

ED 022 568

RC 000 137

A STUDY OF THE PROBLEMS, ATTITUDES AND ASPIRATIONS OF RURAL YOUTH.

Roper (Elmo) and Associates, New York, N.Y.

Spons Agency-Rockefeller Brothers Fund.

Pub Date Oct 63

Note- 195p.

EDRS Price MF-\$0.75 HC-\$7.88

Descriptors-QUESTIONNAIRES, *RESEARCH METHODOLOGY, *RESEARCH PROJECTS, *RURAL YOUTH, *SELF CONCEPT, TABLES (DATA), URBAN YOUTH, *WORK ATTITUDES

In order to discover the attitudes, wants, and needs of rural youth as perceived by young people from ages 16-23, a survey was designed by Elmo Roper and Associates. The rural population was defined as people who live in towns of less than 2500 or open country which falls outside the "unknown fringe" defined by the Bureau of the Census. In addition to the rural youth sample, interviews were also conducted with a sample group of urban youth so that the attitudes, needs, and wants of the two groups could be compared. The study dealt with a substantial body of 16, 17, and 18 year olds who were still in high school, as well as an almost equal number of people who had graduated from high school and were actually experiencing many of the life problems which the younger group was only wondering about and preparing for. Total interviews numbered 2514 and were conducted between July 22 and August 3, 1963. The replies of each group to each question are shown, but no further comparison is included nor are any conclusions made. A related document is RC 000 156. (CL)

ED 022568

A STUDY OF THE PROBLEMS,
ATTITUDES AND ASPIRATIONS
OF RURAL YOUTH

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Prepared for
ROCKEFELLER BROTHERS FUND
October 1963

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THE PURPOSE OF THE SURVEY

In recent years American youth have been described as:

The unsettled, discouraged generation, living only for today because they see no hope in tomorrow.

Oblivious of the privileges and responsibilities of a citizen of a free democratic society.

Primarily security minded, not planning to make a mark in the world but only planning to hold onto a small place in it.

Living in a savage world of their own, walled off from their parents and elders by mutual distrust and indifference.

Not expecting to earn a living but to be provided with one. Increasingly looking to the government as their loving nursemaid who will feed and care for them no matter what they do or fail to do or how they behave.

Rural youth, in particular, has been described as:

Better off than urban youth because of the generally more open and healthful surroundings in which they live.

Worse off because the opportunities to get an education in rural areas are more limited than they are in urban areas.

Worse off because farm mechanization and the accompanying decrease in the small family farm and the demand for farm labor, is forcing them to leave home, whether they want to or not in order to earn a living.

Along with this has come a growing awareness of a decrease in the prosperity and a corresponding decrease in the opportunities for youth

in the small towns which are an integral part of the rural economic complex--and an uneasy feeling that decay is taking place in the areas which we have traditionally regarded as the backbone of America.

On the other hand, there is the feeling that the farm population enjoys favored attention from the Government and, therefore, that while there may be problems in rural areas, these problems are--relative to urban problems--probably getting as much or more attention than they deserve.

But these hypotheses have generally been made by adults, not young people. The purpose of this study was to give rural youth, itself, a chance to talk freely about their aims, ambitions and problems, their feelings about the world today, their relationships with their friends and their families.

The study was designed and conducted to get from youth, itself, a body of opinion which would enable us to re-examine present hypotheses and conclusions about the attitudes, wants and needs of youth in rural areas.

The major area of concentration was on rural youth, but in order to find out whether they differed from urban youth and, if so, how they differed, we also interviewed a more limited sample of urban youth, asking them the same questions in the same way.

HOW THE SURVEY WAS CONDUCTED

In developing this study, we had the advantage of the counsel and advice of a number of specialists in this field. Members of the board of consultants were Dr. Helen Storen of Queens College, Dr. H. de S. Brunner of Columbia University, Dr. William Osborne of Arkansas State Teachers College and Dr. Arthur Pearl of the New York State Division of Youth.

While the development of the questionnaire, the field interviewing, the tabulating and analysis of the results were all done by Elmo Roper and Associates, the consultants gave us much valuable aid and assistance on the subject matter to be covered, the type of questions to be used and the sample design and description.

One of the early decisions we had to make was how we would define "youth" and "rural" for the purposes of this study. As to the latter, we decided to use the definition employed by the U.S. Bureau of Census: people living in towns of less than 2500 population or open country which fall outside of the "unknown fringe" as defined by the Bureau of the Census.

Our precedent for the decision to interview those between the ages of 16 and 23 was somewhat less clear-cut, but nonetheless in line with the general body of practice for studies of this nature. We saw a number of advantages in this choice for we would be including in our sample, not only a substantial body of 16, 17 and 18 year olds who would, in many cases, still be in high school, but also a substantial number of people who had graduated from high school and were actually experiencing a number of the life problems which the younger group in our sample were only wondering about and preparing for. This enabled us to compare the attitude of the two groups.

It gave us a chance to talk, not only to the people who wanted to go to college, but were unable to, but those who were in college. It gave us a chance to get a sample of school dropouts and of people who had no intention

of going to college and were either working at their first job, or trying to find one. In other words, this age group enabled us to talk to the people who actually had problems of making a living and organizing a life as well as those whose present problems were essentially school and social group oriented.

In designing our sample, we wanted to obtain a good cross section of rural America. As a basis, we used Elmo Roper and Associates' probability sample of 200 counties which were drawn from all U. S. Counties proportionate to population. In these counties, the rural areas are, of course, properly represented. However, some of the 200 counties are purely rural, some are partly rural, some contain rural sections of urbanized areas and some are completely non-rural. Therefore, it was necessary first to exclude urban counties and counties in which the only rural areas are parts of what the census defines as urban fringe. From the remaining counties, 60 counties were selected. Within these counties a further selection of 96 specific locations was made in proportion to the distribution within each county of the population living in towns of less than 2500 population and in open country.

Interviewers were assigned specific starting points. A census of every household was made after that starting point and, using a random selection method, one person was selected to be interviewed in each household if there was a person in that household between the ages of 16 and 23. Up to two call backs were made on each designated person before substituting a new household.

One possible method would have been to assign a certain number of households and then interview young people who lived in those households who fell within that age group. This method, however, raised the possibility that the working of chance distribution might result in getting very few interviews

in one county and a great many in another. In order to get balanced geographic distribution so that youth in Texas would have as much voice as the youth in Kentucky (in proportion to the total distribution of youth in those areas) we decided to assign a specific number of completed interviews to be obtained in each of our counties. (This meant that in some cases as many as 200 households had to be contacted within a county in order to complete the assignment.)

Finally, since we were interviewing only one person in each household, there was a question of proper distribution of interviews among households with more than one person in this age group. While we have recorded the number of qualifying people in each household, we decided not to make any special weighting of the results for this factor. Had we been interviewing all ages of young people, the weighting process might have been a useful one, but in this case since we were restricting the ages, it did not seem to us to be necessary or useful to go through this weighting process.

In constructing our sample we did not wish to concentrate on any special problem group. Included in the sample were all economic levels, young people both in and out of school, married and unmarried, employed and unemployed. We did not, however, interview those in the Armed Forces or those who were away from home at school, or at a summer camp, or a hotel job, et cetera. Since the interviewing was done during the summer, the "away-at-school" problem was minimized. Ideally, those in the Armed Services and those working at a hotel, or a camp should have been included in our sample, but since these groups by their very nature could be expected to have minimal problems, and since the complications of sampling them were considerable, it was decided to ignore them for the purposes of this study.

In any study which involves interviewing youth, the question always arises as to whether they would give franker answers, and more realistic answers, to their peers than to older interviewers, even though those older interviewers

were much more experienced in interviewing techniques. Elmo Roper and Associates has its own regular staff of interviewers who work only for us and are trained by us. Most of them are women between 30 and 55 years of age, experienced in handling a wide variety of interviewing situations.

Our decision was to test the difference, if any, in results obtained by using peer group interviewers as compared to older interviewers. In 30 of our 60 counties, we instructed our regular interviewer to hire and train a young person, preferably someone in their early college years. This younger person would do half of the assigned interviews in that county. We did feel, however, that while young people might be more frank with each other, we could not expect a young girl to be more frank with a young boy whom she did not know personally than she would be with an older person. Therefore, our young interviewers interviewed only people of their own sex while the older interviewers interviewed those of the opposite sex. On certain questions, those on morals (20a, 21a, 22) which might be particularly susceptible to different answers depending on the age of the interviewer, we have made comparative tabulations of the answers received by the "young" interviewers and those received by members of our regular staff. When being interviewed by a person of their approximate age our respondents show a slightly greater tendency to be critical of young people their own age, when interviewed by older people they tended to be slightly more critical of parents. In other words, they were more inclined rather than hesitant to be critical of people of the interviewer's age. There were however no important differences in the answers.

Thus, to sum up the rural sample, we used 60 counties; in 30 of those counties the interviews were all done by members of our regular staff. In 15 of those counties half of the interviews were done by a young male interviewer especially hired and trained for this study, and half by our regular interviewers. And in 15 other counties, half the interviews were done by a young female interviewer and half by our regular interviewer.

In doing social research of this type, one always has to be careful that one does not get opinions and data in the abstract. We were commissioned to make a study of rural youth, but in doing this we had to ascertain whether such opinions and attitudes as we discovered were either unique to rural youth, or attitudes and problems which were common to all youth. Since there was no study of urban youth comparable in scope and design, we added to our sample of rural youth a comparable sample of urban youth.

We did 1704 interviews among rural youth and 720 among urban youth of the same age, using the same sample method. We did, however, apply a special criterion in the selection of the areas where the urban interviews were done. Using our 60 rural counties as a base, we selected the nearest town of more than 25,000 population to the area where the rural interviews were done. We did this because we wanted to heighten our chances of getting rural-urban movement and inter-exposure. Had we taken a straight cross section of urban areas, the great majority of them would have been done in cities remote from the areas where we interviewed.

The interviewing was conducted between July 22 - August 3rd, 1963, both dates inclusive.

One problem which always arises in probability selection of respondents posed a special problem in this study. Even with provision for multiple call backs the more mobile, less frequently at home respondents are inevitably under-represented in the final sample. Under normal circumstances experience has established norms which can be used to compensate for this by giving this hard-to-get group a greater chance of being selected than the more frequently at home, easier to interview groups. In this case, we were working with a restricted age group for which there were no norms. As a result, the older age groups with more freedom and more mobility were under-represented in the final sample. In the urban areas, because of the special nature of our sample, no Census figures were available to validate the actual results.

However, in the rural sample we were able to validate the actual results against Census figures.

In order to see that the older groups were properly represented in the totals and also in cross tabulations (other than by age), the interviews in each of the three age groups in the rural sample were then differentially weighted by card duplication to bring them in line with the actual figures as reported by the Census for rural youth in these age categories:

| | <u>As produced by the sample</u> | | <u>Weight applied</u> | <u>Weighted total</u> | |
|----------------|--|------|---------------------------|---------------------------|------|
| | % | # | | % | # |
| <u>Males</u> | | | | | |
| <u>Age:</u> | | | | | |
| 16 - 18 | 33 | 597 | 1.00 | 23 | 597 |
| 19,20 | 10 | 177 | 1.67 | 11 | 295 |
| 21 - 23 | 7 | 123 | 3.14 | 15 | 386 |
| <u>Females</u> | | | | | |
| <u>Age:</u> | | | | | |
| 16 - 18 | 30 | 542 | 1.12 | 24 | 609 |
| 19,20 | 10 | 183 | 1.49 | 11 | 274 |
| 21 - 23 | 10 | 172 | 2.33 | 16 | 401 |
| Total | 100% | 1794 | | 100% | 2562 |

These weighted cards were then used for all calculations based on the total rural sample and all cross tabulations based on subgroups (except those by age within sex where weighting was unnecessary).

As a matter of routine procedure a number of questions were then checked to see whether this weighting procedure produced any significant differences in the results. The answer is no. The largest percentage change was

one of three per cent and that produced no significant differences in the results or any real change in the pattern of answers. Examples of the differences produced by the weighting process are shown in the distribution of respondents at the end of the tabulations.

I'm from Elmo Roper and Associates and we are doing a survey among people about your age all over the United States. We want to learn from you, in your own words, about your own plans and ambitions and problems.

1. Have you ever been interviewed before?

- Yes11-1
- No2
- Don't know3

Well then you understand that you can feel free to say anything you want to. We will report carefully what you said, but no one will ever know that you said it.

2a. Would you like to live here for the rest of your life, or would you like to stay here for a few more years and then move, or would you like to go to live somewhere else as soon as possible?

- Live here rest of life12-1 (Skip to 3)
- Stay few more years2 (Ask b)
- Go as soon as possible3 (Ask b)
- Don't know4 (Skip to 3)

b. Would you prefer to move to a large city, a medium-sized city, a small town, or the country?

| <u>City</u> | | <u>Town</u> | | |
|-----------------|---------------|----------------|--|--|
| Large13-1 | Large4 | Country7 | | |
| Medium2 | Medium5 | Don't | | |
| Small3 | Small6 | know8 | | |

c. Why do you want to move?

- 14-
- 15-
- 16-
- Don't know16-Y

3. In thinking about living in the (city, country) what sort of problems can you think of that might come up for you?

- 17-
- 18-
- 19-
- Don't know19-Y

4a. Do you now have a job or aren't you working now?

- Have a job20-1 (Ask b)
- Not working2 } (Skip to 5)
- Don't know3 }

b. What kind of a job do you have at present?
(A summer job?)

- 21-
- 22-

(write in)

- Summer job22-X
- Not summer jobY

5a. Have you pretty well made up your mind about the kind of work you want to do, or haven't you made up your mind yet?

- Made up mind23-1
- Not yet2
- Don't know3

b. What kind of job are you aiming toward?

- 24-
- 25-

(write in)

- Nothing different from what I have now25-X } (Skip to 7)
- Don't knowY }

6a. How do you plan to go about getting that job?

Education or other preparation not actually concerned with getting the job

- 26- } (Ask b)
- 27- }

Other concerned with getting the position

- 28- } (Skip to c)
- 29- }

Don't know29-Y (Skip to 8)

b. Assuming you had that (preparation, education), how would you go about getting work in that field?

- 30-
- 31-
- 32-

c. Supposing you had done all those things and (it still didn't work out, you couldn't get that job) what would you do?

- 33-
- 34-
- 35-

Don't know35-Y

7a. What two qualities on this list do you think really get a young person ahead the fastest today? (HAND RESPONDENT CARD)

- Brains36-1
- Knowing the right people 2
- Hard work3
- Being a good politician4
- Having a pleasant personality 5
- Good luck6
- Don't know7

b. Why do you think (that is, those are) most important?

37-

38-

39-

Don't know 39-Y

8a. What are the three most important things you think an employer ought to expect from people who work for him?

40-

41-

42-

Don't know42-Y (Skip to 9)

b. Why should he expect these?

43-

44-

45-

Don't know45-Y

9a. If you had to choose, which would you prefer to work for — the government, or a large company, or a small company, or on your own like a plumber, or a farmer, or a doctor, or a lawyer?

- Government46-1
- Large company2
- Small company 3
- Alone4
- Don't know5

b. Why would you prefer to work (answer in 9a)?

47-

48-

49-

Don't know49-Y

10. Here are three different kinds of jobs. If you had your choice, which would you pick?

- a. A job which pays quite a moderate income, but which you were sure of keeping50-1
OR
- b. A job which pays a good income but which you have a 50-50 chance of losing2
OR
- c. A job which pays an extremely high income if you make the grade but in which you lose almost everything if you don't make it3

Don't know4

11a. What part do you think the government should take in getting people jobs? For example, think of a skilled mechanic who is looking for a job but can't find one. What responsibility do you think the government has as far as getting him a job goes? Should the government find him a job as a mechanic, or find him some sort of a job but not necessarily one as a mechanic, or do you feel the government should have no responsibility as far as finding him a job goes?

Find mechanic's job51-1

Some job 2

No responsibility3

Don't know4

b. Why do you feel that way?

52-

53-

54-

Don't know54-Y

12a. There has been a lot of talk about the fact that there are not enough jobs for young people these days. If you were in a position to do something about this problem what would you do? (How would you do that?)

5-

56-

57-

Don't know57-Y (Skip to 13)

b. Who do you think should do it?

58-

59-

60-

Don't know60-Y

13. In general, are you satisfied, or do you feel high schools should do a better job on: (ASK a FIRST OF BOYS, b FIRST OF GIRLS)

| | <u>Satisfied</u> | <u>Do better job</u> | <u>Don't know</u> |
|--|------------------|----------------------|-------------------|
| a. Helping boys to learn how to make a living61-1 |2 |3 | |
| b. Helping girls to learn how to make a living62-1 |2 |3 | |

14. In what ways, if any, do you think they do a good job?

63-

64-

65-

Don't know65-Y

15. In what ways, if any, do you think they could do a better job?

66-

67-

68-

Don't know68-Y

16a. Which of the statements on this card (HAND RESPONDENT CARD) most nearly expresses your feelings about the world today?

This is a very exciting and challenging time in which to live, which offers great opportunities to a young person growing up today11-1

While there are difficulties and dangers in the present period, there is a good chance of building a good future2

These times are so difficult and dangerous, that I often feel quite confused and uncertain about the possibility of building a good future3

This is such a difficult and dangerous time in which to live that there is almost no point in trying to build a good future4

Don't know5

b. What makes you feel that way?

12-

13-

14-

Don't know14-Y

17. As you understand it, what do the words "Civil Rights" mean?

15-

16-

Don't know 16-Y

18. In your own words would you tell me how you think the problem of civil rights for Negroes and other minority groups should be handled, or how you feel about it? Can you give me some examples?

17-

18-

19-

Don't know 19-Y

19. As far as civil rights for Negroes and other minority groups go, would you say the government is moving much too slowly, a little too slowly, at about the right rate, or a little too fast, or much too fast?

- Much too slowly 20-1
- Little too slowly 2
- About right 3
- Little too fast 4
- Much too fast 5
- Don't know 6

20a. Do you think the moral standards of young people in their early twenties today are generally higher or generally lower than the standards people now in their forties had when they were that age?

20a.

- Generally higher 21-1
 - Generally lower 2
 - Same (volunteered) 3
 - Don't know 4
- } (Skip to 21)

b. Why do you think young people's moral standards are (higher, lower) than they were twenty years ago?

22-

23-

24-

Don't know 24-Y

21a. If we had asked your parents this question, how do you think they would answer it? Would they say that the moral standards of people now in their twenties were higher, lower or about the same than the standards of young people were twenty years ago?

- Generally higher 25-1
- Generally lower 2
- Same (volunteered) 3
- Don't know 4 (Skip to 22)

b. Why do you think they would have answered it that way?

26-

27-

Don't know 27-Y

22. On another subject, juvenile delinquency, we don't want to spend a lot of time, but we do want some advice from you as to where you think the line should be drawn between the behavior of young people having a good time and things that really should be called juvenile delinquency. Can you give me some examples of things that people are inclined to call juvenile delinquency these days, but which actually in your opinion should not be called that?

28-

20-

30-

Don't know30-Y

23. Now, can you give me some examples of things a young person might do which really represent the beginnings of juvenile delinquency, or becoming a real juvenile delinquent?

31-

32-

33-

Don't know33-Y

24. In recent years the number of children born to unmarried mothers has steadily increased. What do you think are the causes of this?

34-

35-

36-

Don't know36-Y

25a. If some adult came to you and said "I'd like to talk to someone around here who really understands people your age and their problems," whom would you recommend? (How do you happen to know him, her?)

| | <u>25a.</u> | <u>26a.</u> |
|-------------------------------------|-------------|-------------|
| Welfare officer | 37-1 | 39-1 |
| Teacher | 2 | 2 |
| School administrator | 3 | 3 |
| Coach | 4 | 4 |
| Minister, clergyman | 5 | 5 |
| State or local youth official | 6 | 6 |
| YMCA, Scouts, YWCA, YMHA | 7 | 7 |
| 4-H Club | 8 | 8 |
| Police or parole officer | 9 | 9 |
| General town official | 0 | 0 |
| Judge | 38-1 | 40-1 |
| My parents | 2 | 2 |
| Other relatives | 3 | 3 |
| Friend of family | 4 | 4 |
| Other | (write in) | (write in) |

(Ask 26b if Answer to 25a Is Different)

Don't knowY Y

b. What is there about the way (he, she) thinks and does things which makes you recommend (him, her)?

41-

42-

43-

26a. If you wanted to talk to someone about a problem of your own who would you consult? (RECORD ABOVE)

b. (IF ANSWERS TO 25a AND 26a ARE DIFFERENT) Why would you choose (person in 26a) instead of the one you mentioned before?

44-

45-

46-

27a. Whose responsibility is it to see that the laws are enforced?

47--

Anyone else?

48--

Don't know48-Y

b. What responsibility, if any, do you feel that you, yourself have in seeing that the laws are enforced?

49--

50--

Don't know50-Y

c. What kinds of law violations do you think should be reported to the authorities?

51--

52--

None52-X } (Skip to 28)
Don't knowY }

d. Why should they be reported and others not be reported?

53--

54--

55--

Don't know55-Y

28a. Here is a statement often made in articles and speeches about young people — "Young people are much more likely than adults to do things because their friends are doing them, even though they realize they are wrong."

Do you agree with that statement or do you disagree with it?

Agree56-1 (Ask b)

Disagree2 } (Skip to 29)
Don't know3 }

28b. If your friends did something wrong and you realized it, how would you feel about them?

57--

58--

Don't know58-Y

29a. Well, we have been talking about a number of different subjects and problems, of different degrees of importance. Now try to think back to a couple of years ago. What was your most important problem or the thing you were most worried about then — the thing that bothered you most then, whether you'd call it important or unimportant today?

59--

60--

61--

Don't know61-Y

b. What would you consider your most important problem, or the thing you are most worried about now?

62--

63--

64--

Don't know64-Y (Skip to 30)

c. Now, try to think ahead a couple of years, what would you guess would be the most important problem to you a couple of years from now?

65--

66--

67--

Don't know67-Y

30a. Did you attend school last year?

Yes69-1
 No2

b. How many years of school have you completed?

| | |
|---------------------------------------|----------------|
| Eighth grade or less70-1 | } (Ask c) |
| High school but not completed 2 | |
| High school graduated 3 | |
| College but not completed 4 | |
| College graduated 5 | |
| Graduate school 6 | } (Skip to 31) |
| Special or technical school7 | |

c. Do you expect to continue your education?

Yes71-1 (Ask d)
 No2 } (Skip to Part 3)
 Don't know3 }

d. How many years of schooling do you expect to complete?

Eighth grade or less72-1
 High school but not completed 2
 High School graduated 3
 College but not completed4
 College graduated5
 Graduate school6
 Special or technical school 7

31a. Were you born around here?

Yes73-1 (Skip to 32)
 No2 (Ask b)
 Don't know3 (Skip to 32)

b. Where did you live most of your life before you moved here (in the country, or a small town (less than 2,500 population), or in a larger town, or a city)?

Country4
 Small town5
 Larger town6
 City7
 Don't know8

c. How old were you when you left there?

| | |
|------------------|-------------------|
| 1 - 1074-1 | 16 - 184 |
| 10 - 122 | 19 - 215 |
| 13 - 153 | 22 or 236 |
| | Don't know7 |

32. Are you married or single?

Married75-1
 Single2
 Widowed or divorced3

33. What is the occupation of the head of your household?

Professional or executive76-1
 Owner small retail store or business 2
 Technician, white collar, clerical 3
 Skilled worker 4
 Non-skilled, non-farm labor5
 Farm labor 6
 Farm owner or manager7
 Retired 8
 Unemployed 9
 Student 0
 Homemaker X

FACTUAL

| | |
|---------------------|----------------------------|
| <u>Sex</u> | <u>Economic level</u> |
| Male77-1 | A79-1 |
| Female2 | A- 2 |
| | B+ 3 |
| <u>Age</u> | B 4 |
| 16 3 | B- 5 |
| 17 4 | C+ 6 |
| 18 5 | C 7 |
| 19 6 | C- 8 |
| 20 7 | D+ 9 |
| 21 8 | D 0 |
| 22 9 | |
| 23 0 | |
| <u>Race</u> | <u>Urban Quota</u> X |
| White78-1 | |
| Negro 2 | |
| Other 3 | |
| <u>Rural</u> | |
| Farm 4 | |
| Non-farm 5 | |
| <u>Town</u> 6 | |

Name.....

Address..... Apt. #.....

Interviewer's Initials..... Resp. #.....

1. Have you ever been interviewed before?

| | <u>Rural total sample</u> | <u>Urban total sample</u> |
|-------------------------|-----------------------------------|-----------------------------------|
| Respondents--actual | 1794 | 720 |
| --weighted | 2562 (100%) | (100%) |
| | % | % |
| YES | 8 | 7 |
| NO | 91 | 92 |
| DON'T KNOW OR NO ANSWER | 1 | 1 |

Note: This question was merely a device to make the following statement at the opening of the interview: "Well then you understand that you can feel free to say anything you want to. We will report carefully what you said, but no one will ever know that you said it." (Some respondents interpreted "interviewed" to mean interviewed for a job, etc.)

2a. Would you like to live here for the rest of your life, or would you like to stay here for a few more years and then move, or would you like to go to live somewhere else as soon as possible?

| | <u>Rural total sample</u> | <u>Analyzed by respondents who are:</u> | | <u>Urban total sample</u> | <u>Analyzed by respondents who are:</u> | |
|-------------------------|-----------------------------------|---|----------------|-----------------------------------|---|---------------|
| | | <u>Male</u> | <u>Female</u> | | <u>Male</u> | <u>Female</u> |
| Respondents--actual | 1794 | 897 | 897 | 720 | 359 | 361 |
| --weighted | 2562 (100%) | 1278 (100%) | 1284 (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % |
| LIVE HERE REST OF LIFE | 39 | 42 | 36 | 35 | 35 | 35 |
| STAY FEW MORE YEARS | 42 | 38 | 45 | 41 | 40 | 42 |
| GO AS SOON AS POSSIBLE | 15 | 16 | 15 | 20 | 20 | 20 |
| DON'T KNOW OR NO ANSWER | 4 | 4 | 4 | 4 | 5 | 3 |

2a. Would you like to live here for the rest of your life, or would you like to stay here for a few more years and then move, or would you like to go to live somewhere else as soon as possible?

| | Rural total sample | Analyzed by respondents who are: | | | | | | | |
|-------------------------|--------------------------|----------------------------------|--------|--------|--------|-----------------------------|--------|--------|--------|
| | | Males and whose ages are: | | | | Females and whose ages are: | | | |
| | | Total | 16-18 | 19,20 | 21-23 | Total | 16-18 | 19,20 | 21-23 |
| Respondents--actual | 1794 | 897 | 597 | 177 | 123 | 897 | 542 | 183 | 172 |
| --weighted | 2562 (100%) | 1278 (100%) | (100%) | (100%) | (100%) | 1284 (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % | % | % | % |
| LIVE HERE REST OF LIFE | 39 | 42 | 32 | 47 | 53 | 36 | 28 | 36 | 48 |
| STAY FEW MORE YEARS | 42 | 38 | 49 | 34 | 24 | 45 | 56 | 42 | 31 |
| GO AS SOON AS POSSIBLE | 15 | 16 | 14 | 15 | 19 | 15 | 13 | 17 | 17 |
| DON'T KNOW OR NO ANSWER | 4 | 4 | 5 | 4 | 4 | 4 | 3 | 5 | 4 |

2a. Would you like to live here for the rest of your life, or would you like to stay here for a few more years and then move, or would you like to go to live somewhere else as soon as possible?

| | Rural total sample | Analyzed by respondents who live in the: | | | | Analyzed by respondents who live in an area classified as: | | |
|-------------------------|--------------------------|---|---------------|----------------|---------------|---|----------------|---------------|
| | | North- east | Mid- west | South | Far West | Rural farm | non- farm | Town |
| | | | | | | | | |
| Respondents--actual | 1794 | 301 | 537 | 747 | 209 | 560 | 982 | 252 |
| --weighted | 2562 (100%) | 425 (100%) | 740 (100%) | 1087 (100%) | 310 (100%) | 780 (100%) | 1414 (100%) | 368 (100%) |
| | % | % | % | % | % | % | % | % |
| LIVE HERE REST OF LIFE | 39 | 34 | 41 | 40 | 36 | 45 | 38 | 30 |
| STAY FEW MORE YEARS | 42 | 44 | 44 | 37 | 48 | 39 | 42 | 46 |
| GO AS SOON AS POSSIBLE | 15 | 16 | 12 | 18 | 14 | 13 | 16 | 20 |
| DON'T KNOW OR NO ANSWER | 4 | 6 | 3 | 5 | 2 | 3 | 4 | 4 |

2b. Would you prefer to move to a large city, a medium-sized city, a small town, or the country?

Asked of respondents who would like to move from the area in which they now live--
57% of rural total sample
61% of urban total sample

| | Analyzed by Question 2a: respondents who would like to: | | | Analyzed by Question 2a: respondents who would like to: | | |
|--------------------------------|--|--|---|--|--|---|
| | Rural total asked this question | Stay in area a few more years | Move from area as soon as possible | Urban total asked this question | Stay in area a few more years | Move from area as soon as possible |
| Respondents--actual | 1081 | 821 | 260 | 440 | 297 | 143 |
| --weighted | 1462 (100%) | 1066 (100%) | 396 (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % |
| CITY | <u>49</u> | <u>46</u> | <u>56</u> | <u>67</u> | <u>74</u> | <u>55</u> |
| Large | 18 | 15 | 26 | 31 | 30 | 36 |
| Medium | 28 | 28 | 27 | 32 | 40 | 17 |
| Small | 3 | 3 | 3 | 4 | 4 | 2 |
| TOWN | <u>22</u> | <u>24</u> | <u>19</u> | <u>11</u> | <u>9</u> | <u>14</u> |
| Large | 2 | 2 | 3 | 1 | * | 1 |
| Medium | 5 | 5 | 5 | 3 | 3 | 3 |
| Small | 15 | 17 | 11 | 7 | 6 | 10 |
| COUNTRY | <u>27</u> | <u>28</u> | <u>23</u> | <u>18</u> | <u>14</u> | <u>25</u> |
| DON'T KNOW OR NO ANSWER | <u>2</u> | <u>2</u> | <u>2</u> | <u>4</u> | <u>3</u> | <u>6</u> |

*Less than .5 per cent

2b. Would you prefer to move to a large city, a medium-sized city, a small town, or the country?

Asked of respondents who would like to move from the area in which they now live--
57% of rural total sample

| | Rural total asked this question | Analyzed by respondents who are: | | | | | | | |
|--------------------------------|---|----------------------------------|-----------|-----------|-----------|-----------------------------|-----------|-----------|-----------|
| | | Males and whose ages are: | | | | Females and whose ages are: | | | |
| | | Total | 16-18 | 19,20 | 21-23 | Total | 16-18 | 19,20 | 21-23 |
| Respondents--actual | 1081 | 514 | 374 | 87** | 53** | 567 | 374 | 109 | 84** |
| --weighted | 1462 | 683 | | | | 779 | | | |
| | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % | % | % | % |
| CITY | <u>49</u> | <u>48</u> | <u>44</u> | <u>56</u> | <u>51</u> | <u>49</u> | <u>55</u> | <u>51</u> | <u>35</u> |
| Large | 18 | 19 | 19 | 22 | 17 | 18 | 21 | 16 | 10 |
| Medium | 28 | 27 | 23 | 30 | 32 | 28 | 30 | 29 | 23 |
| Small | 3 | 2 | 2 | 4 | 2 | 3 | 4 | 6 | 2 |
| TOWN | <u>22</u> | <u>22</u> | <u>22</u> | <u>22</u> | <u>21</u> | <u>23</u> | <u>21</u> | <u>23</u> | <u>30</u> |
| Large | 2 | 3 | 3 | 2 | 4 | 2 | 2 | 2 | 2 |
| Medium | 5 | 4 | 4 | 2 | 6 | 5 | 5 | 5 | 8 |
| Small | 15 | 15 | 15 | 18 | 11 | 16 | 14 | 16 | 20 |
| COUNTRY | <u>27</u> | <u>26</u> | <u>31</u> | <u>20</u> | <u>21</u> | <u>27</u> | <u>23</u> | <u>25</u> | <u>34</u> |
| DON'T KNOW OR NO ANSWER | <u>2</u> | <u>4</u> | <u>3</u> | <u>2</u> | <u>7</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> |

**Percentages based on less than 100 cases are often unreliable.

2c. Why do you want to move (from present area)?

Asked of respondents who
would like to move from the
area in which they now live--
57% of rural total sample
61% of urban total sample

| | Analyzed by Question 2a: respondents who would like to: | | | Analyzed by Question 2a: respondents who would like to: | | |
|---|--|---|--|--|---|--|
| | Rural total asked this question | Stay in area a few more years | Move from area as soon as possible | Urban total asked this question | Stay in area a few more years | Move from area as soon as possible |
| Respondents--actual | 1081 | 821 | 260 | 440 | 297 | 143 |
| --weighted | 1462 | 1066 | 396 | | | |
| | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % |
| TO GET A JOB, BETTER JOB OPPORTUNITIES | 24 | 24 | 23 | 16 | 18 | 13 |
| JUST WANT A CHANGE, A MOVE, TO SEE SOMETHING DIFFERENT | 12 | 13 | 7 | 11 | 15 | 4 |
| WANT A CHANCE TO MEET, KNOW MORE PEOPLE, INTERESTING PEOPLE, VARIETY | 10 | 10 | 8 | 8 | 8 | 6 |
| WANT TO GET AWAY FROM HERE, TIRED OF, DON'T LIKE THIS PLACE | 7 | 5 | 13 | 11 | 8 | 15 |
| MORE GOING ON, MORE TO DO; MORE ENTERTAINMENT, RECREATION, EXCITEMENT | 7 | 6 | 8 | 9 | 7 | 13 |
| TO GET A BETTER EDUCATION | 4 | 4 | 5 | 2 | 1 | 4 |
| I WANT TO TRAVEL, GO TO MANY DIFFERENT PLACES | 4 | 4 | 3 | 4 | 5 | 2 |
| JUST PREFER ANOTHER PLACE, SIZE OF PLACE (no further information) | 4 | 4 | 3 | 3 | 2 | 6 |
| FOR MORE OPPORTUNITIES, BETTER FUTURE (no further information) | 3 | 3 | 5 | 3 | 3 | 3 |
| TO GET MORE FREEDOM, INDEPENDENCE, BE ON MY OWN | 3 | 3 | 3 | 3 | 4 | 2 |
| GETTING MARRIED, MOVING WITH HUSBAND, TO GET A HOME OF OUR OWN | 3 | 3 | 2 | 3 | 2 | 4 |
| DON'T LIKE THIS CLIMATE | 2 | 3 | 1 | 3 | 2 | 5 |
| FOR COMMUTING REASONS | 2 | 2 | 3 | 1 | 1 | 1 |
| TO FEEL CLOSE TO PEOPLE; KNOW EVERYONE IN TOWN; MORE INTIMATE ATMOSPHERE | 2 | 2 | 1 | 3 | 3 | 2 |
| TOO POPULATED, WANT FEWER PEOPLE AROUND ME | 2 | 2 | 1 | 4 | 4 | 2 |
| FOR A QUIETER LIFE, LESS PRESSURES, NOISE, ETC. | 2 | 2 | 1 | 5 | 6 | 2 |
| TO GET AWAY FROM MY FAMILY, HOME | 2 | 1 | 2 | 1 | 1 | 1 |
| TO BE NEARER MY FAMILY | 1 | 1 | 2 | 1 | 1 | 1 |
| TO GET AWAY FROM THE PEOPLE HERE | 1 | * | 2 | 2 | 1 | 3 |
| TO HAVE MORE CULTURAL ACTIVITIES, OPPORTUNITIES | 1 | 1 | * | 1 | 1 | 2 |
| FOR A HEALTHIER, CLEANER, SAFER LIFE | 1 | 1 | 1 | 3 | 2 | 6 |
| ALL OTHER | 7 | 7 | 8 | 8 | 8 | 8 |
| DON'T KNOW | 4 | 4 | 4 | 5 | 5 | 4 |
| NO ANSWER | 4 | 4 | 3 | 1 | 2 | 1 |

*Less than .5 per cent

Note: Percentages add to more than 100% because
some respondents gave more than one answer.

2c. Why do you want to move (from present area)?

Asked of respondents who would like to
move from the area in which they now live--
57% of rural total sample

| | Rural total asked this question | Analyzed by respondents who live in the: | | | |
|---|---------------------------------------|---|---------------|---------------|---------------|
| | | North- east | Midwest | South | Far West |
| Respondents--actual | 1081 | 194 | 326 | 429 | 132 |
| --weighted | 1462 (100%) | 255 (100%) | 416 (100%) | 600 (100%) | 191 (100%) |
| | % | % | % | % | % |
| TO GET A JOB, BETTER JOB OPPORTUNITIES | 24 | 21 | 26 | 26 | 18 |
| JUST WANT A CHANGE, A MOVE, TO SEE SOMETHING DIFFERENT | 12 | 17 | 12 | 10 | 9 |
| WANT A CHANCE TO MEET, KNOW MORE PEOPLE, INTERESTING PEOPLE, VARIETY | 10 | 8 | 9 | 11 | 9 |
| WANT TO GET AWAY FROM HERE, TIRED OF, DON'T LIKE THIS PLACE | 7 | 8 | 8 | 7 | 6 |
| MORE GOING ON, MORE TO DO; MORE ENTERTAINMENT, RECREATION, EXCITEMENT | 7 | 5 | 8 | 7 | 4 |
| TO GET A BETTER EDUCATION | 4 | 2 | 4 | 4 | 7 |
| I WANT TO TRAVEL, GO TO MANY DIFFERENT PLACES | 4 | 4 | 4 | 4 | 4 |
| JUST PREFER ANOTHER PLACE, SIZE OF PLACE (no further information) | 4 | 6 | 1 | 5 | 1 |
| FOR MORE OPPORTUNITIES, BETTER FUTURE (no further information) | 3 | 3 | 3 | 4 | 4 |
| TO GET MORE FREEDOM, INDEPENDENCE, BE ON MY OWN | 3 | 3 | 5 | 3 | 3 |
| GETTING MARRIED, MOVING WITH HUSBAND, TO GET A HOME OF OWN | 3 | 4 | 4 | 2 | 2 |
| DON'T LIKE THIS CLIMATE | 2 | 4 | 3 | 1 | 8 |
| FOR COMMUTING REASONS | 2 | 1 | 3 | 2 | 1 |
| TO FEEL CLOSE TO PEOPLE; KNOW EVERYONE IN TOWN; MORE INTIMATE ATMOSPHERE | 2 | 1 | 3 | 1 | 3 |
| TOO POPULATED, WANT FEWER PEOPLE AROUND ME | 2 | 4 | 2 | 1 | 1 |
| FOR A QUIETER LIFE, LESS PRESSURES, NOISE, ETC. | 2 | 2 | 2 | 1 | 1 |
| TO GET AWAY FROM MY FAMILY, HOME | 2 | 2 | 1 | 2 | 2 |
| TO BE NEARER MY FAMILY | 1 | 1 | 1 | 1 | 2 |
| TO GET AWAY FROM THE PEOPLE HERE | 1 | 1 | 1 | 1 | 3 |
| TO HAVE MORE CULTURAL ACTIVITIES, OPPORTUNITIES | 1 | * | 1 | 1 | 2 |
| FOR A HEALTHIER, CLEANER, SAFER LIFE | 1 | 1 | 1 | 1 | 2 |
| ALL OTHER | 7 | 5 | 7 | 7 | 9 |
| DON'T KNOW | 4 | 4 | 4 | 5 | 3 |
| NO ANSWER | 4 | 7 | 2 | 2 | 9 |

*Less than .5 per cent

Note: Percentages add to more than 100% because
some respondents gave more than one answer.

2c. Why do you want to move (from present area)?

Asked of respondents who would like to move from the area in which they now live--
57% of rural total sample

| | Rural total asked this question | Analyzed by Question 2b: respondents who prefer to move to a: | | | | | | |
|---|---|--|---------------|---------------|---------------|---------------|---------------|--------------------------|
| | | Medium | | | Medium | | | Small town Country |
| | | Large city | Large city | Small city | Large town | Large town | Small town | |
| Respondents--actual | 1081 | 204 | 295 | 33** | 23** | 50** | 164 | 288 |
| --weighted | 1462 (100%) | 268 (100%) | 402 (100%) | 43 (100%) | 33 (100%) | 70 (100%) | 224 (100%) | 389 (100%) |
| | % | % | % | % | % | % | % | % |
| TO GET A JOB, BETTER JOB OPPORTUNITIES | 24 | 36 | 32 | 19 | 27 | 17 | 17 | 13 |
| JUST WANT A CHANGE, A MOVE, TO SEE SOMETHING DIFFERENT | 12 | 7 | 10 | 14 | 12 | 19 | 13 | 14 |
| WANT A CHANCE TO MEET, KNOW MORE PEOPLE, INTERESTING PEOPLE, VARIETY | 10 | 15 | 10 | 5 | 18 | 6 | 11 | 7 |
| WANT TO GET AWAY FROM HERE, TIRED OF, DON'T LIKE THIS PLACE | 7 | 7 | 8 | 9 | 3 | 7 | 7 | 6 |
| MORE GOING ON, MORE TO DO; MORE ENTERTAINMENT, RECREATION, EXCITEMENT | 7 | 10 | 11 | 9 | 12 | 11 | 3 | 1 |
| TO GET A BETTER EDUCATION | 4 | 3 | 8 | 2 | 12 | 6 | 2 | 1 |
| I WANT TO TRAVEL, GO TO MANY DIFFERENT PLACES | 4 | 3 | 3 | - | 24 | 3 | 7 | 3 |
| JUST PREFER ANOTHER PLACE, SIZE OF PLACE (no further information) | 4 | 4 | 3 | 8 | - | 3 | 3 | 4 |
| FOR MORE OPPORTUNITIES, BETTER FUTURE (no further information) | 3 | 5 | 7 | 2 | 3 | 7 | * | 1 |
| TO GET MORE FREEDOM, INDEPENDENCE, BE ON MY OWN | 3 | 1 | 2 | - | - | 1 | 4 | 7 |
| GETTING MARRIED, MOVING WITH HUSBAND, TO GET A HOME OF OUR OWN | 3 | * | 3 | - | 3 | 1 | 4 | 5 |
| DON'T LIKE THIS CLIMATE | 2 | 1 | 2 | - | - | 7 | 4 | 2 |
| FOR COMMUTING REASONS | 2 | 2 | 2 | 2 | 3 | - | 4 | 1 |

*Less than .5 per cent

**Percentages based on less than 100 cases are often unreliable.

Note: Percentages add to more than 100% because
some respondents gave more than one answer.

(Continued)

(Continued)

2c. Why do you want to move (from present area)?

