-Year Follow-up

30. As an undergraduate, in which of the following areas was or is your major in college and which was or was not? (If you did not have a formal minor, mark the other one in which you took the most courses.) Also, if you are a graduate student, what is your graduate major? (Mark ONE for each.)

- (a) Undergraduate Major
- (b) Graduate Major
- (c) Other
- 01 Mathematics
 - 02 Chemistry
 - 03 Physics
 - 04 Physical Sciences (other)
 - 05 Anatomy/Physiology
 - 06 Biochemistry
 - 07 Zoology
 - 08 Botany
 - 09 Biological Sciences (other)
 - 10 Psychology
 - 11 History
 - 12 Economics
 - 13 Political Science or Government
 - 14 Government (other)
 - 15 Social Work
 - 16 English
 - 17 Journalism
 - 18 Foreign Languages
 - 19 Humanities
 - 20 Music Arts
 - 21 Music
 - 22 Philosophy
 - 23 Religion or Theology
 - 24 Law (By Law)
 - 25 Medicine (Phys-Medicine)
 - 26 Dentistry (By Dentistry)
 - 27 Nursing
 - 28 Other health professions
 - 29 Engineering
 - 30 Architecture
 - 31 Elementary Education
 - 32 Physical Education
 - 33 Education (other)
 - 34 Liberal Science
 - 35 Other (Specify)
 - 36 Honorary degrees
 - 37 None of the above
 - 38 Some of the above
 - 39 None of the above
 - 40 Refuse to answer

31. Please indicate your present class status in college for the highest level you have reached.

- 1 Sophomore
- 2 Junior
- 3 Senior
- 4 I have already earned a bachelor's degree, and have not done any graduate work toward an advanced degree.
- 5 I have already earned a bachelor's degree, and am or have been a graduate student working toward an advanced degree.

32. Are you enrolled in a college or university this semester (Fall, 1967)?

- 1 Yes, as an undergraduate, full-time
- 2 Yes, as an undergraduate, part-time
- 3 Yes, as a graduate student, full-time
- 4 Yes, as a graduate student, part-time
- 5 Yes, as a graduate student, not for a degree, either full- or part-time.
- 6 No
- 7 Refuse to answer

33. As a college undergraduate, did you participate in any extracurricular activities? (Mark ONE for each activity.)

- 1 Yes, I participated in a variety of activities, all equivalent to:
- 2 Track (Sporadic)
- 3 Basketball
- 4 Football
- 5 Swimming
- 6 Chess
- 7 Other (Specify)
- 8 Yes, I played for a school team, but did not receive a "letter" (or its equivalent)
- 9 Yes, I participated in minimal activities for their equivalent.
- 10 No, I did not take part in any organized extracurricular activities, even intramural. (If "No," skip to Question 35.)
- 11 Refuse to answer

34. Do you receive any awards for athletic participation?

- 1 Yes, I received an award for athletic participation.
- 2 Yes, I received an award for athletic participation, but not for my school.
- 3 No, I did not receive an award for athletic participation.
- 4 Refuse to answer

35. If you have it readily available, please give us your social security number.

PLEASE CORRECT YOUR NAME AND ADDRESS

Please print your name and address in the space on page 6. This is for the purpose of address change. Please do not use the space on page 6 for the purpose of address change. If you have moved since you last answered this questionnaire, please print your new address label in the space on page 6. If you have moved since you last answered this questionnaire, please print your new address label in the space on page 6.

PLEASE CORRECT YOUR ADDRESS

If your present address or name is different from that on the label on page 6, please correct the label so that we can keep our records up-to-date. Please do not remove the address label.

1 Date of your birth: Month Day Year

2 Check one: Male Female

3 Did you get a high school diploma? (Year)

4 How many years have you returned? (Year)

5 How many times have you returned? (Year)

6 When did you first marry? (Year)

7 How many children do you have? (Year)

8 How old is your oldest child? (Year)

IT REQUIRES NO POSTAGE

9th Grade Five-Year Follow-up



AMERICAN INSTITUTES FOR RESEARCH
and
UNIVERSITY OF PITTSBURGH

October 2, 1968

Dear Project TALENT Member

In the spring of 1960, you participated in a national survey of high school students called Project TALENT, a joint study conducted by the University of Pittsburgh and the American Institutes for Research. This study is part of the continuing national effort to understand and improve American life. We want to thank you again for your previous participation in this important national project. Now we need your help again. About 300,000 individuals who were in the tenth, eleventh, and twelfth grades in 1960 have already been included in this current series of questionnaire follow-ups. Now we are calling on those of you who were in the ninth grade.

With your help, Project TALENT is trying to determine the strengths and weaknesses of our local, state, and national programs in many spheres of life so that recommendations for improvement and change can be made. To do this, we need to know what has happened to you in the last five years. We would like to know if you have continued your education, or intend to, what jobs you've held, whether you have entered the military service, your career plans, your family plans, etc. You can answer most of the questions by checking the choice that describes what you've been doing, although you should feel free to write in comments wherever you think some explanation is needed.

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

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

Sincerely,

John C. Flanagan
John C. Flanagan
Director of Project TALENT

START HERE

PLEASE CORRECT YOUR ADDRESS

If your present address or name is different from that on the label on page 6, please correct the label so that we can keep our records up-to-date. Please do not remove the address label.

1 Date of your birth: Month Day Year

2 Check one: Male Female

3 Did you get a high school diploma? (Year)

4 How many years have you returned? (Year)

5 How many times have you returned? (Year)

6 When did you first marry? (Year)

7 How many children do you have? (Year)

8 How old is your oldest child? (Year)

Q11 Grade 11-12 Year Follow-up

24 Have you served on the military duty for more than thirty days? (Mark as many as apply.)

1 Yes - Full-time
2 Yes - Part-time
3 Yes - Unarmed (Civilian)
4 Yes - Armed (Military)
5 No

25 Do you have a military serial number? (Do not give your serial number.)

1 Yes (Give number)
2 No

26 Have you attended college 12 year or 4 year? (Check all that apply.)

1 Yes - 12 year college with junior or community degree
2 Yes - 12 year college with 2 year degree
3 Yes - 4 year college with 4 year degree
4 Yes - 2 or more 4 year colleges (No) (Specify in Question 30)
5 Yes - 2 year and 4 year colleges
6 No (Skip to Question 31)