Asked of respondents who
would like to move from the
area in which they now live--
57% of rural total sample

| | Rural total asked this question | Analyzed by Question 2b: respondents who prefer to move to a: | | | | | | Country |
|--|---|--|--------|---------------|-------------------------------|--------|---------------|---------|
| | | Medium Large sized city | | Small city | Medium Large sized town | | Small town | |
| Respondents--actual | 1081 | 204 | 295 | 33** | 23** | 50** | 164 | 288 |
| --weighted | 1462 | 268 | 402 | 43 | 33 | 70 | 224 | 389 |
| | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % | % | % |
| TO FEEL CLOSE TO PEOPLE; KNOW EVERYONE IN TOWN; MORE INTIMATE ATMOSPHERE | 2 | - | - | 2 | - | 1 | 12 | - |
| TOO POPULATED, WANT FEWER PEOPLE AROUND ME | 2 | - | * | - | - | - | 1 | 5 |
| FOR A QUIETER LIFE, LESS PRESSURES, NOISE, ETC. | 2 | - | - | - | - | - | 2 | 5 |
| TO GET AWAY FROM MY FAMILY, HOME | 2 | 1 | * | - | - | 3 | 4 | 2 |
| TO BE NEARER MY FAMILY | 1 | 2 | - | - | - | 3 | 3 | 1 |
| TO GET AWAY FROM THE PEOPLE HERE | 1 | * | * | - | - | - | 1 | 2 |
| FOR A HEALTHIER, CLEANER, SAFER LIFE | 1 | 1 | - | 2 | - | 3 | * | 2 |
| TO HAVE MORE CULTURAL ACTIVITIES, OPPORTUNITIES | 1 | 3 | * | - | - | - | - | - |
| ALL OTHER | 7 | 3 | 4 | 5 | 6 | 1 | 4 | 14 |
| DON'T KNOW | 4 | 4 | 4 | 12 | 6 | 3 | 4 | 4 |
| NO ANSWER | 4 | * | * | 8 | 3 | 7 | 4 | 6 |

*Less than .5 per cent

**Percentages based on less than 100 cases are often unreliable.

Note: Percentages add to more than 100% because
some respondents gave more than one answer.

3. In thinking about living in the (city, country), what sort of problems can you think of that might come up for you?

| | Rural total sample | Analyzed by respondents who are: | | Urban total sample | Analyzed by respondents who are: | |
|--|--------------------------|--|----------------|--------------------------|--|--------|
| | | Male | Female | | Male | Female |
| Respondents--actual | 1794 | 897 | 897 | 720 | 359 | 361 |
| --weighted | 2562 (100%) | 1278 (100%) | 1284 (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % |
| NONE--NO PROBLEMS IN (CITY, COUNTRY) | 5 | 7 | 4 | 5 | 6 | 4 |
| DISLIKE PHYSICAL ATTRIBUTES OF CITY | 21 | 23 | 20 | - | - | - |
| FINDING A JOB; UNEMPLOYMENT; LIVING COSTS; MONEY | 18 | 21 | 15 | 17 | 20 | 13 |
| ADJUSTING TO (CITY, COUNTRY) LIFE; MAKING NEW FRIENDS; BEING LONELY ON MY OWN; SOCIAL PROBLEMS | 13 | 10 | 16 | 12 | 9 | 14 |
| TRANSPORTATION; PLACES HARD TO GET TO, FURTHER AWAY | 8 | 7 | 9 | 16 | 16 | 6 |
| FINDING A PLACE TO LIVE; HOUSING | 6 | 7 | 6 | 8 | 6 | 9 |
| CRIME; BAD ATMOSPHERE IN CITY | 5 | 3 | 8 | - | - | - |
| RACIAL PROBLEMS | 2 | 1 | 3 | 2 | 2 | 1 |
| WOULDN'T BE ABLE TO ENJOY OUT-OF-DOORS ACTIVITIES; FISHING; HUNTING, PETS, ETC. | 2 | 2 | 2 | - | - | - |
| HEALTH PROBLEMS; ALLERGIES | 1 | * | 1 | 1 | * | 1 |
| TOO DULL; NOTHING TO DO | - | - | - | 4 | 4 | 3 |
| EDUCATIONAL FACILITIES LIMITED, NOT AVAILABLE | - | - | - | 2 | 2 | 3 |
| JUST DON'T LIKE THE COUNTRY; PREFER THE CITY | - | - | - | 1 | 1 | 1 |
| ALL OTHER | 5 | 4 | 7 | 9 | 7 | 10 |
| ANSWERS REFERRING TO PLACE THEY <u>DID</u> LIVE INSTEAD OF PLACE THEY DID <u>NOT</u> LIVE | 5 | 5 | 5 | 7 | 7 | 7 |
| DON'T KNOW | 23 | 23 | 22 | 28 | 28 | 29 |
| NO ANSWER | 3 | 3 | 3 | 4 | 5 | 2 |

*Less than .5 per cent

Note: Percentages add to more than 100% because some respondents gave more than one answer.

3. In thinking about living in the city, what sort of problems can you think of that might come up for you?

| | Rural total sample | Analyzed by respondents who are: | | | | | | | |
|--|--------------------------|----------------------------------|-----------|-----------|-----------|-----------------------------|-----------|-----------|-----------|
| | | Males and whose ages are: | | | | Females and whose ages are: | | | |
| | | Total | 16-18 | 19,20 | 21-23 | Total | 16-18 | 19,20 | 21-23 |
| Respondents--actual | 1794 | 897 | 597 | 177 | 123 | 897 | 542 | 183 | 172 |
| --weighted | 2562 | 1278 | | | | 1284 | | | |
| | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % | % | % | % |
| NONE, NO PROBLEMS IN CITY | <u>5</u> | <u>7</u> | <u>6</u> | <u>10</u> | <u>7</u> | <u>4</u> | <u>3</u> | <u>3</u> | <u>5</u> |
| DISLIKE PHYSICAL ATTRIBUTES OF CITY | <u>21</u> | <u>23</u> | <u>19</u> | <u>26</u> | <u>24</u> | <u>20</u> | <u>20</u> | <u>19</u> | <u>22</u> |
| Too crowded; too many people; no privacy | 17 | 18 | 15 | 21 | 19 | 15 | 15 | 13 | 17 |
| Traffic | 4 | 4 | 4 | 4 | 6 | 4 | 4 | 2 | 5 |
| Noise | 3 | 3 | 2 | 6 | 4 | 2 | 4 | 3 | 1 |
| Dirty | * | 1 | 1 | - | 1 | * | * | 1 | 1 |
| Other--just don't like the city | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 |
| FINDING A JOB; LIVING COSTS; MONEY | <u>18</u> | <u>21</u> | <u>20</u> | <u>21</u> | <u>20</u> | <u>15</u> | <u>15</u> | <u>19</u> | <u>11</u> |
| ADJUSTING TO CITY LIFE | <u>13</u> | <u>10</u> | <u>12</u> | <u>11</u> | <u>7</u> | <u>16</u> | <u>21</u> | <u>16</u> | <u>10</u> |
| Making new friends; meeting people; unfriendly people | 10 | 7 | 10 | 8 | 3 | 13 | 18 | 14 | 7 |
| Getting to know the city; how to get around | 2 | 1 | 2 | 1 | 1 | 3 | 4 | 2 | 2 |
| Adjusting; getting used to city life (no further information) | 2 | 2 | 2 | 2 | 3 | 1 | 1 | 2 | 1 |
| TRANSPORTATION | <u>8</u> | <u>7</u> | <u>8</u> | <u>5</u> | <u>7</u> | <u>9</u> | <u>11</u> | <u>8</u> | <u>6</u> |
| FINDING A PLACE TO LIVE; HOUSING | <u>6</u> | <u>7</u> | <u>8</u> | <u>7</u> | <u>6</u> | <u>6</u> | <u>8</u> | <u>8</u> | <u>2</u> |
| CRIME; BAD ATMOSPHERE IN CITY | <u>5</u> | <u>3</u> | <u>4</u> | <u>3</u> | <u>1</u> | <u>8</u> | <u>4</u> | <u>6</u> | <u>15</u> |
| Can't raise kids right | 3 | 1 | 1 | 2 | 1 | 6 | 2 | 5 | 11 |
| Can get into trouble faster; get involved with wrong people; crime rate is higher | 2 | 2 | 3 | 1 | - | 2 | 2 | 1 | 3 |
| Other (atmosphere in city) | * | * | * | - | - | * | * | - | 1 |
| RACIAL PROBLEMS | <u>2</u> | <u>1</u> | <u>1</u> | <u>2</u> | <u>1</u> | <u>3</u> | <u>2</u> | <u>3</u> | <u>3</u> |
| WOULDN'T BE ABLE TO ENJOY OUT-OF-DOORS ACTIVITIES; FISHING, HUNTING, PETS, ETC. | <u>2</u> | <u>2</u> | <u>2</u> | <u>1</u> | <u>2</u> | <u>2</u> | <u>2</u> | <u>1</u> | <u>3</u> |
| HEALTH PROBLEMS | <u>1</u> | * | * | - | <u>1</u> | <u>1</u> | * | <u>1</u> | <u>1</u> |
| ALL OTHER | <u>5</u> | <u>4</u> | <u>5</u> | <u>3</u> | <u>2</u> | <u>7</u> | <u>6</u> | <u>8</u> | <u>8</u> |
| RESPONDENTS WERE ASKED ABOUT PROBLEMS IN COUNTRY AND LIVING IN COUNTRY RATHER THAN IN THE CITY | <u>5</u> | <u>5</u> | <u>6</u> | <u>5</u> | <u>4</u> | <u>5</u> | <u>5</u> | <u>4</u> | <u>5</u> |
| DON'T KNOW | <u>23</u> | <u>23</u> | <u>24</u> | <u>25</u> | <u>23</u> | <u>22</u> | <u>21</u> | <u>26</u> | <u>23</u> |
| NO ANSWER | <u>3</u> | <u>3</u> | <u>3</u> | <u>1</u> | <u>6</u> | <u>3</u> | <u>4</u> | <u>3</u> | <u>1</u> |

*Less than .5 per cent

Note: Group totals add to more than 100%, and subtotals may add to more than group totals because some respondents gave more than one answer.

4a. Do you now have a job or aren't you working now?

| | Rural total sample | Analyzed by respondents who are: | | Urban total sample | Analyzed by respondents who are: | |
|-------------------------|--------------------------|--|----------------|--------------------------|--|--------|
| | | Male | Female | | Male | Female |
| Respondents--actual | 1794 | 897 | 897 | 720 | 359 | 361 |
| --weighted | 2562 (100%) | 1278 (100%) | 1284 (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % |
| HAVE A JOB | 53 | 73 | 33 | 46 | 57 | 35 |
| NOT WORKING | 47 | 27 | 67 | 54 | 43 | 65 |
| DCN'T KNOW OR NO ANSWER | * | - | * | - | - | - |

*Less than .5 per cent

4a. Do you now have a job or aren't you working now?

| | Rural total sample | Analyzed by respondents who are: | | | | | | | |
|-------------------------|--------------------------|----------------------------------|--------|--------|--------|-----------------------------|--------|--------|--------|
| | | Males and whose ages are: | | | | Females and whose ages are: | | | |
| | | Total | 16-18 | 19,20 | 21-23 | Total | 16-18 | 19,20 | 21-23 |
| Respondents--actual | 1794 | 897 | 597 | 177 | 123 | 897 | 542 | 183 | 172 |
| --weighted | 2562 (100%) | 1278 (100%) | (100%) | (100%) | (100%) | 1284 (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % | % | % | % |
| HAVE A JOB | 53 | 73 | 64 | 82 | 80 | 33 | 31 | 38 | 33 |
| NOT WORKING | 47 | 27 | 36 | 18 | 20 | 67 | 69 | 62 | 66 |
| DON'T KNOW OR NO ANSWER | * | - | - | - | - | * | - | * | 1 |

*Less than .5 per cent

4a. Do you now have a job or aren't you working now?

| | Rural total sample | Analyzed by respondents whose ages are: | | | Analyzed by respondents who are: | |
|-------------------------|--------------------------|---|--------------|--------------|--|---------------|
| | | <u>16-18</u> | <u>19,20</u> | <u>21-23</u> | <u>Married</u> | <u>Single</u> |
| Respondents--actual | 1794 | 1139 | 360 | 295 | 301 | 1459 |
| --weighted | 2562 | 1206 | 569 | 787 | 598 | 1913 |
| | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % |
| HAVE A JOB | 53 | 48 | 59 | 57 | 35 | 58 |
| NOT WORKING | 47 | 52 | 41 | 43 | 64 | 42 |
| DON'T KNOW OR NO ANSWER | * | * | * | * | 1 | * |

*Less than .5 per cent

4a. Do you now have a job or aren't you working now?

| | <u>Rural total sample</u> | <u>Analyzed by respondents who live in the:</u> | | | | <u>Analyzed by respondents who live in an area classified as:</u> | | |
|-------------------------|---------------------------|---|-----------------|----------------|-----------------|---|-----------------|---------------|
| | | <u>North-east</u> | <u>Mid-west</u> | <u>South</u> | <u>Far West</u> | <u>Rural farm</u> | <u>non-farm</u> | <u>Town</u> |
| Respondents--actual | 1794 | 301 | 537 | 747 | 209 | 560 | 982 | 252 |
| --weighted | 2562 (100%) | 425 (100%) | 740 (100%) | 1087 (100%) | 310 (100%) | 780 (100%) | 1414 (100%) | 368 (100%) |
| | % | % | % | % | % | % | % | % |
| HAVE A JOB | 53 | 56 | 56 | 50 | 52 | 61 | 49 | 53 |
| NOT WORKING | 47 | 44 | 44 | 50 | 47 | 39 | 51 | 47 |
| DON'T KNOW OR NO ANSWER | * | * | - | * | 1 | - | * | * |

*Less than .5 per cent

4b. What kind of a job do you have at present? (A summer job?)

Asked of respondents
who are employed--
53% of rural total sample
46% of urban total sample

| | Rural total asked this question | Analyzed by respondents who are: | | Urban total asked this question | Analyzed by respondents who are: | |
|---|--|--|---------------|--|--|--------|
| | | Male | Female | | Male | Female |
| Respondents--actual | 916 | 624 | 292 | 332 | 204 | 128 |
| --weighted | 1355 (100%) | 929 (100%) | 426 (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % |
| FARMING, WORKING ON A FARM | 23 | 29 | 7 | 2 | 2 | 2 |
| FACTORY WORK, MACHINE OPERATOR | 9 | 8 | 11 | 7 | 10 | 3 |
| CONSTRUCTION, BUILDING, ROAD WORK | 6 | 9 | - | 8 | 12 | - |
| SECRETARIAL, CLERICAL, OFFICE WORK | 6 | 1 | 17 | 11 | 4 | 23 |
| SALES--STORE CLERK, SALES GIRL, SALESMEN | 5 | 5 | 5 | 9 | 6 | 14 |
| WAITRESS, CAR HOP, FOUNTAIN CLERK | 5 | 2 | 11 | 4 | 2 | 8 |
| BABY SITTING, CHILD CARE | 4 | * | 14 | 5 | 1 | 12 |
| MECHANIC, REPAIR MOTORS, GAS STATION WORK | 4 | 6 | - | 6 | 9 | - |
| MAINTENANCE WORK--STOCK BOY, JANITORING, DISH WASHER, ETC. | 4 | 4 | 2 | 10 | 13 | 4 |
| GARDENING, OUTDOOR WORK | 3 | 4 | * | 3 | 5 | 1 |
| MEDICAL FIELD--DENTAL ASSISTANT, NURSES AID | 2 | 1 | 5 | 3 | 2 | 5 |
| INSTRUCTING CHILDREN--TEACHER, COUNSELOR | 2 | 1 | 4 | 4 | 2 | 6 |
| DELIVERY, PICK UP SERVICE | 2 | 3 | * | 3 | 5 | - |
| BOOKKEEPING, CASHIER JOB | 2 | 1 | 5 | 3 | 1 | 5 |
| CADDY, OTHER SPORTS-CONNECTED WORK | 2 | 2 | 1 | 1 | 2 | 1 |
| HOUSEWORK, CLEANING | 2 | * | 5 | 1 | - | 3 |
| ENGINEERING, ELECTRICAL WORK | 1 | 2 | - | 2 | 2 | - |
| TRUCK DRIVING | 1 | 2 | - | 1 | 2 | - |
| COOK, BUTCHER, BAKER | * | 1 | - | 2 | 4 | 1 |
| JUST ODD JOBS (no further information) | * | * | - | 1 | 1 | - |
| EMPLOYER GIVEN BUT NO INDICATION OF ACTUAL JOB | 7 | 8 | 5 | 4 | 6 | 2 |
| ALL OTHER | 9 | 10 | 6 | 7 | 7 | 6 |
| NO ANSWER | 1 | 1 | 2 | 3 | 2 | 4 |
| HAVE JOB ONLY FOR SUMMER | 41 | 41 | 41 | 42 | 44 | 40 |
| HAVE A REGULAR JOB | 52 | 52 | 52 | 48 | 48 | 48 |
| NO ANSWER | 7 | 7 | 7 | 10 | 8 | 12 |

*Less than .5 per cent

4b. What kind of a job do you have at present? (A summer job?)

Asked of respondents
who are employed--
53% of rural total sample

| | Rural total asked this question | Analyzed by respondents who are: | | | | | | | |
|--|--|----------------------------------|--------|--------|--------|-----------------------------|--------|--------|--------|
| | | Males and whose ages are: | | | | Females and whose ages are: | | | |
| | | Total | 16-18 | 19,20 | 21-23 | Total | 16-18 | 19,20 | 21-23 |
| Respondents--actual | 916 | 624 | 380 | 145 | 99** | 292 | 166 | 69** | 57** |
| --weighted | 1355 | 929 | | | | 426 | | | |
| | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % | % | % | % |
| FARMING, WORKING ON A FARM | 23 | 29 | 37 | 26 | 23 | 7 | 7 | 12 | 2 |
| FACTORY WORK, MACHINE OPERATOR | 9 | 8 | 4 | 15 | 9 | 11 | 5 | 6 | 21 |
| CONSTRUCTION, BUILDING, ROAD WORK | 6 | 9 | 8 | 11 | 11 | - | - | - | - |
| SECRETARIAL, CLERICAL, OFFICE WORK | 6 | 1 | 2 | 1 | 1 | 17 | 12 | 32 | 19 |
| SALES--STORE CLERK, SALES GIRL, SALESMAN | 5 | 5 | 5 | 3 | 7 | 5 | 10 | - | 4 |
| WAITRESS, CAR HOP, FOUNTAIN CLERK | 5 | 2 | 1 | 2 | 2 | 11 | 13 | 12 | 5 |
| BABY SITTING, CHILD CARE | 4 | * | * | - | - | 14 | 28 | 4 | - |
| MECHANIC, REPAIR MOTORS, GAS STATION WORK | 4 | 6 | 6 | 5 | 6 | - | - | - | - |
| MAINTENANCE WORK--STOCK BOY, JANITORING, DISH WASHER, ETC. | 4 | 4 | 7 | 3 | 2 | 2 | 2 | 1 | 2 |
| GARDENING, OUTDOOR WORK | 3 | 4 | 6 | 3 | 4 | * | 1 | - | - |
| MEDICAL FIELD--DENTAL ASSISTANT, NURSES AID | 2 | 1 | 1 | 1 | 1 | 5 | 2 | 7 | 7 |
| INSTRUCTING CHILDREN-- TEACHER, COUNSELOR | 2 | 1 | 2 | - | 1 | 4 | 4 | 1 | 7 |
| DELIVERY, PICK UP SERVICE | 2 | 3 | 4 | 3 | - | * | 1 | - | - |
| BOOKKEEPING, CASHIER JOB | 2 | 1 | 1 | 1 | 1 | 5 | 3 | 3 | 7 |
| CADDY, OTHER SPORTS- CONNECTED WORK | 2 | 2 | 3 | 2 | - | 1 | 1 | 3 | - |
| HOUSEWORK, CLEANING | 2 | * | * | - | - | 5 | 5 | 3 | 7 |
| ENGINEERING, ELECTRICAL WORK | 1 | 2 | 1 | 1 | 3 | - | - | - | - |
| TRUCK DRIVING | 1 | 2 | 1 | 2 | 2 | - | - | - | - |
| COOK, BUTCHER, BAKER | * | 1 | 1 | 1 | - | - | - | - | - |
| JUST ODD JOBS (no further information) | * | * | 1 | - | - | - | - | - | - |
| EMPLOYER GIVEN BUT NO INDICATION OF ACTUAL JOB | 7 | 8 | 5 | 8 | 11 | 5 | 3 | 7 | 5 |
| ALL OTHER | 9 | 10 | 3 | 11 | 16 | 6 | 2 | 6 | 11 |
| NO ANSWER | 1 | 1 | 1 | 1 | - | 2 | 1 | 3 | 3 |
| HAVE JOB ONLY FOR SUMMER | 41 | 41 | 64 | 38 | 17 | 41 | 60 | 39 | 12 |
| HAVE A REGULAR JOB | 52 | 52 | 31 | 59 | 70 | 52 | 34 | 51 | 81 |
| NO ANSWER | 7 | 7 | 5 | 3 | 13 | 7 | 6 | 10 | 7 |

*Less than .5 per cent

**Percentages based on less than 100 cases are often unreliable.

4b. What kind of a job do you have at present? (A summer job?)

Asked of respondents
who are employed--
53% of rural total sample

| | Rural total asked this question | Analyzed by respondents who are: | | | | | |
|---|--|----------------------------------|-------------------------------|----------------|---------------------|-------------------------------|----------------|
| | | Males and have a: | | | Females and have a: | | |
| | | Total | Job only for the summer | Regular job | Total | Job only for the summer | Regular job |
| Respondents--actual | 916 | 624 | 314 | 273 | 292 | 134 | 137 |
| --weighted | 1355 | 929 | 384 | 478 | 426 | 174 | 221 |
| | % | % | % | % | % | % | % |
| FARMING, WORKING ON A FARM | 23 | 29 | 36 | 23 | 7 | 17 | * |
| FACTORY WORK, MACHINE OPERATOR | 9 | 8 | 3 | 12 | 11 | 3 | 15 |
| CONSTRUCTION, BUILDING, ROAD WORK | 6 | 9 | 11 | 9 | - | - | - |
| SECRETARIAL, CLERICAL, OFFICE WORK | 6 | 1 | 2 | 1 | 17 | 6 | 24 |
| SALES--STORE CLERK, SALES GIRL, SALESMAN | 5 | 5 | 6 | 5 | 5 | 8 | 4 |
| WAITRESS, CAR HOP, FOUNTAIN CLERK | 5 | 2 | 3 | 1 | 11 | 18 | 5 |
| BABY SITTING, CHILD CARE | 4 | * | * | - | 14 | 22 | 9 |
| MECHANIC, REPAIR MOTORS, GAS STATION WORK | 4 | 6 | 3 | 8 | - | - | - |
| MAINTENANCE WORK--STOCK BOY, JANITORING, DISH WASHER, ETC. | 4 | 4 | 4 | 5 | 2 | 3 | 1 |
| GARDENING, OUTDOOR WORK | 3 | 4 | 7 | 2 | * | 1 | - |
| MEDICAL FIELD--DENTAL ASSISTANT, NURSES AID | 2 | 1 | 1 | 1 | 5 | 2 | 7 |
| INSTRUCTING CHILDREN--TEACHER, COUNSELOR | 2 | 1 | 2 | 1 | 4 | 6 | 3 |
| DELIVERY, PICK-UP SERVICE | 2 | 3 | 2 | 3 | * | 1 | - |
| BOOKKEEPING, CASHIER JOB | 2 | 1 | 1 | 1 | 5 | 2 | 6 |
| CADDY, OTHER SPORTS-CONNECTED WORK | 2 | 2 | 4 | 1 | 1 | 3 | - |
| HOUSEWORK, CLEANING | 2 | * | - | * | 5 | 2 | 8 |
| ENGINEERING, ELECTRICAL WORK | 1 | 2 | 2 | 2 | - | - | - |
| TRUCK DRIVING | 1 | 2 | 2 | 2 | - | - | - |
| COOK, BUTCHER, BAKER | * | 1 | * | 1 | - | - | - |
| JUST ODD JOBS (no further information) | * | * | 1 | - | - | - | - |
| EMPLOYER GIVEN BUT NO INDICATION OF ACTUAL JOB | 7 | 8 | 5 | 9 | 5 | 4 | 5 |
| ALL OTHER | 9 | 10 | 5 | 12 | 6 | 2 | 9 |
| NO ANSWER | 1 | 1 | * | 1 | 2 | - | 4 |

*Less than .5 per cent

5a. Have you pretty well made up your mind about the kind of work you want to do, or haven't you made up your mind yet?

| | <u>Rural total sample</u> | <u>Analyzed by respondents who are:</u> | | <u>Analyzed by Question 30a: respondents who last year:</u> | | <u>Urban total sample</u> | <u>Analyzed by respondents who are:</u> | |
|-------------------------|-----------------------------------|---|----------------|---|--|-----------------------------------|---|---------------|
| | | <u>Male</u> | <u>Female</u> | <u>Attended school</u> | <u>Did not attend school</u> | | <u>Male</u> | <u>Female</u> |
| Respondents--actual | 1794 | 897 | 897 | 1288 | 504 | 720 | 359 | 361 |
| --weighted | 2562 (100%) | 1278 (100%) | 1284 (100%) | 1574 (100%) | 986 (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % | % | % |
| MADE UP MIND | 65 | 61 | 70 | 64 | 67 | 67 | 57 | 77 |
| HAVEN'T MADE UP MIND | 27 | 33 | 21 | 30 | 21 | 27 | 38 | 16 |
| DON'T KNOW OR NO ANSWER | 8 | 6 | 9 | 6 | 12 | 6 | 5 | 7 |

5b. What kind of job are you aiming toward?

| | Rural sample | | | | Urban total sample | Analyzed by respondents who are: | |
|---|--------------|------------|----------------|-----------|--------------------|----------------------------------|-----------|
| | Total | Rural farm | Rural non-farm | Town | | Male | Female |
| Respondents--actual | 1794 | 560 | 982 | 252 | 720 | 359 | 361 |
| --weighted | 2562 | 780 | 1414 | 368 | | | |
| | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % | % |
| PROFESSIONAL JOBS | <u>28</u> | <u>26</u> | <u>29</u> | <u>33</u> | <u>38</u> | <u>35</u> | <u>41</u> |
| Educational field | 10 | 10 | 9 | 12 | 12 | 7 | 16 |
| Teaching (level not specified) | 9 | 8 | 8 | 11 | 9 | 4 | 14 |
| Secondary or college level professor | 1 | 2 | 1 | 1 | 3 | 3 | 2 |
| Medical, science, chemical field | 10 | 9 | 10 | 9 | 14 | 12 | 16 |
| Nurse | 4 | 5 | 4 | 6 | 5 | - | 11 |
| Doctor, dentist | 2 | 1 | 2 | * | 3 | 6 | * |
| Scientific research work--chemist, etc. | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Medical assistant, lab technician | 1 | 1 | 1 | 1 | 2 | 1 | 2 |
| Medical, science, chemical field (no specific position mentioned) | 1 | * | 1 | - | 2 | 1 | 2 |
| Other (specific scientific fields) | 1 | 1 | 1 | 1 | 2 | 3 | 1 |
| Creative artist, designer, writer | 4 | 2 | 4 | 6 | 6 | 6 | 6 |
| Engineering, an engineer | 3 | 2 | 3 | 3 | 3 | 7 | * |
| Law, a lawyer | 1 | * | 1 | 1 | 2 | 3 | 1 |
| Other (professional jobs) | 2 | 3 | 2 | 2 | 3 | 2 | 3 |
| OFFICE, BUSINESS JOBS | <u>15</u> | <u>12</u> | <u>16</u> | <u>17</u> | <u>16</u> | <u>11</u> | <u>20</u> |
| Secretary, secretarial work | 7 | 6 | 7 | 4 | 6 | - | 11 |
| Clerical office work | 3 | 3 | 3 | 5 | 4 | 1 | 7 |
| Salesman, salesclerk | 1 | * | 2 | 2 | 1 | 2 | 1 |
| To be an executive in business | 1 | 2 | 1 | 1 | 1 | 1 | - |
| Accounting, CPA work | 1 | * | 1 | 2 | 2 | 3 | 1 |
| Open small business--gas station, store | * | * | * | * | 1 | 1 | - |
| Other (office, business jobs) | 2 | 1 | 2 | 3 | 1 | 3 | * |
| SKILLED LABORER | <u>12</u> | <u>12</u> | <u>11</u> | <u>15</u> | <u>13</u> | <u>19</u> | <u>8</u> |
| Barber, beautician, hairdresser | 4 | 3 | 3 | 7 | 3 | 1 | 6 |
| Mechanic--machine, auto mechanic | 4 | 4 | 3 | 4 | 3 | 6 | - |
| Machinist, heavy equipment operator, welder, etc. | 1 | 1 | 1 | - | 2 | 3 | - |
| Other (skilled laborer) | 4 | 5 | 4 | 4 | 5 | 9 | 2 |
| HOMEMAKER, HOUSEWIFE | <u>7</u> | <u>4</u> | <u>9</u> | <u>7</u> | <u>5</u> | <u>-</u> | <u>10</u> |
| FARMING; OWN, RUN FARM, RANCH | <u>6</u> | <u>18</u> | <u>1</u> | <u>-</u> | <u>*</u> | <u>1</u> | <u>-</u> |
| BLUE COLLAR--PORTER, MAID, ETC. | <u>3</u> | <u>5</u> | <u>3</u> | <u>2</u> | <u>3</u> | <u>2</u> | <u>3</u> |
| CAREER IN THE ARMED FORCES | <u>2</u> | <u>1</u> | <u>2</u> | <u>3</u> | <u>2</u> | <u>4</u> | <u>1</u> |
| OUTDOOR WORK OR SPORTS | <u>2</u> | <u>2</u> | <u>2</u> | <u>2</u> | <u>2</u> | <u>4</u> | <u>-</u> |
| CIVIL SERVICE, GOVERNMENT, CIVIC JOBS | <u>1</u> | <u>1</u> | <u>2</u> | <u>1</u> | <u>2</u> | <u>3</u> | <u>1</u> |
| ALL OTHER | <u>3</u> | <u>3</u> | <u>3</u> | <u>1</u> | <u>3</u> | <u>4</u> | <u>3</u> |
| DON'T KNOW | <u>17</u> | <u>14</u> | <u>19</u> | <u>15</u> | <u>14</u> | <u>18</u> | <u>11</u> |
| NO ANSWER | <u>5</u> | <u>4</u> | <u>6</u> | <u>6</u> | <u>4</u> | <u>3</u> | <u>4</u> |
| NOTHING DIFFERENT FROM WHAT I HAVE NOW | <u>20</u> | <u>19</u> | <u>20</u> | <u>18</u> | <u>12</u> | <u>6</u> | <u>17</u> |

*Less than .5 per cent

Note: Group totals add to more than 100%, and subtotals may add to more than group totals because some respondents gave more than one answer.

5b. What kind of job are you aiming toward?

23

| | Rural total sample | Analyzed by respondents whose economic level is: | | | Analyzed by respondents who live in: | | | |
|--|--------------------------|--|-----------|-----------|---|--------------|-----------|-------------|
| | | Upper | Middle | Lower | North- east | Mid- west | South | Far West |
| Respondents--actual | 1794 | 414 | 950 | 384 | 301 | 537 | 747 | 209 |
| --weighted | 2562 | 549 | 1403 | 537 | 425 | 740 | 1087 | 310 |
| | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % | % | % |
| PROFESSIONAL JOBS | <u>28</u> | <u>46</u> | <u>21</u> | <u>14</u> | <u>34</u> | <u>28</u> | <u>24</u> | <u>36</u> |
| Educational field | 10 | 18 | 9 | 3 | 14 | 11 | 7 | 12 |
| Teaching (level not specified) | 9 | 17 | 8 | 3 | 12 | 10 | 6 | 11 |
| Secondary or college level | | | | | | | | |
| professor | 1 | 1 | 1 | * | 2 | 1 | 1 | 1 |
| Medical, science, chemical field | 10 | 14 | 9 | 7 | 10 | 10 | 9 | 11 |
| Nurse | 4 | 4 | 4 | 4 | 5 | 5 | 4 | 2 |
| Doctor, dentist | 2 | 3 | 1 | 1 | 1 | 1 | 2 | 3 |
| Scientific research work-- | | | | | | | | |
| chemist, etc. | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 2 |
| Medical assistant, lab technician | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 |
| Medical, science, chemical field | | | | | | | | |
| (no specific position mentioned) | 1 | 1 | 1 | * | * | 1 | 1 | 1 |
| Other (specific scientific fields) | 1 | 2 | 1 | * | 1 | 1 | 1 | 3 |
| Creative artist, designer, writer | 4 | 7 | 3 | 3 | 7 | 3 | 4 | 3 |
| Engineering, an engineer | 3 | 3 | 3 | * | 2 | 2 | 2 | 6 |
| Law, a lawyer | 1 | 1 | 1 | * | 1 | * | * | 1 |
| Other (professional jobs) | 2 | 4 | 2 | * | 2 | 2 | 2 | 3 |
| OFFICE, BUSINESS JOBS | <u>15</u> | <u>16</u> | <u>16</u> | <u>10</u> | <u>19</u> | <u>16</u> | <u>13</u> | <u>14</u> |
| Secretary, secretarial work | 7 | 5 | 8 | 6 | 9 | 6 | 6 | 8 |
| Clerical office work | 3 | 3 | 4 | 2 | 4 | 6 | 1 | 3 |
| Salesman, salesclerk | 1 | 1 | 1 | 1 | 2 | * | 2 | 2 |
| To be an executive in business | 1 | 3 | 1 | * | 2 | 1 | 1 | * |
| Accounting, CPA work | 1 | 2 | 1 | * | * | 1 | 2 | - |
| Open small buusiness--gas station, | | | | | | | | |
| store | * | * | * | 1 | - | 1 | - | 1 |
| Other (office, business jobs) | 2 | 2 | 2 | * | 2 | 2 | 1 | 2 |
| SKILLED LABORER | <u>12</u> | <u>6</u> | <u>14</u> | <u>16</u> | <u>12</u> | <u>11</u> | <u>13</u> | <u>12</u> |
| Barber, beautician, hairdresser | 4 | 2 | 5 | 4 | 4 | 4 | 4 | 2 |
| Mechanic--machine, auto mechanic | 4 | 2 | 4 | 4 | 4 | 3 | 4 | 3 |
| Machinist, heavy equipment | | | | | | | | |
| operator, welder, etc. | 1 | * | 1 | 1 | * | 1 | 1 | - |
| Other (skilled laborer) | 4 | 2 | 4 | 7 | 4 | 3 | 5 | 7 |
| HOMEMAKER, HOUSEWIFE | <u>7</u> | <u>5</u> | <u>7</u> | <u>10</u> | <u>3</u> | <u>6</u> | <u>9</u> | <u>8</u> |
| FARMING; OWN, RUN FARM, RANCH | <u>6</u> | <u>6</u> | <u>6</u> | <u>5</u> | <u>3</u> | <u>10</u> | <u>5</u> | <u>3</u> |
| BLUE COLLAR--PORTER, MAID, ETC. | <u>3</u> | <u>1</u> | <u>2</u> | <u>10</u> | <u>3</u> | <u>2</u> | <u>5</u> | <u>1</u> |
| CAREER IN THE ARMED FORCES | <u>2</u> | <u>1</u> | <u>2</u> | <u>3</u> | <u>3</u> | <u>1</u> | <u>2</u> | <u>1</u> |
| OUTDOOR WORK OR SPORTS | <u>2</u> | <u>2</u> | <u>2</u> | <u>2</u> | <u>2</u> | <u>2</u> | <u>1</u> | <u>3</u> |
| CIVIL SERVICE, GOVERNMENT, CIVIC JOBS | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>3</u> | <u>1</u> | * | <u>2</u> |
| ALL OTHER | <u>3</u> | <u>2</u> | <u>3</u> | <u>2</u> | <u>1</u> | <u>2</u> | <u>4</u> | <u>2</u> |
| DON'T KNOW | <u>17</u> | <u>12</u> | <u>17</u> | <u>22</u> | <u>14</u> | <u>16</u> | <u>19</u> | <u>16</u> |
| NO ANSWER | <u>5</u> | <u>3</u> | <u>6</u> | <u>6</u> | <u>5</u> | <u>6</u> | <u>5</u> | <u>4</u> |
| NOTHING DIFFERENT FROM WHAT I HAVE | | | | | | | | |
| NOW | <u>20</u> | <u>15</u> | <u>21</u> | <u>20</u> | <u>17</u> | <u>20</u> | <u>21</u> | <u>17</u> |

*Less than .5 per cent

Note: Group totals add to more than 100%, and subtotals may add to more than group totals because some respondents gave more than one answer.

6a. How do you plan to go about getting that job?

Respondents who answered in terms
of education or other preparation
not actually concerned with getting
the job they are aiming toward--
47% of rural total sample
56% of urban total sample

| | Rural total asked this question | Analyzed by respondents who are: | | Urban total asked this question | Analyzed by respondents who are: | |
|--|--|--|---------------|--|--|--------|
| | | Male | Female | | Male | Female |
| Respondents--actual | 934 | 461 | 473 | 403 | 201 | 202 |
| --weighted | 1193 (100%) | 592 (100%) | 601 (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % |
| TAKE SPECIALIZED COURSES, ADVANCED TRAINING IN SCHOOL, COLLEGE, TRADE OR GRADUATE SCHOOL | 51 | 47 | 54 | 57 | 53 | 60 |
| GO TO, FINISH COLLEGE (no mention of specializing) | 34 | 37 | 32 | 30 | 31 | 28 |
| FINISH HIGH SCHOOL (no mention of specializing) | 2 | 1 | 3 | 2 | 2 | 3 |
| TO GET AN EDUCATION, GO TO SCHOOL, FINISH SCHOOL | 9 | 7 | 10 | 9 | 10 | 9 |
| ENLIST, GET TRAINING IN THE SERVICE | 4 | 8 | 1 | 2 | 4 | - |

6a. How do you plan to go about getting that job?

Respondents who answered in terms
of education or other preparation
not actually concerned with getting
the job they are aiming toward--
47% of rural total sample

| | Rural total asked this question | Analyzed by respondents who are: | | | | | | | |
|---|--|----------------------------------|--------|--------|--------|-----------------------------|--------|--------|--------|
| | | Males and whose ages are: | | | | Females and whose ages are: | | | |
| | | Total | 16-18 | 19,20 | 21-23 | Total | 16-18 | 19,20 | 21-23 |
| Respondents--actual | 934 | 461 | 347 | 76** | 38** | 473 | 373 | 69** | 31** |
| --weighted | 1193 | 592 | | | | 601 | | | |
| | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % | % | % | % |
| TAKE SPECIALIZED COURSES, ADVANCED TRAINING IN SCHOOL, COLLEGE, TRADE OR GRADUATE SCHOOL | 51 | 47 | 45 | 59 | 42 | 54 | 53 | 67 | 52 |
| GO TO, FINISH COLLEGE (no mention of specializing) | 34 | 37 | 39 | 27 | 42 | 32 | 33 | 20 | 29 |
| FINISH HIGH SCHOOL (no mention of specializing) | 2 | 1 | 2 | - | - | 3 | 4 | 3 | 3 |
| TO GET AN EDUCATION, GO TO SCHOOL, FINISH SCHOOL | 9 | 7 | 6 | 9 | 5 | 10 | 9 | 10 | 16 |
| ENLIST, GET TRAINING IN THE SERVICE | 4 | 8 | 8 | 5 | 11 | 1 | 1 | - | - |

**Percentages based on less than 100 cases are often unreliable.

- 6a. How do you plan to go about getting that job?
or
6b. Assuming you had that (preparation, education), how
would you go about getting work in that field?

Asked of respondents who
are aiming toward getting
work in a definite field--
63% of rural total sample
73% of urban total sample

| | Rural total asked this question | Analyzed by respondents who are: | | Urban total asked this question | Analyzed by respondents who are: | |
|---|--|--|--------|--|--|--------|
| | | Male | Female | | Male | Female |
| Respondents--actual | 1204 | 608 | 596 | 530 | 275 | 255 |
| --weighted | 1605 | 828 | 777 | | | |
| | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % |
| APPLY, APPLY AT DIFFERENT PLACES, PLACES I WANTED TO WORK | 40 | 33 | 47 | 42 | 40 | 44 |
| THROUGH SCHOOL PLACEMENT SERVICE | 20 | 16 | 24 | 18 | 14 | 20 |
| GET AN APPRENTICESHIP, TRAINEE POSITION | 11 | 15 | 7 | 14 | 19 | 8 |
| GO TO AN EMPLOYMENT OFFICE, AGENCY | 6 | 3 | 9 | 7 | 4 | 9 |
| THROUGH FRIENDS, CONTACTS I MAKE | 5 | 5 | 4 | 5 | 4 | 5 |
| SET UP A BUSINESS FOR MYSELF | 4 | 7 | 1 | 4 | 6 | 2 |
| MAKE INQUIRIES TO FIND GOOD PLACES THAT NEED MY SKILLS, WHERE I'D LIKE TO WORK | 4 | 4 | 4 | 2 | 2 | 2 |
| ENLIST IN SERVICE | 3 | 6 | * | 3 | 5 | 1 |
| WATCH WANT ADS, LOOK IN THE PAPER | 3 | 1 | 5 | 4 | 4 | 4 |
| TAKE A JOB TO GET ENOUGH MONEY TO SET UP OWN BUSINESS, DO WHAT I WANT | 3 | 4 | 2 | 3 | 5 | 1 |
| THROUGH FAMILY CONTACTS | 2 | 3 | 1 | 2 | 2 | 3 |
| APPLY TO TRADE ORGANIZATIONS, UNIONS; READ TRADE MAGAZINES | 2 | 2 | 2 | 1 | 1 | 1 |
| GO INTO FAMILY BUSINESS | 1 | 2 | * | 2 | 3 | - |
| HAVE ALREADY APPLIED | 1 | 1 | 1 | 1 | 1 | * |
| THROUGH THE CHURCH | * | * | * | 1 | 1 | 1 |
| ALL OTHER | 1 | * | 1 | 1 | - | 2 |
| DON'T KNOW OR NO ANSWER | 9 | 9 | 8 | 8 | 9 | 7 |

*Less than .5 per cent

Note: Percentages add to more than 100% because
some respondents gave more than one answer.

6a. How do you plan to go about getting that job?
 or
 6b. Assuming you had that (preparation, education), how
 would you go about getting work in that field?

Asked of respondents who
 are aiming toward getting
 work in a definite field--
 63% of rural total sample
 73% of urban total sample

| | Rural total asked this question | | | Urban total asked this question | | |
|---|------------------------------------|------------------------------------|---|------------------------------------|------------------------------------|---|
| | Total | 6a How plan to get job | 6b How go about getting job | Total | 6a How plan to get job | 6b How go about getting job |
| Respondents--actual | 1204 | 270 | 934 | 530 | 127 | 403 |
| --weighted | 1605 (100%) | 412 (100%) | 1193 (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % |
| APPLY, APPLY AT DIFFERENT PLACES, PLACES I WANTED TO WORK | 40 | 28 | 44 | 42 | 32 | 45 |
| THROUGH SCHOOL PLACEMENT SERVICE | 20 | 7 | 24 | 18 | 6 | 22 |
| GET AN APPRENTICESHIP, TRAINEE POSITION | 11 | 14 | 10 | 14 | 19 | 12 |
| GO TO AN EMPLOYMENT OFFICE, AGENCY | 6 | 8 | 5 | 7 | 12 | 5 |
| THROUGH FRIENDS, CONTACTS I MAKE | 5 | 8 | 4 | 5 | 2 | 6 |
| SET UP A BUSINESS FOR MYSELF | 4 | 5 | 4 | 4 | 2 | 4 |
| MAKE INQUIRIES TO FIND GOOD PLACES THAT NEED MY SKILLS, WHERE I'D LIKE TO WORK | 4 | 1 | 5 | 2 | 1 | 3 |
| ENLIST IN SERVICE | 3 | 5 | 3 | 3 | 8 | 1 |
| WATCH WANT ADS, LOOK IN THE PAPER | 3 | 5 | 3 | 4 | 3 | 4 |
| TAKE A JOB TO GET ENOUGH MONEY TO SET UP OWN BUSINESS, DO WHAT I WANT | 3 | 6 | 2 | 3 | 5 | 3 |
| THROUGH FAMILY CONTACTS | 2 | 3 | 2 | 2 | 3 | 2 |
| APPLY TO TRADE ORGANIZATIONS, UNIONS; READ TRADE MAGAZINES | 2 | 1 | 2 | 1 | 1 | 1 |
| GO INTO FAMILY BUSINESS | 1 | 2 | 1 | 2 | 2 | 1 |
| HAVE ALREADY APPLIED | 1 | 2 | * | 1 | 2 | - |
| THROUGH THE CHURCH | * | - | * | 1 | 2 | * |
| ALL OTHER | 1 | * | 1 | 1 | - | 1 |
| DON'T KNOW OR NO ANSWER | 9 | 17 | 6 | 8 | 18 | 5 |

*Less than .5 per cent

Note: Percentages add to more than 100% because
 some respondents gave more than one answer.

- 6a. How do you plan to go about getting that job?
or
6b. Assuming you had that (preparation, education), how
would you go about getting work in that field?

Asked of respondents who
are aiming toward getting
work in a definite field--
63% of rural total sample

| | Rural total asked this question | Analyzed by respondents who are: | | | | | | | |
|--|--|----------------------------------|--------|--------|--------|-----------------------------|--------|--------|--------|
| | | Males and whose ages are: | | | | Females and whose ages are: | | | |
| | | Total | 16-18 | 19,20 | 21-23 | Total | 16-18 | 19,20 | 21-23 |
| Respondents--actual | 1204 | 608 | 428 | 112 | 68** | 596 | 441 | 105 | 50** |
| --weighted | 1605 | 828 | | | | 777 | | | |
| | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % | % | % | % |
| APPLY, APPLY AT DIFFERENT PLACES, PLACES I WANTED TO WORK | 40 | 33 | 32 | 32 | 34 | 47 | 48 | 43 | 52 |
| THROUGH SCHOOL PLACEMENT SERVICE | 20 | 16 | 16 | 18 | 15 | 24 | 24 | 27 | 18 |
| GET AN APPRENTICESHIP, TRAINEE POSITION | 11 | 15 | 13 | 16 | 16 | 7 | 7 | 5 | 8 |
| GO TO AN EMPLOYMENT OFFICE, AGENCY | 6 | 3 | 3 | 3 | 1 | 9 | 6 | 15 | 12 |
| THROUGH FRIENDS, CONTACTS I MAKE | 5 | 5 | 5 | 7 | 4 | 4 | 3 | 7 | 4 |
| SET UP A BUSINESS FOR MYSELF | 4 | 7 | 6 | 5 | 12 | 1 | 1 | - | 2 |
| MAKE INQUIRIES TO FIND GOOD PLACES THAT NEED MY SKILLS, WHERE I'D LIKE TO WORK | 4 | 4 | 6 | 4 | 1 | 4 | 4 | 6 | - |
| ENLIST IN SERVICE | 3 | 6 | 7 | 5 | 4 | * | 1 | - | - |
| WATCH WANT ADS, LOOK IN THE PAPER | 3 | 1 | 2 | 1 | - | 5 | 5 | 6 | 6 |
| TAKE A JOB TO GET ENOUGH MONEY TO SET UP OWN BUSINESS, DO WHAT I WANT | 3 | 4 | 4 | 4 | 4 | 2 | 2 | 2 | - |
| THROUGH FAMILY CONTACTS | 2 | 3 | 4 | 1 | 1 | 1 | 1 | 2 | - |
| APPLY TO TRADE ORGANIZATIONS, UNIONS; READ TRADE MAGAZINES | 2 | 2 | * | 2 | 4 | 2 | 1 | 4 | - |
| GO INTO FAMILY BUSINESS | 1 | 2 | 2 | 3 | - | * | * | - | - |
| HAVE ALREADY APPLIED THROUGH THE CHURCH | 1 | 1 | - | 1 | 1 | 1 | * | 1 | 4 |
| ALL OTHER | 1 | * | 1 | - | - | 1 | * | 1 | 2 |
| DON'T KNOW OR NO ANSWER | 9 | 9 | 9 | 12 | 6 | 8 | 10 | 5 | 6 |

*Less than .5 per cent

**Percentages based on less than 100 cases are often unreliable.

Note: Percentages add to more than 100% because
some respondents gave more than one answer.

6c. Supposing you had done all those things and (it still didn't work out, you couldn't get that job) what would you do?

Asked of respondents who have definite plans concerned with getting work in the field they are interested in--
 60% of rural total sample
 71% of urban total sample

| | Rural total asked this question | Analyzed by respondents who are: | | Urban total asked this question | Analyzed by respondents who are: | |
|--|---------------------------------|----------------------------------|-----------|---------------------------------|----------------------------------|-----------|
| | | Male | Female | | Male | Female |
| Respondents--actual | 1154 | 578 | 576 | 513 | 267 | 246 |
| --weighted | 1533 | 785 | 748 | | | |
| | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % |
| KEEP TRYING | <u>36</u> | <u>29</u> | <u>44</u> | <u>42</u> | <u>44</u> | <u>41</u> |
| Keep trying to get that job, apply at other places | 15 | 11 | 20 | 19 | 20 | 18 |
| Take a temporary job until I could get one in chosen field | 5 | 5 | 6 | 5 | 5 | 5 |
| Move to a different area to look for that job | 4 | 4 | 4 | 5 | 5 | 6 |
| Go back to school, get more training, education in that field | 3 | 2 | 5 | 4 | 3 | 5 |
| Set myself up in that business | 3 | 3 | 3 | 3 | 3 | 2 |
| Take a lesser position in same or similar field and work up | 2 | 3 | 2 | 3 | 4 | 1 |
| Go to employment agency, office | 2 | 2 | 2 | 2 | 2 | 3 |
| Try to get help from friends, contacts | 1 | 1 | 2 | 1 | 1 | 1 |
| Would only change if all failed | 1 | 1 | 1 | 1 | 1 | 1 |
| Try to get help from the school | * | 1 | * | - | - | - |
| Other (keep trying for that job) | 1 | 1 | 1 | 1 | 1 | 1 |
| TRY TO FIND ANOTHER JOB, ANY JOB I COULD GET, DO | <u>11</u> | <u>12</u> | <u>10</u> | <u>13</u> | <u>13</u> | <u>12</u> |
| TRY TO GET A JOB IN ANOTHER SPECIFIC FIELD FOR WHICH I HAVE TRAINING, AN INTEREST | <u>8</u> | <u>9</u> | <u>7</u> | <u>7</u> | <u>5</u> | <u>9</u> |
| SETTLE FOR A DIFFERENT, LOWER POSITION IN THE SAME OR A SIMILAR FIELD | <u>8</u> | <u>7</u> | <u>8</u> | <u>5</u> | <u>4</u> | <u>6</u> |
| GO BACK TO SCHOOL, GET MORE EDUCATION, LEARN TO DO OTHER THINGS | <u>4</u> | <u>4</u> | <u>4</u> | <u>4</u> | <u>4</u> | <u>4</u> |
| COULD GO BACK TO WHAT I'M DOING NOW, HAVE DONE IN PAST | <u>4</u> | <u>5</u> | <u>3</u> | <u>4</u> | <u>4</u> | <u>4</u> |
| ENLIST, STAY IN THE SERVICE | <u>3</u> | <u>6</u> | <u>1</u> | <u>3</u> | <u>6</u> | <u>*</u> |
| TRY FOR THE SAME LEVEL IN A DIFFERENT FIELD | <u>3</u> | <u>4</u> | <u>2</u> | <u>2</u> | <u>3</u> | <u>1</u> |
| TRY SOMETHING ELSE (no indication whether in the same field or another one) | <u>2</u> | <u>2</u> | <u>2</u> | <u>1</u> | <u>2</u> | <u>1</u> |
| GO TO WORK IN FAMILY BUSINESS | <u>1</u> | <u>1</u> | <u>*</u> | <u>1</u> | <u>1</u> | <u>-</u> |
| SET MYSELF UP IN ANOTHER BUSINESS | <u>*</u> | <u>1</u> | <u>-</u> | <u>*</u> | <u>*</u> | <u>*</u> |
| GO TO AN EMPLOYMENT AGENCY, OFFICE TO GET ANY JOB | <u>*</u> | <u>*</u> | <u>1</u> | <u>*</u> | <u>*</u> | <u>-</u> |
| ALL OTHER | <u>1</u> | <u>*</u> | <u>2</u> | <u>3</u> | <u>*</u> | <u>5</u> |
| DON'T KNOW | <u>15</u> | <u>15</u> | <u>15</u> | <u>13</u> | <u>12</u> | <u>15</u> |
| NO ANSWER | <u>4</u> | <u>5</u> | <u>2</u> | <u>3</u> | <u>3</u> | <u>2</u> |

*Less than .5 per cent

Note: Group totals add to more than 100%, and subtotals may add to more than group totals because some respondents gave more than one answer.

6c. Supposing you had done all those things and (it still didn't work out, you couldn't get that job) what would you do?

Asked of respondents who have definite plans concerned with getting work in the field they are interested in--
60% of rural total sample

| | Rural total asked this question | Analyzed by respondents who are: | | | | | | | |
|--|---------------------------------|----------------------------------|-----------|-----------|-----------|-----------------------------|-----------|-----------|-----------|
| | | Males and whose ages are: | | | | Females and whose ages are: | | | |
| | | Total | 16-18 | 19,20 | 21-23 | Total | 16-18 | 19,20 | 21-23 |
| Respondents--actual | 1154 | 578 | 409 | 105 | 64** | 576 | 428 | 101 | 47** |
| --weighted | 1533 | 785 | | | | 748 | | | |
| | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % | % | % | % |
| KEEP TRYING | <u>36</u> | <u>29</u> | <u>30</u> | <u>32</u> | <u>25</u> | <u>44</u> | <u>46</u> | <u>37</u> | <u>47</u> |
| Keep trying to get that job, apply at other places | 15 | 11 | 10 | 9 | 16 | 20 | 20 | 18 | 21 |
| Take a temporary job until I could get one in chosen field | 5 | 5 | 4 | 10 | 3 | 6 | 7 | 4 | 2 |
| Move to a different area to look for that job | 4 | 4 | 5 | 5 | 2 | 4 | 6 | 2 | 4 |
| Go back to school, get more training, education in that field | 3 | 2 | 3 | 2 | - | 5 | 4 | 4 | 6 |
| Set myself up in that business | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 1 | 9 |
| Take a lesser position in same or similar field and work up | 2 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 2 |
| Go to employment agency, office | 2 | 2 | 1 | 4 | 2 | 2 | 2 | 3 | 4 |
| Try to get help from friends, contacts | 1 | 1 | 1 | 1 | - | 2 | 3 | 1 | 2 |
| Would only change if all failed | 1 | 1 | 1 | - | - | 1 | 1 | 3 | 2 |
| Try to get help from the school | * | 1 | * | 2 | - | * | * | 1 | - |
| Other (keep trying for that job) | 1 | 1 | * | 1 | - | 1 | 1 | 1 | - |
| TRY TO FIND ANOTHER JOB, ANY JOB I COULD GET, DO | <u>11</u> | <u>12</u> | <u>13</u> | <u>9</u> | <u>13</u> | <u>10</u> | <u>12</u> | <u>9</u> | <u>6</u> |
| TRY TO GET A JOB IN ANOTHER SPECIFIC FIELD FOR WHICH I HAVE TRAINING, AN INTEREST | <u>8</u> | <u>9</u> | <u>10</u> | <u>10</u> | <u>8</u> | <u>7</u> | <u>7</u> | <u>9</u> | <u>4</u> |
| SETTLE FOR A DIFFERENT, LOWER POSITION IN THE SAME OR A SIMILAR FIELD | <u>8</u> | <u>7</u> | <u>5</u> | <u>10</u> | <u>11</u> | <u>8</u> | <u>7</u> | <u>14</u> | <u>6</u> |
| GO BACK TO SCHOOL, GET MORE EDUCATION, LEARN TO DO OTHER THINGS | <u>4</u> | <u>4</u> | <u>3</u> | <u>2</u> | <u>5</u> | <u>4</u> | <u>6</u> | <u>3</u> | - |
| COULD GO BACK TO WHAT I'M DOING NOW, HAVE DONE IN PAST | <u>4</u> | <u>5</u> | <u>4</u> | <u>6</u> | <u>6</u> | <u>3</u> | * | <u>7</u> | <u>9</u> |
| ENLIST, STAY IN THE SERVICE | <u>3</u> | <u>6</u> | <u>6</u> | <u>5</u> | <u>5</u> | <u>1</u> | <u>1</u> | <u>1</u> | - |
| TRY FOR THE SAME LEVEL IN A DIFFERENT FIELD | <u>3</u> | <u>4</u> | <u>4</u> | <u>5</u> | <u>5</u> | <u>2</u> | <u>1</u> | <u>3</u> | <u>2</u> |
| TRY SOMETHING ELSE (no indication whether in the same field or another one) | <u>2</u> | <u>2</u> | <u>1</u> | <u>2</u> | <u>5</u> | <u>2</u> | <u>2</u> | <u>3</u> | - |
| GO TO WORK IN FAMILY BUSINESS | <u>1</u> | <u>1</u> | <u>2</u> | <u>1</u> | - | * | * | - | - |
| SET MYSELF UP IN ANOTHER BUSINESS | * | <u>1</u> | * | <u>2</u> | <u>2</u> | - | - | - | - |
| GO TO AN EMPLOYMENT AGENCY, OFFICE TO GET ANY JOB | * | * | * | - | - | <u>1</u> | * | <u>1</u> | - |
| ALL OTHER | <u>1</u> | * | * | <u>1</u> | - | <u>2</u> | <u>2</u> | <u>4</u> | - |
| DON'T KNOW | <u>15</u> | <u>15</u> | <u>18</u> | <u>11</u> | <u>13</u> | <u>15</u> | <u>14</u> | <u>10</u> | <u>24</u> |
| NO ANSWER | <u>4</u> | <u>5</u> | <u>5</u> | <u>6</u> | <u>6</u> | <u>2</u> | <u>3</u> | <u>2</u> | <u>2</u> |

*Less than .5 per cent

**Percentages based on less than 100 cases are often unreliable.

Note: Group totals add to more than 100%, and subtotals may add to more than group totals because some respondents gave more than one answer.

6c. Supposing you had done all those things and (it still didn't work out, you couldn't get that job) what would you do?

Asked of respondents who have definite plans concerned with getting work in the field they are interested in--
60% of rural total sample

| | Rural total asked this question | Analyzed by respondents whose economic level is: | | | Analyzed by respondents who are: | |
|---|---------------------------------|--|-----------|-----------|----------------------------------|-----------|
| | | Upper | Middle | Lower | White | Negro |
| Respondents--actual | 1154 | 307 | 621 | 201 | 1075 | 71** |
| --weighted | 1533 | 394 | 845 | 260 | 1431 | 91 |
| | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % |
| KEEP TRYING | <u>36</u> | <u>41</u> | <u>38</u> | <u>25</u> | <u>37</u> | <u>24</u> |
| Keep trying to get that job, apply at other places | 15 | 16 | 16 | 12 | 16 | 11 |
| Take a temporary job until I could get one in chosen field | 5 | 5 | 6 | 4 | 5 | 5 |
| Move to a different area to look for that job | 4 | 6 | 4 | 3 | 4 | - |
| Go back to school, get more training, education in that field | 3 | 6 | 3 | 2 | 4 | - |
| Set myself up in that business | 3 | 4 | 3 | 1 | 3 | 2 |
| Take a lesser position in same or similar field and work up | 2 | 4 | 2 | 2 | 3 | 1 |
| Go to employment agency, office | 2 | 3 | 2 | * | 2 | 2 |
| Try to get help from friends, contacts | 1 | 2 | 1 | * | 1 | 2 |
| Would only change if all failed | 1 | 1 | 1 | * | 1 | 2 |
| Try to get help from the school | * | 1 | * | * | * | - |
| Other ways would keep trying for that job | 1 | * | 1 | * | 1 | - |
| TRY TO FIND ANOTHER JOB, ANY JOB I COULD GET, DO | <u>11</u> | <u>6</u> | <u>10</u> | <u>21</u> | <u>11</u> | <u>20</u> |
| TRY TO GET A JOB IN ANOTHER SPECIFIC FIELD FOR WHICH I HAVE TRAINING, AN INTEREST SEMBLE FOR A DIFFERENT, LOWER POSITION IN THE SAME OR A SIMILAR FIELD | <u>8</u> | <u>9</u> | <u>8</u> | <u>5</u> | <u>9</u> | - |
| GO BACK TO SCHOOL, GET MORE EDUCATION, LEARN TO DO OTHER THINGS | <u>8</u> | <u>8</u> | <u>8</u> | <u>5</u> | <u>8</u> | <u>2</u> |
| COULD GO BACK TO WHAT I'M DOING NOW, HAVE DONE IN PAST | <u>4</u> | <u>3</u> | <u>4</u> | <u>3</u> | <u>4</u> | <u>3</u> |
| ENLIST, STAY IN THE SERVICE | <u>4</u> | <u>6</u> | <u>3</u> | <u>5</u> | <u>4</u> | <u>7</u> |
| TRY FOR THE SAME LEVEL IN A DIFFERENT FIELD | <u>3</u> | <u>4</u> | <u>3</u> | <u>2</u> | <u>3</u> | <u>2</u> |
| TRY SOMETHING ELSE (no indication whether in the same field or another one) | <u>3</u> | <u>4</u> | <u>3</u> | <u>2</u> | <u>3</u> | <u>2</u> |
| GO TO WORK IN FAMILY BUSINESS | <u>2</u> | <u>2</u> | <u>2</u> | <u>4</u> | <u>2</u> | <u>9</u> |
| SET MYSELF UP IN ANOTHER BUSINESS | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | - |
| GO TO AN EMPLOYMENT AGENCY, OFFICE TO GET ANY JOB | * | <u>2</u> | - | * | * | - |
| ALL OTHER | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | - |
| DON'T KNOW | <u>15</u> | <u>11</u> | <u>15</u> | <u>21</u> | <u>14</u> | <u>25</u> |
| NO ANSWER | <u>4</u> | <u>3</u> | <u>3</u> | <u>5</u> | <u>4</u> | <u>5</u> |

*Less than .5 per cent

**Percentages based on less than 100 cases are often unreliable.

Note: Group totals add to more than 100%, and subtotals may add to more than group totals because some respondents gave more than one answer.

7a. What two qualities on this list do you think really get a young person ahead the fastest today? (Card shown respondent)

| Respondents | Analyzed by Question 9a: respondents who prefer to work for: | | | | | Analyzed by Question 9a: respondents who prefer to work for: | | | | |
|----------------------------------|--|-----------------|--------------|--------------|--------|--|-----------------|--------------|--------------|--------|
| | Rural | The | Large | Small | Them- | Urban | The | Large | Small | Them- |
| | total sample | Govern- ment | com- pany | com- pany | selves | total sample | Govern- ment | com- pany | com- pany | selves |
| --actual | 1794 | 424 | 380 | 333 | 601 | 720 | 220 | 157 | 100 | 224 |
| --weighted | 2562 | 598 | 514 | 478 | 882 | | | | | |
| | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % | % | % | % | % |
| HARD WORK | 67 | 61 | 70 | 70 | 68 | 66 | 56 | 70 | 76 | 66 |
| HAVING A PLEASANT PERSONALITY | 63 | 62 | 64 | 76 | 56 | 57 | 58 | 61 | 62 | 52 |
| BRAINS | 35 | 36 | 38 | 27 | 39 | 37 | 43 | 29 | 29 | 41 |
| KNOWING THE RIGHT PEOPLE | 20 | 21 | 17 | 17 | 24 | 26 | 26 | 27 | 23 | 27 |
| BEING A GOOD POLITICIAN | 3 | 4 | 2 | 2 | 3 | 2 | 3 | 2 | 2 | 2 |
| GOOD LUCK | 3 | 4 | 1 | 1 | 4 | 4 | 4 | 4 | 1 | 6 |
| DON'T KNOW OR NO ANSWER | 5 | 6 | 4 | 3 | 4 | 3 | 5 | 2 | 4 | 2 |

Note: Percentages add to more than 100% because some respondents gave more than one answer.

7a. What two qualities on this list do you think really get a young person ahead the fastest today? (Card shown respondent)

Analyzed by Question 5b: respondents
who are aiming toward:

| | Rural total sample | A profes- sional job | An office, business job | Being a home- maker | Other jobs | Don't know kind of job |
|-------------------------------|--------------------------|-------------------------------|----------------------------------|---------------------------|---------------|---------------------------------|
| Respondents--actual | 1794 | 535 | 274 | 98** | 498 | 389 |
| --weighted | 2562 | 726 | 380 | 184 | 705 | 567 |
| | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % |
| HARD WORK | 67 | 70 | 70 | 66 | 66 | 64 |
| HAVING A PLEASANT PERSONALITY | 63 | 68 | 71 | 73 | 59 | 63 |
| BRAINS | 35 | 39 | 25 | 29 | 40 | 34 |
| KNOWING THE RIGHT PEOPLE | 20 | 16 | 16 | 22 | 24 | 24 |
| BEING A GOOD POLITICIAN | 3 | 2 | 2 | 2 | 4 | 3 |
| GOOD LUCK | 3 | 1 | 2 | 3 | 4 | 4 |
| DON'T KNOW OR NO ANSWER | 5 | 2 | 7 | 3 | 6 | 4 |

**Percentages based on less than 100 cases are often unreliable.

Note: Percentages add to more than 100% because
some respondents gave more than one answer.

7b. Why do you think (that is, those are) most important?

Asked about each quality
respondents think really
gets a young person
ahead the fastest today

| | Rural total asked this question | Analyzed by respondents who are: | | Urban total asked this question | Analyzed by respondents who are: | |
|--|--|--|---------------|--|--|--------|
| | | Male | Female | | Male | Female |
| Brains | | | | | | |
| Respondents--actual | 629 | 364 | 265 | 269 | 156 | 113 |
| --weighted | 902 (100%) | 521 (100%) | 381 (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % |
| NEED TO KNOW WHAT TO DO, HOW TO DO IT FOR ANY JOB, IT'S ESSENTIAL | 55 | 57 | 52 | 61 | 63 | 58 |
| NEED THEM TO GET AHEAD, ADVANCE | 13 | 12 | 15 | 11 | 12 | 11 |
| NEED BRAINS TO GET A JOB, A GOOD JOB | 13 | 13 | 13 | 10 | 10 | 9 |
| NEEDED TO KEEP A JOB | 2 | 2 | 1 | 3 | 2 | 4 |
| ALL OTHER | 10 | 9 | 11 | 10 | 10 | 10 |
| DON'T KNOW OR NO ANSWER | 10 | 11 | 10 | 9 | 8 | 11 |
| Knowing the right people | | | | | | |
| Respondents--actual | 350 | 204 | 146 | 186 | 114 | 72** |
| --weighted | 520 (100%) | 296 (100%) | 224 (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % |
| HELPS YOU GET THE JOB, A GOOD JOB | 33 | 33 | 33 | 34 | 39 | 26 |
| HELPS, MAKES IT EASIER, GIVES YOU A BETTER CHANCE | 22 | 22 | 21 | 19 | 15 | 25 |
| HELPS YOU GET AHEAD | 15 | 13 | 17 | 12 | 12 | 11 |
| IS VERY IMPORTANT, ESSENTIAL, HARD TO GET ANYWHERE WITHOUT IT | 13 | 13 | 12 | 17 | 16 | 20 |
| ALL OTHER | 8 | 6 | 10 | 8 | 7 | 10 |
| DON'T KNOW OR NO ANSWER | 12 | 13 | 12 | 11 | 13 | 8 |
| Hard work | | | | | | |
| Respondents--actual | 1228 | 617 | 611 | 474 | 221 | 253 |
| --weighted | 1719 (100%) | 861 (100%) | 858 (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % |
| YOU NEED TO WORK HARD AT ANYTHING, AT YOUR JOB, TO GET ANYWHERE | 34 | 32 | 34 | 34 | 34 | 33 |
| YOU HAVE TO WORK HARD TO GET AHEAD, ADVANCE | 28 | 26 | 29 | 26 | 24 | 27 |
| YOU HAVE TO WORK HARD TO KEEP A JOB | 9 | 10 | 9 | 10 | 9 | 11 |
| NEED HARD WORK TO GET A JOB | 6 | 8 | 5 | 5 | 6 | 4 |
| TO IMPRESS YOUR EMPLOYER--HE EXPECTS, RESPECTS HARD WORK | 5 | 6 | 3 | 4 | 5 | 3 |
| ANYTHING WORTH WHILE NEEDS HARD WORK, GIVES YOU A SENSE OF ACCOMPLISHMENT | 4 | 3 | 5 | 4 | 4 | 5 |
| HARD WORK MAKES UP FOR LACK OF OTHER QUALITIES | 3 | 3 | 3 | 4 | 3 | 5 |
| YOU LEARN MORE IF YOU WORK HARD, DO A BETTER JOB | 1 | 1 | 1 | 2 | 2 | 1 |
| ALL OTHER | 5 | 5 | 5 | 4 | 4 | 4 |
| DON'T KNOW OR NO ANSWER | 8 | 8 | 9 | 10 | 11 | 9 |

**Percentages based on less than 100 cases are often unreliable.

Note: Percentages add to more than 100% because
some respondents gave more than one answer.

(Continued)

(Continued)

7b. Why do you think (that is, those are) most important?

Asked about each quality
respondents think really
gets a young person
ahead the fastest today

| | Rural total asked this question | Analyzed by respondents who are: | | Urban total asked this question | Analyzed by respondents who are: | |
|--|--|--|---------------|--|--|--------|
| | | Male | Female | | Male | Female |
| <u>Being a good politician</u> | | | | | | |
| Respondents--actual | 40** | 14** | 26** | 16** | 6** | 10** |
| --weighted | 70 (100%) | 29 (100%) | 41 (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % |
| GETTING ALONG WITH PEOPLE | 29 | 28 | 29 | 31 | 33 | 30 |
| KNOWING THE RIGHT PEOPLE | 8 | 3 | 12 | 38 | 50 | 30 |
| OTHER | 20 | 24 | 17 | - | - | - |
| DON'T KNOW OR NO ANSWER | 43 | 45 | 42 | 31 | 17 | 40 |
| <u>Personality</u> | | | | | | |
| Respondents--actual | 1143 | 472 | 671 | 414 | 176 | 238 |
| --weighted | 1609 (100%) | 657 (100%) | 952 (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % |
| HAVE TO GET ALONG WITH PEOPLE, BE PLEASANT, BE LIKED, TO GET ANYWHERE | 67 | 65 | 67 | 62 | 64 | 60 |
| HELPS YOU GET AHEAD BY GETTING ALONG WITH PEOPLE, BEING PLEASANT | 12 | 9 | 14 | 12 | 9 | 13 |
| HELPS YOU GET THE JOB, A GOOD JOB | 8 | 8 | 8 | 9 | 9 | 9 |
| HELPS YOU KEEP THE JOB | 2 | 4 | 1 | 3 | 3 | 3 |
| PERSONALITY MAKES UP FOR A LOT OF OTHER QUALITIES | 1 | 1 | 1 | 3 | 2 | 4 |
| ALL OTHER | 4 | 5 | 3 | 7 | 7 | 8 |
| DON'T KNOW OR NO ANSWER | 9 | 9 | 8 | 6 | 7 | 5 |

**Percentages based on less than 100 cases are often unreliable.

Note: Percentages add to more than 100% because
some respondents gave more than one answer.

7b. Why do you think (that is, those are) most important?

Asked about each quality
respondents think really
gets a young person
ahead the fastest today

| | Rural total asked this question | Analyzed by respondents whose economic level is: | | |
|--|--|---|---------------|---------------|
| | | Upper | Middle | Lower |
| Brains | | | | |
| Respondents--actual | 629 | 146 | 335 | 130 |
| --weighted | 902 (100%) | 196 (100%) | 492 (100%) | 185 (100%) |
| | % | % | % | % |
| NEED TO KNOW WHAT TO DO, HOW TO DO IT FOR ANY JOB, IT'S ESSENTIAL | 55 | 56 | 52 | 57 |
| NEED THEM TO GET AHEAD, ADVANCE | 13 | 16 | 16 | 5 |
| NEED BRAINS TO GET A JOB, A GOOD JOB | 13 | 11 | 14 | 12 |
| NEEDED TO KEEP A JOB | 2 | 3 | 2 | 1 |
| ALL OTHER | 10 | 12 | 11 | 6 |
| DON'T KNOW OR NO ANSWER | 10 | 7 | 9 | 21 |
| Knowing the right people | | | | |
| Respondents--actual | 350 | 71** | 183 | 89** |
| --weighted | 520 (100%) | 97 (100%) | 281 (100%) | 131 (100%) |
| | % | % | % | % |
| HELPS YOU GET THE JOB, A GOOD JOB | 33 | 39 | 35 | 26 |
| HELPS, MAKES IT EASIER, GIVES YOU A BETTER CHANCE | 22 | 22 | 23 | 15 |
| HELPS YOU GET AHEAD | 15 | 16 | 15 | 15 |
| IS VERY IMPORTANT, ESSENTIAL, HARD TO GET ANYWHERE WITHOUT IT | 13 | 22 | 13 | 6 |
| ALL OTHER | 8 | 4 | 7 | 12 |
| DON'T KNOW OR NO ANSWER | 12 | 3 | 10 | 26 |
| Hard work | | | | |
| Respondents--actual | 1228 | 317 | 679 | 202 |
| --weighted | 1719 (100%) | 412 (100%) | 994 (100%) | 268 (100%) |
| | % | % | % | % |
| YOU NEED TO WORK HARD AT ANYTHING, AT YOUR JOB, TO GET ANYWHERE | 33 | 34 | 34 | 30 |
| YOU HAVE TO WORK HARD TO GET AHEAD, ADVANCE | 28 | 25 | 28 | 27 |
| YOU HAVE TO WORK HARD TO KEEP A JOB | 9 | 8 | 10 | 10 |
| NEED HARD WORK TO GET A JOB | 6 | 9 | 6 | 5 |
| TO IMPRESS YOUR EMPLOYER--HE EXPECTS, RESPECTS HARD WORK | 5 | 4 | 5 | 7 |
| ANYTHING WORTH WHILE NEEDS HARD WORK, GIVES YOU A SENSE OF ACCOMPLISHMENT | 4 | 6 | 3 | 3 |
| HARD WORK MAKES UP FOR LACK OF OTHER QUALITIES | 3 | 5 | 3 | 3 |
| YOU LEARN MORE IF YOU WORK HARD, DO A BETTER JOB | 1 | 1 | 1 | - |
| ALL OTHER | 5 | 5 | 5 | 3 |
| DON'T KNOW OR NO ANSWER | 8 | 8 | 7 | 13 |

**Percentages based on less than 100 cases are often unreliable.

Note: Percentages add to more than 100% because
some respondents gave more than one answer.

(Continued)

(Continued)

7b. Why do you think (that is, those are) most important?

Asked about each quality
respondents think really
gets a young person
ahead the fastest today

| | Rural total asked this <u>question</u> | Analyzed by respondents <u>whose economic level is:</u> | | |
|--|---|--|---------------|---------------|
| | | <u>Upper</u> | <u>Middle</u> | <u>Lower</u> |
| <u>Being a good politician</u> | | | | |
| Respondents--actual | 40** | 6** | 14** | 16** |
| --weighted | 70 (100%) | 11 (100%) | 27 (100%) | 24 (100%) |
| | % | % | % | % |
| GETTING ALONG WITH PEOPLE | 29 | 36 | 33 | 17 |
| KNOWING THE RIGHT PEOPLE | 8 | 9 | 11 | 8 |
| ALL OTHER | 20 | - | 34 | 8 |
| DON'T KNOW OR NO ANSWER | 43 | 55 | 22 | 67 |
| | | | | |
| <u>Personality</u> | | | | |
| Respondents--actual | 1143 | 278 | 617 | 221 |
| --weighted | 1609 (100%) | 366 (100%) | 886 (100%) | 314 (100%) |
| | % | % | % | % |
| HAVE TO GET ALONG WITH PEOPLE, BE PLEASANT, BE LIKED, TO GET ANYWHERE | 66 | 62 | 68 | 67 |
| HELPS YOU GET AHEAD BY GETTING ALONG WITH PEOPLE, BEING PLEASANT | 12 | 12 | 12 | 10 |
| HELPS YOU GET THE JOB, A GOOD JOB | 8 | 10 | 7 | 7 |
| HELPS YOU KEEP THE JOB | 2 | 4 | 3 | - |
| PERSONALITY MAKES UP FOR A LOT OF OTHER QUALITIES | 1 | - | 1 | 2 |
| ALL OTHER | 4 | 4 | 4 | 4 |
| DON'T KNOW OR NO ANSWER | 9 | 9 | 7 | 12 |

**Percentages based on less than 100 cases are often unreliable.

Note: Percentages add to more than 100% because
some respondents gave more than one answer.

8a. What are the three most important things you think an employer ought to expect from people who work for him?

| | Rural total sample | Analyzed by respondents who are: | | | | | | | |
|---|--------------------------|----------------------------------|-----------|-----------|-----------|-----------------------------|-----------|-----------|-----------|
| | | Males and whose ages are: | | | | Females and whose ages are: | | | |
| | | Total | 16-18 | 19,20 | 21-23 | Total | 16-18 | 19,20 | 21-23 |
| Respondents--actual | 1794 | 897 | 597 | 177 | 123 | 897 | 542 | 183 | 172 |
| --weighted | 2562 | 1278 | | | | 1284 | | | |
| | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % | % | % | % |
| THE WAY YOU WORK | <u>70</u> | <u>73</u> | <u>75</u> | <u>73</u> | <u>69</u> | <u>68</u> | <u>68</u> | <u>71</u> | <u>66</u> |
| Hard work, working your best, know the job | 49 | 54 | 57 | 50 | 54 | 44 | 44 | 48 | 41 |
| Good, thorough work, workmanship | 14 | 14 | 14 | 17 | 13 | 14 | 13 | 12 | 19 |
| Work efficiently | 8 | 5 | 5 | 6 | 5 | 10 | 11 | 12 | 6 |
| Have brains, ability | 5 | 6 | 8 | 5 | 4 | 4 | 6 | 4 | 2 |
| Be ambitious, eager | 5 | 4 | 4 | 6 | 3 | 5 | 5 | 6 | 5 |
| Follow instructions | 3 | 3 | 4 | 5 | 1 | 2 | 3 | 3 | 1 |
| Footwork, get work done on time | 2 | 3 | 4 | 2 | 2 | 2 | 2 | 4 | - |
| Show initiative, make suggestions, leadership | 2 | 3 | 2 | 5 | 3 | 2 | 1 | 1 | 3 |
| Do more than asked | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 1 | 2 |
| Try to improve your work | 1 | 1 | 1 | 1 | 1 | * | * | - | 1 |
| ATTITUDES TOWARD WORK, COMPANY SUPERIORS | <u>48</u> | <u>47</u> | <u>42</u> | <u>49</u> | <u>56</u> | <u>48</u> | <u>46</u> | <u>45</u> | <u>55</u> |
| Be dependable, reliable, trustworthy | 17 | 17 | 15 | 20 | 20 | 16 | 15 | 15 | 18 |
| Be loyal, faithful | 12 | 10 | 8 | 10 | 16 | 13 | 9 | 15 | 19 |
| Able to take orders, respectful, not talking back | 10 | 10 | 11 | 8 | 11 | 11 | 11 | 9 | 11 |
| Cooperation | 7 | 5 | 5 | 6 | 4 | 9 | 9 | 10 | 10 |
| Interest in the business, devotion to job | 6 | 8 | 5 | 11 | 9 | 5 | 4 | 5 | 7 |
| Be responsible | 3 | 3 | 3 | 3 | 2 | 3 | 4 | 2 | 3 |
| No complaints, not a lot of complaints | 1 | 1 | 1 | - | - | 1 | 1 | - | 1 |
| RELATIONS WITH OTHER EMPLOYEES | <u>29</u> | <u>26</u> | <u>29</u> | <u>21</u> | <u>23</u> | <u>33</u> | <u>35</u> | <u>37</u> | <u>26</u> |
| Be pleasant, easy to get along with | 21 | 18 | 22 | 12 | 16 | 24 | 25 | 27 | 19 |
| Get along with other employees | 8 | 8 | 7 | 9 | 7 | 9 | 10 | 10 | 7 |

*Less than .5 per cent

(Cont. In next)

(Continued)

8a. What are the three most important things you think an employer ought to expect from people who work for him?

| | Rural total sample | Analyzed by respondents who are: | | | | | | | |
|---------------------------------------|--------------------------|----------------------------------|-----------|-----------|-----------|-----------------------------|-----------|-----------|-----------|
| | | Males and whose ages are: | | | | Females and whose ages are: | | | |
| | | Total | 16-18 | 19,20 | 21-23 | Total | 16-18 | 19,20 | 21-23 |
| Respondents--actual | 1794 | 897 | 597 | 177 | 123 | 897 | 542 | 183 | 172 |
| --weighted | 2562 | 1278 | | | | 1284 | | | |
| | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % | % | % | % |
| BE HONEST | <u>24</u> | <u>28</u> | <u>22</u> | <u>29</u> | <u>33</u> | <u>20</u> | <u>19</u> | <u>18</u> | <u>26</u> |
| BE PROMPT, ON TIME | <u>20</u> | <u>18</u> | <u>19</u> | <u>19</u> | <u>16</u> | <u>21</u> | <u>22</u> | <u>20</u> | <u>22</u> |
| BE CLEAN, NEATLY, WELL-DRESSED | <u>8</u> | <u>4</u> | <u>5</u> | <u>3</u> | <u>3</u> | <u>13</u> | <u>12</u> | <u>14</u> | <u>13</u> |
| HAVE GOOD ATTENDANCE, LOW ABSENTEEISM | <u>5</u> | <u>6</u> | <u>6</u> | <u>7</u> | <u>6</u> | <u>4</u> | <u>3</u> | <u>3</u> | <u>7</u> |
| BE QUALIFIED, UNDERSTAND THE JOB | <u>4</u> | <u>4</u> | <u>3</u> | <u>3</u> | <u>7</u> | <u>3</u> | <u>4</u> | <u>3</u> | <u>3</u> |
| COURTESY | <u>3</u> | <u>3</u> | <u>4</u> | <u>1</u> | <u>2</u> | <u>4</u> | <u>4</u> | <u>3</u> | <u>3</u> |
| HAVE RESPECT FOR COMPANY PROPERTY | <u>1</u> | <u>2</u> | <u>2</u> | <u>2</u> | <u>2</u> | * | * | - | <u>1</u> |
| BE EDUCATED | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | - | <u>1</u> |
| BE AVAILABLE TO WORK WHEN NEEDED | <u>1</u> | <u>1</u> | * | <u>1</u> | <u>2</u> | <u>1</u> | <u>1</u> | <u>1</u> | - |
| HAVE EXPERIENCE | * | * | <u>1</u> | <u>1</u> | - | * | <u>1</u> | <u>1</u> | - |
| DON'T STEAL | * | * | - | <u>1</u> | - | * | * | - | - |
| ALL OTHER | <u>5</u> | <u>5</u> | <u>3</u> | <u>5</u> | <u>7</u> | <u>4</u> | <u>4</u> | <u>4</u> | <u>5</u> |
| DON'T KNOW OR NO ANSWER | <u>4</u> | <u>4</u> | <u>4</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>5</u> | <u>5</u> | <u>3</u> |

*Less than .5 per cent

Note: Group totals add to more than 100%, and subtotals may add to more than group totals because some respondents gave more than one answer.

8a. What are the three most important things you think an employer ought to expect from people who work for him?

| | Rural total sample | Analyzed by respondents who are: | | Urban total sample | Analyzed by respondents who are: | |
|--|--------------------------|--|----------------|--------------------------|--|-----------|
| | | Male | Female | | Male | Female |
| Respondents--actual | 1794 | 897 | 897 | 720 | 359 | 361 |
| --weighted | 2562 (100%) | 1278 (100%) | 1284 (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % |
| THE WAY YOU WORK | <u>70</u> | <u>73</u> | <u>68</u> | <u>70</u> | <u>72</u> | <u>68</u> |
| Hard work, working your best, know the job | 49 | 54 | 44 | 48 | 52 | 45 |
| Good, thorough work, workmanship | 14 | 14 | 14 | 16 | 16 | 16 |
| Work efficiently | 8 | 5 | 10 | 8 | 7 | 9 |
| Have brains, ability | 5 | 6 | 4 | 6 | 7 | 6 |
| Be ambitious, eager | 5 | 4 | 5 | 4 | 4 | 5 |
| Follow instructions | 3 | 3 | 2 | 2 | 3 | 1 |
| Footwork, get work done on time | 2 | 3 | 2 | 2 | 2 | 2 |
| Show initiative, make suggestions, leadership | 2 | 3 | 2 | 3 | 5 | 2 |
| Do more than asked | 1 | 1 | 2 | 2 | 1 | 2 |
| Try to improve your work | 1 | 1 | * | * | * | * |
| ATTITUDE TOWARD WORK, COMPANY SUPERIORS | <u>48</u> | <u>47</u> | <u>48</u> | <u>48</u> | <u>50</u> | <u>46</u> |
| Be dependable, reliable, trustworthy | 17 | 17 | 16 | 18 | 17 | 19 |
| Be loyal, faithful | 12 | 10 | 13 | 11 | 13 | 9 |
| Able to take orders, respectful, not talking back | 10 | 10 | 11 | 9 | 10 | 9 |
| Cooperation | 7 | 5 | 9 | 8 | 6 | 9 |
| Interest in the business, devotion to job | 6 | 8 | 5 | 6 | 7 | 5 |
| Be responsible | 3 | 3 | 3 | 4 | 4 | 4 |
| No complaints, not a lot of complaints | 1 | 1 | 1 | 1 | 1 | * |
| RELATIONS WITH OTHER EMPLOYEES | <u>29</u> | <u>26</u> | <u>33</u> | <u>31</u> | <u>28</u> | <u>34</u> |
| Be pleasant, easy to get along with | 21 | 18 | 24 | 23 | 20 | 26 |
| Get along with other employees | 8 | 8 | 9 | 8 | 8 | 8 |
| BE HONEST | <u>24</u> | <u>28</u> | <u>20</u> | <u>21</u> | <u>23</u> | <u>19</u> |
| BE PROMPT, ON TIME | <u>20</u> | <u>18</u> | <u>21</u> | <u>22</u> | <u>23</u> | <u>20</u> |
| BE CLEAN, NEATLY, WELL-DRESSED | <u>8</u> | <u>4</u> | <u>13</u> | <u>12</u> | <u>7</u> | <u>15</u> |
| HAVE GOOD ATTENDANCE, LOW ABSENTEEISM | <u>5</u> | <u>6</u> | <u>4</u> | <u>5</u> | <u>6</u> | <u>3</u> |
| BE QUALIFIED, UNDERSTAND THE JOB | <u>4</u> | <u>4</u> | <u>3</u> | <u>4</u> | <u>3</u> | <u>4</u> |
| COURTESY | <u>3</u> | <u>3</u> | <u>4</u> | <u>4</u> | <u>3</u> | <u>4</u> |
| HAVE RESPECT FOR COMPANY PROPERTY | <u>1</u> | <u>2</u> | <u>*</u> | <u>*</u> | <u>1</u> | <u>*</u> |
| BE EDUCATED | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> |
| BE AVAILABLE TO WORK WHEN NEEDED | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>*</u> |
| HAVE EXPERIENCE | <u>*</u> | <u>*</u> | <u>*</u> | <u>*</u> | <u>1</u> | <u>*</u> |
| DON'T STEAL | <u>*</u> | <u>*</u> | <u>*</u> | <u>*</u> | <u>-</u> | <u>*</u> |
| ALL OTHER | <u>5</u> | <u>5</u> | <u>4</u> | <u>5</u> | <u>6</u> | <u>5</u> |
| DON'T KNOW OR NO ANSWER | <u>4</u> | <u>4</u> | <u>5</u> | <u>3</u> | <u>3</u> | <u>4</u> |

*Less than .5 per cent

Note: Group totals add to more than 100%, and subtotals may add to more than group totals because some respondents gave more than one answer.