27 What was your status most of the time while you attended college?

1 Full-time student without outside career
2 Part-time student working part-time degree
3 Full-time student working part-time degree
4 Part-time student working full-time degree
5 Full-time student working full-time degree
6 Part-time student working full-time degree
7 Full-time student working full-time degree
8 Part-time student working full-time degree
9 Full-time student working full-time degree
10 Part-time student working full-time degree

28 Did you attend any other type of school for four weeks or more?

1 Yes - Technical institute (electronics, drafting, computers, programming, etc.)
2 Yes - School training (1 year program in industry or military)
3 Yes - Vocational school
4 Yes - Secretarial school
5 Yes - Trade school
6 Yes - Other (Specify in Question 30)

29 Which of the following licenses or certificates do you have already or plan to get?

(a) License
1 CPA (Certified Public Accountant)
2 Technical nursing certificate
3 Registered Nurse
4 Teacher's License (State by title of title)
5 Other (Specify)
6 None of the above

(b) Plan to get
1 CPA (Certified Public Accountant)
2 Technical nursing certificate
3 Registered Nurse
4 Teacher's License (State by title of title)
5 Other (Specify)
6 None of the above

30 Which of the following college degrees or diplomas have you earned or plan to earn?

(a) Earned
1 B.S. in Business Administration
2 B.S. in Education
3 B.S. in Psychology
4 B.S. in Sociology
5 B.S. in History
6 B.S. in Political Science
7 B.S. in Economics
8 B.S. in Communications
9 B.S. in English
10 B.S. in Mathematics
11 B.S. in Science
12 B.S. in Arts
13 B.S. in Health Services
14 B.S. in Other (Specify)
15 None of the above

(b) Plan to earn
1 B.S. in Business Administration
2 B.S. in Education
3 B.S. in Psychology
4 B.S. in Sociology
5 B.S. in History
6 B.S. in Political Science
7 B.S. in Economics
8 B.S. in Communications
9 B.S. in English
10 B.S. in Mathematics
11 B.S. in Science
12 B.S. in Arts
13 B.S. in Health Services
14 B.S. in Other (Specify)
15 None of the above

IF YOU HAVE ATTENDED OR ARE NOW ATTENDING A COLLEGE OR UNIVER... FOR GRE... PLEASE ANSWER THE FOLLOWING QUESTIONS NUMBERS 31-38 IF YOU HAVE NOT ATTENDED COLLEGE PLEASE TURN TO PAGE 5 SIGN YOUR NAME AND THE DATE CHECK THE ADDRESS FOR ACCURACY AND RETURN THE QUESTIONNAIRE IN THE MAIL

31 What college or university are you attending? If you have already earned a bachelor's degree please specify the degree and the major and year received. (Put the top page with attached or do not attach.)

Name of College or University: _____ Year: _____ Degree: _____ Major: _____

32 Please check all that apply. Have you ever graduated work while also completing the following? (Give the name of the graduate or professional school you are attending or have attended.)

Name of School: _____ Year: _____ Degree: _____ Major: _____

Grade 11-12 Year Follow-up

33 As an undergraduate what is or was your average grade in your major subject? (Mark all subjects.) (Please circle 00-100%)

Major subject: _____

A A B B C C D D E E F F

AJ subjects: _____

A A B B C C D D E E F F

34 Please indicate your present class status in college (or the highest level you have reached)

1 Freshman
2 Sophomore
3 Junior
4 Senior
5 Have already earned a bachelor's degree and do not do any graduate work toward an advanced degree
6 Have already earned a bachelor's degree and have had a graduate student working toward an advanced degree
7 Are you a student in a college or university on the fall of 1967?
1 Yes as an undergraduate, full-time
2 Yes as an undergraduate, part-time
3 Yes as a graduate student, full-time
4 Yes as a graduate student, part-time
5 Yes, no graduate student, not for a degree (teacher, etc.)
6 No
7 Have you ever dropped out of college?
1 Yes
2 No (Skip to Question 37)

37 What was your main reason for dropping out of college? (Check all that apply.)

1 Was offered a job
2 Changed career goals
3 Became financially unable to continue
4 Found a better job
5 Pregnant or married
6 College work too heavy
7 Did not like the field
8 Did not like the school
9 Had financial difficulties
10 Became ill or injured
11 Family problems
12 Lost interest in school
13 Other (Specify)

38 How would like to contribute to additional work in your work experience? (Check all that apply.)

1 Yes, in a regular job
2 Yes, in a part-time job
3 Yes, in a seasonal job
4 Yes, in a temporary job
5 Yes, in a contract job
6 Yes, in a freelance job
7 Yes, in a self-employed job
8 Yes, in a consulting job
9 Yes, in a part-time job
10 Yes, in a seasonal job
11 Yes, in a temporary job
12 Yes, in a contract job
13 Yes, in a freelance job
14 Yes, in a self-employed job
15 Yes, in a consulting job

39 As an undergraduate in which of the following areas did you major in college and which one (if you received) (If you did not have a formal major, mark the other area in which you took the most courses.) (Mark all if you have done graduate work, what is your graduate major? (Mark ONE for each.)

(a) Undergraduate Major
(b) Graduate Major

01	Mathematics
02	Physics
03	Chemistry
04	Biological Sciences (other)
05	Psychology
06	Education
07	Business Administration
08	Political Science
09	History
10	English
11	Art
12	Music
13	Physical Education
14	Health Services
15	Other (Specify)
16	None of the above

Please sign your name below and fill in the date

Signature: _____ Date: _____ Month: _____ Day: _____ Year: _____

PLEASE CORRECT YOUR NAME AND ADDRESS
Please print your name and address on the address label on page 5. This helps us keep your address for the adult after you leave. After you leave, the address label will be returned to you. Please print your name and address on the address label on the back of the questionnaire for mail. (Do not use a postmark.)

33 Those who are doing or have done graduate work should also complete the following, giving the name of the graduate or professional school they are attending or have attended (Put the college you last attended first; see now standing first and all other colleges in reverse chronological order.)

Name of University	_____
School or Department	_____
City and State	_____
Dates Attended	mo / yr to mo / yr
Degree Earned	Mo & Year
Name of University	_____
School or Department	_____
City and State	_____
Dates Attended	mo / yr to mo / yr
Degree Earned	Mo & Year
Name of University	_____
School or Department	_____
City and State	_____
Dates Attended	mo / yr to mo / yr
Degree Earned	Mo & Year

34 As an undergraduate, in which of the following areas was or is your major in college and which was (is) your minor? (If you did not have a formal minor mark the other area in which you took the most courses.) Also if you have done graduate work what is your graduate major? (Mark ONE for each.)

- (a) Undergraduate Major
- (b) Undergraduate Minor
- (c) Graduate Major
- Mathematics
- Chemistry
- Physics
- Physical Sciences (other)
- Anatomy/Physiology
- Biochemistry
- Zoology
- Botany
- Biological Sciences (other)
- Psychology
- Sociology
- History
- Economics
- Political Science or Government or International Relations
- Social Sciences (other)
- Social Work
- English
- Journalism
- Foreign Languages
- Fine Arts
- Performing Arts
- Music
- Philosophy
- Religion or Theology
- Humanities (other)
- Law (Pre Law)
- Medicine (Pre Medicine)
- Dentistry (Pre Dentistry)
- Pharmacy
- Nursing
- Other Health Professions
- Architecture
- Engineering
- Computer Science
- Statistics
- Elementary Education
- Physical Education
- Education (other)
- Library Science
- Accounting
- Business and Commerce
- Home Economics
- Agriculture or Forestry
- Some other (Please specify)

35 Please indicate how much college you have completed

- Less than one year of undergraduate work
- One year but less than two
- At least two years but have not earned a bachelor's degree
- I have earned a bachelor's degree, but have not done any graduate work
- I have done some graduate work but haven't received a graduate degree
- I have earned a master's degree
- I have earned an advanced (6 year) certificate of graduate study
- I have earned a doctoral degree

36a If you attended a four year college, was the program you took intended to prepare you for a specific occupation that you could go into immediately after college?

Yes, it was intended to prepare me for _____ (occupation)

No, it was intended to prepare me for graduate or professional school which would prepare me for _____ (occupation) → _____

No, it was not intended to lead to any specific occupation (Skip to question 37a)

36b Did you ever take a job in the field you studied? (Mark as many as apply)

- No, I couldn't find a job in that field and I am now in a different field
- No, but I am still trying to
- No, I decided to change to a different field
- Yes, but then I decided to _____ after level _____
- Yes, and I am still _____ after level _____

37a Did you attend college continuously from the time you first entered until you got a bachelor's degree?

- Yes, I was a full time student during the entire period. (Skip to question 38)
- Yes, I was a part time student during the entire period. (Skip to question 38)
- Yes sometimes as a full time student some times part time. (Skip to question 38)
- No, I dropped out of college and haven't graduated. I don't expect to return.
- No, I dropped out of college and haven't graduated. I expect to go back and finish (either then summer) I was out of college altogether but I returned later.
- I am still an undergraduate and have been in college continuously since I first entered. (Skip to question 38)

37b What were your main reasons for dropping out of college? (Please answer even if you later returned to college) Do not mark more than three.

- To earn enough money to be able to go back to college
- Had financial difficulties
- Was offered a job
- Changed career goals
- Became homesick
- Didn't enjoy the social life
- Got married
- Pregnancy or children
- College work was boring
- Had to study too hard
- Poor grades
- Got into disciplinary troubles
- Became ill or had an accident
- Family responsibilities
- Entered military service
- Some other reason

37c When you left college did you think you would return?

- Yes, I definitely intended to
- I thought I might
- I hoped to but doubted I would be able to
- I did not particularly want to
- I definitely intended not to

38 In college, did you participate in the Undergraduate Research Participation (URP) program sponsored by the National Science Foundation?
 Yes
 I think so, but I'm not sure
 Probably not, but I'm not sure
 No

39 Where did you get the funds for your (a) undergraduate college education? (include tuition and other expenses. Mark as many as apply.)
 Paid for by parents/family/other than spouse/friends/trust fund
 Loan's from the National Defense Education Act/Loan Fund or government guaranteed loans
 Loans from college loan funds
 Loans from banks or other organizations
 Loans from family or friends
 Spouse's employment
 My own savings
 Working while attending college (include work study programs and/or summer employment)
 Student benefits from Social Security Administration
 GI bill
 War Orphans Act
 Educational Opportunity Grant
 NSF fellowship or traineeship
 Other: Federal government fellowship or traineeship
 Scholarships or grants from college attende
 Scholarships or grants from other sources
 Other: _____ (Please specify) _____
 I have had no graduate education

Now go back and blacken the circle at the right for the single source of funds that provided the largest share of the money for your graduate education.

40 Did you get a high school diploma?
 Yes, when I graduated in _____ (19____) (Indicate year)
 Yes, I left school but later returned and got my diploma in _____ (19____) (Indicate year)
 Yes, by examination or through correspondence school in _____ (19____) (Indicate year)
 No, I left school in _____ (19____) (Indicate year)
 The last grade I completed was _____ (8, 9, 10, 11, 12)

41a How many living children (excluding stepchildren) do you have?
 None (skip to question 41d) 1 2 3 4 5
 6 7 8 9 10 11 12 or more

41b How old is the oldest?
 Under 1 yr 1 2 3 4 5
 6 7 8 9 10 11 12 or older

41c How old is the youngest?
 Under 1 yr 1 2 3 4 5
 6 7 8 9 10 11 12 or older

41d How many children (including stepchildren, if any) are now living in your household?
 None 1 2 3 4 5 6
 7 8 9 10 11 12 or more

42a How many times have you married? (If you never (skip to question 44))
 Once Twice More than twice

42b What is your present marital status?
 Married Divorced or annulled
 Separated Widowed

43a How old were you when you got married? (If you have been married more than once, give age at time of first marriage.)
 Under 16 16 17 18 19 20 21 22
 23 24 25 26 27 28 29 30
 31 or older

43b How old was your wife or husband when you married?
 Under 16 16 17 18 19 20 21 22
 23 24 25 26 27 28 29 30
 31 or older

44 How often do you generally read a newspaper?
 Every day
 Most days
 Weekends only (or Sunday only)
 Occasionally
 Very seldom
 Never (skip to question 59)

81 Did you vote (a) In the last presidential election (November 1968)?
 Yes
 No I wasn't eligible to vote because of residence requirements
 No I wasn't eligible to vote for some other reason
 No I didn't think my vote would have any effect on who got elected
 No I didn't think it mattered who got elected
 No I didn't know enough about the candidates to want to vote
 No I wasn't interested in voting for some other reason
 No I wanted to vote but I was ill on Election Day
 No I wanted to vote but it was too inconvenient
 No I forgot
 No for some other reason
 There is no primary election where I live
 I don't remember

(b) In the last primary election?