8b. Why should he (the employer) expect these (important things from people who work for him)?

Asked of respondents who mentioned one or more important things an employer ought to expect from people who work for him--
96% of rural total sample
97% of urban total sample

| | Rural total asked this question | Analyzed by respondents who are: | | Urban total asked this question | Analyzed by respondents who are: | |
|--|---------------------------------|----------------------------------|-----------|---------------------------------|----------------------------------|-----------|
| | | Male | Female | | Male | Female |
| Respondents--actual | 1713 | 860 | 853 | 698 | 350 | 348 |
| --weighted | 2449 | 1228 | 1221 | | | |
| | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % |
| THAT'S WHY YOU'RE HIRED, PAID | <u>38</u> | <u>39</u> | <u>36</u> | <u>37</u> | <u>39</u> | <u>35</u> |
| That's what you get paid for | 22 | 24 | 21 | 22 | 25 | 20 |
| That's what he hired you for, why he hired you | 14 | 14 | 15 | 14 | 13 | 15 |
| Would get fired if you didn't | 2 | 2 | 2 | 2 | 3 | 2 |
| HELPS THE BUSINESS | <u>19</u> | <u>21</u> | <u>17</u> | <u>22</u> | <u>23</u> | <u>21</u> |
| Needed to stay in business, run the business | 12 | 13 | 11 | 14 | 15 | 14 |
| Needed to improve the business, make a better business, success | 6 | 7 | 4 | 6 | 6 | 5 |
| Needed to please customers, the public | 2 | 1 | 2 | 3 | 3 | 2 |
| IT'S JUST NEEDED, NECESSARY, HELPS NEED THAT TO GET THE WORK DONE | <u>14</u> | <u>11</u> | <u>17</u> | <u>15</u> | <u>15</u> | <u>15</u> |
| | <u>13</u> | <u>13</u> | <u>14</u> | <u>13</u> | <u>9</u> | <u>18</u> |
| THAT'S THE WAY TO GET RESPECT, GET AHEAD | <u>4</u> | <u>4</u> | <u>4</u> | <u>4</u> | <u>5</u> | <u>3</u> |
| HE'S THE BOSS, IN CHARGE | <u>3</u> | <u>2</u> | <u>3</u> | <u>2</u> | <u>2</u> | <u>2</u> |
| IT'S HIS DUTY, RESPONSIBILITY TO EXPECT THIS | <u>2</u> | <u>2</u> | <u>2</u> | <u>2</u> | <u>2</u> | <u>2</u> |
| IF YOU EXPECT IT FROM HIM, YOU SHOULD GIVE IT TO HIM | <u>2</u> | <u>2</u> | <u>2</u> | <u>2</u> | <u>2</u> | <u>1</u> |
| BECAUSE THOSE ARE THE STANDARDS WE SHOULD LIVE BY | * | * | <u>1</u> | <u>1</u> | - | <u>1</u> |
| TO TAKE THE LOAD OFF, HELP THE BOSS | * | * | * | * | * | - |
| ALL OTHER | <u>5</u> | <u>5</u> | <u>5</u> | <u>5</u> | <u>6</u> | <u>4</u> |
| DON'T KNOW OR NO ANSWER | <u>9</u> | <u>10</u> | <u>8</u> | <u>8</u> | <u>7</u> | <u>8</u> |

*Less than .5 per cent

Note: Group totals add to more than 100%, and subtotals may add to more than group totals because some respondents gave more than one answer.

8b. Why should he (the employer) expect these (important things from people who work for him)?

Asked of respondents who mentioned,
one or more important things an
employer ought to expect from
people who work for him--
96% of rural total sample

| | Rural total asked this question | Analyzed by respondents who are: | | | | | | | |
|---|---|----------------------------------|-----------|-----------|-----------|-----------------------------|-----------|-----------|-----------|
| | | Males and whose ages are: | | | | Females and whose ages are: | | | |
| | | Total | 16-18 | 19,20 | 21-23 | Total | 16-18 | 19,20 | 21-23 |
| Respondents--actual | 1713 | 860 | 571 | 171 | 118 | 853 | 513 | 173 | 167 |
| --weighted | 2449 | 1228 | | | | 1221 | | | |
| | % | % | % | % | % | % | % | % | % |
| THAT'S WHY YOU'RE HIRED, PAID | <u>38</u> | <u>39</u> | <u>40</u> | <u>37</u> | <u>38</u> | <u>36</u> | <u>37</u> | <u>36</u> | <u>35</u> |
| That's what you get paid for | 22 | 24 | 24 | 26 | 23 | 21 | 19 | 20 | 24 |
| That's what he hired you for, why he hired you | 14 | 14 | 16 | 12 | 14 | 15 | 16 | 15 | 10 |
| Would get fired if you didn't | 2 | 2 | 3 | 1 | 3 | 2 | 3 | 2 | 1 |
| HELPS THE BUSINESS | <u>19</u> | <u>21</u> | <u>19</u> | <u>20</u> | <u>25</u> | <u>17</u> | <u>19</u> | <u>19</u> | <u>10</u> |
| Needed to stay in business, run the business | 12 | 13 | 12 | 10 | 17 | 11 | 13 | 14 | 5 |
| Needed to improve the business, make a better business, success | 6 | 7 | 6 | 9 | 8 | 4 | 4 | 3 | 3 |
| Needed to please customers, the public | 2 | 1 | 1 | 1 | - | 2 | 3 | 2 | 2 |
| IT'S JUST NEEDED, NECESSARY, HELPS | <u>14</u> | <u>11</u> | <u>12</u> | <u>14</u> | <u>8</u> | <u>17</u> | <u>17</u> | <u>17</u> | <u>19</u> |
| NEED THAT TO GET THE WORK DONE | <u>13</u> | <u>13</u> | <u>13</u> | <u>13</u> | <u>13</u> | <u>14</u> | <u>13</u> | <u>12</u> | <u>16</u> |
| THAT'S THE WAY TO GET RESPECT, GET AHEAD | <u>4</u> | <u>4</u> | <u>4</u> | <u>3</u> | <u>5</u> | <u>4</u> | <u>4</u> | <u>3</u> | <u>4</u> |
| HE'S THE BOSS, IN CHARGE | <u>3</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>-</u> | <u>3</u> | <u>3</u> | <u>3</u> | <u>3</u> |
| IT'S HIS DUTY, RESPONSIBILITY TO EXPECT THIS | <u>2</u> | <u>2</u> | <u>2</u> | <u>2</u> | <u>2</u> | <u>2</u> | <u>1</u> | <u>4</u> | <u>3</u> |
| IF YOU EXPECT IT FROM HIM, YOU SHOULD GIVE IT TO HIM | <u>2</u> | <u>2</u> | <u>2</u> | <u>1</u> | <u>2</u> | <u>2</u> | <u>2</u> | <u>2</u> | <u>2</u> |
| BECAUSE THOSE ARE THE STANDARDS WE SHOULD LIVE BY * | * | * | <u>1</u> | - | - | <u>1</u> | * | <u>1</u> | <u>1</u> |
| TO TAKE THE LOAD OFF, HELP THE BOSS | * | * | * | <u>1</u> | - | * | * | - | - |
| ALL OTHER | <u>5</u> | <u>5</u> | <u>4</u> | <u>5</u> | <u>7</u> | <u>5</u> | <u>6</u> | <u>3</u> | <u>6</u> |
| DON'T KNOW OR NO ANSWER | <u>9</u> | <u>10</u> | <u>11</u> | <u>10</u> | <u>10</u> | <u>8</u> | <u>9</u> | <u>7</u> | <u>8</u> |

*Less than .5 per cent

Note: Group totals add to more than 100%, and subtotals may add to more than group totals because some respondents gave more than one answer.

8b. Why should he (the employer) expect these (important things from people who work for him)?

Asked of respondents who mentioned one or more important things an employer ought to expect from people who work for him--
96% of rural total sample

Analyzed by Question 10:
respondents who would pick a job:

| | Rural total asked this question | With moderate income with security | With a good income, 50-50 chance of losing | With high income but chance to lose everything |
|---|--|--|---|--|
| Respondents--actual | 1713 | 1297 | 195 | 190 |
| --weighted | 2449 (100%) | 1830 (100%) | 281 (100%) | 284 (100%) |
| | % | % | % | % |
| THAT'S WHY YOU'RE HIRED, PAID | <u>38</u> | <u>39</u> | <u>35</u> | <u>36</u> |
| That's what you get paid for | 22 | 22 | 23 | 24 |
| That's what he hired you for, why he hired you | 14 | 16 | 10 | 13 |
| Would get fired if you didn't | 2 | 2 | 2 | - |
| HELPS THE BUSINESS | <u>19</u> | <u>19</u> | <u>20</u> | <u>18</u> |
| Needed to stay in business, run the business | 12 | 12 | 16 | 10 |
| Needed to improve the business, make a better business, success | 6 | 5 | 3 | 8 |
| Needed to please customers, the public | 2 | 2 | 1 | * |
| IT'S JUST NEEDED, NECESSARY, HELPS | <u>14</u> | <u>13</u> | <u>19</u> | <u>13</u> |
| NEED THAT TO GET THE WORK DONE | <u>13</u> | <u>13</u> | <u>14</u> | <u>18</u> |
| THAT'S THE WAY TO GET RESPECT, GET AHEAD | <u>4</u> | <u>4</u> | <u>2</u> | <u>8</u> |
| HE'S THE BOSS, IN CHARGE | <u>3</u> | <u>3</u> | <u>1</u> | - |
| IT'S HIS DUTY, RESPONSIBILITY TO EXPECT THIS | <u>2</u> | <u>2</u> | <u>1</u> | <u>1</u> |
| IF YOU EXPECT IT FROM HIM, YOU SHOULD GIVE IT TO HIM | <u>2</u> | <u>2</u> | <u>1</u> | <u>2</u> |
| BECAUSE THOSE ARE THE STANDARDS WE SHOULD LIVE BY | * | <u>1</u> | - | - |
| TO TAKE THE LOAD OFF, HELP THE BOSS | * | * | - | <u>1</u> |
| ALL OTHER | <u>5</u> | <u>5</u> | <u>9</u> | <u>5</u> |
| DON'T KNOW OR NO ANSWER | <u>9</u> | <u>8</u> | <u>7</u> | <u>11</u> |

*Less than .5 per cent

Note: Group totals add to more than 100%, and subtotals may add to more than group totals because some respondents gave more than one answer.

9a. If you had to choose, which would you prefer to work for--the government, or a large company, or a small company, or on your own like a plumber, or a farmer, or a doctor, or a lawyer?

| | Rural total sample | Analyzed by respondents who are: | | Urban total sample | Analyzed by respondents who are: | |
|-------------------------|--------------------------|--|----------------|--------------------------|--|--------|
| | | Male | Female | | Male | Female |
| Respondents--actual | 1794 | 897 | 897 | 720 | 359 | 361 |
| --weighted | 2562 (100%) | 1278 (100%) | 1284 (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % |
| GOVERNMENT | 23 | 21 | 26 | 30 | 25 | 36 |
| LARGE COMPANY | 20 | 19 | 21 | 22 | 23 | 20 |
| SMALL COMPANY | 19 | 13 | 24 | 14 | 11 | 17 |
| ALONE | 34 | 44 | 25 | 31 | 39 | 23 |
| DON'T KNOW OR NO ANSWER | 4 | 3 | 4 | 3 | 2 | 4 |

9a. If you had to choose, which would you prefer to work for--the government, or a large company, or a small company, or on your own like a plumber, or a farmer, or a doctor, or a lawyer?

| | Rural total sample | Analyzed by respondents who are: | | | | | | | |
|-------------------------|--------------------------|----------------------------------|--------|--------|--------|-----------------------------|--------|--------|--------|
| | | Males and whose ages are: | | | | Females and whose ages are: | | | |
| | | Total | 16-18 | 19,20 | 21-23 | Total | 16-18 | 19,20 | 21-23 |
| Respondents--actual | 1794 | 897 | 597 | 177 | 123 | 897 | 542 | 183 | 172 |
| --weighted | 2562 (100%) | 1278 (100%) | (100%) | (100%) | (100%) | 1284 (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % | % | % | % |
| GOVERNMENT | 23 | 21 | 21 | 18 | 24 | 26 | 27 | 30 | 22 |
| LARGE COMPANY | 20 | 19 | 22 | 18 | 15 | 21 | 25 | 20 | 16 |
| SMALL COMPANY | 19 | 13 | 13 | 17 | 9 | 24 | 22 | 22 | 30 |
| ALONE | 34 | 44 | 41 | 44 | 48 | 25 | 23 | 26 | 27 |
| DON'T KNOW OR NO ANSWER | 4 | 3 | 3 | 3 | 4 | 4 | 3 | 2 | 5 |

9a. If you had to choose, which would you prefer to work for--the government, or a large company, or a small company, or on your own like a plumber, or a farmer, or a doctor, or a lawyer?

| | Rural total sample | Analyzed by respondents who live in the: | | | | Analyzed by respondents who live in an area classified as: | | |
|-------------------------|--------------------------|---|---------------|----------------|---------------|---|----------------|---------------|
| | | North- east | Mid- west | South | Far West | Rural farm | non- farm | Town |
| | | | | | | | | |
| Respondents--actual | 1794 | 301 | 537 | 747 | 209 | 560 | 982 | 252 |
| --weighted | 2562 (100%) | 425 (100%) | 740 (100%) | 1087 (100%) | 310 (100%) | 780 (100%) | 1414 (100%) | 368 (100%) |
| | % | % | % | % | % | % | % | % |
| GOVERNMENT | 23 | 27 | 16 | 28 | 23 | 18 | 25 | 28 |
| LARGE COMPANY | 20 | 18 | 20 | 21 | 21 | 17 | 22 | 21 |
| SMALL COMPANY | 19 | 23 | 19 | 16 | 21 | 16 | 20 | 18 |
| ALONE | 34 | 29 | 42 | 31 | 33 | 47 | 29 | 28 |
| DON'T KNOW OR NO ANSWER | 4 | 3 | 3 | 4 | 2 | 2 | 4 | 5 |

9b. Why would you prefer to work for the government?

Asked of respondents who would prefer to work for the government--
 23% of rural total sample
 30% of urban total sample

| | Rural total asked this question | Urban total asked this question |
|---|--|--|
| Respondents--actual | 424 | 220 |
| --weighted | 598 (100%) | (100%) |
| | % | % |
| OFFERS MORE SECURITY | <u>57</u> | <u>63</u> |
| Good, better salary, wages | 25 | 20 |
| Steady employment | 16 | 30 |
| Old age pensions, retirement benefits | 7 | 7 |
| Security, stableness (no further information) | 7 | 9 |
| Good security, fringe benefits (no further information) | 6 | 7 |
| Assured wage; stable income | 4 | 3 |
| Good insurance plans, sick benefits, hospitalization | 1 | 2 |
| Other (offers more security) | - | 1 |
| BETTER JOB OPPORTUNITIES | <u>30</u> | <u>30</u> |
| Offers the specific type of work I want | 11 | 9 |
| More chance for advancement | 9 | 10 |
| Good, better job opportunities (no further information) | 6 | 5 |
| More job diversity, chance to do different things | 4 | 4 |
| Would hire more people, have more job openings | 2 | 1 |
| Equal job opportunity | 1 | 1 |
| Good, better, more research facilities, projects | 1 | - |
| PERSONALLY MORE REWARDING, INTERESTING | <u>20</u> | <u>17</u> |
| Making a worth-while contribution | 8 | 7 |
| Could learn more, get good experience | 6 | 4 |
| Could, might travel | 2 | 3 |
| Meet people, more people | 2 | 3 |
| More challenging, competitive | 1 | 1 |
| Less confining | * | - |
| Other (personally more rewarding, interesting) | 2 | 1 |
| BETTER WORKING CONDITIONS, HOURS, ETC. | <u>2</u> | <u>3</u> |
| GET BETTER VACATIONS, PAID VACATIONS | <u>2</u> | <u>1</u> |
| WOULD BE EASIER WORK | <u>1</u> | * |
| THAT'S WHERE I WORK NOW AND LIKE IT | <u>1</u> | * |
| ALL OTHER | <u>3</u> | <u>4</u> |
| DON'T KNOW OR NO ANSWER | <u>7</u> | <u>4</u> |

*Less than .5 per cent

Note: Group totals add to more than 100%, and subtotals may add to more than group totals because some respondents gave more than one answer.

9b. Why would you prefer to work for a large company?

Asked of respondents who would prefer
to work for a large company--
20% of rural total sample
22% of urban total sample

| | Rural total asked this <u>question</u> | Urban total asked this <u>question</u> |
|--|---|---|
| Respondents--actual | 380 | 157 |
| --weighted | 514 (100%) | (100%) |
| | % | % |
| BETTER JOB OPPORTUNITIES | <u>50</u> | <u>47</u> |
| More chance for advancement | 35 | 34 |
| Good, better job opportunities (no further information) | 9 | 3 |
| More job diversity, chance to do different things | 4 | 4 |
| Offers the specific type of work I want | 2 | 4 |
| Would have more business, keep you busier | 2 | 3 |
| Would hire more people, have more job openings | 1 | 2 |
| Good, better, more research facilities, projects | 1 | 1 |
| Other (better job opportunities) | 1 | - |
| OFFERS MORE SECURITY | <u>45</u> | <u>51</u> |
| Good, better salary, wages | 23 | 21 |
| Steady employment | 8 | 10 |
| Good security, fringe benefits (no further information) | 7 | 11 |
| Security, stableness (no further information) | 4 | 3 |
| Old age pensions, retirement benefits | 3 | 3 |
| Good insurance plans, sick benefits, hospitalization | 2 | 4 |
| Financially secure, have more money (no further information) | 1 | 2 |
| Assured wage; stable income | 1 | - |
| Other (offers more security) | * | 1 |
| PERSONALLY MORE REWARDING, INTERESTING | <u>17</u> | <u>17</u> |
| Meet people, more people | 12 | 10 |
| Could learn more, get good experience | 4 | 7 |
| More challenging, competitive | 3 | - |
| Could, might travel | * | 1 |
| Making a worth-while contribution | * | - |
| Loss confining | - | 1 |
| Other (personally more rewarding, interesting) | 1 | 1 |
| BETTER KNOWN, HAVE GOOD REPUTATION | <u>3</u> | <u>3</u> |
| BETTER WORKING CONDITIONS, HOURS, ETC. | <u>3</u> | <u>2</u> |
| WOULD BE EASIER WORK | <u>2</u> | <u>3</u> |
| START THERE AND THEN GO INTO BUSINESS MYSELF | <u>1</u> | - |
| BETTER, MORE EFFICIENTLY MANAGED | <u>1</u> | <u>1</u> |
| WOULD HAVE A UNION | <u>1</u> | <u>2</u> |
| GET BETTER VACATIONS, PAID VACATIONS | <u>1</u> | - |
| THAT'S WHERE I WORK NOW AND LIKE IT | <u>1</u> | - |
| ALL OTHER | <u>4</u> | <u>2</u> |
| DON'T KNOW OR NO ANSWER | <u>8</u> | <u>7</u> |

*Less than .5 per cent

Note: Group totals add to more than 100%, and subtotals may add to more than group totals because some respondents gave more than one answer.

9b. Why do you prefer to work for a small company?

Asked of respondents who would prefer
to work for a small company--
19% of rural total sample
14% of urban total sample

| | <u>Rural total asked this question</u> | <u>Urban total asked this question</u> |
|--|--|--|
| Respondents--actual | 333 | 100 |
| --weighted | 478 (100%) | (100%) |
| | % | % |
| PERSONALLY MORE REWARDING, INTERESTING | <u>57</u> | <u>53</u> |
| More personal atmosphere, closer to fellow workers; feel more like you belong | 30 | 26 |
| Meet people, more people | 17 | 12 |
| Not just a little fish in a big pond--can get recognition, express yourself | 7 | 9 |
| Can do a better job, have more interest in work, get more done | 7 | 7 |
| Could learn more, get good experience | 3 | 6 |
| Other (personally more rewarding, interesting) | * | - |
| BETTER JOB OPPORTUNITIES | <u>19</u> | <u>26</u> |
| More chance for advancement | 16 | 24 |
| More chance for advancement | 10 | 17 |
| Better chance to do more, have it recognized and be advanced | 5 | 9 |
| Less people to compete against | 2 | 1 |
| Could grow with company, advance as they advance | 2 | 1 |
| Good, better job opportunities (no further information) | 1 | 1 |
| More job diversity, chance to do different things | 1 | 1 |
| Other (better job opportunities) | 1 | - |
| LESS PRESSURE, HEADACHES, CONFUSION, SCHEDULES, ETC. | <u>9</u> | <u>8</u> |
| CLOSER, BETTER EMPLOYEE-EMPLOYER RELATIONSHIP | <u>9</u> | <u>8</u> |
| OFFERS MORE SECURITY | <u>8</u> | <u>10</u> |
| Steady employment | 3 | 2 |
| Security, stableness (no further information) | 1 | 2 |
| Good, better wages | 1 | 3 |
| Other (offers more security) | 4 | 3 |
| JUST PREFER WORKING FOR A SMALL COMPANY; DON'T LIKE LARGE ORGANIZATIONS | <u>2</u> | <u>4</u> |
| BETTER WORKING CONDITIONS, HOURS | <u>1</u> | - |
| START THERE AND THEN GO INTO OWN BUSINESS | * | <u>1</u> |
| THAT'S WHERE I WORK NOW AND LIKE IT | * | <u>1</u> |
| ALL OTHER | <u>5</u> | <u>4</u> |
| DON'T KNOW | <u>9</u> | <u>7</u> |

*Less than .5 per cent

Note: Group totals add to more than 100%, and subtotals may add to more than group totals because some respondents gave more than one answer.

9b. Why would you prefer to work alone (for themselves)?

Asked of respondents who would
prefer to work alone--
34% of rural total sample
31% of urban total sample

| | Rural total asked this <u>question</u> | Urban total asked this <u>question</u> |
|---|---|---|
| Respondents--actual | 601 | 224 |
| --weighted | 882 (100%) | (100%) |
| | % | % |
| PERSONALLY MORE REWARDING, INTERESTING | <u>71</u> | <u>77</u> |
| More independent, your own boss, do as you want to (no further information) | 28 | 23 |
| Want to do my own thinking, run the business as I want to, make my own decisions | 17 | 21 |
| Don't like to be told what to do; don't want a boss, have to answer to anyone else (no further information) | 14 | 15 |
| Set own goals, get a feeling of accomplishment in achieving them | 7 | 12 |
| Keep what you make, the benefits, credit are your own | 5 | 4 |
| Learn more, learn from your mistakes, no one else to blame | 3 | 2 |
| You work harder, do a better job | 3 | 7 |
| Meet people, get to know people, customers better | 1 | 1 |
| Other (personally more rewarding, interesting) | 1 | 2 |
| PREFER TO WORK ALONE; JOB NECESSITATES WORKING ALONE (no further information) | <u>12</u> | <u>10</u> |
| OFFERS MORE SECURITY | <u>9</u> | <u>10</u> |
| Steady employment | 2 | * |
| Security, stableness (no further information) | 1 | - |
| Would make, pay myself more money, assured wages | 6 | 9 |
| Other (offers more security) | * | 1 |
| COULD COME AND GO AS I PLEASE, SET OWN WORKING HOURS, VACATIONS | <u>8</u> | <u>7</u> |
| BETTER JOB OPPORTUNITIES | <u>5</u> | <u>8</u> |
| More chance for faster progress, advancement | 4 | 7 |
| Good, better job opportunities (no further information) | 1 | 1 |
| Other (better job opportunities) | * | - |
| LESS WORRY, PRESSURE | * | <u>1</u> |
| ALL OTHER | <u>2</u> | <u>3</u> |
| DON'T KNOW OR NO ANSWER | <u>5</u> | <u>2</u> |

*Less than .5 per cent

Note: Group totals add to more than 100%, and subtotals may add to more than group totals because some respondents gave more than one answer.

10. Here are three different kinds of jobs. If you had your choice, which would you pick--a job which pays quite a moderate income, but which you were sure of keeping, or a job which pays a good income but which you have a 50-50 chance of losing, or a job which pays an extremely high income if you make the grade but in which you lose almost everything if you don't make it?

| | Analyzed by Question 9a: respondents who prefer to work for: | | | | | Analyzed by Question 9a: respondents who prefer to work for: | | | | |
|---|--|------------------------|-----------------------|-----------------------|-----------------|--|------------------------|-----------------------|-----------------------|-----------------|
| | Rural total sample | The Govern- ment | Large com- pany | Small com- pany | Them- selves | Urban total sample | The Govern- ment | Large com- pany | Small com- pany | Them- selves |
| Respondents | | | | | | | | | | |
| --actual | 1794 | 424 | 380 | 333 | 601 | 720 | 220 | 157 | 100 | 224 |
| --weighted | 2562 | 598 | 514 | 478 | 882 | (100%) | (100%) | (100%) | (100%) | (100%) |
| | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % | % | % | % | % |
| A JOB WHICH PAYS QUITE A MODERATE INCOME, BUT WHICH YOU WERE SURE OF KEEPING | 75 | 79 | 73 | 76 | 74 | 70 | 81 | 69 | 80 | 58 |
| A JOB WHICH PAYS A GOOD INCOME BUT WHICH YOU HAVE A 50-50 CHANCE OF LOSING | 11 | 9 | 12 | 14 | 10 | 13 | 9 | 16 | 10 | 15 |
| A JOB WHICH PAYS AN EXTREMELY HIGH INCOME IF YOU MAKE THE GRADE BUT IN WHICH YOU LOSE ALMOST EVERYTHING IF YOU DON'T MAKE IT | 11 | 10 | 14 | 7 | 14 | 16 | 9 | 15 | 10 | 24 |
| DON'T KNOW OR NO ANSWER | 3 | 2 | 1 | 3 | 2 | 1 | 1 | - | - | 3 |

10. Here are three different kinds of jobs. If you had your choice, which would you pick--a job which pays quite a moderate income, but which you were sure of keeping, or a job which pays a good income but which you have a 50-50 chance of losing, or a job which pays an extremely high income if you make the grade but in which you lose almost everything if you don't make it?

| | Rural total sample | Analyzed by respondents whose ages are: | | | Analyzed by respondents whose economic level is: | | |
|---|--------------------------|--|---------------|---------------|---|----------------|---------------|
| | | 16-18 | 19,20 | 21-23 | Upper | Middle | Lower |
| Respondents--actual | 1794 | 1139 | 360 | 295 | 414 | 950 | 384 |
| --weighted | 2562 (100%) | 1206 (100%) | 569 (100%) | 787 (100%) | 549 (100%) | 1403 (100%) | 537 (100%) |
| | % | % | % | % | % | % | % |
| A JOB WHICH PAYS QUITE A MODERATE INCOME, BUT WHICH YOU WERE SURE OF KEEPING | 75 | 77 | 74 | 73 | 64 | 76 | 83 |
| A JOB WHICH PAYS A GOOD INCOME BUT WHICH YOU HAVE A 50-50 CHANCE OF LOSING | 11 | 11 | 11 | 11 | 15 | 11 | 8 |
| A JOB WHICH PAYS AN EXTREMELY HIGH INCOME IF YOU MAKE THE GRADE BUT IN WHICH YOU LOSE ALMOST EVERYTHING IF YOU DON'T MAKE IT | 11 | 10 | 13 | 12 | 19 | 10 | 6 |
| DON'T KNOW OR NO ANSWER | 3 | 2 | 2 | 4 | 2 | 3 | 3 |

10. Here are three different kinds of jobs. If you had your choice, which would you pick--a job which pays quite a moderate income, but which you were sure of keeping, or a job which pays a good income but which you have a 50-50 chance of losing, or a job which pays an extremely high income if you make the grade but in which you lose almost everything if you don't make it?

| | Rural total sample | Analyzed by respondents who live in the: | | | |
|--|--------------------------|---|--------------|-------|-------------|
| | | North- east | Mid- west | South | Far West |
| Respondents--actual | 1794 | 301 | 537 | 747 | 209 |
| --weighted | 2562 | 425 | 740 | 1087 | 310 |
| | % | % | % | % | % |
| A JOB WHICH PAYS QUITE A MODERATE INCOME, BUT WHICH YOU WERE SURE OF KEEPING | 75 | 67 | 79 | 77 | 69 |
| A JOB WHICH PAYS A GOOD INCOME BUT WHICH YOU HAVE A 50-50 CHANCE OF LOSING | 11 | 13 | 11 | 10 | 16 |
| A JOB WHICH PAYS AN EXTREMELY HIGH INCOME IF YOU MAKE THE GRADE BUT IN WHICH YOU LOSE ALMOST EVERYTHING IF YOU DON'T MAKE IT | 11 | 12 | 10 | 10 | 15 |
| DON'T KNOW OR NO ANSWER | 3 | 8 | * | 3 | * |

*Less than .5 per cent

11a. What part do you think the government should take in getting people jobs? For example, think of a skilled mechanic who is looking for a job but can't find one. What responsibility do you think the government has as far as getting him a job goes? Should the government find him a job as a mechanic, or find him some sort of a job but not necessarily one as a mechanic, or do you feel the government should have no responsibility as far as finding him a job goes?

| | Analyzed by Question 9a: respondents who prefer to work for: | | | | | Analyzed by Question 9a: respondents who prefer to work for: | | | | |
|------------------------------|--|------------------------|-----------------------|-----------------------|-----------------|--|------------------------|-----------------------|-----------------------|----------------|
| | Rural total sample | The Govern- ment | Large com- pany | Small com- pany | Them- selves | Urban total sample | The Govern- ment | Large com- pany | Small com- pany | Them- selve |
| Respondents | | | | | | | | | | |
| --actual | 1794 | 424 | 380 | 333 | 601 | 720 | 220 | 157 | 100 | 224 |
| --weighted | 2562 (100%) | 598 (100%) | 514 (100%) | 478 (100%) | 882 (100%) | (100%) | (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % | % | % | % | % |
| <u>Government should:</u> | | | | | | | | | | |
| FIND HIM A MECHANIC'S JOB | 23 | 28 | 25 | 19 | 21 | 29 | 33 | 25 | 26 | 29 |
| FIND HIM SOME JOB | 23 | 23 | 24 | 28 | 22 | 24 | 28 | 24 | 23 | 22 |
| HAVE NO RESPONSI- BILITY | 47 | 42 | 47 | 47 | 50 | 41 | 35 | 47 | 44 | 42 |
| DON'T KNOW OR NO ANSWER | 7 | 7 | 4 | 6 | 7 | 6 | 4 | 4 | 7 | 7 |

11a. What part do you think the government should take in getting people jobs? For example, think of a skilled mechanic who is looking for a job but can't find one. What responsibility do you think the government has as far as getting him a job goes? Should the government find him a job as a mechanic, or find him some sort of a job but not necessarily one as a mechanic, or do you feel the government should have no responsibility as far as finding him a job goes?

Analyzed by Question 7a: respondents
who think the qualities that get a young
person ahead the fastest today are:

| | <u>Rural total sample</u> | <u>Brains</u> | <u>Knowing the right people</u> | <u>Hard work</u> | <u>Being a good poli- tician</u> | <u>Having a pleasant person- ality</u> | <u>Good luck</u> |
|-------------------------------|-----------------------------------|---------------|---|----------------------|--|--|----------------------|
| Respondents--actual | 1794 | 629 | 350 | 1228 | 40** | 1143 | 45** |
| --weighted | 2562 (100%) | 902 (100%) | 520 (100%) | 1719 (100%) | 70 (100%) | 1609 (100%) | 70 (100%) |
| | % | % | % | % | % | % | % |
| <u>Government should:</u> | | | | | | | |
| FIND HIM A MECHANIC'S JOB | 23 | 22 | 25 | 23 | 19 | 24 | 13 |
| FIND HIM SOME JOB | 23 | 24 | 24 | 23 | 26 | 24 | 31 |
| HAVE NO RESPONSIBI- BILITY | 47 | 48 | 45 | 48 | 47 | 46 | 40 |
| DON'T KNOW OR NO ANSWER | 7 | 6 | 6 | 6 | 8 | 6 | 16 |

**Percentages based on less than 100 cases are often unreliable.

11a. What part do you think the government should take in getting people jobs? For example, think of a skilled mechanic who is looking for a job but can't find one. What responsibility do you think the government has as far as getting him a job goes? Should the government find him a job as a mechanic, or find him some sort of a job but not necessarily one as a mechanic, or do you feel the government should have no responsibility as far as finding him a job goes?

| Analyzed by Question 10: respondents who would pick a job: | | | | | |
|---|-----------------------------------|---|--|---|-----------------------|
| | | With moderate income with <u>security</u> | With a good income, 50-50 chance <u>of losing</u> | With high income but chance to lose <u>everything</u> | <u>Don't know</u> |
| | <u>Rural total sample</u> | | | | |
| Respondents--actual | 1794 | 1358 | 202 | 194 | 33** |
| --weighted | 2562 (100%) | 1919 (100%) | 290 (100%) | 288 (100%) | 53 (100%) |
| | % | % | % | % | % |
| <u>Government should:</u> | | | | | |
| FIND HIM A MECHANIC'S JOB | 23 | 25 | 24 | 15 | 17 |
| FIND HIM SOME JOB | 23 | 25 | 19 | 18 | 24 |
| HAVE NO RESPONSIBILITY | 47 | 43 | 53 | 65 | 40 |
| DON'T KNOW OR NO ANSWER | 7 | 7 | 4 | 2 | 19 |

**Percentages based on less than 100 cases are often unreliable.

11a. What part do you think the government should take in getting people jobs? For example, think of a skilled mechanic who is looking for a job but can't find one. What responsibility do you think the government has as far as getting him a job goes? Should the government find him a job as a mechanic, or find him some sort of a job but not necessarily one as a mechanic, or do you feel the government should have no responsibility as far as finding him a job goes?

Analyzed by Question 16a:
respondents who think the world today:

| | | There are difficulties | | | | |
|---------------------------|--------------------|----------------------------------|------------------------------------|----------------------------------|------------------------------------|--------------|
| | Rural total sample | Is very exciting and challenging | but good chance of building future | Confused, uncertain about future | No point in trying to build future | Don't know |
| Respondents--actual | 1794 | 680 | 808 | 222 | 24** | 59** |
| --weighted | 2562 (100%) | 960 (100%) | 1166 (100%) | 310 (100%) | 36 (100%) | 89 (100%) |
| | % | % | % | % | % | % |
| <u>Government should:</u> | | | | | | |
| FIND HIM A MECHANIC'S JOB | 23 | 25 | 22 | 25 | 31 | 18 |
| FIND HIM SOME JOB | 23 | 21 | 26 | 24 | 19 | 14 |
| HAVE NO RESPONSIBILITY | 47 | 50 | 47 | 43 | 36 | 28 |
| DON'T KNOW OR NO ANSWER | 7 | 4 | 5 | 8 | 14 | 40 |

**Percentages based on less than 100 cases are often unreliable.

11b. Why do you feel that way (government should find him a mechanic's job)?

Asked of respondents who think
the government should find a job
for a skilled mechanic if he is
unable to find one himself--
23% of rural total sample
29% of urban total sample

| | Rural total asked this question | Urban total asked this question |
|---|--|--|
| Respondents--actual | 445 | 210 |
| --weighted | 596 (100%) | (100%) |
| | % | % |
| BECAUSE HE HAS THE SKILL, IS TRAINED | <u>60</u> | <u>61</u> |
| He has the training, is skilled | 24 | 22 |
| That is what he would do best | 9 | 11 |
| He would be happiest at that, should have a job he likes so he can do his best | 7 | 7 |
| If he took the trouble to be trained he should be able to use the skill, not have to retrain himself | 6 | 7 |
| Skilled workers benefit the government, the nation | 6 | 5 |
| We need skilled workers, should not waste talent | 5 | 2 |
| It's the only job he can do | 5 | 7 |
| Other (because he has the skill, is trained) | 2 | 1 |
| THAT'S WHAT THE GOVERNMENT IS FOR, IT'S THEIR DUTY | <u>11</u> | <u>8</u> |
| IT'S HARD TO FIND JOBS; TOO MUCH UNEMPLOYMENT NOW; UNEMPLOYMENT HURTS ECONOMY | <u>7</u> | <u>8</u> |
| THE GOVERNMENT SHOULD HELP ONLY IF THEY HAVE TRIED THEMSELVES | <u>6</u> | <u>6</u> |
| SHOULD DO THIS THROUGH THEIR EMPLOYMENT AGENCIES | <u>4</u> | <u>3</u> |
| THE GOVERNMENT HAS MORE KNOWLEDGE OF WHERE JOBS ARE, BETTER ABLE TO GET HIM A JOB | <u>4</u> | <u>2</u> |
| WE PAY TAXES SO GOVERNMENT SHOULD HELP | <u>3</u> | <u>5</u> |
| SHOULD DEPEND MOSTLY ON HIMSELF BUT GOVERNMENT COULD HELP SOME, PROVIDE LISTS | <u>3</u> | <u>2</u> |
| EVERYONE SHOULD HAVE A JOB, A CHANCE TO EARN A LIVING (no further information) | <u>2</u> | <u>4</u> |
| IT'S BETTER THAN HAVING THEM ON RELIEF | <u>2</u> | <u>1</u> |
| TRY TO FIND HIM A MECHANIC'S JOB FIRST AND FAILING THIS FIND HIM ANOTHER JOB | <u>1</u> | <u>3</u> |
| SHOULD RETRAIN HIM IF NECESSARY | <u>1</u> | <u>1</u> |
| GOVERNMENT HAS PLENTY OF JOBS, SHOULD HIRE HIM | <u>1</u> | <u>3</u> |
| ALL OTHER | <u>2</u> | <u>2</u> |
| DON'T KNOW | <u>8</u> | <u>3</u> |

Note: Group totals add to more than 100%, and subtotals may add to more than group totals because some respondents gave more than one answer.

11b. Why do you feel that way (government should find him some job)?

Asked of respondents who think
the government should find some
sort of job but not necessarily
one as a mechanic--
23% of rural total sample
24% of urban total sample

| | Rural total asked this <u>question</u> | Urban total asked this <u>question</u> |
|--|---|---|
| Respondents--actual | 429 | 173 |
| --weighted | 600 (100%) | (100%) |
| | % | % |
| HE SHOULD BE SATISFIED TO HAVE ANY JOB, BETTER TO HAVE ANY JOB THAN NOT BE WORKING | 14 | 14 |
| THAT'S WHAT THE GOVERNMENT IS FOR, IT'S THEIR DUTY | 11 | 10 |
| IT'S HARD TO FIND JOBS; TOO MUCH UNEMPLOYMENT NOW; UNEMPLOYMENT HURTS ECONOMY | 11 | 14 |
| EVERYONE SHOULD HAVE A JOB, A CHANCE TO EARN A LIVING (no further information) | 10 | 13 |
| GET HIM A TEMPORARY JOB UNTIL HE CAN GET A JOB IN HIS OWN FIELD | 8 | 5 |
| THE GOVERNMENT SHOULD HELP ONLY IF THEY HAVE TRIED THEMSELVES | 7 | 10 |
| IT'S BETTER THAN HAVING THEM ON RELIEF | 6 | 4 |
| SHOULD DEPEND MOSTLY ON HIMSELF BUT GOVERNMENT COULD HELP SOME, PROVIDE LISTS | 5 | 7 |
| THE GOVERNMENT HAS MORE KNOWLEDGE OF WHERE JOBS ARE, BETTER ABLE TO GET HIM A JOB | 5 | 2 |
| TRY TO FIND HIM A MECHANIC'S JOB FIRST AND FAILING THIS FIND HIM ANOTHER JOB | 5 | 6 |
| THEY SHOULD FIND ONE AS CLOSE TO HIS FIELD AS POSSIBLE, NOT LOSE HIS SKILL ALTOGETHER | 4 | 3 |
| WE PAY TAXES SO GOVERNMENT SHOULD HELP | 4 | 5 |
| SHOULD DO THIS THROUGH THEIR EMPLOYMENT AGENCIES | 2 | 2 |
| SHOULD RETRAIN HIM IF NECESSARY | 2 | 3 |
| GOVERNMENT HAS PLENTY OF JOBS, SHOULD HIRE HIM | 2 | 3 |
| ALL OTHER | 4 | 5 |
| DON'T KNOW OR NO ANSWER | 10 | 6 |

Note: Percentages add to more than 100% because
some respondents gave more than one answer.

11b. Why do you feel that way (government has no responsibility to find him a job)?

Asked of respondents who think
the government should not assume
any responsibility in finding a
job for a skilled mechanic--
47% of rural total sample
41% of urban total sample

| | Rural total asked this question | Urban total asked this question |
|---|--|--|
| Respondents--actual | 805 | 296 |
| --weighted | 1196 (100%) | (100%) |
| | % | % |
| IT'S UP TO THE INDIVIDUAL, HIS RESPONSIBILITY TO FIND HIS OWN JOB (no further information) | 23 | 21 |
| IF HE IS GOOD ENOUGH, SKILLED HE CAN FIND A JOB | 19 | 17 |
| IF HE REALLY WANTS ONE, TRIES, HE CAN FIND ONE | 14 | 13 |
| IT'S BAD TO HAVE PEOPLE DEPEND ON THE GOVERNMENT TOO MUCH, SHOULD STAND ON THEIR OWN TWO FEET, FIND THEIR OWN JOB | 12 | 14 |
| THE LESS THE GOVERNMENT STEPS IN THE BETTER OFF WE ARE | 10 | 13 |
| THE GOVERNMENT HAS ENOUGH TO DO NOW, SHOULDN'T DO MORE | 8 | 5 |
| JUST NOT THE GOVERNMENT'S JOB, RESPONSIBILITY | 8 | 8 |
| IT'S TOO MUCH, TOO BIG A JOB FOR THE GOVERNMENT TO FIND JOBS FOR EVERYONE | 6 | 5 |
| GOVERNMENT SHOULD, COULD LIST JOBS BUT NOT BE RESPONSIBLE FOR GETTING THEM | 2 | * |
| CAN PROVIDE JOB OPENINGS IN GOVERNMENT BUT NOT FIND OTHER JOBS FOR PEOPLE | 2 | 4 |
| PRIVATE NON-GOVERNMENT ORGANIZATIONS SHOULD FIND JOBS | 2 | 2 |
| THE TAXPAYER SHOULD NOT HAVE TO PAY FOR THIS | 1 | 1 |
| GOVERNMENT ALREADY HAS EMPLOYMENT AGENCIES, THAT'S ALL THEY SHOULD PROVIDE | 1 | 1 |
| PEOPLE ARE TOO PARTICULAR ABOUT THE JOB THEY TAKE | 1 | * |
| ONLY DISABLED VETERANS SHOULD BE HELPED | 1 | 3 |
| ALL OTHER | 2 | 2 |
| DON'T KNOW OR NO ANSWER | 3 | 4 |

*Less than .5 per cent

Note: Percentages add to more than 100% because
some respondents gave more than one answer.