45-58 When you read a newspaper to what extent do you read the following parts? Please use the following scale.
 A I always read this
 B I usually read this
 C I sometimes read this
 D I occasionally read this
 E I never for almost never!
 F This doesn't appear in the newspaper
 I regularly read

45 Political news
 46 War news
 47 Crime news
 48 Sports news
 49 Editorials
 50 Financial page
 51 Society news
 52 Women's page
 53 Obituaries
 54 Comics
 55 Syndicated columns on public affairs
 56 Gossip columns
 57 Miscellaneous columns
 58 Horoscope

59 What have you done (including work, hobby, recreational activity or community activity) that has given you the most satisfaction during the past year?
 A B C D E F

Please sign your name below and fill in the date

Signature _____
 DATE _____ Month _____ Day _____ Year _____

THANK YOU!

After you have filled out the question name please put it in the return envelope and drop it in a mailbox

IT REQUIRES NO POSTAGE!

DO NOT PRINT OUTSIDE BOXES

60 What type of activity would you like to have more time for than you have had?
 A B C D E F

APPENDIX D

PROJECT TALENT DATA BANK PROJECTS¹

<u>Researcher and Organization</u>	<u>Project Summary</u>	<u>Researcher and Organization</u>	<u>Project Summary</u>
The Institute for Defense Analysis Arlington, Virginia Robert Veit George Washington University	Evaluated the draft system using follow-up data about students' attitudes toward military careers. Studied Student Information Blank items relevant to parental background to determine the characteristics of the families who produced prospective teachers. College respondents who indicated a preference for a teaching career were compared with all other freshman respondents.	Jesse Burkhead Economics Department Syracuse University	Utilized Project TALENT school means on aptitude and achievement tests, school characteristics items, guidance program items, and census data to study a number of economic relationships between school system inputs and outputs.
Stanford Research Institute	Received analyses of Project TALENT school data regarding the relationship between characteristics of the schools and amount of impact aid received. Questions answered concerned what types of schools received impact aid, what they do with this aid, and what difference this aid makes in terms of school output.	The American Medical Association	Utilized items regarding family background, finances, grades, etc., to compare high school students interested in medicine as a career with students of comparable ability not interested in medicine.
W. Donald Hubbard Harvard University	Was provided with 205 Interest Inventory Item responses for tenth grade college males. The data were used in a methodological design for the purpose of determining the ways in which interest measures could be predictive of career choice.	Joseph French Pennsylvania State University	Compared the background characteristics of high ability dropouts with those of a sample of twelfth-grade Project TALENT participants who scored in the upper 25 per cent on a specified ability measure.
David Balzer Pennsylvania State University	Studied the influences of selected personal and situational characteristics on shifts in preferences for teaching careers. Analyzing data from Project TALENT and college information from the state department of education, subjects were classified on the basis of shifts in vocational interests between eleventh-grade and the end of their freshman year in college.	Thomas Ribich Brookings Institution	Studied the relationship between school expenditures and various school output variables such as test scores, college attendance rate, and high school dropout rate. The data were stratified by Office of Education regions and socioeconomic indices.
		The Division of Operation Analyses U.S. Office of Education	Used General School Characteristics items for the purpose of analyzing the relationship between certain school practices and the achievement of students.
		The Measurement and Evaluation Institute American Institutes for Research	Used personality and achievement data to compare twelfth-grade girls indicating an interest in becoming airline stewardesses.
		The Institute for Research on Organizational Behavior American Institutes for Research	Conducted an examination of 16,000 Knox County, Tennessee students who were in grades 8-12 when tested by Project TALENT in 1960. The purpose of this study was to determine the relationship between test results and criterion information regarding truancy, dropout, mental health, delinquency, and similar behavioral problems.

¹Through December 31, 1971. This list does not include projects begun prior to the fall of 1964.

<u>Researcher and Organization</u>	<u>Project Summary</u>	<u>Researcher and Organization</u>	<u>Project Summary</u>
<p>Helen Astin The Commission on Human Resources and Advanced Education</p>	<p>Conducted a study of ninth-graders to identify variables that were predictors of career choice.</p>	<p>Helen Astin The Commission on Human Resources and Advanced Education</p>	<p>Conducted a study of ninth-graders to identify variables that were predictors of career choice.</p>
<p>The American Medical Association</p>	<p>Conducted a follow-back study of Project TALENT data by providing us with the names of medical students who had been tested by Project TALENT in 1960. The records of these students were then pulled from our Master File. The initial AMA study using these data involved a comparison of the following three groups: (1) medical students who planned medicine as a career, (2) medical students who planned something other than medicine as a career, and (3) students who planned medicine as a career but did not enter medical school.</p>	<p>John K. Folger The Commission on Human Resources and Advanced Education</p>	<p>Conducted a follow-back study of Project TALENT data by providing us with the names of medical students who had been tested by Project TALENT in 1960. The records of these students were then pulled from our Master File. The initial AMA study using these data involved a comparison of the following three groups: (1) medical students who planned medicine as a career, (2) medical students who planned something other than medicine as a career, and (3) students who planned medicine as a career but did not enter medical school.</p>
<p>The High School Science Research Program University of Pittsburgh</p>	<p>Used the Interest Inventory, the Student Activities Inventory and the Creativity test from the 1960 TALENT Battery in a testing program of science and non-science students. The purpose of the study was to compare the test results of both groups to see in what ways science students differ from the non-science.</p>	<p>Helen Astin The Commission of Human Resources and Advanced Education</p>	<p>Used the Interest Inventory, the Student Activities Inventory and the Creativity test from the 1960 TALENT Battery in a testing program of science and non-science students. The purpose of the study was to compare the test results of both groups to see in what ways science students differ from the non-science.</p>
<p>John K. Folger The Commission on Human Resources and Advanced Education Washington, D. C.</p>	<p>Studied the career plans, verbal and quantitative scores, and interests of the Project TALENT students attending senior and junior colleges in the United States. Described the characteristics of students in these various colleges and the differences among colleges.</p>	<p>John K. Folger The Commission on Human Resources and Advanced Education Washington, D. C.</p>	<p>Studied the career plans, verbal and quantitative scores, and interests of the Project TALENT students attending senior and junior colleges in the United States. Described the characteristics of students in these various colleges and the differences among colleges.</p>
<p>Ann Martin University of Pittsburgh Graduate School of Library and Information Sciences</p>	<p>Analyzed a sample of the responses to two items in the Counselor's Questionnaire. The purpose of this analysis was to determine the counseling duties of the individual answering the questionnaire and to find out how each would set up programs if free to develop his own schedules.</p>	<p>Ann Martin University of Pittsburgh Graduate School of Library and Information Sciences</p>	<p>Analyzed a sample of the responses to two items in the Counselor's Questionnaire. The purpose of this analysis was to determine the counseling duties of the individual answering the questionnaire and to find out how each would set up programs if free to develop his own schedules.</p>
<p>John K. Folger and Alan E. Bayer Commission on Human Resources and Advanced Education</p>	<p>Analyzed items from the Student Information Blank, aptitude composite, temperament scales, the socioeconomic-environmental index, and post-high school education, as related to birth order and family size.</p>	<p>John K. Folger and Alan E. Bayer Commission on Human Resources and Advanced Education</p>	<p>Analyzed items from the Student Information Blank, aptitude composite, temperament scales, the socioeconomic-environmental index, and post-high school education, as related to birth order and family size.</p>
<p>Research for Better Schools, Inc. Pennsylvania</p>	<p>Compared the characteristics of Project TALENT schools from two regions with the characteristics of all Project TALENT schools.</p>	<p>Research for Better Schools, Inc. Pennsylvania</p>	<p>Compared the characteristics of Project TALENT schools from two regions with the characteristics of all Project TALENT schools.</p>
<p>John K. Folger Commission on Human Resources and Advanced Education</p>	<p>Studied characteristics of colleges and junior colleges that Project TALENT students are attending. Colleges were classified according to type of institution, size, cost, and quality of students.</p>	<p>John K. Folger Commission on Human Resources and Advanced Education</p>	<p>Studied characteristics of colleges and junior colleges that Project TALENT students are attending. Colleges were classified according to type of institution, size, cost, and quality of students.</p>
<p>Helen Astin The Commission of Human Resources and Advanced Education</p>	<p>Analyzed five career groups, Business, Teaching, Engineering, Professions and Sciences. These groups have been further broken down into: (a) those who had the same career plan in twelfth-grade as they had in ninth-grade, (b) those who left a career group during that period, and (c) those who joined a new career group.</p>	<p>Helen Astin The Commission of Human Resources and Advanced Education</p>	<p>Analyzed five career groups, Business, Teaching, Engineering, Professions and Sciences. These groups have been further broken down into: (a) those who had the same career plan in twelfth-grade as they had in ninth-grade, (b) those who left a career group during that period, and (c) those who joined a new career group.</p>
<p>The Rocky Mountain Educational Laboratory</p>	<p>Studied the characteristics of schools in the Rocky Mountain area using data from the General School Characteristics file.</p>	<p>The Rocky Mountain Educational Laboratory</p>	<p>Studied the characteristics of schools in the Rocky Mountain area using data from the General School Characteristics file.</p>
<p>School of Education George Washington University</p>	<p>Used Project TALENT Test Booklet A (Information section and Student Activities) for testing program in conjunction with its contract on the evaluation of Title I of the Elementary and Secondary School Act of 1965 (District of Columbia).</p>	<p>School of Education George Washington University</p>	<p>Used Project TALENT Test Booklet A (Information section and Student Activities) for testing program in conjunction with its contract on the evaluation of Title I of the Elementary and Secondary School Act of 1965 (District of Columbia).</p>
<p>Wallace J. Knetz Human Resources Research Program American Institutes for Research</p>	<p>Received Project TALENT data from the 1960 testing for all students in selected schools that had participated in the National Science Foundation Summer Science Training Program. The purpose of this research was to compare SSTP students with non-SSTP students.</p>	<p>Wallace J. Knetz Human Resources Research Program American Institutes for Research</p>	<p>Received Project TALENT data from the 1960 testing for all students in selected schools that had participated in the National Science Foundation Summer Science Training Program. The purpose of this research was to compare SSTP students with non-SSTP students.</p>
<p>The Aerospace Medical Division Air Force Systems Command United States Air Force</p>	<p>Analyzed the performances of various occupational, college major, and branch-of-military-service subgroups on operational Air Force tests. Estimates of the Air Force test scores were computed for each twelfth-grade student in the Project TALENT sample, and these score estimates were converted to Air Force percentile scores.</p>	<p>The Aerospace Medical Division Air Force Systems Command United States Air Force</p>	<p>Analyzed the performances of various occupational, college major, and branch-of-military-service subgroups on operational Air Force tests. Estimates of the Air Force test scores were computed for each twelfth-grade student in the Project TALENT sample, and these score estimates were converted to Air Force percentile scores.</p>

Researcher and Organization

Dale Prediger
Education Department
University of Toledo

Dr. J. Cohen
University of Pittsburgh

Ann Martin
Graduate School of Library
and Information Sciences
University of Pittsburgh

Raymond Hummel
Learning Research and Development
Center
University of Pittsburgh

Helen Astin
Commission on Human Resources
and Advanced Education

Eastern Regional Institute for
Education, Inc.

Glenn R. Roudabush
Department of Psychology
University of Pittsburgh

Harry Bredemeier
Sociology Department
Rutgers University

Project Summary

Studied the effects of socioeconomic level, academic ability, and college grades on college persistence. He used data collected from young men in the original 1960 testing when they were twelfth-graders and in the one-year follow-up study.

The Data Bank Service computed canonical correlations on data provided by Dr. Cohen.

Compared aptitude, achievement, and family background items for six post-high-school groups. A second study utilized data from the General School Characteristics file to determine the influence of type of school, structure, senior class size, percentage of dropouts, number attending college, remedial reading program, housing, and type of district (rural or urban) on school characteristics.