12a. There has been a lot of talk about the fact that there are not enough jobs for young people these days. If you were in a position to do something about this problem what would you do? (How would you do that?)

| | Rural total sample | Analyzed by respondents who are: | | Urban total sample | Analyzed by respondents who are: | |
|---|--------------------------|--|-----------|--------------------------|--|-----------|
| | | Male | Female | | Male | Female |
| Respondents--actual | 1794 | 897 | 897 | 720 | 359 | 361 |
| --weighted | 2562 | 1278 | 1284 | | | |
| | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % |
| EDUCATION | <u>14</u> | <u>13</u> | <u>15</u> | <u>16</u> | <u>16</u> | <u>16</u> |
| More and better technical, vocational training, counseling | 8 | 8 | 8 | 10 | 11 | 10 |
| Should get more education | 4 | 3 | 5 | 3 | 3 | 3 |
| Have them stay in school longer, finish their education | 2 | 2 | 2 | 2 | 1 | 3 |
| Financial help to individuals for more education | 1 | 1 | 1 | 1 | 1 | 1 |
| Improve the schools, the educational standards | 1 | 1 | 1 | 1 | 2 | 1 |
| WOULD HELP THEM FIND JOBS; WOULD, SHOULD CREATE MORE JOBS (no further information) | <u>7</u> | <u>7</u> | <u>7</u> | <u>7</u> | <u>7</u> | <u>7</u> |
| SET UP, ENCOURAGE EMPLOYMENT SERVICES | <u>6</u> | <u>6</u> | <u>7</u> | <u>7</u> | <u>6</u> | <u>7</u> |
| Individual or unspecified sponsorship | 3 | 3 | 4 | 4 | 3 | 5 |
| Government employment services | 3 | 3 | 3 | 3 | 3 | 2 |
| GIVE YOUNG PEOPLE A CHANCE AT JOBS, TO GET BUSINESS TO HIRE THEM (no further information) | <u>6</u> | <u>7</u> | <u>6</u> | <u>6</u> | <u>8</u> | <u>4</u> |
| FIRE, LAY OFF PEOPLE | <u>6</u> | <u>5</u> | <u>7</u> | <u>4</u> | <u>4</u> | <u>3</u> |
| Fire, retire older people earlier | 3 | 3 | 2 | 2 | 3 | 1 |
| Fire married women, lay off other people who don't need jobs | 2 | 1 | 3 | 2 | 1 | 2 |
| Fire foreigners | 1 | 1 | 1 | * | 1 | * |
| Lay people off, have work shifts | * | * | 1 | * | * | - |
| Fire Negroes | * | * | * | - | - | - |
| SET UP APPRENTICESHIPS, ON-THE-JOB EXPERIENCE; DON'T MAKE EXPERIENCE A PREREQUISITE, HELP THE UNSKILLED | <u>5</u> | <u>5</u> | <u>6</u> | <u>5</u> | <u>5</u> | <u>6</u> |
| OPEN UP MORE BUSINESS, BUSINESSES AROUND HERE THERE ARE ENOUGH JOBS, THEY SHOULD GET OUT AND FIND THEM | <u>5</u> | <u>4</u> | <u>5</u> | <u>4</u> | <u>5</u> | <u>3</u> |
| SHOULD BE WILLING TO SACRIFICE, WORK HARD TO GET JOBS, BETTER JOBS; SHOULDN'T THINK THAT THEY CAN START AT THE TOP | <u>4</u> | <u>6</u> | <u>3</u> | <u>5</u> | <u>5</u> | <u>4</u> |
| SET UP SPECIAL JOBS FOR YOUNG PEOPLE | <u>3</u> | <u>4</u> | <u>3</u> | <u>2</u> | <u>2</u> | <u>2</u> |
| SET UP SPECIAL JOBS FOR YOUNG PEOPLE | <u>3</u> | <u>3</u> | <u>3</u> | <u>5</u> | <u>4</u> | <u>6</u> |
| SET UP GOVERNMENT YOUTH PROJECTS--PEACE CORPS, CCC | <u>3</u> | <u>4</u> | <u>1</u> | <u>3</u> | <u>5</u> | <u>1</u> |
| GET BUSINESSES TO HIRE QUALIFIED YOUNG PEOPLE; EMPHASIS SHOULD BE ON QUALIFICATIONS | <u>2</u> | <u>2</u> | <u>2</u> | <u>3</u> | <u>3</u> | <u>3</u> |
| SET UP PART TIME, SUMMER JOBS | <u>2</u> | <u>2</u> | <u>2</u> | <u>1</u> | <u>1</u> | <u>1</u> |
| CUT DOWN ON AUTOMATION | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> |
| SHOULD JOIN THE SERVICE | <u>1</u> | <u>1</u> | * | * | <u>1</u> | - |
| YOUNG PEOPLE SHOULD ORGANIZE, START OWN BUSINESS | <u>1</u> | * | <u>1</u> | <u>1</u> | <u>1</u> | * |
| YOU HAVE TO DIVIDE THE WILLING TO WORK FROM THE UNWILLING | * | * | * | * | * | * |
| GET THE GOVERNMENT, CIVIL SERVICE TO HIRE YOUNGER PEOPLE | * | * | - | * | <u>1</u> | - |
| ALL OTHER | <u>2</u> | <u>3</u> | <u>2</u> | <u>5</u> | <u>3</u> | <u>6</u> |
| DON'T KNOW OR NO ANSWER | <u>36</u> | <u>33</u> | <u>39</u> | <u>34</u> | <u>31</u> | <u>38</u> |

*Less than .5 per cent

Note: Group totals add to more than 100%, and subtotals may add to more than group totals because some respondents gave more than one answer.

12a. There has been a lot of talk about the fact that there are not enough jobs for young people these days. If you were in a position to do something about this problem what would you do? (How would you do that?)

| | Rural total sample | Analyzed by respondents who are: | | | | | | | |
|--|--------------------------|----------------------------------|-----------|-----------|-----------|-----------------------------|-----------|-----------|-----------|
| | | Males and whose ages are: | | | | Females and whose ages are: | | | |
| | | Total | 16-18 | 19,20 | 21-23 | Total | 16-18 | 19,20 | 21-23 |
| Respondents--actual | 1794 | 897 | 597 | 177 | 123 | 897 | 542 | 183 | 172 |
| --weighted | 2562 (100%) | 1278 (100%) | (100%) | (100%) | (100%) | 1284 (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % | % | % | % |
| EDUCATION | <u>14</u> | <u>13</u> | <u>11</u> | <u>16</u> | <u>14</u> | <u>15</u> | <u>12</u> | <u>13</u> | <u>21</u> |
| More and better technical, vocational training, counseling | 8 | 8 | 6 | 11 | 9 | 8 | 5 | 8 | 13 |
| Should get more education | 4 | 3 | 3 | 3 | 3 | 5 | 4 | 3 | 8 |
| Have them stay in school longer, finish their education | 2 | 2 | 2 | 2 | 1 | 2 | 2 | 1 | 2 |
| Financial help to individuals for more education | 1 | 1 | 1 | 2 | - | 1 | 1 | 1 | 2 |
| Improve the schools, the educational standards | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 |
| WOULD HELP THEM FIND JOBS; WOULD, SHOULD CREATE MORE JOBS (no further information) | <u>7</u> | <u>7</u> | <u>8</u> | <u>7</u> | <u>6</u> | <u>7</u> | <u>9</u> | <u>8</u> | <u>5</u> |
| SET UP, ENCOURAGE EMPLOYMENT SERVICES | <u>6</u> | <u>6</u> | <u>7</u> | <u>6</u> | <u>5</u> | <u>7</u> | <u>7</u> | <u>5</u> | <u>7</u> |
| Individual or unspecified sponsorship | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 3 | 4 |
| Government employment services | 3 | 3 | 4 | 3 | 2 | 3 | 3 | 2 | 3 |
| GIVE YOUNG PEOPLE A CHANCE AT JOBS, TO GET BUSINESS TO HIRE THEM (no further information) | <u>6</u> | <u>7</u> | <u>8</u> | <u>6</u> | <u>6</u> | <u>6</u> | <u>8</u> | <u>4</u> | <u>4</u> |
| FIRE, LAY OFF PEOPLE | <u>6</u> | <u>5</u> | <u>5</u> | <u>4</u> | <u>7</u> | <u>7</u> | <u>5</u> | <u>7</u> | <u>10</u> |
| Fire, retire older people earlier | 3 | 3 | 3 | 2 | 5 | 2 | 2 | 3 | 3 |
| Fire married women, lay off other people who don't need jobs | 2 | 1 | 1 | 1 | - | 3 | 2 | 3 | 4 |
| Fire foreigners | 1 | 1 | * | 1 | 1 | 1 | * | * | 2 |
| Lay people off, have work shifts | * | * | 1 | - | - | 1 | 1 | 1 | - |
| Fire Negroes | * | * | - | * | 1 | * | - | - | 1 |

*Less than .5 per cent

(Continued)

(Continued)

12a. There has been a lot of talk about the fact that there are not enough jobs for young people these days. If you were in a position to do something about this problem what would you do? (How would you do that?)

| | Rural total sample | Analyzed by respondents who are: | | | | | | | |
|--|--------------------------|----------------------------------|-----------|-----------|-----------|-----------------------------|-----------|-----------|-----------|
| | | Males and whose ages are: | | | | Females and whose ages are: | | | |
| | | Total | 16-18 | 19,20 | 21-23 | Total | 16-18 | 19,20 | 21-23 |
| Respondents--actual | 1794 | 897 | 597 | 177 | 123 | 897 | 542 | 183 | 172 |
| --weighted | 2562 | 1278 | | | | 1284 | | | |
| | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % | % | % | % |
| SET UP APPRENTICESHIPS, ON-THE-JOB EXPERIENCE; DON'T MAKE EXPERIENCE A PREREQUISITE, HELP THE UNSKILLED | <u>5</u> | <u>5</u> | <u>3</u> | <u>5</u> | <u>7</u> | <u>6</u> | <u>6</u> | <u>8</u> | <u>3</u> |
| OPEN UP MORE BUSINESS, BUSINESSES AROUND HERE | <u>5</u> | <u>4</u> | <u>4</u> | <u>6</u> | <u>5</u> | <u>5</u> | <u>4</u> | <u>7</u> | <u>3</u> |
| THERE ARE ENOUGH JOBS, THEY SHOULD GET OUT AND FIND THEM | <u>4</u> | <u>6</u> | <u>5</u> | <u>6</u> | <u>7</u> | <u>3</u> | <u>3</u> | <u>3</u> | <u>3</u> |
| SHOULD BE WILLING TO SACRIFICE, WORK HARD TO GET JOBS, BETTER JOBS; SHOULDN'T THINK THAT THEY CAN START AT THE TOP | <u>3</u> | <u>4</u> | <u>3</u> | <u>4</u> | <u>6</u> | <u>3</u> | <u>3</u> | <u>1</u> | <u>3</u> |
| SET UP SPECIAL JOBS FOR YOUNG PEOPLE | <u>3</u> | <u>3</u> | <u>3</u> | <u>4</u> | <u>2</u> | <u>3</u> | <u>5</u> | <u>3</u> | <u>2</u> |
| SET UP GOVERNMENT YOUTH PROJECTS--PEACE CORPS, CCC | <u>3</u> | <u>4</u> | <u>5</u> | <u>3</u> | <u>4</u> | <u>1</u> | <u>1</u> | <u>3</u> | <u>1</u> |
| GET BUSINESSES TO HIRE QUALIFIED YOUNG PEOPLE; EMPHASIS SHOULD BE ON QUALIFICATIONS | <u>2</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>1</u> | <u>2</u> | <u>2</u> | <u>2</u> | <u>2</u> |
| SET UP PART TIME, SUMMER JOBS | <u>2</u> | <u>2</u> | <u>2</u> | <u>1</u> | <u>2</u> | <u>2</u> | <u>2</u> | <u>3</u> | <u>1</u> |
| CUT DOWN ON AUTOMATION | <u>1</u> | <u>1</u> | <u>1</u> | <u>2</u> | <u>1</u> | <u>1</u> | <u>1</u> | - | <u>1</u> |
| SHOULD JOIN THE SERVICE | <u>1</u> | <u>1</u> | * | <u>1</u> | <u>4</u> | * | * | - | - |
| YOUNG PEOPLE SHOULD ORGANIZE, START OWN BUSINESS | <u>1</u> | * | <u>1</u> | - | - | <u>1</u> | <u>1</u> | - | <u>1</u> |
| YOU HAVE TO DIVIDE THE WILLING TO WORK FROM THE UNWILLING | * | * | <u>1</u> | <u>1</u> | - | * | - | <u>1</u> | - |
| GET THE GOVERNMENT, CIVIL SERVICE TO HIRE YOUNGER PEOPLE | * | * | <u>1</u> | <u>1</u> | - | - | - | - | - |
| ALL OTHER | <u>2</u> | <u>3</u> | <u>4</u> | <u>3</u> | <u>2</u> | <u>2</u> | <u>2</u> | <u>4</u> | <u>1</u> |
| DON'T KNOW OR NO ANSWER | <u>36</u> | <u>33</u> | <u>34</u> | <u>34</u> | <u>32</u> | <u>39</u> | <u>38</u> | <u>38</u> | <u>41</u> |

*Less than .5 per cent

Note: Group totals add to more than 100%, and subtotals may add to more than group totals because some respondents gave more than one answer.

12a. There has been a lot of talk about the fact that there are not enough jobs for young people these days. If you were in a position to do something about this problem what would you do? (How would you do that?)

| Respondents--actual --weighted | Rural total sample | Analyzed by respondents whose economic level is: | | |
|---|-----------------------------|---|----------------------------|---------------------------|
| | | Upper | Middle | Lower |
| | 1794 2562 (100%) % | 414 549 (100%) % | 950 1403 (100%) % | 384 537 (100%) % |
| EDUCATION | <u>14</u> | <u>20</u> | <u>14</u> | <u>8</u> |
| More and better technical, vocational training, counseling | 8 | 12 | 8 | 6 |
| Should get more education | 4 | 6 | 4 | 1 |
| Have them stay in school longer, finish their education | 2 | 2 | 2 | 1 |
| Financial help to individuals for more education | 1 | 2 | 1 | * |
| Improve the schools, the educational standards | 1 | 1 | 1 | - |
| WOULD HELP THEM FIND JOBS; WOULD, SHOULD CREATE MORE JOBS (no further information) | <u>7</u> | <u>7</u> | <u>7</u> | <u>8</u> |
| SET UP, ENCOURAGE EMPLOYMENT SERVICES | <u>6</u> | <u>8</u> | <u>5</u> | <u>7</u> |
| Individual or unspecified sponsorship | 3 | 4 | 2 | 5 |
| Government employment services | 3 | 4 | 3 | 2 |
| GIVE YOUNG PEOPLE A CHANCE AT JOBS, TO GET BUSINESS TO HIRE THEM (no further information) | <u>6</u> | <u>8</u> | <u>7</u> | <u>4</u> |
| FIRE, LAY OFF PEOPLE | <u>6</u> | <u>5</u> | <u>6</u> | <u>6</u> |
| Fire, retire older people earlier | 3 | 3 | 3 | 4 |
| Fire married women, lay off other people who don't need jobs | 2 | 1 | 2 | * |
| Fire foreigners | 1 | 1 | * | 1 |
| Lay people off, have work shifts | 1 | * | 1 | * |
| Fire Negroes | * | - | * | * |
| SET UP APPRENTICESHIPS, ON-THE-JOB EXPERIENCE; DON'T MAKE EXPERIENCE A PREREQUISITE, HELP THE UNSKILLED | <u>5</u> | <u>5</u> | <u>5</u> | <u>5</u> |
| OPEN UP MORE BUSINESS, BUSINESSES AROUND HERE | <u>5</u> | <u>4</u> | <u>5</u> | <u>6</u> |
| THERE ARE ENOUGH JOBS, THEY SHOULD GET OUT AND FIND THEM | <u>4</u> | <u>5</u> | <u>5</u> | <u>1</u> |
| SHOULD BE WILLING TO SACRIFICE, WORK HARD TO GET JOBS, BETTER JOBS; SHOULDN'T THINK THAT THEY CAN START AT THE TOP | <u>3</u> | <u>5</u> | <u>3</u> | <u>3</u> |
| SET UP SPECIAL JOBS FOR YOUNG PEOPLE | <u>3</u> | <u>3</u> | <u>3</u> | <u>4</u> |
| SET UP GOVERNMENT YOUTH PROJECTS--PEACE CORP, C.C.C. | <u>3</u> | <u>4</u> | <u>3</u> | <u>1</u> |
| GET BUSINESSES TO HIRE QUALIFIED YOUNG PEOPLE; EMPHASIS SHOULD BE ON QUALIFICATIONS | <u>2</u> | <u>3</u> | <u>2</u> | <u>1</u> |
| SET UP PART TIME, SUMMER JOBS | <u>2</u> | <u>2</u> | <u>2</u> | <u>2</u> |
| CUT DOWN ON AUTOMATION | <u>1</u> | * | <u>1</u> | <u>1</u> |
| SHOULD JOIN THE SERVICE | <u>1</u> | <u>2</u> | <u>1</u> | - |
| YOUNG PEOPLE SHOULD ORGANIZE, START OWN BUSINESS | <u>1</u> | * | <u>1</u> | - |
| YOU HAVE TO DIVIDE THE WILLING TO WORK FROM THE UNWILLING | * | * | * | <u>1</u> |
| GET THE GOVERNMENT, CIVIL SERVICE TO HIRE YOUNGER PEOPLE | * | <u>1</u> | * | - |
| ALL OTHER | <u>2</u> | <u>2</u> | <u>2</u> | <u>4</u> |
| DON'T KNOW OR NO ANSWER | <u>36</u> | <u>28</u> | <u>36</u> | <u>45</u> |

*Less than .5 per cent

Note: Group totals add to more than 100%, and subtotals may add to more than group totals because some respondents gave more than one answer.

12b. Who do you think should do it (get more jobs for young people)?

Asked of respondents who suggested ways and means of getting more jobs for young people--64% of rural total sample; 66% of urban total sample

| | Rural total sample | Analyzed by respondents who are: | | Urban total sample | Analyzed by respondents who are: | |
|---|--------------------------|--|-----------|--------------------------|--|-----------|
| | | Male | Female | | Male | Female |
| Respondents--actual | 1145 | 593 | 552 | 472 | 249 | 223 |
| --weighted | 1640 | 851 | 789 | | | |
| | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % |
| GOVERNMENT, GOVERNMENT AGENCIES | <u>36</u> | <u>40</u> | <u>32</u> | <u>43</u> | <u>49</u> | <u>35</u> |
| Government (no further information) | 15 | 15 | 16 | 16 | 17 | 15 |
| State | 9 | 13 | 5 | 10 | 13 | 6 |
| Federal | 7 | 10 | 5 | 10 | 13 | 6 |
| Local | 7 | 8 | 6 | 9 | 10 | 9 |
| The President | 2 | 2 | 2 | 2 | 2 | 2 |
| Unemployed offices, government employment services | 1 | 1 | 1 | 2 | 2 | 2 |
| Labor boards, offices, departments | 1 | 1 | 1 | * | 1 | - |
| EMPLOYERS, BUSINESS | <u>19</u> | <u>18</u> | <u>20</u> | <u>16</u> | <u>16</u> | <u>16</u> |
| Companies, employers (no further information) | 16 | 14 | 18 | 13 | 12 | 13 |
| Large companies | 2 | 3 | 1 | 3 | 4 | 3 |
| Small companies, businesses | 1 | 1 | 1 | * | * | - |
| THE YOUNG PEOPLE THEMSELVES | <u>16</u> | <u>18</u> | <u>13</u> | <u>12</u> | <u>14</u> | <u>10</u> |
| SCHOOLS | <u>7</u> | <u>4</u> | <u>11</u> | <u>10</u> | <u>5</u> | <u>16</u> |
| High schools | 3 | 2 | 3 | 4 | 3 | 5 |
| Teachers | 2 | 1 | 3 | 2 | - | 4 |
| School boards, officials | 1 | * | 2 | 1 | 1 | 2 |
| College, graduate schools | 1 | * | 1 | 1 | * | 1 |
| Technical, business school | * | - | * | - | - | - |
| Other (schools) | 1 | 1 | 2 | 2 | * | 4 |
| PARENTS | <u>5</u> | <u>3</u> | <u>7</u> | <u>2</u> | <u>1</u> | <u>3</u> |
| BUSINESS AND GOVERNMENT WORKING TOGETHER | <u>4</u> | <u>4</u> | <u>4</u> | <u>4</u> | <u>4</u> | <u>5</u> |
| PEOPLE, EVERYONE | <u>3</u> | <u>4</u> | <u>3</u> | <u>3</u> | <u>3</u> | <u>2</u> |
| THOSE WHO ARE FINANCIALLY ABLE | <u>2</u> | <u>2</u> | <u>2</u> | <u>1</u> | * | <u>1</u> |
| EMPLOYMENT AGENCIES, SERVICES (non-government) | <u>1</u> | <u>2</u> | <u>1</u> | <u>1</u> | <u>2</u> | <u>1</u> |
| CHAMBER OF COMMERCE | <u>1</u> | <u>1</u> | <u>1</u> | * | * | - |
| ADULTS | <u>1</u> | <u>1</u> | <u>1</u> | * | - | * |
| QUALIFIED PEOPLE WHO KNOW THE PROBLEMS | <u>1</u> | <u>1</u> | * | <u>1</u> | * | <u>1</u> |
| SERVICE CLUBS, FOUNDATIONS | <u>1</u> | <u>1</u> | <u>1</u> | * | * | * |
| UNIONS | * | * | * | <u>1</u> | <u>1</u> | - |
| ARMED FORCES | * | <u>1</u> | * | * | * | * |
| YOUTH ORGANIZATION, YMCA, ETC. | * | * | * | <u>1</u> | * | <u>1</u> |
| ALL OTHER | <u>1</u> | * | <u>1</u> | <u>1</u> | * | <u>1</u> |
| DON'T KNOW | <u>9</u> | <u>8</u> | <u>10</u> | <u>10</u> | <u>7</u> | <u>13</u> |
| NO ANSWER | <u>5</u> | <u>3</u> | <u>7</u> | <u>5</u> | <u>4</u> | <u>5</u> |

*Less than .5 per cent

Note: Group totals add to more than 100%, and subtotals may add to more than group totals because some respondents gave more than one answer.

12b. Who do you think should do it (get more jobs for young people)?

Asked of respondents who suggested ways and means of getting more jobs for young people--64% of rural total sample

| | Rural total sample | Analyzed by respondents who are: | | | | | | | |
|---|--------------------------|----------------------------------|-----------|-----------|-----------|-----------------------------|-----------|-----------|-----------|
| | | Males and whose ages are: | | | | Females and whose ages are: | | | |
| | | Total | 16-18 | 19,20 | 21-23 | Total | 16-18 | 19,20 | 21-23 |
| Respondents--actual | 1145 | 593 | 392 | 117 | 84** | 552 | 338 | 113 | 101 |
| --weighted | 1640 | 851 | | | | 789 | | | |
| | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % | % | % | % |
| GOVERNMENT, GOVERNMENT AGENCIES | <u>36</u> | <u>40</u> | <u>43</u> | <u>39</u> | <u>38</u> | <u>32</u> | <u>33</u> | <u>36</u> | <u>26</u> |
| Government (no further information) | 15 | 15 | 17 | 17 | 11 | 16 | 19 | 18 | 9 |
| State | 9 | 13 | 11 | 13 | 17 | 5 | 4 | 7 | 4 |
| Federal | 7 | 10 | 7 | 8 | 14 | 5 | 4 | 4 | 6 |
| Local | 7 | 8 | 9 | 3 | 8 | 6 | 7 | 7 | 5 |
| The President | 2 | 2 | 2 | 2 | - | 2 | 3 | 3 | 2 |
| Unemployment offices, government employment services | 1 | 1 | 1 | 1 | 2 | 1 | * | 1 | 1 |
| Labor boards, offices, departments | 1 | 1 | 1 | 1 | - | 1 | * | 1 | 1 |
| EMPLOYERS, BUSINESS | <u>19</u> | <u>18</u> | <u>18</u> | <u>18</u> | <u>17</u> | <u>20</u> | <u>20</u> | <u>16</u> | <u>23</u> |
| Companies, employers (no further information) | 16 | 14 | 15 | 13 | 13 | 18 | 18 | 12 | 21 |
| Large companies | 2 | 3 | 2 | 5 | 4 | 1 | 1 | 3 | 1 |
| Small companies, businesses | 1 | 1 | 1 | - | - | 1 | 1 | 1 | 1 |
| THE YOUNG PEOPLE THEMSELVES | <u>16</u> | <u>18</u> | <u>15</u> | <u>15</u> | <u>24</u> | <u>13</u> | <u>15</u> | <u>8</u> | <u>13</u> |
| SCHOOLS | <u>7</u> | <u>4</u> | <u>4</u> | <u>7</u> | <u>4</u> | <u>11</u> | <u>8</u> | <u>11</u> | <u>15</u> |
| High schools | 3 | 2 | 2 | 4 | - | 3 | 2 | 3 | 6 |
| Teachers | 2 | 1 | 1 | 1 | - | 3 | 4 | - | 5 |
| School boards, officials | 1 | * | 1 | 1 | - | 2 | 1 | 4 | 2 |
| College, graduate schools | 1 | * | 1 | 1 | - | 1 | * | - | 2 |
| Technical, business schools | * | - | - | - | - | * | - | - | 1 |
| Other (schools) | 1 | 1 | - | 1 | 4 | 2 | 2 | 4 | - |
| PARENTS | <u>5</u> | <u>3</u> | <u>4</u> | <u>3</u> | <u>1</u> | <u>7</u> | <u>6</u> | <u>5</u> | <u>10</u> |
| BUSINESS AND GOVERNMENT WORKING TOGETHER | <u>4</u> | <u>4</u> | <u>5</u> | <u>5</u> | <u>4</u> | <u>4</u> | <u>4</u> | <u>4</u> | <u>3</u> |
| PEOPLE, EVERYONE | <u>3</u> | <u>4</u> | <u>2</u> | <u>4</u> | <u>5</u> | <u>3</u> | <u>4</u> | <u>4</u> | <u>3</u> |
| THOSE WHO ARE FINANCIALLY ABLE | <u>2</u> | <u>2</u> | <u>1</u> | <u>2</u> | <u>2</u> | <u>2</u> | <u>2</u> | <u>1</u> | <u>1</u> |
| EMPLOYMENT AGENCIES, SERVICES (non-government) | <u>1</u> | <u>2</u> | <u>2</u> | - | <u>4</u> | <u>1</u> | <u>1</u> | <u>2</u> | - |
| CHAMBER OF COMMERCE | <u>1</u> | <u>1</u> | - | <u>2</u> | <u>2</u> | <u>1</u> | <u>1</u> | <u>2</u> | <u>1</u> |
| ADULTS | <u>1</u> | <u>1</u> | <u>1</u> | - | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> |
| QUALIFIED PEOPLE WHO KNOW THE PROBLEMS | <u>1</u> | <u>1</u> | <u>2</u> | <u>2</u> | - | * | <u>1</u> | - | - |
| SERVICE CLUBS, FOUNDATIONS | <u>1</u> | <u>1</u> | - | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | - | <u>1</u> |
| UNIONS | * | * | <u>1</u> | - | - | * | - | <u>1</u> | <u>1</u> |
| ARMED FORCES | * | <u>1</u> | * | <u>3</u> | - | * | * | - | - |
| YOUTH ORGANIZATION, YMCA, ETC. | * | * | * | - | - | * | <u>1</u> | - | - |
| ALL OTHER | <u>1</u> | * | <u>1</u> | - | - | <u>1</u> | <u>2</u> | - | <u>1</u> |
| DON'T KNOW | <u>9</u> | <u>8</u> | <u>6</u> | <u>9</u> | <u>12</u> | <u>10</u> | <u>10</u> | <u>12</u> | <u>9</u> |
| NO ANSWER | <u>5</u> | <u>3</u> | <u>5</u> | <u>3</u> | - | <u>7</u> | <u>4</u> | <u>6</u> | <u>12</u> |

*Less than .5 per cent

**Percentages based on less than 100 cases are often unreliable.

Note: Group totals add to more than 100%, and subtotals may add to more than group totals because some respondents gave more than one answer.

12b. Who do you think should do it (get more jobs for young people)?

Asked of respondents who suggested
ways and means of getting more
jobs for young people--
64% of rural total sample

| | Rural total sample | Analyzed by respondents whose economic level is: | | |
|---|--------------------------|---|-----------|-----------|
| | | Upper | Middle | Lower |
| Respondents--actual | 1145 | 291 | 610 | 215 |
| --weighted | 1640 | 398 | 896 | 295 |
| | (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % |
| GOVERNMENT, GOVERNMENT AGENCIES | <u>36</u> | <u>36</u> | <u>35</u> | <u>39</u> |
| Government (no further information) | 15 | 14 | 15 | 19 |
| State | 9 | 9 | 11 | 5 |
| Federal | 7 | 8 | 8 | 5 |
| Local | 7 | 7 | 7 | 7 |
| The President | 2 | 1 | 2 | 3 |
| Unemployment offices, government employment services | 1 | 1 | 1 | 1 |
| Labor boards, offices, departments | 1 | 1 | * | 1 |
| EMPLOYERS, BUSINESS | <u>19</u> | <u>20</u> | <u>19</u> | <u>15</u> |
| Companies, employers (no further information) | 16 | 18 | 16 | 13 |
| Large companies | 2 | 2 | 3 | 1 |
| Small companies, businesses | 1 | * | * | 2 |
| THE YOUNG PEOPLE THEMSELVES | <u>16</u> | <u>18</u> | <u>16</u> | <u>10</u> |
| SCHOOLS | <u>7</u> | <u>9</u> | <u>7</u> | <u>6</u> |
| High schools | 3 | 4 | 2 | 2 |
| Teachers | 2 | 3 | 2 | 1 |
| School boards, officials | 1 | 1 | 2 | 1 |
| College, graduate schools | 1 | 1 | * | - |
| Technical, business school | * | - | * | - |
| Other (schools) | 1 | 1 | 1 | 2 |
| PARENTS | <u>5</u> | <u>4</u> | <u>1</u> | <u>3</u> |
| BUSINESS AND GOVERNMENT WORKING TOGETHER | <u>4</u> | <u>6</u> | <u>4</u> | <u>2</u> |
| PEOPLE, EVERYONE | <u>3</u> | <u>3</u> | <u>4</u> | <u>2</u> |
| THOSE WHO ARE FINANCIALLY ABLE | <u>2</u> | <u>1</u> | <u>1</u> | <u>3</u> |
| EMPLOYMENT AGENCIES, SERVICES (non-government) | <u>1</u> | - | <u>2</u> | <u>2</u> |
| CHAMBER OF COMMERCE | <u>1</u> | <u>1</u> | <u>2</u> | - |
| ADULTS | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> |
| QUALIFIED PEOPLE WHO KNOW THE PROBLEMS | <u>1</u> | <u>1</u> | * | <u>1</u> |
| SERVICE CLUBS, FOUNDATIONS | <u>1</u> | <u>1</u> | <u>1</u> | - |
| UNIONS | * | <u>1</u> | * | * |
| ARMED FORCES | * | - | <u>1</u> | - |
| YOUTH ORGANIZATION, YMCA, ETC. | * | * | * | - |
| ALL OTHER | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> |
| DON'T KNOW | <u>9</u> | <u>8</u> | <u>7</u> | <u>18</u> |
| NO ANSWER | <u>5</u> | <u>4</u> | <u>6</u> | <u>4</u> |

*Less than .5 per cent

Note: Group totals add to more than 100%, and subtotals may add to more than group totals because some respondents gave more than one answer.

13. In general, are you satisfied, or do you feel high schools should do a better job on: helping boys to learn how to make a living, helping girls to learn how to make a living?

| | Rural total sample | Analyzed by respondents who are: | | Urban total sample | Analyzed by respondents who are: | |
|--|--------------------------|--|----------------|--------------------------|--|--------|
| | | Male | Female | | Male | Female |
| Respondents--actual | 1794 | 897 | 897 | 720 | 359 | 361 |
| --weighted | 2562 (100%) | 1278 (100%) | 1284 (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % |
| a. <u>Helping boys to learn how to make a living</u> | | | | | | |
| SATISFIED WITH JOB HIGH SCHOOLS ARE DOING | | | | | | |
| | 40 | 43 | 38 | 45 | 45 | 45 |
| HIGH SCHOOLS SHOULD DO BETTER JOB | | | | | | |
| | 46 | 51 | 41 | 48 | 50 | 46 |
| DON'T KNOW | | | | | | |
| | 6 | 5 | 7 | 5 | 4 | 6 |
| NO ANSWER | | | | | | |
| | 8 | 1 | 14 | 2 | 1 | 3 |
| b. <u>Helping girls to learn how to make a living</u> | | | | | | |
| SATISFIED WITH JOB HIGH SCHOOLS ARE DOING | | | | | | |
| | 52 | 45 | 59 | 53 | 51 | 57 |
| HIGH SCHOOLS SHOULD DO BETTER JOB | | | | | | |
| | 33 | 27 | 38 | 37 | 33 | 40 |
| DON'T KNOW | | | | | | |
| | 7 | 12 | 3 | 7 | 11 | 2 |
| NO ANSWER | | | | | | |
| | 8 | 16 | * | 3 | 5 | 1 |

*Less than .5 per cent

13. In general, are you satisfied, or do you feel high schools should do a better job on: helping boys to learn how to make a living, helping girls to learn how to make a living?

| | Rural total sample | Analyzed by respondents who are: | | | | | | | | |
|---|--------------------------|----------------------------------|--------|--------|--------|-----------------------------|--------|--------|--------|--|
| | | Males and whose ages are: | | | | Females and whose ages are: | | | | |
| | | Total | 16-18 | 19,20 | 21-23 | Total | 16-18 | 19,20 | 21-23 | |
| Respondents--actual | 1794 | 897 | 597 | 177 | 123 | 897 | 542 | 183 | 172 | |
| --weighted | 2562 (100%) | 1278 (100%) | (100%) | (100%) | (100%) | 1284 (100%) | (100%) | (100%) | (100%) | |
| | % | % | % | % | % | % | % | % | % | |
| a. Helping boys to learn how to make a living | | | | | | | | | | |
| SATISFIED WITH JOB HIGH SCHOOLS ARE DOING | | | | | | | | | | |
| | 40 | 43 | 51 | 34 | 39 | 38 | 42 | 32 | 34 | |
| HIGH SCHOOLS SHOULD DO BETTER JOB | | | | | | | | | | |
| | 46 | 51 | 45 | 60 | 54 | 41 | 41 | 41 | 45 | |
| DON'T KNOW | | | | | | | | | | |
| | 6 | 5 | 3 | 4 | 7 | 7 | 4 | 8 | 10 | |
| NO ANSWER | | | | | | | | | | |
| | 8 | 1 | 1 | 2 | - | 14 | 13 | 19 | 11 | |
| b. Helping girls to learn how to make a living | | | | | | | | | | |
| SATISFIED WITH JOB HIGH SCHOOLS ARE DOING | | | | | | | | | | |
| | 52 | 45 | 49 | 42 | 41 | 59 | 60 | 54 | 58 | |
| HIGH SCHOOLS SHOULD DO BETTER JOB | | | | | | | | | | |
| | 33 | 27 | 22 | 34 | 30 | 38 | 38 | 42 | 37 | |
| DON'T KNOW | | | | | | | | | | |
| | 7 | 12 | 13 | 10 | 11 | 3 | 2 | 3 | 5 | |
| NO ANSWER | | | | | | | | | | |
| | 8 | 16 | 16 | 14 | 18 | * | * | 1 | - | |

*Less than .5 per cent

13. In general, are you satisfied, or do you feel high schools should do a better job on: helping boys to learn how to make a living, helping girls to learn how to make a living?

Analyzed by Question 30b: respondents who have completed:

| | Rural total sample | Eighth grade or less | High school | | College | | Special school |
|--|--------------------|----------------------|----------------|---------------|---------------|--------------|----------------|
| | | | Not completed | Graduated | Not completed | Graduated | |
| Respondents--actual | 1794 | 99** | 969 | 476 | 206 | 18** | 23** |
| --weighted | 2562 (100%) | 155 (100%) | 1174 (100%) | 750 (100%) | 386 (100%) | 44 (100%) | 48 (100%) |
| | % | % | % | % | % | % | % |
| a. <u>Helping boys to learn how to make a living</u> | | | | | | | |
| SATISFIED WITH JOB HIGH SCHOOLS ARE DOING | | | | | | | |
| | 40 | 39 | 45 | 38 | 34 | 20 | 38 |
| HIGH SCHOOLS SHOULD DO BETTER JOB | | | | | | | |
| | 46 | 37 | 42 | 48 | 56 | 55 | 58 |
| DON'T KNOW | | | | | | | |
| | 6 | 18 | 5 | 6 | 5 | 18 | 4 |
| NO ANSWER | | | | | | | |
| | 8 | 6 | 8 | 8 | 5 | 7 | - |
| b. <u>Helping girls to learn how to make a living</u> | | | | | | | |
| SATISFIED WITH JOB HIGH SCHOOLS ARE DOING | | | | | | | |
| | 52 | 45 | 56 | 51 | 46 | 52 | 46 |
| HIGH SCHOOLS SHOULD DO BETTER JOB | | | | | | | |
| | 33 | 24 | 30 | 35 | 37 | 36 | 38 |
| DON'T KNOW | | | | | | | |
| | 7 | 21 | 6 | 7 | 7 | 7 | 10 |
| NO ANSWER | | | | | | | |
| | 8 | 10 | 8 | 7 | 10 | 5 | 6 |

**Percentages based on less than 100 cases are often unreliable.

13. In general, are you satisfied, or do you feel high schools should do a better job on: helping boys to learn how to make a living, helping girls to learn how to make a living?

| | Rural total sample | Analyzed by respondents who live in the: | | | | | |
|--|--------------------------|--|---------------|--------------------|---------------|---------------|---------------|
| | | North- east | Mid- west | South and who are: | | | Far West |
| | | | | Total | White | Negro | |
| Respondents--actual | 1794 | 301 | 537 | 747 | 598 | 149 | 209 |
| --weighted | 2562 (100%) | 425 (100%) | 740 (100%) | 1087 (100%) | 873 (100%) | 214 (100%) | 310 (100%) |
| | % | % | % | % | % | % | % |
| a. <u>Helping boys to learn how to make a living</u> | | | | | | | |
| SATISFIED WITH JOB HIGH SCHOOLS ARE DOING | 40 | 38 | 40 | 40 | 45 | 22 | 45 |
| HIGH SCHOOLS SHOULD DO BETTER JOB | 46 | 51 | 50 | 43 | 41 | 52 | 42 |
| DON'T KNOW | 6 | 6 | 4 | 9 | 9 | 5 | 2 |
| NO ANSWER | 8 | 5 | 6 | 8 | 5 | 21 | 11 |
| b. <u>Helping girls to learn how to make a living</u> | | | | | | | |
| SATISFIED WITH JOB HIGH SCHOOLS ARE DOING | 52 | 51 | 55 | 49 | 54 | 31 | 55 |
| HIGH SCHOOLS SHOULD DO BETTER JOB | 33 | 34 | 31 | 34 | 32 | 41 | 30 |
| DON'T KNOW | 7 | 7 | 6 | 10 | 10 | 6 | 6 |
| NO ANSWER | 8 | 8 | 8 | 7 | 4 | 22 | 9 |

14. In what ways, if any, do you think they (the high schools) do a good job (on helping boys (girls) to learn how to make a living)?

| | Rural total sample | Analyzed by respondents who are: | | Urban total sample | Analyzed responden who are | |
|---|--------------------------|--|----------------|--------------------------|----------------------------------|----------|
| | | Male | Female | | Male | Fema |
| Respondents--actual | 1794 | 897 | 897 | 720 | 359 | 36 |
| --weighted | 2562 (100%) | 1278 (100%) | 1284 (100%) | (100%) | (100%) | (10 |
| | % | % | % | % | % | % |
| GOOD VOCATIONAL COURSES, TRAINING | <u>42</u> | <u>38</u> | <u>46</u> | <u>44</u> | <u>41</u> | <u>4</u> |
| Secretarial, office, clerical skills--typing, bookkeeping | 17 | 12 | 23 | 15 | 10 | 2 |
| Home economics--sewing, cooking | 14 | 10 | 18 | 11 | 9 | 1 |
| Shop work, manual, industrial skills--mechanics, carpentry, etc. | 14 | 16 | 12 | 17 | 18 | 1 |
| Good vocational, business courses, training (no further information) | 8 | 8 | 8 | 12 | 10 | 1 |
| Agricultural training | 8 | 7 | 8 | 1 | 2 | |
| Wide variety of vocational courses, training | 3 | 3 | 3 | 3 | 3 | |
| Give practical on-the-job training, more DCT programs | 2 | 1 | 2 | 3 | 4 | |
| Specialized business training-- accounting, retailing | 1 | 1 | 1 | 1 | 1 | |
| Have good, modern equipment, machines for use in vocational courses | 1 | * | 1 | 1 | 1 | |
| Other (good vocational courses, training) | 2 | 1 | 2 | 1 | 1 | |
| GOOD LIBERAL ARTS COURSES, TRAINING | <u>15</u> | <u>16</u> | <u>14</u> | <u>14</u> | <u>12</u> | <u>1</u> |
| Have good college preparatory courses, standards | 8 | 8 | 8 | 9 | 8 | 1 |
| Good liberal arts courses, training (no further information) | * | * | * | 1 | 1 | |
| <u>Specific liberal arts courses that are good:</u> | | | | | | |
| Science, math | 5 | 5 | 5 | 3 | 3 | |
| English | 1 | 1 | 1 | 1 | 1 | |
| History, social studies, etc. | 1 | 1 | 1 | * | * | |
| Other specific liberal arts courses that are good | 2 | 2 | 1 | 1 | - | |

*Less than .5 per cent

(Continued)

14. In what ways, if any, do you think they (the high schools) do a good job (on helping boys (girls) to learn how to make a living)?

| | Rural total sample | Analyzed by respondents who are: | | Urban total sample | Analyzed by respondents who are: | |
|---|--------------------------|--|----------------|--------------------------|--|-----------|
| | | Male | Female | | Male | Female |
| Respondents--actual | 1794 | 897 | 897 | 720 | 359 | 361 |
| --weighted | 2562 (100%) | 1278 (100%) | 1284 (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % |
| GOOD VOCATIONAL COURSES, TRAINING | <u>42</u> | <u>38</u> | <u>46</u> | <u>44</u> | <u>41</u> | <u>47</u> |
| Secretarial, office, clerical skills--typing, bookkeeping | 17 | 12 | 23 | 15 | 10 | 20 |
| Home economics--sewing, cooking | 14 | 10 | 18 | 11 | 9 | 13 |
| Shop work, manual, industrial skills--mechanics, carpentry, etc. | 14 | 16 | 12 | 17 | 18 | 16 |
| Good vocational, business courses, training (no further information) | 8 | 8 | 8 | 12 | 10 | 13 |
| Agricultural training | 8 | 7 | 8 | 1 | 2 | 1 |
| Wide variety of vocational courses, training | 3 | 3 | 3 | 3 | 3 | 4 |
| Give practical on-the-job training, more DCT programs | 2 | 1 | 2 | 3 | 4 | 3 |
| Specialized business training-- accounting, retailing | 1 | 1 | 1 | 1 | 1 | 1 |
| Have good, modern equipment, machines for use in vocational courses | 1 | * | 1 | 1 | 1 | 1 |
| Other (good vocational courses, training) | 2 | 1 | 2 | 1 | 1 | 1 |
| GOOD LIBERAL ARTS COURSES, TRAINING | <u>15</u> | <u>16</u> | <u>14</u> | <u>14</u> | <u>12</u> | <u>16</u> |
| Have good college preparatory courses, standards | 8 | 8 | 8 | 9 | 8 | 10 |
| Good liberal arts courses, training (no further information) | * | * | * | 1 | 1 | 1 |
| <u>Specific liberal arts courses that are good:</u> | | | | | | |
| Science, math | 5 | 5 | 5 | 3 | 3 | 3 |
| English | 1 | 1 | 1 | 1 | 1 | 2 |
| History, social studies, etc. | 1 | 1 | 1 | * | * | * |
| Other specific liberal arts courses that are good | 2 | 2 | 1 | 1 | - | 2 |

*Less than .5 per cent

(Continued)

(Continued)

14. In what ways, if any, do you think they (the high schools) do a good job (on helping boys (girls) to learn how to make a living)?

| | Rural total sample | Analyzed by respondents who are: | | Urban total sample | Analyzed by respondents who are: | |
|---|--------------------------|--|----------------|--------------------------|--|-----------|
| | | Male | Female | | Male | Female |
| Respondents--actual | 1794 | 897 | 897 | 720 | 359 | 361 |
| --weighted | 2562 (100%) | 1278 (100%) | 1284 (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % |
| OFFER A WIDE VARIETY OF COURSES, GOOD SUBJECTS | <u>10</u> | <u>9</u> | <u>11</u> | <u>8</u> | <u>8</u> | <u>8</u> |
| TEACH THE BASIC SUBJECTS, GIVE YOU A GOOD EDUCATION (no further information) | <u>5</u> | <u>5</u> | <u>4</u> | <u>6</u> | <u>8</u> | <u>5</u> |
| GOOD GUIDANCE PROGRAM ON COURSES TO TAKE, VOCATIONS TO PURSUE, ASSESSING ONE'S ABILITY; GOOD CAREER DAY PROGRAMS | <u>5</u> | <u>4</u> | <u>5</u> | <u>3</u> | <u>2</u> | <u>5</u> |
| IF A STUDENT WANTS TO LEARN--THE SCHOOLS DO A GOOD JOB | <u>4</u> | <u>5</u> | <u>4</u> | <u>4</u> | <u>3</u> | <u>5</u> |
| HELP BUILD CHARACTER--TEACH RESPONSIBILITY, SELF-RELIANCE, ETC. | <u>4</u> | <u>4</u> | <u>3</u> | <u>4</u> | <u>6</u> | <u>2</u> |
| HAVE GOOD EXPERIENCED TEACHERS, DO A GOOD JOB OF TEACHING | <u>3</u> | <u>3</u> | <u>3</u> | <u>5</u> | <u>5</u> | <u>4</u> |
| GIVE ASSISTANCE ON FINDING, GETTING JOBS | <u>2</u> | <u>2</u> | <u>2</u> | <u>2</u> | <u>2</u> | <u>2</u> |
| HAVE GOOD ATHLETIC PROGRAM, OTHER EXTRACURRICULAR ACTIVITIES | <u>2</u> | <u>2</u> | <u>2</u> | <u>2</u> | <u>2</u> | <u>2</u> |
| ALLOW STUDENTS TO SPECIALIZE, TAKE COURSES IN CHOSEN FIELD, VOCATION | <u>2</u> | <u>2</u> | <u>2</u> | <u>2</u> | <u>3</u> | <u>1</u> |
| DO A GOOD JOB (no further information) | <u>2</u> | <u>2</u> | <u>2</u> | <u>2</u> | <u>1</u> | <u>2</u> |
| ALL RIGHT BUT COULD BE IMPROVED | <u>2</u> | <u>1</u> | <u>2</u> | <u>1</u> | <u>1</u> | <u>1</u> |
| HIGH SCHOOL DIPLOMA, EDUCATION HELPS ONE TO GET A JOB, MAKE A LIVING | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>2</u> | <u>1</u> |
| ENCOURAGE, STIMULATE LEARNING, AN INTEREST IN GETTING AN EDUCATION, STAYING IN SCHOOL | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> |
| WELL EQUIPPED, MODERN FACILITIES, TEACHING TECHNIQUE | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>2</u> | <u>1</u> |
| ALL OTHER | <u>2</u> | <u>2</u> | <u>1</u> | <u>2</u> | <u>2</u> | <u>1</u> |
| DON'T KNOW | <u>19</u> | <u>19</u> | <u>18</u> | <u>16</u> | <u>17</u> | <u>16</u> |
| NO ANSWER | <u>4</u> | <u>4</u> | <u>3</u> | <u>3</u> | <u>3</u> | <u>2</u> |

Note: Group totals add to more than 100%, and subtotals may add to more than group totals because some respondents gave more than one answer.