Administered Project TALENT tests to eleventh-grade students in the Upward Bound Program and to 22 educators participating in Project SUCCEE workshops. These test scores were then used for a self-appraisal conference between the educators and the Upward Bound students.

Studied career plan changes from ninth-grade to one year after high school.

Compared all schools in New York State (excluding New York City) and selected Pennsylvania schools with all Project TALENT schools in the nation.

Conducted a study to compare several procedures for predicting college grades.

Used the retest data to measure the relationship between academic growth of high-school students and selected school characteristics. He also studied the relationship between personal characteristics of the student and his intellectual growth.

Researcher and Organization

Dr. Robert F. DeHaan
Programmed Instruction Project
Great Lakes Colleges Association
Hope College, Michigan

Kerbert J. Kiesling
Department of Economics
Indiana University

William J. Asher
Purdue University

James C. Burrows
Bureau of the Budget

Alex Ducanis
State University of New York

Alan E. Bayer
Commission on Human Resources
and Advanced Education
Washington, D. C.

Project Summary

The Data Bank Service computed factor analyses and multiple regressions on data provided by Dr. DeHaan.

Studied the relationships of cost and size to the quality of performance of the Project TALENT high schools. Selected aptitude and intelligence scores and information blanks for a 10 per cent sample of all grades were matched with information concerning the high schools these students attended.

Conducted a study to determine the differences in personality, social characteristics, habits, grades, and intellectual abilities among four groups of twelfth-grade students with respect to driver education programs.

Analyzed Project TALENT school means on selected aptitude and achievement tests, the average socioeconomic-environmental index of the pupils in the school, items from the General School Characteristics questionnaire, and census data to determine the relationship between school inputs and outputs.

Examined Project TALENT data on New York State high-school students. His purpose was to provide the New York State Regents with information about students' college plans and their financial arrangements for post-high school education.

Studied the twelfth-grade five-year follow-up data to examine aptitude, socioeconomic level, dating experience, and college experience as related to age at marriage.

<u>Researcher and Organization</u>	<u>Project Summary</u>	<u>Researcher and Organization</u>	<u>Project Summary</u>
The Measurement and Evaluation Program American Institutes for Research	Received distributions of responses for Student Activities Interest scales, Interest Inventory items, Student Information Blank items, aptitude and achievement scores, and five-year follow-up data for females who indicated they were airline stewardesses at the time they answered the five-year follow-up questionnaire. These analyses compared the scores of stewardesses with those of other twelfth-grade girls in the Project TALENT sample.	College Placement Council Bethlehem, Pennsylvania	Received analyses of career plans and training, jobs held, grades, and type of college attended for students who responded to the five-year follow-up questionnaire.
Emil Bend Social Systems Program American Institutes for Research	Studied the twelfth-grade five-year follow-up data to examine the possible differences in grades, career plans, personality measures, and other areas for high school boys who participated to varying degrees in athletics.	Alan E. Bayer Commission on Human Resources and Advanced Education	Studied background factors affecting educational attainment. The five-year follow-up data were used to determine educational attainment, and school and 1960 test scores were the background factors.
Dosia Carlson University of Pittsburgh	Studied the characteristics of the people who in twelfth-grade and/or in the five-year follow-up study indicated clergyman as their career plan. The characteristics of these people were compared with those of people who had career plans in other areas.	Robert G. Spiegelman Stanford Research Institute	Estimated the probability of a person attaining a certain level of education and of being employed or unemployed when he enters the labor force by means of sets of regression equations using the Project TALENT tenth- and twelfth-grade follow-up surveys and the 1960 school and student data.
The National Advisory Commission on Selective Service	Used Project TALENT data to compare the cutoff scores on the Selective Service Qualification Test (SSQT) with estimated Armed Forces Qualification Test (AFQT) national population distributions.	The American Medical Association	Compared medical students in the United States, medical students in foreign universities, and pre-med majors not attending medical school, using Project TALENT's follow-up surveys and a follow-back survey of all medical students in the United States attending schools in the 1960 Project TALENT sample. Factor scores and the socioeconomic index were the bases for these comparisons.
John K. Folger Commission on Human Resources and Advanced Education	Studied the five-year follow-up data for students in junior and senior college and at various levels of higher education, and compared college major, grades, academic aptitude, and socioeconomic level.	Eugene Lee Emory University	Received discriminant analyses using the one-year and five-year follow-up data for twelfth-grade males. He examined migration in and out of seven career groups in the fields of mathematics, science, and secondary school teaching.
Catherine M. Sobota Department of Counselor Education University of Pittsburgh	Studied the relationships among selected personality variables, level of aspiration, perceived academic achievement, and socioeconomic level in a sample of ninth-grade male Negro adolescents.	Edward Haurek Sociology Department University of Illinois	Received tapes containing tenth- and twelfth-grade one-year follow-up data and school data. These data were used on a study of educational aspiration and achievement as related to socioeconomic level.
Raymond Hummel Learning Research and Development Center Pittsburgh	Received analyses predicting career occupations for tenth-grade males from their Project TALENT test scores.	Herbert J. Kiesling Department of Economics Indiana University	This project was a continuation of an earlier project and included recording of the Student Information Blank item, Father's Occupation.

Researcher and Organization

Michael Decker
Yardstick Project
Cleveland, Ohio

The Measurement and Evaluation
Program
American Institutes for Research

Emil Bend
Social Systems Program
American Institutes for Research

Thomas E. Hutchinson
Information System for Vocational
Decisions
Harvard University

The Program Planning and
Evaluation Office
U.S. Office of Education

Dr. Samuel Bowles
Harvard University

Project Summary

Received multiple stepwise regression analyses with school characteristics as the criteria and census data as the predictors.

Obtained data for a group of United Air Line stewardesses who had been tested in Project TALENT. Criterion information regarding each girl's airline training record and performance was also obtained. Characteristics of the UAL stewardesses were compared with stewardesses from other airlines, a random sample of girls of the same age group, and a model group assumed to have desirable stewardess characteristics.

Continued his study of the differences among twelfth-grade males who participated to varying degrees in athletics and extracurricular high-school activities. Socio-economic level and academic aptitude were also used as control variables.

Received a tape of Project TALENT twelfth-grade data for subjects who indicated on the one-year follow-up that they held jobs in sales, or were secretaries, electricians, mechanics, carpenters, or unskilled laborers. Variables of number of hours worked, amount of money earned, and test scores were included in this study.

Received separate analyses of Project TALENT tenth-grade one-year follow-up data, and twelfth-grade one-year and five-year follow-up data. The purpose of the study was to analyze the educational level, job plans, abilities, career plans, and socioeconomic level of students in general and vocational high-school programs.

Conducted a study to explain public school outcomes in terms of Project TALENT's aptitude and achievement test batteries and post-high school experience as measured in the five-year follow-up questionnaire sent to 12th-grade boys. He controlled on measures of school inputs and measures of the social background of the students and their community.

Researcher and Organization

Dr. Raymond Hummel
Learning Research and
Development Center
University of Pittsburgh

Dr. Patricia Sexton
Professor of Sociology
New York University School
of Education

Clifford P. Hahn
Human Resources Research Program
American Institutes for Research

Dr. Louise Cureton
American Institutes for Research

Dr. John C. Hause
Department of Economics
University of Minnesota

Dr. William Asher
Graduate Educational Research
Training Program
Purdue University

Dr. William Asher
Undergraduate Research Training
Program
Purdue University

Dr. Eugene C. Lee
Education Department
Emory University

Project Summary

Borrowed Project TALENT tests and inventories for use by Project SUCCEED in its Coordinated Information and Guidance System.

Studied the status, problems, and characteristics of 9th-grade boys. She contrasted the characteristics of the highest achieving boys with those at lower levels of achievement to determine the strengths and weaknesses of boys who do not succeed in school, as well as the kinds of school programs that might be best adapted to their success.

Compared SSTP (National Science Foundation Summer Science Training Program) students with non-SSTP students by using the Project TALENT follow-up data.

Was provided with one-year follow-up data for her study of students in grades 9 through 12 in the Knoxville sample.

Used TALENT data for a systematic analysis of the relationship of earnings, ability, and education of male respondents to the 11th-grade five-year follow-up. He also used the 1960 test data and the one-year follow-up data from Project TALENT.

Conducted a study of characteristics of schools which do and do not offer driver education. He used distributions on several items from the General School Characteristics Questionnaire.

Used TALENT data to examine the nature of driver factors in automobile accidents. He utilized 12th-grade one-year follow-up data as well as related data in the original 1960 testing.

Conducted a study to determine and define career paths of certain teachers who never carried out plans for teaching. He was provided with discriminant analyses using the one-year and five-year follow-up data for 12th-grade girls. This was similar to a previous study done on the boys in this sample.

Researcher and Organization

Lewis J. Perl
University of California at
Berkeley

Dr. William W. Cooley
Department of Educational Research
University of Pittsburgh

Miss Dee Burton
American Institute of Physics

Mr. Howard Vincent
U. S. Office of Education

Project Summary

Conducted a comparative study of higher education and other post-high school activities of students from California high schools and other high schools.

Was provided with 1960 Project TALENT 10th-grade test data and the one-year follow-up data on females to develop a career taxonomy.

Was provided with data analyses based on the TALENT 12th-grade 5-year follow-up data, which she used in a study to determine the reasons so few students choose physics as a major or career.

Studied student, school, and follow-up variables, in order to evaluate the significance of the following differences: (1) differences among high school graduates from different programs (i.e., general, college preparatory, commercial, vocational, agricultural); (2) differences between high school graduates and dropouts; (3) differences among non-college-going high school graduates, first-year college dropouts, and college students who don't drop out the first year; (4) differences among six groups of junior college students; and (5) differences among 11 groups of college and university students.

Was provided with biographical history data gathered in 1960 which he used to predict ability change, over a 3-year period. Data from the 1961 retesting constituted the criteria.

Incorporated 11th- and 12th-grade TALENT data in a study of the effects of Federal scholarships, grants, and loans on higher education. Independent variables under consideration include income, ability, place of residence while attending college, source of college financing, family size, and number of colleges attended.

Researcher and Organization

Dr. Austin Swanson
State University of New York
at Buffalo

Dr. Stephen Hoernack
Institute for Defense Analysis

Dr. William Asher
Department of Education
Purdue University

Dr. Christopher Jencks
Economics Department
Harvard University

Dr. Alan Kerchkhoff
(directing Mr. James Porter)
Department of Sociology
Duke University

Mr. Lewis Perl
University of California
at Berkeley

Dr. Robert Eisner
(directing Mr. Robert Wallace,
doctoral candidate)
Department of Economics
Northwestern University

Project Summary

Conducted a study to predict the mean factor scores for 150 school districts on 22 factor scores after partialling out mean socioeconomic index for the school district. He used as his predictors economic data he had collected about the school district.

Was provided with 1960 data and 10th and 12th-grade follow-up data for use in comparing abilities and income of individuals in the armed forces with those in other occupations.

Received data to study the characteristics of people involved in and those not involved in traffic accidents. This was a continuation of an earlier Data Bank project.

A data tape was prepared for Dr. Jencks who studied the relationship between school "inputs" and school "outputs" using school characteristics data, 1960 test scores and background information, 1963 retest data, and one-year follow-up data.

Received data on which to perform a multi-variate analysis of the factors which determine the positions in the social system ultimately occupied by persons who began life in different parts of the social system.

Received data enabling him to show the relation between success in college and students' personal and school characteristics, using 12th-grade 1960, 1-year, and 5-year data.

Received school data and 11th-grade student data for use in a study evaluating the effects of the school on the students' attainment. In the second phase of this study they received data on the 9th-grade retest sample.

Researcher and Organization

Dr. Helen S. Astin
Bureau of Social Science Research
Washington, D. C.

Mr. Louis F. Bush
Assistant Director of Testing
Services,
San Diego Unified School District

Dr. Stuart H. Altman
Department of Economics
Brown University

Dr. Joel M. Cantor
National Institute of Mental
Health

Mr. James C. Byrnes
Office of Program Planning
and Evaluation
Department of Health, Education,
and Welfare

Dr. Richard B. Darlington
Cornell University

Mr. Joe L. Spaeth
NORC
University of Chicago

Project Summary

Studied the career choices among women using follow-up data for 12th-grade girls. The analyses included comparisons between those whose career choices changed and those whose career choices remained stable. Dr. Astin was sent both cross-tabulations and discriminant analyses.