14. In what ways, if any, do you think they (the high schools) do a good job (on helping boys (girls) to learn how to make a living)?

| | Analyzed by respondents who are: | | | | | | | | | |
|--|--|-----------|-----------|-----------|-----------|--|-----------|-----------|-----------|------|
| | Males and live in an area classified as: | | | | | Females and live in an area classified as: | | | | |
| | Rural total sample | Rural | | | Town | Total | Rural | | | Town |
| | Total | farm | non-farm | | | farm | non-farm | | | |
| Respondents--actual | 1794 | 897 | 297 | 472 | 128 | 897 | 263 | 510 | 124 | |
| --weighted | 2562 | 1278 | 418 | 671 | 189 | 1284 | 362 | 743 | 179 | |
| | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | |
| | % | % | % | % | % | % | % | % | % | |
| GOOD VOCATIONAL COURSES, TRAINING | <u>42</u> | <u>38</u> | <u>39</u> | <u>39</u> | <u>36</u> | <u>46</u> | <u>44</u> | <u>47</u> | <u>46</u> | |
| Secretarial, office, clerical skills--typing, bookkeeping | 17 | 12 | 11 | 13 | 13 | 23 | 19 | 24 | 25 | |
| Home economics--sewing, cooking | 14 | 10 | 12 | 10 | 10 | 18 | 19 | 16 | 22 | |
| Shop work, manual, industrial skills--mechanics, carpentry, etc. | 14 | 16 | 15 | 17 | 15 | 12 | 11 | 12 | 12 | |
| Good vocational, business courses, training (no further information) | 8 | 8 | 7 | 9 | 6 | 8 | 7 | 8 | 7 | |
| Agricultural training | 8 | 7 | 12 | 4 | 7 | 8 | 11 | 6 | 10 | |
| Wide variety of vocational courses, training | 3 | 3 | 2 | 3 | 5 | 3 | 1 | 3 | 3 | |
| Give practical on-the-job training, more DCT programs | 2 | 1 | 2 | 1 | 1 | 2 | 1 | 2 | 2 | |
| Specialized business training--accounting, retailing | 1 | 1 | 1 | 1 | - | 1 | 1 | 1 | 1 | |
| Have good, modern equipment, machines for use in vocational courses | 1 | * | 1 | * | - | 1 | 1 | 1 | - | |
| Other (good vocational courses, training) | 2 | 1 | * | 1 | 5 | 2 | 1 | 1 | 4 | |
| GOOD LIBERAL ARTS COURSES, TRAINING | <u>15</u> | <u>16</u> | <u>19</u> | <u>15</u> | <u>12</u> | <u>14</u> | <u>14</u> | <u>13</u> | <u>21</u> | |
| Have good college preparatory courses, standards | 8 | 8 | 10 | 8 | 6 | 8 | 8 | 7 | 12 | |
| Good liberal arts courses, training (no further information) | * | * | - | * | 2 | * | 1 | * | 1 | |
| <u>Specific liberal arts courses that are good:</u> | | | | | | | | | | |
| Science, math | 5 | 5 | 6 | 5 | 3 | 5 | 3 | 5 | 6 | |
| English | 1 | 1 | * | 2 | - | 1 | 2 | 1 | 1 | |
| History, social studies, etc. | 1 | 1 | 1 | 1 | 2 | 1 | 1 | * | 3 | |
| Other specific liberal arts courses that are good | 2 | 2 | 2 | 2 | 1 | 1 | 3 | * | - | |

*Less than .5 per cent

(Continued)

(Continued)

14. In what ways, if any, do you think they (the high schools) do a good job (on helping boys (girls) to learn how to make a living)?

| | Analyzed by respondents who are: | | | | | | | | |
|--|--|-----------|-----------|-----------|-----------|--|-----------|-----------|-----------|
| | Males and live in an area classified as: | | | | | Females and live in an area classified as: | | | |
| | Rural total sample | Rural | | | Town | Total | Rural | | Town |
| | Total | farm | non-farm | | | farm | non-farm | | |
| Respondents--actual | 1794 | 897 | 297 | 472 | 128 | 897 | 263 | 510 | 124 |
| --weighted | 2562 | 1278 | 418 | 671 | 189 | 1284 | 362 | 743 | 179 |
| | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % | % | % | % |
| OFFER A WIDE VARIETY OF COURSES, GOOD SUBJECTS | <u>10</u> | <u>9</u> | <u>10</u> | <u>10</u> | <u>8</u> | <u>11</u> | <u>12</u> | <u>11</u> | <u>9</u> |
| TEACH THE BASIC SUBJECTS, GIVE YOU A GOOD EDUCATION (no further information) | <u>5</u> | <u>5</u> | <u>5</u> | <u>4</u> | <u>8</u> | <u>4</u> | <u>5</u> | <u>4</u> | <u>4</u> |
| GOOD GUIDANCE PROGRAM ON COURSES TO TAKE, VOCATIONS TO PURSUE, ASSESSING ONE'S ABILITY; GOOD CAREER DAY PROGRAMS | <u>5</u> | <u>4</u> | <u>5</u> | <u>4</u> | <u>4</u> | <u>5</u> | <u>5</u> | <u>4</u> | <u>8</u> |
| IF A STUDENT WANTS TO LEARN-- THE SCHOOLS DO A GOOD JOB | <u>4</u> | <u>5</u> | <u>5</u> | <u>4</u> | <u>8</u> | <u>4</u> | <u>4</u> | <u>3</u> | <u>5</u> |
| HELP BUILD CHARACTER--TEACH RESPONSIBILITY, SELF-RELIANCE, ETC. | <u>4</u> | <u>4</u> | <u>3</u> | <u>4</u> | <u>7</u> | <u>3</u> | <u>3</u> | <u>3</u> | <u>3</u> |
| HAVE GOOD EXPERIENCED TEACHERS, DO A GOOD JOB OF TEACHING | <u>3</u> | <u>3</u> | <u>4</u> | <u>3</u> | <u>5</u> | <u>3</u> | <u>3</u> | <u>3</u> | <u>1</u> |
| GIVE ASSISTANCE ON FINDING, GETTING JOBS | <u>2</u> | <u>2</u> | <u>1</u> | <u>3</u> | <u>1</u> | <u>2</u> | <u>2</u> | <u>3</u> | <u>2</u> |
| HAVE GOOD ATHLETIC PROGRAM, OTHER EXTRACURRICULAR ACTIVITIES | <u>2</u> | <u>2</u> | <u>2</u> | <u>2</u> | <u>1</u> | <u>2</u> | <u>2</u> | <u>2</u> | <u>2</u> |
| ALLOW STUDENTS TO SPECIALIZE, TAKE COURSES IN CHOSEN FIELD, VOCATION | <u>2</u> | <u>2</u> | <u>2</u> | <u>1</u> | <u>2</u> | <u>2</u> | <u>1</u> | <u>3</u> | <u>1</u> |
| DO A GOOD JOB (no further information) | <u>2</u> | <u>2</u> | <u>2</u> | <u>2</u> | <u>2</u> | <u>2</u> | <u>2</u> | <u>2</u> | <u>1</u> |
| ALL RIGHT BUT COULD BE IMPROVED | <u>2</u> | <u>1</u> | <u>2</u> | <u>1</u> | <u>1</u> | <u>2</u> | <u>2</u> | <u>1</u> | <u>3</u> |
| HIGH SCHOOL DIPLOMA, EDUCATION HELPS ONE TO GET A JOB, MAKE A LIVING | <u>1</u> | <u>1</u> | * | <u>1</u> | <u>2</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>3</u> |
| ENCOURAGE, STIMULATE LEARNING, AN INTEREST IN GETTING AN EDUCATION, STAYING IN SCHOOL | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | - | <u>1</u> | - | <u>1</u> | <u>2</u> |
| WELL EQUIPPED, MODERN FACILITIES, TEACHING TECHNIQUE | <u>1</u> | <u>1</u> | * | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> |
| ALL OTHER | <u>2</u> | <u>2</u> | <u>2</u> | <u>2</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>2</u> |
| DON'T KNOW | <u>19</u> | <u>19</u> | <u>19</u> | <u>20</u> | <u>19</u> | <u>18</u> | <u>19</u> | <u>17</u> | <u>17</u> |
| NO ANSWER | <u>4</u> | <u>4</u> | <u>3</u> | <u>6</u> | <u>1</u> | <u>3</u> | <u>1</u> | <u>4</u> | <u>2</u> |

*Less than .5 per cent

Note: Group totals add to more than 100%, and subtotals may add to more than group totals because some respondents gave more than one answer.

15. In what ways, if any, do you think they (the high schools) do a better job (on helping boys (girls) to learn how to make a living)?

| | Rural total sample | Analyzed by respondents who are: | | Urban total sample | Analyzed by respondents who are: | |
|---|--------------------------|--|-----------|--------------------------|--|-----------|
| | | Male | Female | | Male | Female |
| Respondents--actual | 1794 | 897 | 897 | 720 | 359 | 361 |
| --weighted | 2562 | 1278 | 1284 | | | |
| | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % |
| NEED BETTER VOCATIONAL COURSES, TRAINING | <u>31</u> | <u>33</u> | <u>29</u> | <u>30</u> | <u>31</u> | <u>29</u> |
| Need more, better vocational, business courses, training (no further information) | 11 | 12 | 10 | 12 | 14 | 10 |
| Shop work, manual, industrial skills--mechanics, carpentry, etc. | 8 | 10 | 6 | 6 | 7 | 5 |
| Not enough, different types of vocational courses, training | 6 | 7 | 5 | 4 | 5 | 4 |
| Secretarial, office, clerical skills--typing, bookkeeping | 3 | 2 | 4 | 3 | 2 | 3 |
| More detailed, advanced vocational training | 3 | 3 | 2 | 3 | 3 | 3 |
| Home economics--sewing, cooking | 2 | 1 | 4 | 2 | 1 | 3 |
| Don't give enough practical on-job-training, no DCT program | 2 | 3 | 2 | 3 | 4 | 2 |
| More, better equipment, machines for use in vocational courses | 1 | 1 | 1 | 3 | 3 | 3 |
| Agricultural training | 1 | 1 | * | * | * | 1 |
| More specialized business training--accounting, retailing | * | * | * | 1 | * | 1 |
| Other (need better vocational courses, training) | 2 | 2 | 2 | 2 | 1 | 3 |
| NEED BETTER LIBERAL ARTS COURSES, TRAINING | <u>9</u> | <u>9</u> | <u>8</u> | <u>7</u> | <u>6</u> | <u>7</u> |
| Improve the college preparatory courses, standards | 3 | 3 | 3 | 3 | 3 | 3 |
| Need better liberal arts courses, training (no further information) | * | * | * | 1 | 1 | 1 |
| <u>Specific liberal arts courses that need improvement:</u> | | | | | | |
| Science, math | 3 | 4 | 3 | 2 | 2 | 3 |
| English | 1 | 1 | 1 | 1 | 1 | 1 |
| History, social studies | 1 | 1 | 1 | * | - | 1 |
| Other specific liberal arts courses | 2 | 1 | 2 | 1 | 1 | 1 |

*Less than .5 per cent

(Continued)

(Continued)

15. In what ways, if any, do you think they (the high schools) do a better job (on helping boys (girls) to learn how to make a living)?

| | Rural total sample | Analyzed by respondents who are: | | Urban total sample | Analyzed by respondents who are: | |
|---|--------------------------|--|-----------|--------------------------|--|-----------|
| | | Male | Female | | Male | Female |
| Respondents--actual | 1794 | 897 | 897 | 720 | 359 | 361 |
| --weighted | 2562 | 1278 | 1284 | | | |
| | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % |
| NEED BETTER, MORE TEACHERS, TO TO A BETTER JOB OF TEACHING | <u>9</u> | <u>9</u> | <u>8</u> | <u>8</u> | <u>8</u> | <u>9</u> |
| NEED A WIDER VARIETY OF COURSES, BETTER SUBJECTS | <u>8</u> | <u>7</u> | <u>8</u> | <u>5</u> | <u>6</u> | <u>5</u> |
| SHOULD BE STRICTER, MAKE KIDS WORK HARDER, RAISE THE STANDARDS TO A HIGHER LEVEL | <u>7</u> | <u>6</u> | <u>7</u> | <u>8</u> | <u>9</u> | <u>7</u> |
| NEED BETTER GUIDANCE ON COURSES TO TAKE, VOCATIONS TO PURSUE; BETTER CAREER DAY PROGRAMS | <u>4</u> | <u>4</u> | <u>4</u> | <u>4</u> | <u>3</u> | <u>5</u> |
| SHOULD BE MORE AWARE OF INDIVIDUAL ABILITIES--GEAR COURSES TO DIFFERENT LEVELS OF INTELLIGENCE | <u>4</u> | <u>5</u> | <u>4</u> | <u>6</u> | <u>6</u> | <u>6</u> |
| NEED BETTER EQUIPPED, MORE MODERN FACILITIES, TEACHING TECHNIQUES | <u>3</u> | <u>3</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>2</u> |
| SHOULD DO MORE TO HELP BUILD CHARACTER--TEACH PERSONALITY, SELF RELIANCE | <u>2</u> | <u>2</u> | <u>2</u> | <u>3</u> | <u>2</u> | <u>3</u> |
| SHOULD ALLOW STUDENTS TO SPECIALIZE, TAKE COURSES IN CHOSEN FIELD, VOCATION | <u>2</u> | <u>3</u> | <u>1</u> | <u>3</u> | <u>3</u> | <u>3</u> |
| NEED TO ENCOURAGE, STIMULATE LEARNING, AN INTEREST IN GETTING AN EDUCATION, STAYING IN SCHOOL | <u>2</u> | <u>1</u> | <u>2</u> | <u>5</u> | <u>4</u> | <u>6</u> |
| SHOULD HAVE MORE EMPHASIS ON STUDIES AND LESS ON SPORTS, OTHER EXTRA- CURRICULAR ACTIVITIES | <u>1</u> | <u>2</u> | <u>1</u> | <u>1</u> | <u>1</u> | * |
| NEED TO GIVE MORE ASSISTANCE ON FINDING, GETTING JOBS | <u>1</u> | <u>1</u> | <u>2</u> | <u>1</u> | <u>2</u> | <u>1</u> |
| SHOULD BE MORE UNDERSTANDING OF THEIR STUDENTS, THEIR PROBLEMS | <u>1</u> | <u>1</u> | <u>1</u> | <u>2</u> | <u>1</u> | <u>2</u> |
| SHOULD HAVE MORE REQUIRED COURSES | <u>1</u> | * | <u>2</u> | <u>1</u> | <u>1</u> | <u>1</u> |
| SHOULD HAVE LESS REQUIRED COURSES, STUDENTS SHOULD BE ABLE TO TAKE WHAT THEY WANT (no mention of specializing) | <u>1</u> | <u>1</u> | * | <u>1</u> | <u>2</u> | <u>1</u> |
| ALL OTHER | <u>6</u> | <u>6</u> | <u>6</u> | <u>7</u> | <u>8</u> | <u>7</u> |
| DON'T KNOW | <u>27</u> | <u>26</u> | <u>28</u> | <u>25</u> | <u>23</u> | <u>28</u> |
| NO ANSWER | <u>3</u> | <u>3</u> | <u>3</u> | <u>3</u> | <u>3</u> | <u>3</u> |

*Less than .5 per cent

Note: Group totals add to more than 100%, and subtotals may add to more than group totals because some respondents gave more than one answer.

15. In what ways, if any, do you think they (the high schools) do a better job (on helping boys (girls) to learn how to make a living)?

| | Analyzed by respondents who are: | | | | | | | | |
|---|----------------------------------|--|------------|----------------|--|-----------|------------|----------------|-----------|
| | Rural total sample | Males and live in an area classified as: | | | Females and live in an area classified as: | | | | |
| | | Total | Rural farm | Rural non-farm | Town | Total | Rural farm | Rural non-farm | Town |
| Respondents--actual | 1794 | 897 | 297 | 472 | 128 | 897 | 263 | 510 | 124 |
| --weighted | 2562 | 1278 | 418 | 671 | 189 | 1284 | 362 | 743 | 179 |
| | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % | % | % | % |
| NEED BETTER VOCATIONAL COURSES, TRAINING | <u>31</u> | <u>33</u> | <u>33</u> | <u>33</u> | <u>34</u> | <u>29</u> | <u>31</u> | <u>29</u> | <u>22</u> |
| Need more, better vocational, business courses, training (no further information) | 11 | 12 | 11 | 14 | 10 | 10 | 14 | 8 | 8 |
| Shop work, manual, industrial skills--mechanics, carpentry, etc. | 8 | 10 | 9 | 9 | 12 | 6 | 7 | 7 | 4 |
| Not enough, different types of vocational courses, training | 6 | 7 | 6 | 7 | 10 | 5 | 5 | 5 | 6 |
| Secretarial, office, clerical skills--typing, bookkeeping | 3 | 2 | 3 | 1 | 5 | 4 | 5 | 4 | 3 |
| More detailed, advanced vocational training | 3 | 3 | 3 | 3 | 5 | 2 | 4 | 1 | 2 |
| Home economics--sewing, cooking | 2 | 1 | 1 | 1 | 1 | 4 | 2 | 4 | 3 |
| Don't give enough practical on-job-training, no DCT program | 2 | 3 | 2 | 3 | 2 | 2 | 2 | 2 | - |
| More, better equipment, machines for use in vocational courses | 1 | 1 | 1 | 2 | 2 | 1 | 2 | 1 | - |
| Agricultural training | 1 | 1 | 3 | * | 3 | * | 1 | 1 | - |
| More specialized business training--accounting, retailing | * | * | - | 1 | 1 | * | 1 | * | - |
| Other (need better vocational courses, training) | 2 | 2 | 1 | 2 | 2 | 2 | * | 2 | 2 |
| NEED BETTER LIBERAL ARTS COURSES, TRAINING | <u>9</u> | <u>9</u> | <u>8</u> | <u>9</u> | <u>8</u> | <u>8</u> | <u>7</u> | <u>9</u> | <u>10</u> |
| Improve the college preparatory courses, standards | 3 | 3 | 3 | 2 | 4 | 3 | 4 | 2 | 4 |
| Need better liberal arts courses, training (no further information) | * | * | 1 | * | - | * | - | * | - |
| <u>Specific liberal arts courses that need improvement:</u> | | | | | | | | | |
| Science, math | 3 | 4 | 4 | 4 | 2 | 3 | 2 | 3 | 4 |
| English | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | - |
| History, social studies | 1 | 1 | * | 1 | 2 | 1 | - | 1 | 1 |
| Other specific liberal arts courses | 2 | 1 | 1 | 2 | - | 2 | 2 | 2 | 1 |

*Less than .5 per cent

(Continued)

(Continued)

15. In what ways, if any, do you think they (the high schools) do a better job (on helping boys (girls) to learn how to make a living)?

| | Analyzed by respondents who are: | | | | | | | | |
|---|----------------------------------|---|---------------|-----------------------|---|----------------|---------------|-----------------------|---------------|
| | Rural total sample | Males and live in an area classified as: | | | Females and live in an area classified as: | | | | |
| | | Total | Rural farm | Rural non- farm | Town | Total | Rural farm | Rural non- farm | Town |
| Respondents--actual | 1794 | 897 | 297 | 472 | 128 | 897 | 263 | 510 | 124 |
| --weighted | 2562 (100%) | 1278 (100%) | 418 (100%) | 671 (100%) | 189 (100%) | 1284 (100%) | 362 (100%) | 743 (100%) | 179 (100%) |
| | % | % | % | % | % | % | % | % | % |
| NEED BETTER, MORE TEACHERS, TO DO A BETTER JOB OF TEACHING | <u>9</u> | <u>9</u> | <u>10</u> | <u>9</u> | <u>9</u> | <u>8</u> | <u>7</u> | <u>8</u> | <u>8</u> |
| NEED A WIDER VARIETY OF COURSES, BETTER SUBJECTS | <u>8</u> | <u>7</u> | <u>8</u> | <u>7</u> | <u>8</u> | <u>8</u> | <u>10</u> | <u>6</u> | <u>17</u> |
| SHOULD BE STRICTER, MAKE KIDS WORK HARDER, RAISE THE STANDARDS TO A HIGHER LEVEL | <u>7</u> | <u>6</u> | <u>8</u> | <u>4</u> | <u>5</u> | <u>7</u> | <u>7</u> | <u>8</u> | <u>3</u> |
| NEED BETTER GUIDANCE ON COURSES TO TAKE, VOCATIONS TO PURSUE; BETTER CAREER DAY PROGRAMS | <u>4</u> | <u>4</u> | <u>5</u> | <u>4</u> | <u>3</u> | <u>4</u> | <u>3</u> | <u>4</u> | <u>5</u> |
| SHOULD BE MORE AWARE OF INDIVIDUAL ABILITIES--GEAR COURSES TO DIFFERENT LEVELS OF INTELLIGENCE | <u>4</u> | <u>5</u> | <u>3</u> | <u>5</u> | <u>6</u> | <u>4</u> | <u>2</u> | <u>4</u> | <u>5</u> |
| NEED BETTER EQUIPPED, MORE MODERN FACILITIES, TEACHING TECHNIQUES | <u>3</u> | <u>3</u> | <u>3</u> | <u>2</u> | <u>5</u> | <u>2</u> | <u>2</u> | <u>3</u> | <u>2</u> |
| SHOULD DO MORE TO HELP BUILD CHARACTER--TEACH PERSONALITY, SELF RELIANCE | <u>2</u> | <u>2</u> | <u>1</u> | <u>3</u> | <u>1</u> | <u>2</u> | <u>1</u> | <u>4</u> | - |
| SHOULD ALLOW STUDENTS TO SPECIALIZE, TAKE COURSES IN CHOSEN FIELD, VOCATION | <u>2</u> | <u>3</u> | <u>4</u> | <u>2</u> | <u>1</u> | <u>1</u> | <u>3</u> | <u>1</u> | <u>1</u> |
| NEED TO ENCOURAGE, STIMULATE LEARNING, AN INTEREST IN GETTING AN EDUCATION, STAYING IN SCHOOL | <u>2</u> | <u>1</u> | * | <u>1</u> | <u>2</u> | <u>2</u> | <u>1</u> | <u>3</u> | <u>4</u> |
| SHOULD HAVE MORE EMPHASIS ON STUDIES AND LESS ON SPORTS, OTHER EXTRACURRICULAR ACTIVITIES | <u>1</u> | <u>2</u> | <u>3</u> | <u>1</u> | <u>2</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> |
| NEED TO GIVE MORE ASSISTANCE ON FINDING, GETTING JOBS | <u>1</u> | <u>1</u> | * | <u>1</u> | <u>1</u> | <u>2</u> | <u>1</u> | <u>2</u> | <u>1</u> |
| SHOULD BE MORE UNDERSTANDING OF THEIR STUDENTS, THEIR PROBLEMS | <u>1</u> | <u>1</u> | <u>2</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>2</u> | <u>1</u> | <u>2</u> |
| SHOULD HAVE MORE REQUIRED COURSES | <u>1</u> | * | <u>1</u> | * | - | <u>2</u> | <u>2</u> | <u>2</u> | - |
| SHOULD HAVE LESS REQUIRED COURSES, STUDENTS SHOULD BE ABLE TO TAKE WHAT THEY WANT (no mention of specializing) | <u>1</u> | <u>1</u> | <u>1</u> | * | <u>4</u> | * | - | <u>1</u> | - |
| ALL OTHER | <u>6</u> | <u>6</u> | <u>7</u> | <u>7</u> | <u>3</u> | <u>6</u> | <u>6</u> | <u>6</u> | <u>7</u> |
| DON'T KNOW | <u>27</u> | <u>26</u> | <u>26</u> | <u>25</u> | <u>28</u> | <u>28</u> | <u>31</u> | <u>26</u> | <u>28</u> |
| NO ANSWER | <u>3</u> | <u>3</u> | * | <u>5</u> | <u>1</u> | <u>3</u> | - | <u>5</u> | <u>2</u> |

*Less than .5 per cent

Note: Group totals add to more than 100%, and subtotals may add to more than group totals because some respondents gave more than one answer.

16a. Which of the statements on this card (card shown respondent) most nearly expresses your feelings about the world today?

| | Rural total sample | Analyzed by respondents who are: | | Urban total sample | Analyzed by respondents who are: | |
|---|--------------------------|--|----------------|--------------------------|--|--------|
| | | Male | Female | | Male | Female |
| Respondents--actual | 1794 | 897 | 897 | 720 | 359 | 361 |
| --weighted | 2562 (100%) | 1278 (100%) | 1284 (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % |
| THIS IS A VERY EXCITING AND CHALLENGING TIME IN WHICH TO LIVE, WHICH OFFERS GREAT OPPORTUNITIES TO A YOUNG PERSON GROWING UP TODAY | 37 | 37 | 38 | 35 | 37 | 33 |
| WHILE THERE ARE DIFFICULTIES AND DANGERS IN THE PRESENT PERIOD, THERE IS A GOOD CHANCE OF BUILDING A GOOD FUTURE | 46 | 43 | 48 | 45 | 43 | 46 |
| THESE TIMES ARE SO DIFFICULT AND DANGEROUS, THAT I OFTEN FEEL QUITE CONFUSED AND UNCERTAIN ABOUT THE POSSIBILITY OF BUILDING A GOOD FUTURE | 12 | 14 | 10 | 14 | 15 | 15 |
| THIS IS SUCH A DIFFICULT AND DANGEROUS TIME IN WHICH TO LIVE THAT THERE IS ALMOST NO POINT IN TRYING TO BUILD A GOOD FUTURE | 1 | 2 | 1 | 3 | 3 | 3 |
| DON'T KNOW OR NO ANSWER | 4 | 4 | 3 | 3 | 2 | 3 |

16a. Which of the statements on this card (card shown respondent)
most nearly expresses your feelings about the world today?

| | Rural total sample | Analyzed by respondents who are: | | | | | | | | |
|---|--------------------------|----------------------------------|--------|--------|--------|--------------------------------|--------|--------|--------|--------|
| | | Males and whose ages are: | | | | Females and whose ages are: | | | | |
| | | Total | 16-18 | 19,20 | 21-23 | Total | 16-18 | 19,20 | 21-23 | |
| Respondents--actual | 1794 | 897 | 597 | 177 | 123 | 897 | 542 | 183 | 172 | |
| --weighted | 2562 (100%) | 1278 (100%) | (100%) | (100%) | (100%) | 1284 (100%) | (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % | % | % | % | |
| THIS IS A VERY EXCITING AND CHALLENGING TIME IN WHICH TO LIVE, WHICH OFFERS GREAT OPPORTUNITIES TO A YOUNG PERSON GROWING UP TODAY | 37 | 37 | 38 | 36 | 36 | 38 | 40 | 35 | 37 | |
| WHILE THERE ARE DIFFICULTIES AND DANGERS IN THE PRESENT PERIOD, THERE IS A GOOD CHANCE OF BUILDING A GOOD FUTURE | 46 | 43 | 43 | 45 | 42 | 48 | 45 | 47 | 50 | |
| THESE TIMES ARE SO DIFFICULT AND DANGEROUS, THAT I OFTEN FEEL QUITE CONFUSED AND UNCERTAIN ABOUT THE POSSIBILITY OF BUILDING A GOOD FUTURE | 12 | 14 | 14 | 12 | 16 | 10 | 11 | 11 | 9 | |
| THIS IS SUCH A DIFFICULT AND DANGEROUS TIME IN WHICH TO LIVE THAT THERE IS ALMOST NO POINT IN TRYING TO BUILD A GOOD FUTURE | 1 | 2 | 2 | 2 | 1 | 1 | 1 | 2 | 2 | |
| DON'T KNOW OR NO ANSWER | 4 | 4 | 3 | 5 | 5 | 3 | 3 | 5 | 2 | |

16a. Which of the statements on this card (card shown respondent) most nearly expresses your feelings about the world today?

| | Rural total sample | Analyzed by respondents who are: | | | Analyzed by respondents who are: | |
|--|--------------------------|-------------------------------------|----------------|---------------------------|--|---------------|
| | | Married | Single | Widowed or divorced | White | Negro |
| Respondents--actual | 1794 | 301 | 1459 | 5** | 1624 | 157 |
| --weighted | 2562 (100%) | 598 (100%) | 1913 (100%) | 8 (100%) | 2318 (100%) | 226 (100%) |
| | % | % | % | % | % | % |
| THIS IS A VERY EXCITING AND CHALLENGING TIME IN WHICH TO LIVE, WHICH OFFERS GREAT OPPORTUNITIES TO A YOUNG PERSON GROWING UP TODAY | 37 | 28 | 40 | 63 | 37 | 38 |
| WHILE THERE ARE DIFFICULTIES AND DANGERS IN THE PRESENT PERIOD, THERE IS A GOOD CHANCE OF BUILDING A GOOD FUTURE | 46 | 52 | 44 | 37 | 48 | 24 |
| THESE TIMES ARE SO DIFFICULT AND DANGEROUS, THAT I OFTEN FEEL QUITE CONFUSED AND UNCERTAIN ABOUT THE POSSIBILITY OF BUILDING A GOOD FUTURE | 12 | 15 | 11 | - | 12 | 16 |
| THIS IS SUCH A DIFFICULT AND DANGEROUS TIME IN WHICH TO LIVE THAT THERE IS ALMOST NO POINT IN TRYING TO BUILD A GOOD FUTURE | 1 | 2 | 1 | - | 1 | 8 |
| DON'T KNOW OR NO ANSWER | 4 | 3 | 4 | - | 2 | 14 |

**Percentages based on less than 100 cases are often unreliable.

16a. Which of the statements on this card (card shown respondent)
most nearly expresses your feelings about the world today?

| | Analyzed by respondents who are: | | | | | | | | |
|--|----------------------------------|---|---------------|--------------|--------|---|---------------|--------------|--------|
| | Rural total sample | Males and live in an area classified as: | | | | Females and live in an area classified as: | | | |
| | | Total | Rural farm | non- farm | Town | Total | Rural farm | non- farm | Town |
| Respondents--actual | 1794 | 897 | 297 | 472 | 128 | 897 | 263 | 510 | 124 |
| --weighted | 2562 | 1278 | 418 | 671 | 189 | 1284 | 362 | 743 | 179 |
| | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % | % | % | % |
| THIS IS A VERY EXCITING AND CHALLENGING TIME IN WHICH TO LIVE, WHICH OFFERS GREAT OPPORTUNITIES TO A YOUNG PERSON GROWING UP TODAY | 37 | 37 | 37 | 36 | 39 | 38 | 38 | 37 | 43 |
| WHILE THERE ARE DIFFICULTIES AND DANGERS IN THE PRESENT PERIOD, THERE IS A GOOD CHANCE OF BUILDING A GOOD FUTURE | 46 | 43 | 43 | 44 | 43 | 48 | 52 | 46 | 45 |
| THESE TIMES ARE SO DIFFICULT AND DANGEROUS, THAT I OFTEN FEEL QUITE CONFUSED AND UNCERTAIN ABOUT THE POSSIBILITY OF BUILDING A GOOD FUTURE | 12 | 14 | 14 | 15 | 13 | 10 | 8 | 12 | 7 |
| THIS IS SUCH A DIFFICULT AND DANGEROUS TIME IN WHICH TO LIVE THAT THERE IS ALMOST NO POINT IN TRYING TO BUILD A GOOD FUTURE | 1 | 2 | 2 | 1 | 1 | 1 | * | 1 | 3 |
| DON'T KNOW OR NO ANSWER | 4 | 4 | 4 | 4 | 4 | 3 | 2 | 4 | 2 |

*Less than .5 per cent

16a. Which of the statements on this card (card shown respondent)
most nearly expresses your feelings about the world today?

| | Rural total sample | Analyzed by respondents whose economic level is: | | | Analyzed by respondents who live in the: | | | |
|--|--------------------------|--|--------|--------|---|--------------|--------|-------------|
| | | Upper | Middle | Lower | North- east | Mid- west | South | Far West |
| Respondents--actual | 1794 | 414 | 950 | 384 | 301 | 537 | 747 | 209 |
| --weighted | 2562 | 549 | 1403 | 534 | 425 | 740 | 1087 | 310 |
| | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % | % | % |
| THIS IS A VERY EXCITING AND CHALLENGING TIME IN WHICH TO LIVE, WHICH OFFERS GREAT OPPORTUNITIES TO A YOUNG PERSON GROWING UP TODAY | 37 | 41 | 39 | 33 | 36 | 39 | 37 | 38 |
| WHILE THERE ARE DIFFICULTIES AND DANGERS IN THE PRESENT PERIOD, THERE IS A GOOD CHANCE OF BUILDING A GOOD FUTURE | 46 | 51 | 46 | 38 | 49 | 51 | 40 | 48 |
| THESE TIMES ARE SO DIFFICULT AND DANGEROUS, THAT I OFTEN FEEL QUITE CONFUSED AND UNCERTAIN ABOUT THE POSSIBILITY OF BUILDING A GOOD FUTURE | 12 | 8 | 12 | 16 | 12 | 9 | 14 | 13 |
| THIS IS SUCH A DIFFICULT AND DANGEROUS TIME IN WHICH TO LIVE THAT THERE IS ALMOST NO POINT IN TRYING TO BUILD A GOOD FUTURE | 1 | - | 1 | 4 | * | * | 3 | 1 |
| DON'T KNOW OR NO ANSWER | 4 | * | 2 | 9 | 3 | 1 | 6 | - |

*Less than .5 per ce ..

16b. What makes you feel that way (world offers great opportunities to a young person growing up today)?

Asked of respondents who
said they felt this way--
37% of rural total sample
35% of urban total sample

| | Rural total asked this <u>question</u> | Urban total asked this <u>question</u> |
|--|---|---|
| Respondents--actual | 680 | 254 |
| --weighted | 960 (100%) | (100%) |
| | % | % |
| THERE ARE MANY JOBS, JOB OPPORTUNITIES AVAILABLE TODAY | 17 | 15 |
| JUST FEEL THAT WAY, AGREE WITH STATEMENT | 12 | 13 |
| BECAUSE IT'S THE SPACE AGE | 11 | 14 |
| YOU CAN DO ANYTHING IF YOU TRY, WORK HARD | 11 | 17 |
| IT IS THE AGE OF OPPORTUNITIES, MANY NEW OPPORTUNITIES (no further information) | 8 | 5 |
| NEW SCIENTIFIC ENGINEERING ADVANCES, INVENTIONS OFFER NEW, BETTER JOB OPPORTUNITIES | 7 | 8 |
| HAVE MORE, BETTER EDUCATIONAL OPPORTUNITIES | 7 | 7 |
| THERE ARE CHALLENGES, DIFFICULTIES, BUT YOU HAVE A CHANCE IF YOU TRY HARD, MEET THEM | 4 | 3 |
| SO MANY CHANGES, OTHER NEW DISCOVERIES | 4 | 5 |
| IT'S GOOD TO HAVE A CHALLENGE, DIFFICULTIES, HELP YOU DO BETTER | 3 | 2 |
| NO SENSE IN BEING PESSIMISTIC | 2 | 4 |
| MANY NEW THINGS TO LEARN | 2 | 3 |
| DON'T THINK WORLD IS DANGEROUS, SO BAD, TENSIONS HAVE EASED, IT HAS IMPROVED | 2 | 1 |
| IT'S THE AGE OF UNREST, WORLD CONFLICT, HISTORICAL DECISIONS, CHANGE | 1 | 1 |
| HAVE SO MANY MODERN CONVENIENCES | 1 | 1 |
| IT'S THE ATOMIC ENERGY AGE | 1 | 1 |
| ALL OTHER | 3 | 4 |
| DON'T KNOW | 9 | 7 |

Note: Percentages add to more than 100% because some respondents gave more than one answer.

16b. What makes you feel that way (world offers great opportunities to a young person growing up today)?

Asked of respondents who
said they felt this way--
37% of rural total sample

| | total asked this question | Analyzed by respondents whose economic level is: | | | Analyzed by respondents who live in the: | | | |
|--|---------------------------------|--|---------------|---------------|---|---------------|---------------|---------------|
| | | Upper | Middle | Lower | North- east | Mid- west | South | Far West |
| Respondents--actual | 680 | 167 | 369 | 128 | 109 | 213 | 278 | 80** |
| --weighted | 960 (100%) | 224 (100%) | 541 (100%) | 173 (100%) | 152 (100%) | 287 (100%) | 404 (100%) | 117 (100%) |
| | % | % | % | % | % | % | % | % |
| THERE ARE MANY JOBS, JOB OPPORTUNITIES AVAILABLE TODAY | 17 | 22 | 17 | 12 | 16 | 16 | 20 | 15 |
| JUST FEEL THAT WAY, AGREE WITH STATEMENT | 12 | 12 | 13 | 11 | 14 | 10 | 14 | 10 |
| BECAUSE IT'S THE SPACE AGE | 11 | 12 | 13 | 7 | 13 | 18 | 6 | 12 |
| YOU CAN DO ANYTHING IF YOU TRY, WORK HARD | 11 | 13 | 10 | 10 | 15 | 13 | 7 | 13 |
| IT IS THE AGE OF OPPORTUNITIES, MANY NEW OPPORTUNITIES (no further information) | 8 | 4 | 10 | 8 | 4 | 6 | 11 | 10 |
| NEW SCIENTIFIC ENGINEERING ADVANCES, INVENTIONS OFFER NEW, BETTER JOB OPPORTUNITIES | 7 | 9 | 8 | 6 | 5 | 9 | 8 | 6 |
| HAVE MORE, BETTER EDUCATIONAL OPPORTUNITIES | 7 | 5 | 6 | 9 | 8 | 9 | 6 | 4 |
| THERE ARE CHALLENGES, DIFFICULTIES, BUT YOU HAVE A CHANCE IF YOU TRY HARD, MEET THEM | 4 | 4 | 4 | 4 | 6 | 3 | 4 | 3 |
| SO MANY CHANGES, OTHER NEW DISCOVERIES | 4 | 7 | 2 | 5 | 6 | 3 | 2 | 8 |
| IT'S GOOD TO HAVE A CHALLENGE, DIFFICULTIES, HELP YOU DO BETTER | 3 | 5 | 3 | 2 | 1 | 5 | 3 | 2 |
| NO SENSE IN BEING PESSIMISTIC | 2 | 4 | 3 | - | 5 | 2 | 2 | 3 |
| MANY NEW THINGS TO LEARN | 2 | * | 3 | 3 | 2 | 2 | 3 | 3 |
| DON'T THINK WORLD IS DANGEROUS, SO BAD, TENSIONS HAVE EASED, IT HAS IMPROVED | 2 | 3 | 2 | 1 | 2 | 2 | 2 | 3 |
| IT'S THE AGE OF UNREST, WORLD CONFLICT, HISTORICAL DECISIONS, CHANGE | 1 | 1 | 1 | 1 | - | 1 | 1 | 2 |
| HAVE SO MANY MODERN CONVENIENCES | 1 | 2 | 1 | 1 | 1 | * | 2 | - |
| IT'S THE ATOMIC ENERGY AGE | 1 | 1 | 1 | - | 1 | 1 | - | 4 |
| ALL OTHER | 3 | 4 | 4 | 1 | 2 | 2 | 4 | 3 |
| DON'T KNOW | 9 | 2 | 7 | 22 | 7 | 5 | 12 | 9 |

*Less than .5 per cent

**Percentages based on less than 100 cases are often unreliable.

Note: Percentages add to more than 100% because
some respondents gave more than one answer.

16b. What makes you feel that way (difficulties but a good chance of building a good future)?

Asked of respondents who said they felt this way--
46% of rural total sample
45% of urban total sample

| | Rural total asked this <u>question</u> | Urban total asked this <u>question</u> |
|---|---|---|
| Respondents--actual | 808 | 322 |
| --weighted | 1166 (100%) | (100%) |
| | % | % |
| IF ONE WORKS HARD THERE IS GOOD CHANCE; IT ALL DEPENDS ON YOU, THE INDIVIDUAL (no further information) | 32 | 24 |
| JUST FEEL THAT WAY, AGREE WITH STATEMENT | 15 | 17 |
| NO SENSE IN BEING PESSIMISTIC | 9 | 7 |
| THERE ARE JOBS, GOOD JOB OPPORTUNITIES | 7 | 6 |
| THERE IS A CHANCE OF WAR, DANGER BUT THIS SHOULDN'T DISCOURAGE YOU | 7 | 9 |
| THROUGH EDUCATION WE HAVE A CHANCE | 5 | 6 |
| ALWAYS HAVE BEEN DIFFICULTIES, DANGERS--NO DIFFERENT NOW | 5 | 7 |
| HOPEFUL THAT WORLD TENSIONS EASE, BE SOLVED | 3 | 4 |
| THREAT OF WAR WORRIES ME | 2 | 4 |
| THERE IS UNEMPLOYMENT, DIFFICULTY IN GETTING JOBS BUT IF YOU WORK HARD YOU CAN SUCCEED | 1 | 2 |
| ARE NEW DISCOVERIES, SCIENTIFIC ADVANCES | 1 | 1 |
| IT IS THE AGE OF OPPORTUNITY, MANY OPPORTUNITIES (no further information) | 1 | 2 |
| MENTIONED ONLY OTHER DIFFICULTIES | 1 | 1 |
| MENTIONED ONLY OTHER OPPORTUNITIES | 1 | 2 |
| INTEGRATION, RACIAL ISSUE WILL BE SOLVED | * | 1 |
| ALL OTHER | 5 | 6 |
| DON'T KNOW OR NO ANSWER | 6 | 5 |

*Less than .5 per cent

Note: Percentages add to more than 100% because some respondents gave more than one answer.

16b. What makes you feel that way (difficulties but a good chance of building a good future)?

Asked of respondents who said they felt this way--
46% of rural total sample

| | Rural total asked this question | Analyzed by respondents whose economic level is: | | | Analyzed by respondents who live in the: | | | |
|--|---------------------------------|--|---------------|---------------|--|---------------|---------------|---------------|
| | | Upper | Middle | Lower | North-east | Mid-west | South | Far West |
| Respondents--actual | 808 | 210 | 432 | 144 | 147 | 270 | 290 | 101 |
| --weighted | 1166 (100%) | 278 (100%) | 646 (100%) | 206 (100%) | 208 (100%) | 377 (100%) | 431 (100%) | 150 (100%) |
| | % | % | % | % | % | % | % | % |
| IF ONE WORKS HARD THERE IS GOOD CHANCE; IT ALL DEPENDS ON YOU, THE INDIVIDUAL (no further information) | 32 | 31 | 34 | 28 | 25 | 32 | 35 | 33 |
| JUST FEEL THAT WAY, AGREE WITH STATEMENT | 15 | 17 | 13 | 21 | 15 | 11 | 22 | 7 |
| NO SENSE IN BEING PESSIMISTIC | 9 | 9 | 8 | 7 | 9 | 8 | 6 | 15 |
| THERE ARE JOBS, GOOD JOB OPPORTUNITIES | 7 | 9 | 7 | 5 | 10 | 4 | 9 | 5 |
| THERE IS A CHANCE OF WAR, DANGER BUT THIS SHOULDN'T DISCOURAGE YOU | 7 | 9 | 7 | 4 | 6 | 8 | 5 | 8 |
| THROUGH EDUCATION WE HAVE A CHANCE | 5 | 5 | 6 | 4 | 5 | 6 | 4 | 8 |
| ALWAYS HAVE BEEN DIFFICULTIES, DANGERS--NO DIFFERENT NOW | 5 | 7 | 5 | 4 | 9 | 5 | 4 | 5 |
| HOPEFUL THAT WORLD TENSIONS EASE, BE SOLVED | 3 | 1 | 4 | 2 | 3 | 3 | 2 | 4 |
| THREAT OF WAR WORRIES ME | 2 | 1 | 1 | 4 | 3 | 2 | 1 | 1 |
| THERE IS UNEMPLOYMENT, DIFFICULTY IN GETTING JOBS BUT IF YOU WORK HARD YOU CAN SUCCEED | 1 | 1 | 2 | 1 | * | 3 | * | 1 |
| ARE NEW DISCOVERIES, SCIENTIFIC ADVANCES | 1 | 1 | 2 | 1 | 3 | 2 | 1 | - |
| IT IS THE AGE OF OPPORTUNITY, MANY OPPORTUNITIES (no further information) | 1 | 1 | 1 | 1 | * | 2 | * | 1 |
| MENTIONED ONLY OTHER DIFFICULTIES | 1 | 2 | * | 2 | 1 | 1 | 1 | 2 |
| MENTIONED ONLY OTHER OPPORTUNITIES | 1 | * | 1 | 1 | 1 | 2 | * | - |
| INTEGRATION, RACIAL ISSUE WILL BE SOLVED | * | - | 1 | - | - | - | * | 1 |
| ALL OTHER | 5 | 5 | 5 | 5 | 3 | 6 | 5 | 4 |
| DON'T KNOW OR NO ANSWER | 6 | 3 | 7 | 10 | 7 | 6 | 6 | 6 |

*Less than .5 per cent

Note: Percentages add to more than 100% because some respondents gave more than one answer.

16b. What makes you feel that way (confused and uncertain, or no point about building a good future, or don't know about the world today)?

Asked of respondents who
said they felt this way--
13% of rural total sample
17% of urban total sample

| | <u>Rural total asked this question</u> | <u>Urban total asked this question</u> |
|---|--|--|
| Respondents--actual | 246 | 124 |
| --weighted | 346 (100%) | (100%) |
| | % | % |
| WORRIED ABOUT WAR | <u>31</u> | <u>32</u> |
| Worried about threat of war, the cold war, Russia, communism | 24 | 23 |
| Worried about effects of atom bomb, nuclear war, total destruction | 7 | 9 |
| WORRIED ABOUT JOBS, FINANCIAL SECURITY | <u>16</u> | <u>21</u> |
| Hard to get jobs, worried about getting a job, unemployment | 12 | 17 |
| Hard to get jobs without education | 2 | 2 |
| Automation is taking away jobs | 2 | - |
| Hard to get jobs even with an education | * | 2 |
| JUST FEEL THAT WAY, AGREE WITH STATEMENT | <u>11</u> | <u>9</u> |
| WORRIED ABOUT INTEGRATION; RACIAL PROBLEMS | <u>8</u> | <u>12</u> |
| THINGS CHANGE SO FAST, ARE SO UNSETTLED THESE DAYS | <u>7</u> | <u>6</u> |
| HAVE, HAD PERSONAL DIFFICULTIES | <u>3</u> | <u>3</u> |
| PEOPLE, MORAL STANDARDS ARE SO BAD | <u>1</u> | <u>3</u> |
| EVEN IF YOU TRY HARD--THERE'S TOO MUCH AGAINST YOU TODAY | <u>1</u> | - |
| HARD TO GET ADVANCED EDUCATION, GET INTO COLLEGE | <u>1</u> | <u>2</u> |
| ALL OTHER | <u>12</u> | <u>13</u> |
| DON'T KNOW OR NO ANSWER | <u>14</u> | <u>13</u> |

*Less than .5 per cent

Note: Percentages add to more than 100% because
some respondents gave more than one answer.

16b. What makes you feel that way (confused and uncertain, or no point about building a good future, or don't know about the world today)?

Asked of respondents who
said they felt this way--
13% of rural total sample

| | Rural total asked this question | Analyzed by respondents whose economic level is: | | | Analyzed by respondents who live in the: | | | |
|---|--|--|---------------|---------------|---|--------------|---------------|--------------|
| | | Upper | Middle | Lower | North- east | Mid- west | South | Far West |
| Respondents--actual | 246 | 34** | 126 | 79** | 37** | 48** | 133 | 28** |
| --weighted | 346 (100%) | 44 (100%) | 183 (100%) | 106 (100%) | 53 (100%) | 66 (100%) | 184 (100%) | 43 (100%) |
| | % | % | % | % | % | % | % | % |
| WORRIED ABOUT WAR | <u>31</u> | <u>41</u> | <u>33</u> | <u>22</u> | <u>32</u> | <u>22</u> | <u>32</u> | <u>40</u> |
| Worried about threat of war, the cold war, Russia, communism | 24 | 41 | 25 | 15 | 19 | 20 | 25 | 33 |
| Worried about effects of atom bomb, nuclear war, total destruction | 7 | - | 8 | 7 | 13 | 2 | 7 | 7 |
| WORRIED ABOUT JOBS, FINANCIAL SECURITY | <u>16</u> | <u>23</u> | <u>21</u> | <u>10</u> | <u>17</u> | <u>30</u> | <u>13</u> | <u>18</u> |
| Hard to get jobs, worried about getting a job, unemployment | 12 | 18 | 15 | 6 | 11 | 17 | 10 | 14 |
| Hard to get jobs without education | 2 | - | 4 | 1 | 2 | 5 | 2 | 2 |
| Automation is taking away jobs | 2 | 7 | 1 | 3 | 4 | 6 | 1 | 2 |
| Hard to get jobs even with an education | * | - | 1 | - | - | 2 | - | - |
| JUST FEEL THAT WAY, AGREE WITH STATEMENT | <u>11</u> | <u>16</u> | <u>10</u> | <u>8</u> | <u>9</u> | <u>14</u> | <u>10</u> | <u>9</u> |
| WORRIED ABOUT INTEGRATION; RACIAL PROBLEMS | <u>8</u> | <u>2</u> | <u>10</u> | <u>8</u> | <u>2</u> | <u>5</u> | <u>13</u> | <u>2</u> |
| THINGS CHANGE SO FAST, ARE SO UNSETTLED THESE DAYS | <u>7</u> | <u>7</u> | <u>9</u> | <u>5</u> | <u>6</u> | <u>8</u> | <u>9</u> | <u>2</u> |
| HAVE, HAD PERSONAL DIFFICULTIES | <u>3</u> | - | <u>4</u> | <u>4</u> | <u>6</u> | <u>5</u> | <u>3</u> | - |
| PEOPLE, MORAL STANDARDS ARE SO BAD | <u>1</u> | <u>2</u> | <u>1</u> | <u>1</u> | <u>2</u> | - | <u>1</u> | - |
| EVEN IF YOU TRY HARD--THERE'S TOO MUCH AGAINST YOU TODAY | <u>1</u> | - | <u>1</u> | <u>2</u> | <u>4</u> | - | - | <u>2</u> |
| HARD TO GET ADVANCED EDUCATION, GET INTO COLLEGE | <u>1</u> | - | <u>1</u> | - | - | <u>2</u> | <u>1</u> | - |
| ALL OTHER | <u>12</u> | <u>11</u> | <u>11</u> | <u>13</u> | <u>15</u> | <u>12</u> | <u>9</u> | <u>23</u> |
| DON'T KNOW OR NO ANSWER | <u>14</u> | <u>5</u> | <u>8</u> | <u>30</u> | <u>11</u> | <u>11</u> | <u>17</u> | <u>9</u> |

*Less than .5 per cent

**Percentages based on less than 100 cases are often unreliable.

Note: Percentages add to more than 100% because
some respondents gave more than one answer.

17. As you understand it, what do the words "Civil Rights" mean?

| | Rural total sample | Analyzed by respondents who live in the: | | | | | | Urban total sample | Analyzed by respondents who are: | |
|---|--------------------------|---|--------------|----------------|--------------|-------------------|-------------|--------------------------|--|-----------|
| | | North- east | Mid- west | South Total | and White | who are: Negro | Far West | | White | Negro |
| Respondents--actual | 1794 | 301 | 537 | 747 | 598 | 149 | 209 | 720 | 605 | 108 |
| --weighted | 2562 | 425 | 740 | 1087 | 873 | 214 | 310 | (100%) | (100%) | (100%) |
| | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % | % | % | % | % |
| EQUAL RIGHTS, OPPORTUNITIES, FREEDOM | <u>26</u> | <u>28</u> | <u>27</u> | <u>24</u> | <u>20</u> | <u>41</u> | <u>29</u> | <u>30</u> | <u>25</u> | <u>60</u> |
| For all, everyone; equality of people | 19 | 22 | 18 | 18 | 15 | 30 | 22 | 21 | 18 | 40 |
| For all races, colors and creeds | 5 | 6 | 8 | 2 | 2 | 5 | 7 | 6 | 4 | 16 |
| For Negroes, colored as well as white | 2 | 1 | 1 | 4 | 3 | 6 | * | 3 | 3 | 4 |
| SPECIFIC TYPES OF RIGHTS, OPPORTUNITIES, FREEDOMS | <u>16</u> | <u>21</u> | <u>20</u> | <u>11</u> | <u>12</u> | <u>7</u> | <u>20</u> | <u>18</u> | <u>18</u> | <u>12</u> |
| Freedom of expression, thought | 6 | 8 | 6 | 5 | 6 | - | 10 | 7 | 7 | 6 |
| Constitutional, guaranteed rights under the law | 6 | 8 | 8 | 3 | 3 | 4 | 8 | 6 | 6 | 4 |
| Freedom of religion | 4 | 6 | 4 | 2 | 3 | - | 7 | 3 | 3 | 4 |
| Right to vote, have a voice in government | 4 | 4 | 5 | 2 | 3 | * | 2 | 3 | 4 | 2 |
| Other specific types of rights, opportunities, jobs, education, etc. | 2 | 1 | 2 | 2 | 1 | 3 | 2 | 2 | 2 | 2 |
| RIGHT OR FREEDOM TO DO WHAT YOU WANT TO WITH YOUR LIFE | <u>11</u> | <u>11</u> | <u>11</u> | <u>11</u> | <u>11</u> | <u>9</u> | <u>9</u> | <u>12</u> | <u>12</u> | <u>10</u> |
| RIGHTS OF CITIZENS, AMERICANS (no further information) | <u>10</u> | <u>8</u> | <u>14</u> | <u>8</u> | <u>9</u> | <u>3</u> | <u>7</u> | <u>8</u> | <u>9</u> | <u>3</u> |
| RIGHTS OF THE PEOPLE (no further information) | <u>9</u> | <u>7</u> | <u>8</u> | <u>11</u> | <u>13</u> | <u>2</u> | <u>10</u> | <u>10</u> | <u>11</u> | <u>6</u> |
| RIGHTS OF THE INDIVIDUAL, THE INDIVIDUAL VS. THE STATE | <u>6</u> | <u>9</u> | <u>4</u> | <u>7</u> | <u>8</u> | - | <u>5</u> | <u>5</u> | <u>5</u> | <u>5</u> |
| FREEDOM (no further information) | <u>6</u> | <u>9</u> | <u>8</u> | <u>3</u> | <u>3</u> | <u>2</u> | <u>5</u> | <u>5</u> | <u>5</u> | <u>2</u> |
| RIGHT OR FREEDOM TO DO WHAT YOU WANT PROVIDING IT'S WITHIN THE LAW | <u>3</u> | <u>3</u> | <u>3</u> | <u>2</u> | <u>3</u> | <u>1</u> | <u>2</u> | <u>3</u> | <u>3</u> | <u>2</u> |
| RIGHT OR FREEDOM TO DO WHAT YOU WANT PROVIDING YOU DON'T INFRINGE UPON THE RIGHTS OF OTHERS | <u>1</u> | <u>2</u> | <u>1</u> | <u>1</u> | <u>1</u> | * | <u>2</u> | <u>2</u> | <u>2</u> | <u>1</u> |
| LIFE, LIBERTY AND THE PURSUIT OF HAPPINESS | <u>1</u> | <u>2</u> | <u>2</u> | * | * | - | <u>2</u> | <u>1</u> | <u>1</u> | <u>1</u> |
| INBORN, HUMAN, NATURAL RIGHTS SYNONYMOUS WITH FIGHT FOR NEGRO RIGHTS, THE RACIAL DEMONSTRATIONS, TROUBLE | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | - | <u>2</u> | <u>1</u> | <u>1</u> | <u>2</u> |
| TO HELP EVERYONE, TO IMPROVE CONDITIONS FOR ALL PEOPLE | * | - | - | <u>1</u> | <u>1</u> | - | - | * | - | <u>1</u> |
| ALL OTHER | <u>4</u> | <u>3</u> | <u>3</u> | <u>5</u> | <u>5</u> | <u>4</u> | <u>2</u> | <u>3</u> | <u>3</u> | <u>3</u> |
| DON'T KNOW OR NO ANSWER | <u>17</u> | <u>10</u> | <u>12</u> | <u>22</u> | <u>19</u> | <u>31</u> | <u>18</u> | <u>13</u> | <u>13</u> | <u>10</u> |

*Less than .5 per cent

Note: Group totals add to more than 100%, and subtotals may add to more than group totals because some respondents gave more than one answer.

18. In your own words would you tell me how you think the problem of civil rights for Negroes and other minority groups should be handled, or how you feel about it? Can you give me some examples?

| | Rural total sample | Analyzed by respondents who live in the: | | | | | | Urban total sample | Analyzed by respondent who are: | |
|---|--------------------|--|-----------|-------------|--------------------|-----------|-----------|--------------------|---------------------------------|-----------|
| | | North-east | Mid-west | South Total | and who are: White | Negro | Far West | | White | Negro |
| Respondents--actual | 1794 | 301 | 537 | 747 | 598 | 149 | 209 | 720 | 605 | 108 |
| --weighted | 2562 | 425 | 740 | 1087 | 873 | 214 | 310 | (100%) | (100%) | (100%) |
| | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % | % | % | % | % |
| <u>How the problem should or should not be handled</u> | | | | | | | | | | |
| SHOULDN'T, CAN'T BE FORCED, MUST COME GRADUALLY | <u>10</u> | <u>13</u> | <u>9</u> | <u>8</u> | <u>10</u> | <u>1</u> | <u>17</u> | <u>12</u> | <u>15</u> | - |
| BOTH GROUPS SHOULD LEARN TO STOP FIGHTING EACH OTHER, TRY TO UNDERSTAND, COMPROMISE SO THAT NEITHER DOMINATES | <u>9</u> | <u>12</u> | <u>10</u> | <u>9</u> | <u>8</u> | <u>14</u> | <u>7</u> | <u>13</u> | <u>11</u> | <u>19</u> |
| EQUAL RIGHTS SHOULD BE ENFORCED, BROUGHT ABOUT BY LAWS, THE COURTS, THE AUTHORITIES | <u>5</u> | <u>8</u> | <u>6</u> | <u>3</u> | <u>3</u> | <u>9</u> | <u>4</u> | <u>7</u> | <u>6</u> | <u>11</u> |
| NEGRO SHOULD ELEVATE HIMSELF, EARN HIS OPPORTUNITIES, BE MORE LIKE WHITE MAN | <u>4</u> | <u>7</u> | <u>3</u> | <u>4</u> | <u>5</u> | - | <u>4</u> | <u>8</u> | <u>8</u> | <u>4</u> |
| NEGROES SHOULD USE PEACEFUL RESISTANCE, VIOLENCE AND RIOTS ARE HURTING THE CAUSE | <u>4</u> | <u>6</u> | <u>3</u> | <u>4</u> | <u>4</u> | <u>5</u> | <u>2</u> | <u>6</u> | <u>6</u> | <u>7</u> |
| WHITES SHOULD ASSUME THE RESPONSIBILITY, STOP FIGHTING AND START HELPING THE NEGRO | <u>4</u> | <u>7</u> | <u>5</u> | <u>2</u> | <u>2</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>4</u> |
| DEMONSTRATIONS, RALLIES ARE NOT HELPING--SHOULD NOT PUSH IT THIS WAY | <u>3</u> | <u>2</u> | <u>3</u> | <u>3</u> | <u>4</u> | <u>1</u> | <u>4</u> | <u>5</u> | <u>5</u> | - |
| SHOULDN'T BE SO MUCH PUBLICITY, FUSS MADE ABOUT IT, WOULD SETTLE ITSELF | <u>3</u> | <u>5</u> | <u>2</u> | <u>2</u> | <u>3</u> | - | <u>6</u> | <u>2</u> | <u>2</u> | - |
| THE STATES, LOCAL COMMUNITIES, AREAS SHOULD HANDLE IT | <u>2</u> | <u>3</u> | <u>1</u> | <u>3</u> | <u>4</u> | <u>1</u> | <u>2</u> | <u>2</u> | <u>2</u> | <u>4</u> |
| SHOULDN'T, CAN'T BE LEGISLATED, ENFORCED BY COURTS | <u>2</u> | <u>2</u> | <u>2</u> | <u>1</u> | <u>1</u> | - | <u>2</u> | <u>2</u> | <u>2</u> | - |
| BOTH GROUPS NEED TO BE EDUCATED | * | <u>1</u> | * | * | <u>1</u> | - | * | <u>1</u> | <u>1</u> | <u>1</u> |
| OTHER (HOW PROBLEM SHOULD, SHOULD NOT BE HANDLED) | <u>3</u> | <u>2</u> | <u>2</u> | <u>4</u> | <u>3</u> | <u>5</u> | <u>6</u> | <u>4</u> | <u>3</u> | <u>11</u> |
| <u>How they feel about it</u> | | | | | | | | | | |
| SHOULD HAVE EQUAL RIGHTS, OPPORTUNITIES | <u>35</u> | <u>51</u> | <u>46</u> | <u>20</u> | <u>21</u> | <u>15</u> | <u>36</u> | <u>34</u> | <u>33</u> | <u>37</u> |
| Should have equal rights, opportunities, facilities (no further information) | 15 | 17 | 21 | 10 | 11 | 6 | 18 | 12 | 12 | 15 |
| Should have integration; eliminate segregated facilities; all racial barriers | 12 | 23 | 17 | 4 | 4 | 6 | 11 | 11 | 10 | 11 |

*Less than .5 per cent

(Continued)

(Continued)

18. In your own words would you tell me how you think the problem of civil rights for Negroes and other minority groups should be handled, or how you feel about it? Can you give me some examples?

| | Rural total sample | Analyzed by respondents who live in the: | | | | | | Urban total sample | Analyzed by respondents who are: | |
|---|--------------------------|---|---------------|----------------|---------------|---------------|---------------|--------------------------|--|-----------|
| | | North- east | Mid- west | South Total | and White | Far Negro | West | | White | Negro |
| Respondents--actual | 1794 | 301 | 537 | 747 | 598 | 149 | 209 | 720 | 605 | 108 |
| --weighted | 2562 (100%) | 425 (100%) | 740 (100%) | 1087 (100%) | 874 (100%) | 214 (100%) | 310 (100%) | (100%) | (100%) | (100%) |
| <u>How they feel about it (cont'd.)</u> | % | % | % | % | % | % | % | % | % | % |
| <u>Specific opportunities, facilities should be equal:</u> | | | | | | | | | | |
| Education, schools | 7 | 14 | 8 | 3 | 4 | 1 | 8 | 7 | 7 | 6 |
| Employment, jobs | 2 | 4 | 3 | 1 | 1 | 1 | 2 | 4 | 4 | 4 |
| Facilities--restaurants, pools, buses, etc. | 2 | 4 | 2 | 2 | 1 | 2 | 2 | 3 | 3 | 4 |
| Housing | 1 | 4 | 1 | 1 | * | 2 | 2 | 1 | 1 | 5 |
| Voting | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 |
| Marriage | - | - | - | - | - | - | - | - | - | - |
| All men are born equal so should have equal rights | 3 | 6 | 5 | 1 | 1 | 1 | 3 | 4 | 4 | 4 |
| Have the responsibilities of a citizen so should have rights too | 1 | 4 | 1 | * | 1 | - | 1 | 1 | 1 | 1 |
| SHOULD BE SEGREGATION, NO MIXING OF RACES | <u>11</u> | <u>3</u> | <u>5</u> | <u>20</u> | <u>25</u> | - | <u>1</u> | <u>9</u> | <u>11</u> | - |
| SHOULD HAVE EQUAL BUT SEPARATE FACILITIES, OPPORTUNITIES | <u>10</u> | <u>2</u> | <u>4</u> | <u>18</u> | <u>22</u> | - | <u>6</u> | <u>7</u> | <u>9</u> | - |
| SITUATION NEEDS IMPROVING; SHOULD BE TREATED BETTER (no further information) | <u>8</u> | <u>10</u> | <u>11</u> | <u>4</u> | <u>5</u> | <u>1</u> | <u>12</u> | <u>8</u> | <u>8</u> | <u>7</u> |
| RIGHTS, OPPORTUNITIES SHOULD BE GIVEN ON ABILITY--NOT ON A RACIAL BASIS | <u>3</u> | <u>5</u> | <u>3</u> | <u>2</u> | <u>2</u> | <u>1</u> | <u>2</u> | <u>5</u> | <u>4</u> | <u>9</u> |
| DON'T LIKE NEGROES; SHOULD BE SENT BACK TO AFRICA, ELSEWHERE | <u>2</u> | <u>1</u> | <u>2</u> | <u>3</u> | <u>3</u> | - | <u>4</u> | <u>4</u> | <u>5</u> | - |
| SHOULD BE NO INTERMARRIAGE BUT THEY SHOULD HAVE EQUAL, BETTER OPPORTUNITIES | <u>2</u> | <u>2</u> | <u>1</u> | <u>2</u> | <u>2</u> | - | <u>3</u> | <u>2</u> | <u>2</u> | - |
| SHOULD HAVE RIGHT TO PUBLIC FACILITIES BUT NOT PRIVATE | <u>1</u> | * | <u>1</u> | <u>1</u> | <u>1</u> | - | <u>1</u> | <u>1</u> | <u>1</u> | - |
| I PERSONALLY LIKE NEGROES, HAVE NOTHING AGAINST THEM (no further information) | <u>1</u> | - | <u>1</u> | <u>1</u> | <u>1</u> | - | <u>2</u> | <u>2</u> | <u>3</u> | - |
| INTEGRATION IS COMMUNIST INSPIRED | <u>1</u> | * | * | <u>1</u> | <u>1</u> | - | <u>1</u> | <u>1</u> | <u>1</u> | - |
| SHOULD NOT HAVE EQUAL OPPORTUNITIES, RIGHTS | <u>1</u> | <u>1</u> | * | <u>1</u> | <u>1</u> | - | - | * | * | - |
| OK AS LONG AS I'M NOT INVOLVED | * | - | * | <u>1</u> | <u>1</u> | - | - | * | * | - |
| ALL OTHER | <u>3</u> | <u>3</u> | <u>3</u> | <u>3</u> | <u>3</u> | <u>2</u> | <u>4</u> | <u>4</u> | <u>4</u> | <u>2</u> |
| DON'T KNOW OR NO ANSWER | <u>13</u> | <u>10</u> | <u>12</u> | <u>15</u> | <u>6</u> | <u>55</u> | <u>11</u> | <u>9</u> | <u>7</u> | <u>16</u> |

*Less than .5 per cent

Note: Group totals add to more than 100%, and subtotals may add to more than group totals because some respondents gave more than one answer.

18. In your own words would you tell me how you think the problem of civil rights for Negroes and other minority groups should be handled, or how you feel about it? Can you give me some examples?

Analyzed by Question 19: respondents who say, as far as civil rights for minority groups go, the government is moving:

| | Rural total sample | Much too slowly | Little too slowly | About right | Little too fast | Much too fast | Don't know |
|---|--------------------|-----------------|-------------------|-------------|-----------------|---------------|------------|
| | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) |
| Respondents--actual | 1794 | 125 | 489 | 526 | 239 | 291 | 117 |
| --weighted | 2562 | 175 | 637 | 766 | 333 | 466 | 175 |
| | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) |
| <u>How the problem should or should not be handled</u> | % | % | % | % | % | % | % |
| SHOULDN'T, CAN'T BE FORCED, MUST COME GRADUALLY | 10 | 4 | 5 | 9 | 22 | 16 | 4 |
| BOTH GROUPS SHOULD LEARN TO STOP FIGHTING EACH OTHER, TRY TO UNDERSTAND, COMPROMISE SO THAT NEITHER DOMINATES | 9 | 13 | 9 | 13 | 9 | 6 | 6 |
| EQUAL RIGHTS SHOULD BE ENFORCED, BROUGHT ABOUT BY LAWS, THE COURTS, THE AUTHORITIES | 5 | 4 | 8 | 6 | 5 | 2 | - |
| NEGRO SHOULD ELEVATE HIMSELF, EARN HIS OPPORTUNITIES, BE MORE LIKE WHITE MAN | 4 | 3 | 3 | 3 | 7 | 8 | 2 |
| NEGROES SHOULD USE PEACEFUL RESISTANCE, VIOLENCE AND RIOTS ARE HURTING THE CAUSE | 4 | 5 | 3 | 4 | 5 | 4 | 1 |
| WHITES SHOULD ASSUME THE RESPONSIBILITY, STOP FIGHTING AND START HELPING THE NEGRO | 4 | 5 | 5 | 4 | 2 | 2 | 3 |
| DEMONSTRATIONS, RALLIES ARE NOT HELPING-- SHOULD NOT PUSH IT THIS WAY | 3 | 1 | 3 | 4 | 2 | 4 | 3 |
| SHOULDN'T BE SO MUCH PUBLICITY, FUSS MADE ABOUT IT, WOULD SETTLE ITSELF | 3 | 3 | 1 | 4 | 4 | 4 | 5 |
| THE STATES, LOCAL COMMUNITIES, AREAS SHOULD HANDLE IT | 2 | 2 | 1 | 1 | 5 | 6 | - |
| SHOULDN'T, CAN'T BE LEGISLATED, ENFORCED BY COURTS | 2 | 3 | * | 1 | 2 | 3 | 1 |
| BOTH GROUPS NEED TO BE EDUCATED | * | | * | * | 2 | * | 1 |
| OTHER (HOW PROBLEM SHOULD, SHOULD NOT BE HANDLED) | 3 | 3 | 3 | 4 | 3 | 3 | 5 |
| <u>How they feel about it</u> | | | | | | | |
| SHOULD HAVE EQUAL RIGHTS, OPPORTUNITIES | 35 | 38 | 51 | 41 | 27 | 15 | 15 |
| Should have equal rights, opportunities, facilities (no further information) | 15 | 17 | 19 | 20 | 11 | 6 | 10 |
| Should have integration; eliminate segregated facilities; all racial barriers | 12 | 13 | 22 | 14 | 7 | 2 | 1 |

*Less than .5 per cent

(Continued)

(Continued)

18. In your own words, would you tell me how you think the problem of civil rights for Negroes and other minority groups should be handled, or how you feel about it? Can you give me some examples?

| | Rural total sample | Analyzed by Question 19: respondents who say, as far as civil rights for minority groups go, the government is moving: | | | | | |
|--|--------------------------|--|-------------------------|----------------|-----------------------|---------------------|---------------|
| | | Much too slowly | Little too slowly | About right | Little too fast | Much too fast | Don't know |
| Respondents--actual | 1794 | 125 | 489 | 526 | 239 | 291 | 117 |
| --weighted | 2562 | 175 | 637 | 766 | 333 | 466 | 175 |
| | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % | % |
| <u>How they feel about it (cont'd.)</u> | | | | | | | |
| <u>Specific opportunities, facilities should be equal:</u> | | | | | | | |
| Education, schools | 7 | 6 | 12 | 7 | 7 | 2 | 5 |
| Employment, jobs | 2 | 2 | 4 | 2 | 2 | 1 | 2 |
| Facilities--restaurants, pools buses, etc. | 2 | 2 | 4 | 2 | 1 | 2 | - |
| Housing | 1 | 1 | 3 | 2 | 1 | - | - |
| Voting | 1 | 1 | 1 | 1 | 2 | 1 | - |
| Marriage | - | - | - | - | - | - | - |
| All men are born equal so should have equal rights | 3 | 3 | 5 | 3 | 3 | 3 | 1 |
| Have the responsibilities of a citizen so should have rights too | 1 | 3 | 2 | 1 | 1 | 1 | - |
| SHOULD BE SEGREGATION, NO MIXING OF RACES | <u>11</u> | <u>10</u> | <u>7</u> | <u>5</u> | <u>9</u> | <u>27</u> | <u>7</u> |
| SHOULD HAVE EQUAL BUT SEPARATE FACILITIES, OPPORTUNITIES | <u>10</u> | <u>9</u> | <u>6</u> | <u>5</u> | <u>12</u> | <u>22</u> | <u>9</u> |
| SITUATION NEEDS IMPROVING; SHOULD BE TREATED BETTER (no further information) | <u>8</u> | <u>9</u> | <u>12</u> | <u>7</u> | <u>8</u> | <u>5</u> | <u>6</u> |
| RIGHTS, OPPORTUNITIES SHOULD BE GIVEN ON ABILITY--NOT ON A RACIAL BASIS | <u>3</u> | <u>3</u> | <u>3</u> | <u>3</u> | <u>2</u> | <u>1</u> | <u>5</u> |
| DON'T LIKE NEGROES; SHOULD BE SENT BACK TO AFRICA, ELSEWHERE | <u>2</u> | <u>4</u> | <u>2</u> | <u>2</u> | <u>2</u> | <u>3</u> | <u>3</u> |
| SHOULD BE NO INTERMARRIAGE BUT THEY SHOULD HAVE EQUAL, BETTER OPPORTUNITIES | <u>2</u> | <u>3</u> | <u>1</u> | <u>1</u> | <u>2</u> | <u>2</u> | <u>3</u> |
| SHOULD HAVE RIGHT TO PUBLIC FACILITIES BUT NOT PRIVATE | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>2</u> | <u>2</u> | - |
| I PERSONALLY LIKE NEGROES, HAVE NOTHING AGAINST THEM (no further information) | <u>1</u> | <u>2</u> | <u>1</u> | * | * | <u>2</u> | <u>1</u> |
| INTEGRATION IS COMMUNIST INSPIRED | <u>1</u> | <u>1</u> | * | <u>1</u> | - | <u>1</u> | <u>1</u> |
| SHOULD NOT HAVE EQUAL OPPORTUNITIES, RIGHTS | <u>1</u> | - | <u>1</u> | * | <u>1</u> | <u>1</u> | <u>1</u> |
| OK AS LONG AS I'M NOT INVOLVED | <u>*</u> | - | <u>*</u> | * | - | <u>1</u> | - |
| ALL OTHER | <u>3</u> | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>4</u> | <u>8</u> |
| DON'T KNOW OR NO ANSWER | <u>13</u> | <u>13</u> | <u>11</u> | <u>14</u> | <u>9</u> | <u>5</u> | <u>38</u> |

*Less than .5 per cent

Note: Group totals add to more than 100%, and subtotals may add to more than group totals because some respondents gave more than one answer.

19. As far as civil rights for Negroes and other minority groups go, would you say the government is moving much too slowly, a little too slowly, at about the right rate, or a little too fast, or much too fast?

| | Rural total sample | Analyzed by respondents who live in the: | | | | | | Urban total sample | Analyzed by respondents who are: | |
|-------------------------|--------------------------|---|--------------|----------------|--------------|--------------|--------|--------------------------|--|--------|
| | | North- east | Mid- west | South Total | and White | Far Negro | West | | White | Negro |
| Respondents--actual | 1794 | 301 | 537 | 747 | 598 | 149 | 209 | 720 | 605 | 108 |
| --weighted | 2562 | 425 | 740 | 1087 | 873 | 214 | 310 | | | |
| | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % | % | % | % | % |
| MUCH TOO SLOWLY | 7 | 7 | 6 | 7 | 5 | 16 | 9 | 9 | 6 | 20 |
| LITTLE TOO SLOWLY | 25 | 32 | 35 | 15 | 11 | 29 | 26 | 27 | 24 | 40 |
| ABOUT RIGHT | 30 | 36 | 39 | 20 | 15 | 38 | 36 | 30 | 29 | 35 |
| LITTLE TOO FAST | 13 | 12 | 13 | 14 | 17 | 2 | 12 | 10 | 13 | - |
| MUCH TOO FAST | 18 | 5 | 2 | 36 | 45 | 2 | 10 | 17 | 20 | - |
| DON'T KNOW OR NO ANSWER | 7 | 8 | 5 | 8 | 7 | 13 | 7 | 7 | 8 | 5 |

19. As far as civil rights for Negroes and other minority groups go, would you say the government is moving much too slowly, a little too slowly, at about the right rate, or a little too fast, or much too fast?

| | Rural total sample | Analyzed by respondents who are: | | Analyzed by respondents whose ages are: | | | Analyzed by respondents whose economic level is: | | |
|----------------------------|--------------------------|--|----------------|---|---------------|---------------|--|----------------|---------------|
| | | Male | Female | 16-18 | 19,20 | 21-23 | Upper | Middle | Lower |
| Respondents--actual | 1794 | 897 | 897 | 1139 | 360 | 295 | 414 | 950 | 384 |
| --weighted | 2562 (100%) | 1278 (100%) | 1284 (100%) | 1206 (100%) | 569 (100%) | 787 (100%) | 549 (100%) | 1403 (100%) | 537 (100%) |
| | % | % | % | % | % | % | % | % | % |
| MUCH TOO SLOWLY | 7 | 8 | 6 | 8 | 5 | 7 | 3 | 8 | 6 |
| LITTLE TOO SLOWLY | 25 | 24 | 26 | 31 | 25 | 15 | 23 | 26 | 26 |
| ABOUT RIGHT | 30 | 28 | 31 | 28 | 30 | 32 | 31 | 29 | 31 |
| LITTLE TOO FAST | 13 | 13 | 13 | 13 | 13 | 13 | 16 | 13 | 11 |
| MUCH TOO FAST | 18 | 21 | 16 | 14 | 17 | 26 | 21 | 19 | 13 |
| DON'T KNOW OR NO ANSWER | 7 | 6 | 8 | 6 | 10 | 7 | 6 | 5 | 13 |

20a. Do you think the moral standards of young people in their early twenties today are generally higher or generally lower than the standards people now in their forties had when they were that age?

| | <u>Rural total sample</u> | <u>Analyzed by respondents who are:</u> | | <u>Urban total sample</u> | <u>Analyzed by respondents who are:</u> | |
|-------------------------|-----------------------------------|---|----------------|-----------------------------------|---|---------------|
| | | <u>Male</u> | <u>Female</u> | | <u>Male</u> | <u>Female</u> |
| Respondents--actual | 1794 | 897 | 897 | 720 | 359 | 361 |
| --weighted | 2562 (100%) | 1278 (100%) | 1284 (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % |
| GENERALLY HIGHER | 31 | 35 | 27 | 28 | 29 | 27 |
| GENERALLY LOWER | 38 | 32 | 45 | 44 | 42 | 47 |
| SAME (volunteered) | 22 | 22 | 21 | 18 | 17 | 18 |
| DON'T KNOW OR NO ANSWER | 9 | 11 | 7 | 10 | 12 | 8 |

20a. Do you think the moral standards of young people in their early twenties today are generally higher or generally lower than the standards people now in their forties had when they were that age?

| | Rural total sample | Analyzed by respondents who are: | | | | | | | |
|-------------------------|--------------------------|----------------------------------|--------|--------|--------|-----------------------------|--------|--------|--------|
| | | Males and whose ages are: | | | | Females and whose ages are: | | | |
| | | Total | 16-18 | 19,20 | 21-23 | Total | 16-18 | 19,20 | 21-23 |
| Respondents--actual | 1794 | 897 | 597 | 177 | 123 | 897 | 542 | 183 | 172 |
| --weighted | 2562 (100%) | 1278 (100%) | (100%) | (100%) | (100%) | 1284 (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % | % | % | % |
| GENERALLY HIGHER | 31 | 35 | 39 | 34 | 32 | 27 | 30 | 26 | 22 |
| GENERALLY LOWER | 38 | 32 | 34 | 34 | 24 | 45 | 44 | 43 | 48 |
| SAME (volunteered) | 22 | 22 | 17 | 20 | 32 | 21 | 20 | 23 | 24 |
| DON'T KNOW OR NO ANSWER | 9 | 11 | 10 | 12 | 12 | 7 | 6 | 8 | 6 |

20a. Do you think the moral standards of young people in their early twenties today are generally higher or generally lower than the standards people now in their forties had when they were that age?

| | Rural total sample | Analyzed by respondents who live in the: | | | | Analyzed by respondents who were <u>interviewed by:</u> | |
|-------------------------|--------------------------|---|---------------|----------------|---------------|--|------------------------------|
| | | North- east | Mid- west | South | Far West | Adults | Some- one their age |
| Respondents--actual | 1794 | 301 | 537 | 747 | 209 | 1359 | 435 |
| --weighted | 2562 (100%) | 425 (100%) | 740 (100%) | 1087 (100%) | 310 (100%) | 1983 (100%) | 579 (100%) |
| | % | % | % | % | % | % | % |
| GENERALLY HIGHER | 31 | 22 | 29 | 38 | 25 | 32 | 27 |
| GENERALLY LOWER | 38 | 40 | 40 | 35 | 43 | 38 | 38 |
| SAME (volunteered) | 22 | 32 | 23 | 15 | 25 | 21 | 25 |
| DON'T KNOW OR NO ANSWER | 9 | 6 | 8 | 12 | 7 | 9 | 10 |

20b. Why do you think young people's moral standards (today)
are higher than they were twenty years ago?