Obtained data on cards to conduct a study to determine whether or not interrelationships exist between the size of a family and the degree to which individual members of the family develop their potentialities, with differences of racial-ethnic backgrounds and other variables taken into account.

Conducted several studies using grade 11 girls. The first two analyses provided cross-tabulations on socioeconomic status and family income, job and education level one year after high school, and career expectations five years after high school. We are currently awaiting further requests in this continuing study.

Carried out an exploratory study of the feasibility of using TALENT data to study factors related to suicide among young adults.

Was provided with data analysis for use in a study of the characteristics of college students, dropouts, vocational students, semi-professionals, and high school graduates with no further education, according to sex, socioeconomic index, and aptitude.

Received SIB item responses and 5-year follow-up responses for use in methodological studies in the theory of prediction.

Conducted an evaluation of the effect of college entry on prestige expectations using 12th-grade males.

Researcher and Organization

Mr. Howard Vincent
U. S. Office of Education

Miss Margaret E. Backman
Columbia University

Dr. David Wilder
(continuing the work of
Dr. Harrington Gosling)
Biometrics Research
New York City

Dr. Lloyd G. Humphreys
Psychology Department
University of Illinois

Dr. John C. Flanagan
Project PLAN

Dr. William Paisley
Stanford University

Dr. John T. Dailley
Allington Corporation

Dr. Patricia Cross
Education Testing Service

Project Summary

Was provided with numerous distributions and cross-tabulations for a sample of 11th- and 12th-grade females. His study focused on comparisons of ability and test scores, socioeconomic status, and present job and income among students in different types of educational programs after high school.

Was provided with data for use in comparing characteristics of students from different ethnic and socioeconomic backgrounds.

Conducted a follow-back study of New York residents who are in New York mental institutions. Dr. Wilder was provided with a data tape containing selected information on New York mental patients who were part of the Project TALENT sample.

Received intercorrelations of test scores for groups of 9th-grade boys who scored in the top or bottom quartile on socioeconomic status and general academic ability. Dr. Humphreys also received frequency distributions of the socioeconomic status and ability variables.

Received (1) frequency distributions on 17 TALENT tests for retest cases at 9th- and 12th-grade levels and (2) multiple correlations on 17 variables for use in predicting career group membership.

Received a raw data tape of selected variables for use in methodological research on correlational analysis and the convergent-discriminant matrix.

Used TALENT battery in a project to prepare inner-city youth for apprentice programs.

Received an extensive set of cross-tabulations for use in a study of college attendance, especially at junior colleges, by low-achieving students.

<u>Researcher and Organization</u>	<u>Project Summary</u>	<u>Researcher and Organization</u>	<u>Project Summary</u>
Dr. William Asher Purdue University	Conducted a follow-back study of Project TALENT students who were later killed in Indiana traffic accidents. Dr. Asher provided us with a list of traffic fatalities and after searching our files we provided him with a data tape containing selected information.	Cletus Brady Catholic University of America	Was supplied with tables and printouts based on a follow-back study of Catholic males who were stable in, defected from, or were recruited to a choice of the clergy for their career plans.
Dr. John McCall Southern Illinois University	Received a data tape containing selected information for use in a study of relationships between ability scores, family size, and birth order, controlling for socioeconomic status.	Barbara Spaulding Purdue University	Was supplied with discriminant analysis printouts which compare college home-economics majors with a sample of non-home-economics majors. Ninth-grade data were used.
Miss Anne Crowley The American Medical Association	Conducted a follow-back study of Project TALENT students who have applied to and/or entered medical school. The AMA provided a list of 82,000 persons and the TALENT files were searched to find matches. Analyses of TALENT data for these matched cases were carried out to determine the characteristics of various groups of potential and enrolled medical students.	Peter M. Plantec Operations Research, Inc.	An analysis of differences between gifted and average students, and differences between gifted students in schools with programs for the gifted and in schools without programs for the gifted.
Dr. John Bishop New York University	Is conducting a study of the effectiveness of college scholarship programs and the potential effects of their modifications.	Zachary F. Lansdowne Mathematica, Inc.	Was provided with tables to be used in the refinement of an enrollment-student aid model for higher education.
John Holland The Johns Hopkins University	Was supplied data for use in a study to estimate the influence of education and background factors in the entry of students into the labor market, the effects of their entry.	David H. Kamens Northeastern University	Is studying college effects on drop-outs. He is concerned with such variables as social class, ability, and the type of college the student attended as these variables jointly effect the probability of dropping out.
Rupert N. Evans University of Illinois	Conducted a large-scale study of the background characteristics and outcomes for students who were in different curricula in high school. Of particular interest were students in vocational and technical education programs. Among the variables investigated were socioeconomic status, academic aptitude, and education since high school. 1960, 1963 retest, one-year follow-up and five-year follow-up data were used in the study.	Peter M. Plantec Operations Research, Inc.	Carried out an additional analysis of the differences between gifted and average students as was done in Project 88861. However, a different selection variable was used.
James Grieser The Ohio State University	A follow-back study of the Project TALENT participants who later entered dental or pharmacy schools was conducted. Analyses of TALENT data for these matched cases were carried out to determine the characteristics of various groups of dental and pharmacy students.	Herbert J. Kresling Department of Economics Indiana University	This project was a small extension and continuation of his two prior projects which studied the relationships of costs and size to the quality of performance in the Project TALENT high schools.
		Carl F. Wiedemann Psychology Department C.U.N.Y.	Dr. Wiedemann conducted a theoretical factor-analytic study of "cognitive style" in task behavior. He was provided with a selected set of test scores for use in this study.

Current Project TALENT Staff

Director:	David V. Tiedeman
Associate Director:	Marion F. Shaycoft
Director of the Data Bank:	John G. Claudy
Computer and Research Staff:	Joan Altick
	Wendy B. Bartlett
	Ardys J. Bloomquist
	Gary V. Fulscher
	Richard T. Johnson
	Yungho Kim
	Mary B. Willis
	Jay A. Woods
Administrative Staff:	Nancy K. Brunstetter
	Emily Campbell
	Paulette Doudell