Asked of respondents who said
they felt they were higher--
31% of rural total sample
28% of urban total sample

| | <u>Rural total asked this question</u> | <u>Urban total asked this question</u> |
|---|--|--|
| Respondents--actual | 580 | 201 |
| --weighted | 797 (100%) | (100%) |
| | % | % |
| MORE, BETTER EDUCATION, SCHOOLS | 33 | 30 |
| GROW UP FASTER, DO THINGS EARLIER, KNOW MORE, HAVE BROADER OUTLOOK | 12 | 12 |
| STANDARD OF LIVING IS BETTER, HAVE MORE MONEY, MATERIAL ADVANTAGES NOW | 9 | 9 |
| MORE TO LOOK FORWARD TO, MORE OPPORTUNITIES (no further information) | 8 | 6 |
| MORE TO LOOK FORWARD TO SO TRY HARDER, SET GOALS HIGHER, PLAN AHEAD MORE | 7 | 4 |
| MORE, BETTER JOB OPPORTUNITIES | 6 | 6 |
| KEEP BUSIER, HAVE MORE PLACES TO GO, MORE THINGS TO DO | 5 | 5 |
| THEY JUST ARE, WE DO HAVE HIGH MORAL STANDARDS | 2 | 7 |
| PARENTS LET THEM, ENCOURAGE THEM TO DO MORE | 1 | 2 |
| TH'ERE WAS A WAR THEN | 1 | 2 |
| LIFE IS HARDER NOW, LESS JOBS, ETC. | 1 | 1 |
| PARENTS, ADULTS HELP THEM TO HAVE BETTER MORAL STANDARDS | 1 | 1 |
| LAWS ARE STRICTER NOW | 1 | - |
| KIDS ARE MORE LIBERAL MINDED, PROGRESSIVE | * | 1 |
| BETTER, MORE CHURCHES, RELIGION | * | 1 |
| OLDER PEOPLE HAVE TOLD ME | - | 1 |
| ALL OTHER | 12 | 11 |
| DON'T KNOW OR NO ANSWER | 20 | 19 |

*Less than .5 per cent

Note: Percentages add to more than 100% because
some respondents gave more than one answer.

20b. Why do you think young people's moral standards (today) are lower than they were twenty years ago?

Asked of respondents who said they felt they were lower--
 38% of rural total sample
 44% of urban total sample

| | Rural total asked this question | Urban total asked this question |
|--|--|--|
| Respondents--actual | 693 | 319 |
| --weighted | 979 (100%) | (100%) |
| | % | % |
| THEIR LIFE IS TOO EASY, FREE OF RESPONSIBILITY; HAVE TOO MANY ADVANTAGES, TEMPTATIONS, OPPORTUNITIES TO GET INTO TROUBLE | <u>25</u> | <u>23</u> |
| DIFFERENCE IN UPBRINGING, FAMILY LIFE | <u>23</u> | <u>25</u> |
| Parents are too lenient, not strict enough, give them too much freedom | 15 | 12 |
| Parents aren't home enough, too busy to be with them, to supervise them | 3 | 3 |
| Parents are not teaching them the difference between right and wrong, giving them standards | 2 | 4 |
| Less affection, close relation, love in the home | 1 | 2 |
| Too many broken, unhappy homes | 1 | 1 |
| Just not brought up right, it's the parents' fault (no further information) | 1 | * |
| Parents don't educate the kids properly about sex | * | 1 |
| Other (difference in upbringing, family life) | 2 | 2 |
| MORAL STANDARDS IN GENERAL ARE LOWER; ADULTS DON'T BEHAVE, SET BAD EXAMPLE | <u>13</u> | <u>10</u> |
| SEX, CRIME, LIFE HAS BEEN PUBLICIZED, GLAMORIZED BY MOVIES, TV, MAGAZINES, ETC. | <u>8</u> | <u>9</u> |
| IT'S THE FAST PACE, COMPLEXITY OF LIFE TODAY MAKES KIDS GROW UP TOO FAST | <u>7</u> | <u>9</u> |
| ARE DRINKING, DRINKING TOO MUCH | <u>7</u> | <u>3</u> |
| THEY HAVE LESS PRIDE, NO SENSE OF PURPOSE, LIVE FOR TODAY | <u>7</u> | <u>7</u> |
| JUVENILE CRIME RATE IS HIGHER--MORE STEALING, VANDALISM, BEATINGS, ETC. | <u>6</u> | <u>5</u> |
| BEEN AN INCREASE IN THE NUMBER OF UNWED MOTHERS READ, HEARD SO MUCH ABOUT IT | <u>6</u> | <u>6</u> |
| TOO MUCH EMPHASIS ON DATING, STAYING OUT TOO LATE, GOING STEADY, MARRYING TOO SOON | <u>5</u> | <u>3</u> |
| SEEN THEM, HOW THEY ACT, KNOW THEY HAVE LOWER MORAL STANDARDS (no further information) | <u>4</u> | <u>5</u> |
| TOO LITTLE, LESS EMPHASIS ON RELIGION, CHURCH EXPERIENCE SEX AT AN EARLY AGE, SEX NO LONGER A FORBIDDEN THING | <u>4</u> | <u>5</u> |
| INSECURITY OF LIFE TODAY, THREAT OF WAR | <u>2</u> | <u>3</u> |
| LACK OF JOBS, TOO MUCH UNEMPLOYMENT | <u>1</u> | <u>3</u> |
| SCHOOLS DON'T DO THE JOB THEY SHOULD | <u>1</u> | * |
| NOT AS INTERESTED IN SCHOOL, LEAVE SCHOOL TOO SOON | <u>1</u> | - |
| ALL OTHER | <u>5</u> | <u>2</u> |
| DON'T KNOW OR NO ANSWER | <u>8</u> | <u>8</u> |

*Less than .5 per cent

Note: Group totals add to more than 100%, and subtotals may add to more than group totals because some respondents gave more than one answer.

21a. If we had asked your parents this question, how do you think they would answer it? Would they say that the moral standards of people now in their twenties were higher, lower or about the same than the standards of young people were twenty years ago?

| | <u>Rural total sample</u> | <u>Analyzed by respondents who are:</u> | | <u>Urban total sample</u> | <u>Analyzed by respondents who are:</u> | |
|-------------------------|-----------------------------------|---|----------------|-----------------------------------|---|---------------|
| | | <u>Male</u> | <u>Female</u> | | <u>Male</u> | <u>Female</u> |
| Respondents--actual | 1794 | 897 | 897 | 720 | 359 | 361 |
| --weighted | 2562 (100%) | 1278 (100%) | 1284 (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % |
| GENERALLY HIGHER | 15 | 17 | 12 | 14 | 15 | 13 |
| GENERALLY LOWER | 48 | 43 | 53 | 49 | 46 | 53 |
| SAME (volunteered) | 19 | 18 | 20 | 20 | 19 | 21 |
| DON'T KNOW OR NO ANSWER | 18 | 22 | 15 | 17 | 20 | 13 |

21a. If we had asked your parents this question, how do you think they would answer it? Would they say that the moral standards of people now in their twenties were higher, lower or about the same than the standards of young people were twenty years ago?

| | Rural total sample | Analyzed by respondents who are: | | | | | | | |
|-------------------------|--------------------------|----------------------------------|--------|--------|--------|-----------------------------|--------|--------|--------|
| | | Males and whose ages are: | | | | Females and whose ages are: | | | |
| | | Total | 16-18 | 19,20 | 21-23 | Total | 16-18 | 19,20 | 21-23 |
| Respondents--actual | 1794 | 897 | 597 | 177 | 123 | 897 | 542 | 183 | 172 |
| --weighted | 2562 (100%) | 1278 (100%) | (100%) | (100%) | (100%) | 1284 (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % | % | % | % |
| GENERALLY HIGHER | 15 | 17 | 16 | 17 | 19 | 12 | 14 | 11 | 9 |
| GENERALLY LOWER | 48 | 43 | 46 | 44 | 37 | 53 | 52 | 55 | 53 |
| SAME (volunteered) | 19 | 18 | 17 | 18 | 19 | 20 | 19 | 19 | 24 |
| DON'T KNOW OR NO ANSWER | 18 | 22 | 21 | 21 | 25 | 15 | 15 | 15 | 14 |

21a. If we had asked your parents this question, how do you think they would answer it? Would they say that the moral standards of people now in their twenties were higher, lower or about the same than the standards of young people were twenty years ago?

| | <u>Rural total sample</u> | <u>Analyzed by respondents who were interviewed by:</u> | |
|-------------------------|-----------------------------------|---|------------------------------|
| | | <u>Adults</u> | <u>Someone their age</u> |
| Respondents--actual | 1794 | 1359 | 435 |
| --weighted | 2562 (100%) | 1983 (100%) | 579 (100%) |
| | % | % | % |
| GENERALLY HIGHER | 15 | 14 | 17 |
| GENERALLY LOWER | 48 | 47 | 52 |
| SAME (volunteered) | 19 | 19 | 18 |
| DON'T KNOW OR NO ANSWER | 18 | 20 | 13 |

21a. If we had asked your parents this question, how do you think they would answer it? Would they say that the moral standards of people now in their twenties were higher, lower or about the same than the standards of young people were twenty years ago?

| | Rural total sample | Analyzed by Question 20a: respondents who think compared to the moral standards of a generation ago, that the standards today are: | | | |
|-------------------------|--------------------------|---|--------------------|----------------|---------------|
| | | Generally higher | Generally lower | Same (vol.) | Don't know |
| Respondents--actual | 1794 | 580 | 693 | 363 | 154 |
| --weighted | 2562 (100%) | 797 (100%) | 979 (100%) | 553 (100%) | 229 (100%) |
| | % | % | % | % | % |
| GENERALLY HIGHER | 15 | 38 | 3 | 3 | 9 |
| GENERALLY LOWER | 48 | 24 | 76 | 43 | 24 |
| SAME (volunteered) | 19 | 14 | 12 | 45 | 10 |
| DON'T KNOW OR NO ANSWER | 18 | 24 | 9 | 9 | 57 |

21b. Why do you think they would have answered it that way
(generally higher than they were 20 years ago)?

Asked of respondents who said their
parents would say young people's
morals were generally higher than
they were 20 years ago--
15% of rural total sample
14% of urban total sample

| | <u>Rural total asked this question</u> | <u>Urban total asked this question</u> |
|---|--|--|
| Respondents--actual | 262 | 102 |
| --weighted | 372 (100%) | (100%) |
| | % | % |
| THINK, SAY WE DO HAVE MORE OPPORTUNITIES TODAY | <u>42</u> | <u>52</u> |
| More, better education, schools | 22 | 28 |
| Think, say we do have more opportunities today (no further information) | 9 | 10 |
| Standard of living is better, have more money, metered advantages now | 7 | 5 |
| Have more places to go, things to do today | 5 | 5 |
| More, better job opportunities | 3 | 5 |
| Were stricter then, made to mind, not permitted the freedom, opportunities | 1 | 2 |
| Other (think, say we do have more opportunities today) | 1 | 4 |
| FOR THE SAME REASONS I SAID THEY WERE HIGHER | <u>8</u> | <u>12</u> |
| BEEN THROUGH IT, KNOW HOW IT WAS THEN AND IS NOW | <u>7</u> | <u>8</u> |
| THAT'S THE WAY THEY THINK, HAVE SAID (no further information) | <u>6</u> | <u>1</u> |
| DO THINK WE KNOW MORE, HAVE BROADER OUTLOOK, GROW UP FASTER | <u>4</u> | <u>8</u> |
| DON'T KNOW, BUT THINK THEY FEEL THIS WAY | <u>1</u> | <u>2</u> |
| REALIZE THAT ALL THIS TALK ABOUT HOW BAD YOUNG PEOPLE ARE, IS NOT TRUE | - | <u>1</u> |
| ALL OTHER | <u>15</u> | <u>17</u> |
| DON'T KNOW OR NO ANSWER | <u>28</u> | <u>18</u> |

Note: Group totals add to more than 100%, and subtotals may add to more than group totals because some respondents gave more than one answer.

21b. Why do you think they would have answered it that way (generally lower than they were 20 years ago)?

Asked of respondents who said their parents would say young people's morals were generally lower than 20 years ago--
48% of rural total sample
49% of urban total sample

| | Rural total asked this <u>question</u> | Urban total asked this <u>question</u> |
|---|---|---|
| Respondents--actual | 807 | 355 |
| --weighted | 1227 (100%) | (100%) |
| | % | % |
| TIMES HAVE CHANGED--DO HAVE MORE FREEDOM, ARE EXPOSED TO DIFFERENT TEMPTATIONS, HAVE MORE OPPORTUNITIES | 17 | 16 |
| SEE, KNOW WHAT KIDS DO, CAN COMPARE; IT'S TRUE MORAL STANDARDS ARE LOWER | 15 | 13 |
| FOR THE SAME REASONS I SAID THEY WERE LOWER | 13 | 12 |
| JUST THINK MORALS ARE LOWER, KEEP TELLING ME THIS (no further information) | 13 | 12 |
| NORMAL FOR PARENTS TO FEEL THIS WAY, KEEP SAYING "THEY WOULDN'T HAVE DONE THIS OR THAT" | 9 | 12 |
| THERE IS A DIFFERENCE IN FAMILY LIFE, AMOUNT OF TRAINING, SUPERVISION | 8 | 13 |
| MORE PUBLICITY ABOUT THESE THINGS NOW | 7 | 7 |
| FORGOTTEN HOW IT WAS THEN, WHAT THEY DID | 5 | 5 |
| HAVE SEEN, KNOW ABOUT OTHER WRONGDOINGS, CRIME INCREASES | 4 | 4 |
| DO THINK WE GROW UP TOO FAST, KNOW TOO MUCH, DATE TOO EARLY, MARRY TOO SOON | 4 | 4 |
| BEEN AN INCREASE IN NUMBER OF UNWED MOTHERS | 3 | 4 |
| GENERALIZE, BLAME US ALL, FROM READING, HEARING ABOUT A FEW BAD INCIDENTS | 2 | 1 |
| THINK SEX, CRIME, LIFE HAS BEEN EXPOSED, GLAMORIZED BY MOVIES, TV, ETC. | 2 | 3 |
| TO MAKE ME BEHAVE, TO IMPRESS ON ME NEED FOR MORAL STANDARDS | 1 | 1 |
| BECAUSE THEY DON'T KNOW, ARE MISTAKEN | 1 | 1 |
| ALL OTHER | 6 | 4 |
| DON'T KNOW OR NO ANSWER | 13 | 10 |

Note: Percentages add to more than 100% because some respondents gave more than one answer.

21b. Why do you think they would have answered it that way
(same as they were 20 years ago (volunteered))?

Asked of those respondents who
said their parents would say
young people's morals were the
same as they were 20 years ago--
19% of rural total sample
20% of urban total sample

| | <u>Rural total asked this question</u> | <u>Urban total asked this question</u> |
|---|--|--|
| Respondents--actual | 339 | 144 |
| --weighted | 491 (100%) | (100%) |
| | % | % |
| PEOPLE DON'T CHANGE, JUST FEEL THIS WAY, HAVE TOLD ME SO (no further information) | 21 | 19 |
| KNOW WHAT IT WAS LIKE THEN AND CAN COMPARE IT WITH NOW, HAVE A GOOD UNDERSTANDING | 10 | 8 |
| WORLD, CONDITIONS HAVE CHANGED BUT NOT THE PEOPLE | 5 | 6 |
| PARENTS AND I ARE CLOSE, HAVE AN UNDERSTANDING SO AGREE ON THIS | 5 | 2 |
| THEY DON'T REALLY KNOW WHAT GOES ON, HAVE NO BASIS TO JUDGE, JUST THINK THEY ARE THE SAME | 4 | 4 |
| JUDGE THIS BY ME AND MY FRIENDS, MY BROTHERS, SISTERS | 2 | 2 |
| JUST MORE PUBLICITY ABOUT IT TODAY | 2 | 4 |
| THEY ARE RAISING US RIGHT, THE SAME WAY THEY WERE BROUGHT UP | 2 | 6 |
| BECAUSE THEY ARE LEVEL HEADED, UP-TO-DATE | 2 | 1 |
| ALL OTHER | 12 | 6 |
| DON'T KNOW | 20 | 27 |
| NO ANSWER | 18 | 19 |

Note: Percentages add to more than 100% because
some respondents gave more than one answer.

22. On another subject, juvenile delinquency, we don't want to spend a lot of time, but we do want some advice from you as to where you think the line should be drawn between the behavior of young people having a good time and things that really should be called juvenile delinquency. Can you give me some examples of things that people are inclined to call juvenile delinquency these days, but which actually in your opinion should not be called that?

| | Rural total sample | Analyzed by respondents who are: | | Analyzed by respondents who were interviewed by: | | Urban total sample | Analyzed by respondents who are: | |
|--|--------------------------|--|-----------|---|-------------------------|--------------------------|--|-----------|
| | | Male | Female | Adults | Someone their age | | Male | Female |
| Respondents--actual | 1794 | 897 | 897 | 1359 | 435 | 720 | 359 | 361 |
| --weighted | 2562 | 1278 | 1284 | 1983 | 579 | | | |
| | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % | % | % |
| DRIVING--CARS AND MOTORCYCLES | <u>21</u> | <u>23</u> | <u>20</u> | <u>21</u> | <u>22</u> | <u>13</u> | <u>12</u> | <u>14</u> |
| Fast driving, speeding, hot rodding, drag racing | 13 | 14 | 12 | 13 | 12 | 7 | 7 | 6 |
| Just driving around, driving | 5 | 5 | 5 | 5 | 6 | 4 | 3 | 4 |
| Organized drag races, official contests, racing on drag strips | 1 | 1 | 1 | 1 | 1 | 1 | * | 2 |
| Accidents, they make too much of wrecks | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Any minor traffic violation | 1 | 1 | 1 | 1 | 1 | * | * | * |
| Other (car driving) | 2 | 3 | 1 | 1 | 2 | 1 | 1 | 1 |
| DRINKING, DRINKING PARTIES, GOING TO BARS | <u>7</u> | <u>7</u> | <u>7</u> | <u>7</u> | <u>7</u> | <u>7</u> | <u>6</u> | <u>8</u> |
| DANCING, TEEN-AGE TYPES OF DANCES | <u>6</u> | <u>3</u> | <u>8</u> | <u>6</u> | <u>4</u> | <u>4</u> | <u>2</u> | <u>6</u> |
| STAYING OUT LATE | <u>6</u> | <u>7</u> | <u>4</u> | <u>6</u> | <u>5</u> | <u>7</u> | <u>7</u> | <u>6</u> |
| SMOKING | <u>5</u> | <u>5</u> | <u>5</u> | <u>5</u> | <u>6</u> | <u>5</u> | <u>5</u> | <u>6</u> |
| NON-DESTRUCTIVE PRANKS, MINOR MISCHIEF, PRACTICAL JOKE | <u>5</u> | <u>6</u> | <u>4</u> | <u>4</u> | <u>6</u> | <u>4</u> | <u>6</u> | <u>3</u> |
| HAVING A GOOD TIME, HARMLESS, NON-DESTRUCTIVE FUN (no further information) | <u>4</u> | <u>5</u> | <u>4</u> | <u>4</u> | <u>4</u> | <u>4</u> | <u>4</u> | <u>4</u> |
| MAKING NOISE, NOISY PARTIES | <u>4</u> | <u>3</u> | <u>6</u> | <u>5</u> | <u>4</u> | <u>7</u> | <u>9</u> | <u>6</u> |
| SHOWING OFF, LOAFING AROUND, GOING AROUND IN GROUPS | <u>4</u> | <u>4</u> | <u>3</u> | <u>4</u> | <u>2</u> | <u>6</u> | <u>7</u> | <u>5</u> |
| PARTIES, SOME OF THE SOCIAL FUNCTIONS | <u>3</u> | <u>3</u> | <u>3</u> | <u>3</u> | <u>3</u> | <u>3</u> | <u>4</u> | <u>3</u> |
| I THINK MOST EVERYTHING THEY CALL JUVENILE DELINQUENCY IS JUSTIFIED | <u>3</u> | <u>2</u> | <u>3</u> | <u>2</u> | <u>5</u> | <u>4</u> | <u>4</u> | <u>4</u> |
| ALMOST ANYTHING KIDS DO IS CALLED JUVENILE DELINQUENCY--THIS IS WRONG | <u>3</u> | <u>3</u> | <u>2</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>4</u> | <u>4</u> |

*Less than .5 per cent

(Continued)

(Continued)

22. On another subject, juvenile delinquency, we don't want to spend a lot of time, but we do want some advice from you as to where you think the line should be drawn between the behavior of young people having a good time and things that really should be called juvenile delinquency. Can you give me some examples of things that people are inclined to call juvenile delinquency these days, but which actually in your opinion should not be called that?

| | Rural total sample | Analyzed by respondents who are: | | Analyzed by respondents who were interviewed by: | | Urban total sample | Analyzed by respondents who are: | |
|--|--------------------|----------------------------------|-----------|--|-------------------|--------------------|----------------------------------|-----------|
| | | Male | Female | Adults | Someone their age | | Male | Female |
| Respondents--actual | 1794 | 897 | 897 | 1359 | 435 | 720 | 359 | 361 |
| --weighted | 2562 | 1278 | 1284 | 1983 | 579 | | | |
| | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % | % | % |
| APPEARANCE; SLOPPY HABITS, BAD DRESSING | <u>2</u> | <u>2</u> | <u>2</u> | <u>2</u> | <u>3</u> | <u>3</u> | <u>2</u> | <u>3</u> |
| HANGING AROUND ON STREETS | <u>2</u> | <u>3</u> | <u>2</u> | <u>2</u> | <u>3</u> | <u>6</u> | <u>6</u> | <u>5</u> |
| STEALING SMALL THINGS--CANDY, WATERMELON | <u>2</u> | <u>1</u> | <u>3</u> | <u>2</u> | <u>2</u> | <u>1</u> | <u>2</u> | <u>1</u> |
| ALMOST NOTHING SHOULD BE CALLED JUVENILE DELINQUENCY BECAUSE IT'S NOT THE KIDS' FAULT | <u>2</u> | <u>2</u> | <u>2</u> | <u>2</u> | <u>2</u> | <u>2</u> | <u>1</u> | <u>2</u> |
| JUST DATING, GOING OUT WITH OPPOSITE SEX | <u>1</u> | <u>1</u> | <u>2</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> |
| FIGHTING, SHOVING EACH OTHER AROUND FOR FUN | <u>1</u> | <u>2</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>2</u> | <u>3</u> | <u>2</u> |
| CLUBS, GROUPS THAT THEY CALL GANGS | <u>1</u> | <u>2</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>2</u> | <u>2</u> | <u>2</u> |
| BREAKING WINDOWS, OTHER MINOR DESTRUCTION | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>3</u> | <u>2</u> | <u>3</u> | <u>2</u> |
| GOING TO UNCHAPERONED PARTIES, PLACES | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>2</u> | <u>1</u> | <u>2</u> |
| HANGING AROUND DRUGSTORES, OTHER TEEN-AGE PLACES | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> |
| STAYING OUT LATE WITH OPPOSITE SEX | <u>1</u> | <u>1</u> | * | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> |
| GOING STEADY, KISSING, BECOMING SERIOUS TOO YOUNG | <u>1</u> | <u>1</u> | * | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> |
| NICE ORGANIZED PARTIES--GOOD PLACES, EARLY HOURS, ETC. | <u>1</u> | * | <u>1</u> | * | <u>1</u> | <u>2</u> | <u>1</u> | <u>2</u> |
| THE WAY THEY TALK--USE SLANG LANGUAGE, BAD LANGUAGE | * | * | <u>1</u> | * | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> |
| HANGING AROUND WITH WRONG CROWD; BLAMING WHOLE GROUPS FOR FEW PEOPLE'S WRONGDOING--BLAMING THE PARTICULAR INDIVIDUAL FOR ACTIONS OF A TEEN-AGE GROUP | * | * | * | <u>1</u> | * | <u>1</u> | <u>1</u> | * |
| ALL OTHER | <u>3</u> | <u>3</u> | <u>3</u> | <u>3</u> | <u>2</u> | <u>4</u> | <u>4</u> | <u>3</u> |
| DON'T KNOW OR NO ANSWER | <u>38</u> | <u>38</u> | <u>38</u> | <u>39</u> | <u>34</u> | <u>31</u> | <u>28</u> | <u>33</u> |

*Less than .5 per cent

Note: Group totals add to more than 100%, and subtotals may add to more than group totals because some respondents gave more than one answer.

22. On another subject, juvenile delinquency, we don't want to spend a lot of time, but we do want some advice from you as to where you think the line should be drawn between the behavior of young people having a good time and things that really should be called juvenile delinquency. Can you give me some examples of things that people are inclined to call juvenile delinquency these days, but which actually in your opinion should not be called that?

| | Rural total sample | Analyzed by respondents who are: | | | | | | | |
|--|--------------------------|----------------------------------|-----------|-----------|-----------|-----------------------------|-----------|-----------|-----------|
| | | Males and whose ages are: | | | | Females and whose ages are: | | | |
| | | Total | 16-18 | 19,20 | 21-23 | Total | 16-18 | 19,20 | 21-23 |
| Respondents--actual | 1794 | 897 | 597 | 177 | 123 | 897 | 542 | 183 | 172 |
| --weighted | 2562 | 1278 | | | | 1284 | | | |
| | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % | % | % | % |
| DRIVING--CARS AND MOTORCYCLES | <u>21</u> | <u>23</u> | <u>26</u> | <u>21</u> | <u>20</u> | <u>20</u> | <u>21</u> | <u>17</u> | <u>20</u> |
| Fast driving, speeding, hot rodding, drag racing | 13 | 14 | 14 | 12 | 14 | 12 | 13 | 13 | 13 |
| Just driving around, driving | 5 | 5 | 7 | 5 | 2 | 5 | 6 | 3 | 6 |
| Organized drag races, official contests, racing on drag strips | 1 | 1 | 1 | 1 | 2 | 1 | 1 | - | 1 |
| Accidents, they make too much of wrecks | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | - |
| Any minor traffic violation | 1 | 1 | 1 | 1 | 1 | 1 | 1 | - | 1 |
| Other (car driving) | 2 | 3 | 3 | 2 | 2 | 1 | 1 | - | - |
| DRINKING, DRINKING PARTIES, GOING TO BARS | <u>7</u> | <u>7</u> | <u>6</u> | <u>8</u> | <u>7</u> | <u>7</u> | <u>6</u> | <u>6</u> | <u>9</u> |
| DANCING, TEEN-AGE TYPES OF DANCES | <u>6</u> | <u>3</u> | <u>4</u> | <u>4</u> | <u>2</u> | <u>8</u> | <u>7</u> | <u>10</u> | <u>8</u> |
| STAYING OUT LATE | <u>6</u> | <u>7</u> | <u>7</u> | <u>8</u> | <u>7</u> | <u>4</u> | <u>5</u> | <u>4</u> | <u>3</u> |
| SMOKING | <u>5</u> | <u>5</u> | <u>6</u> | <u>3</u> | <u>6</u> | <u>5</u> | <u>6</u> | <u>5</u> | <u>3</u> |
| NON-DESTRUCTIVE PRANKS, MINOR MISCHIEF, PRACTICAL JOKE | <u>5</u> | <u>6</u> | <u>6</u> | <u>8</u> | <u>3</u> | <u>4</u> | <u>6</u> | <u>2</u> | <u>4</u> |
| HAVING A GOOD TIME, HARMLESS, NON-DESTRUCTIVE FUN (no further information) | <u>4</u> | <u>5</u> | <u>6</u> | <u>4</u> | <u>4</u> | <u>4</u> | <u>5</u> | <u>2</u> | <u>2</u> |
| MAKING NOISE, NOISY PARTIES | <u>4</u> | <u>3</u> | <u>3</u> | <u>4</u> | <u>2</u> | <u>6</u> | <u>7</u> | <u>5</u> | <u>6</u> |
| SHOWING OFF, LOAFING AROUND, GOING AROUND IN GROUPS | <u>4</u> | <u>4</u> | <u>5</u> | <u>2</u> | <u>4</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>2</u> |
| PARTIES, SOME OF THE SOCIAL FUNCTIONS | <u>3</u> | <u>3</u> | <u>3</u> | <u>3</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>4</u> | <u>1</u> |
| I THINK MOST EVERYTHING THEY CALL JUVENILE DELINQUENCY IS JUSTIFIED | <u>3</u> | <u>2</u> | <u>2</u> | <u>3</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>4</u> | <u>2</u> |
| ALMOST ANYTHING KIDS DO IS CALLED JUVENILE DELINQUENCY--THIS IS WRONG | <u>3</u> | <u>3</u> | <u>3</u> | <u>2</u> | <u>3</u> | <u>2</u> | <u>2</u> | <u>3</u> | <u>2</u> |

(Continued)

(Continued)

22. On another subject, juvenile delinquency, we don't want to spend a lot of time, but we do want some advice from you as to where you think the line should be drawn between the behavior of young people having a good time and things that really should be called juvenile delinquency. Can you give me some examples of things that people are inclined to call juvenile delinquency these days, but which actually in your opinion should not be called that?

| | Rural total sample | Analyzed by respondents who are: | | | | | | | |
|--|--------------------------|----------------------------------|-----------|-----------|-----------|-----------------------------|-----------|-----------|-----------|
| | | Males and whose ages are: | | | | Females and whose ages are: | | | |
| | | Total | 16-18 | 19,20 | 21-23 | Total | 16-18 | 19,20 | 21-23 |
| Respondents--actual | 1794 | 897 | 597 | 177 | 123 | 897 | 542 | 183 | 172 |
| --weighted | 2562 | 1278 | | | | 1284 | | | |
| | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % | % | % | % |
| APPEARANCE; SLOPPY HABITS, BAD DRESSING | <u>2</u> | <u>2</u> | <u>4</u> | <u>1</u> | <u>2</u> | <u>2</u> | <u>3</u> | <u>1</u> | <u>1</u> |
| HANGING AROUND ON STREETS | <u>2</u> | <u>3</u> | <u>3</u> | <u>2</u> | <u>2</u> | <u>2</u> | <u>2</u> | <u>2</u> | <u>2</u> |
| STEALING SMALL THINGS-- CANDY, WATERMELON | <u>2</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>3</u> | <u>1</u> | <u>3</u> | <u>4</u> |
| ALMOST NOTHING SHOULD BE CALLED JUVENILE DELINQUENCY BECAUSE IT'S NOT THE KIDS' FAULT | <u>2</u> | <u>2</u> | <u>1</u> | <u>1</u> | <u>3</u> | <u>2</u> | <u>2</u> | <u>1</u> | <u>2</u> |
| JUST DATING, GOING OUT WITH OPPOSITE SEX | <u>1</u> | <u>1</u> | <u>2</u> | - | <u>1</u> | <u>2</u> | <u>2</u> | <u>1</u> | <u>1</u> |
| FIGHTING, SHOIVING EACH OTHER AROUND FOR FUN | <u>1</u> | <u>2</u> | <u>3</u> | <u>2</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | - |
| CLUBS, GROUPS THAT THEY CALL GANGS | <u>1</u> | <u>2</u> | <u>2</u> | <u>2</u> | <u>2</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> |
| BREAKING WINDOWS, OTHER MINOR DESTRUCTION | <u>1</u> | <u>1</u> | <u>1</u> | <u>2</u> | <u>2</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> |
| GOING TO UNCHAPERONED PARTIES, PLACES | <u>1</u> | <u>1</u> | <u>1</u> | - | <u>1</u> | <u>1</u> | <u>2</u> | <u>1</u> | <u>1</u> |
| HANGING AROUND DRUGSTORES, OTHER TEEN-AGE PLACES | <u>1</u> | <u>1</u> | <u>1</u> | <u>2</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> |
| STAYING OUT LATE WITH OPPOSITE SEX | <u>1</u> | <u>1</u> | <u>2</u> | <u>1</u> | - | * | * | <u>1</u> | - |
| GOING STEADY, KISSING, BECOMING SERIOUS TOO YOUNG | <u>1</u> | <u>1</u> | <u>1</u> | <u>2</u> | <u>1</u> | * | * | - | <u>1</u> |
| NICE ORGANIZED PARTIES--GOOD PLACES, EARLY HOURS, ETC. | <u>1</u> | * | * | <u>1</u> | - | <u>1</u> | <u>1</u> | - | <u>1</u> |
| THE WAY THEY TALK--USE SLANG LANGUAGE, BAD LANGUAGE | * | * | <u>1</u> | - | - | <u>1</u> | <u>1</u> | <u>2</u> | - |
| HANGING AROUND WITH WRONG CROWD; BLAMING WHOLE GROUPS FOR FEW PEOPLE'S WRONG DOING--BLAMING THE PARTICU- LAR INDIVIDUAL FOR ACTIONS OF A TEEN-AGE GROUP | * | * | <u>1</u> | <u>1</u> | - | * | <u>1</u> | <u>1</u> | - |
| ALL OTHER | <u>3</u> | <u>3</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>3</u> | <u>2</u> | <u>4</u> | <u>2</u> |
| DON'T KNOW OR NO ANSWER | <u>38</u> | <u>38</u> | <u>34</u> | <u>38</u> | <u>46</u> | <u>38</u> | <u>31</u> | <u>40</u> | <u>43</u> |

*Less than .5 per cent

Note: Group totals add to more than 100%, and subtotals may add to more than group totals because some respondents gave more than one answer.

23. Now, can you give me some examples of things a young person really might do which really represent the beginnings of juvenile delinquency, or becoming a real juvenile delinquent?

| | Rural total sample | Analyzed by respondents who are: | | Urban total sample | Analyzed by respondents who are: | |
|--|--------------------------|--|-----------|--------------------------|--|-----------|
| | | Male | Female | | Male | Female |
| Respondents--actual | 1794 | 897 | 897 | 720 | 359 | 361 |
| --weighted | 2562 | 1278 | 1284 | | | |
| | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % |
| STEALING | <u>40</u> | <u>41</u> | <u>40</u> | <u>39</u> | <u>42</u> | <u>37</u> |
| Small thefts, shoplifting | 20 | 21 | 19 | 20 | 21 | 19 |
| Stealing, stealing other things | 19 | 18 | 19 | 17 | 17 | 16 |
| Stealing cars | 3 | 3 | 2 | 5 | 5 | 4 |
| DRINKING, DRINKING TOO MUCH, TOO YOUNG; GOING TO BARS | <u>30</u> | <u>27</u> | <u>32</u> | <u>27</u> | <u>28</u> | <u>26</u> |
| ASSOCIATING WITH A GANG, BAD COMPANY | <u>22</u> | <u>23</u> | <u>20</u> | <u>23</u> | <u>26</u> | <u>21</u> |
| Becoming a member of a gang, doing things to be accepted by a group | 10 | 11 | 9 | 9 | 9 | 9 |
| Getting in with a bad crowd, the wrong crowd | 10 | 10 | 9 | 12 | 14 | 10 |
| Getting in with an older crowd | 2 | 3 | 2 | 3 | 3 | 2 |
| VANDALISM, DESTRUCTION OF PROPERTY, BREAKING AND ENTERING | <u>20</u> | <u>20</u> | <u>21</u> | <u>19</u> | <u>20</u> | <u>18</u> |
| DISOBEDIENCE, RUDENESS TO PEOPLE | <u>11</u> | <u>10</u> | <u>12</u> | <u>11</u> | <u>9</u> | <u>14</u> |
| Disobeying parents | 6 | 5 | 7 | 8 | 7 | 8 |
| Being disobedient, rude to people, higher authorities | 5 | 5 | 5 | 4 | 3 | 6 |
| Disobeying teachers | 1 | 1 | 1 | 1 | 1 | 1 |
| RECKLESS DRIVING, HOT RODDING; SPEEDING, DRAG RACING | <u>11</u> | <u>9</u> | <u>12</u> | <u>8</u> | <u>7</u> | <u>10</u> |
| FAMILY, UPBRINGING, SITUATION | <u>10</u> | <u>9</u> | <u>10</u> | <u>11</u> | <u>11</u> | <u>10</u> |
| Too much freedom, lack of parental discipline | 6 | 6 | 6 | 7 | 8 | 6 |
| Bad, unhappy family life | 3 | 3 | 3 | 3 | 3 | 3 |
| Parents too strict | 1 | 1 | 1 | 1 | 1 | 1 |
| How they're brought up, other family influences | 1 | * | 1 | 1 | 1 | 1 |
| FIGHTING, ACTING TOUGH, PICKING ON YOUNG KIDS | <u>7</u> | <u>7</u> | <u>7</u> | <u>10</u> | <u>11</u> | <u>9</u> |
| STAYING OUT LATE | <u>6</u> | <u>6</u> | <u>6</u> | <u>11</u> | <u>12</u> | <u>9</u> |
| SMOKING | <u>6</u> | <u>6</u> | <u>7</u> | <u>5</u> | <u>7</u> | <u>4</u> |

*Less than .5 per cent

(Continued)

(Continued)

23. Now, can you give me some examples of things a young person really might do which really represent the beginnings of juvenile delinquency, or becoming a real juvenile delinquent?

| | Rural total sample | Analyzed by respondents who are: | | Urban total sample | Analyzed by respondents who are: | |
|--|--------------------------|--|----------|--------------------------|--|----------|
| | | Male | Female | | Male | Female |
| Respondents--actual | 1794 | 897 | 897 | 720 | 359 | 361 |
| --weighted | 2562 | 1278 | 1284 | | | |
| | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % |
| HANGING AROUND, HAVING NOTHING TO DO IS THE CAUSE | <u>3</u> | <u>4</u> | <u>2</u> | <u>4</u> | <u>4</u> | <u>3</u> |
| SKIPPING, QUITTING SCHOOL | <u>2</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>3</u> | <u>5</u> |
| DATING TOO SOON, GOING STEADY TOO EARLY, GROWING UP TOO FAST SOCIALLY | <u>2</u> | <u>1</u> | <u>2</u> | <u>2</u> | <u>1</u> | <u>3</u> |
| DOPE, GLUE SNIFFING PARTIES | <u>2</u> | <u>2</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>2</u> |
| LYING | <u>2</u> | <u>1</u> | <u>2</u> | <u>2</u> | * | <u>3</u> |
| ASSAULT, BEATING PEOPLE UP | <u>2</u> | <u>1</u> | <u>2</u> | <u>3</u> | <u>2</u> | <u>3</u> |
| HAVING A CAR, A CAR TOO SOON | <u>1</u> | <u>2</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>2</u> |
| CARRYING, HAVING KNIVES, WEAPONS | <u>1</u> | <u>1</u> | <u>1</u> | <u>2</u> | <u>3</u> | <u>2</u> |
| GAMBLING | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> |
| CHEATING | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | * | <u>2</u> |
| KILLING, MURDER | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> |
| THEIR APPEARANCE--SLOPPY HABITS, BAD DRESSING | * | * | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> |
| STAYING OUT LATE WITH OPPOSITE SEX | * | - | <u>1</u> | * | - | <u>1</u> |
| UNCHAPERONED PARTIES | * | * | * | <u>1</u> | <u>1</u> | <u>1</u> |
| ALL OTHER | <u>6</u> | <u>6</u> | <u>6</u> | <u>8</u> | <u>8</u> | <u>7</u> |
| DON'T KNOW OR NO ANSWER | <u>7</u> | <u>8</u> | <u>6</u> | <u>6</u> | <u>5</u> | <u>7</u> |

*Less than .5 per cent

Note: Group totals add to more than 100%, and subtotals may add to more than group totals because some respondents gave more than one answer.

23. Now, can you give me some examples of things a young person really might do which really represent the beginnings of juvenile delinquency, or becoming a real juvenile delinquent?

| | Rural total sample | Analyzed by respondents who are: | | | | | | | |
|---|--------------------------|----------------------------------|-----------|-----------|-----------|-----------------------------|-----------|-----------|-----------|
| | | Males and whose ages are: | | | | Females and whose ages are: | | | |
| | | Total | 16-18 | 19,20 | 21-23 | Total | 16-18 | 19,20 | 21-23 |
| Respondents--actual | 1794 | 897 | 597 | 177 | 123 | 897 | 542 | 183 | 172 |
| --weighted | 2562 | 1278 | | | | 1284 | | | |
| | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % | % | % | % |
| STEALING | <u>40</u> | <u>41</u> | <u>39</u> | <u>42</u> | <u>42</u> | <u>40</u> | <u>43</u> | <u>36</u> | <u>37</u> |
| Small thefts, shoplifting | 20 | 21 | 20 | 23 | 19 | 19 | 20 | 19 | 19 |
| Stealing, stealing other things | 19 | 18 | 16 | 18 | 22 | 19 | 22 | 16 | 16 |
| Stealing cars | 3 | 3 | 3 | 2 | 5 | 2 | 1 | 3 | 4 |
| DRINKING, DRINKING TOO MUCH, TOO YOUNG; GOING TO BARS | <u>30</u> | <u>27</u> | <u>28</u> | <u>26</u> | <u>26</u> | <u>32</u> | <u>33</u> | <u>30</u> | <u>33</u> |
| ASSOCIATING WITH A GANG, BAD COMPANY | <u>22</u> | <u>23</u> | <u>26</u> | <u>20</u> | <u>20</u> | <u>20</u> | <u>22</u> | <u>17</u> | <u>19</u> |
| Becoming a member of a gang, doing things to be accepted by a group | 10 | 11 | 11 | 11 | 10 | 9 | 9 | 9 | 10 |
| Getting in with a bad crowd, the wrong crowd | 10 | 10 | 12 | 7 | 8 | 9 | 11 | 8 | 8 |
| Getting in with an older crowd | 2 | 3 | 3 | 2 | 2 | 2 | 2 | 1 | 1 |
| VANDALISM, DESTRUCTION OF PROPERTY, BREAKING AND ENTERING | <u>20</u> | <u>20</u> | <u>20</u> | <u>20</u> | <u>18</u> | <u>21</u> | <u>22</u> | <u>23</u> | <u>19</u> |
| DISOBEDIENCE, RUDENESS TO PEOPLE | <u>11</u> | <u>10</u> | <u>7</u> | <u>11</u> | <u>15</u> | <u>12</u> | <u>11</u> | <u>10</u> | <u>15</u> |
| Disobeying parents | 6 | 5 | 5 | 7 | 6 | 7 | 6 | 5 | 9 |
| Being disobedient, rude to people, higher authorities | 5 | 5 | 2 | 5 | 10 | 5 | 5 | 5 | 6 |
| Disobeying teachers | 1 | 1 | 1 | 1 | 1 | 1 | 1 | - | 1 |
| RECKLESS DRIVING, HOT RODDING; SPEEDING, DRAG RACING | <u>11</u> | <u>9</u> | <u>10</u> | <u>8</u> | <u>10</u> | <u>12</u> | <u>12</u> | <u>12</u> | <u>10</u> |
| FAMILY UPBRINGING, SITUATION | <u>10</u> | <u>9</u> | <u>8</u> | <u>12</u> | <u>7</u> | <u>10</u> | <u>8</u> | <u>9</u> | <u>13</u> |
| Too much freedom, lack of parental discipline | 6 | 6 | 4 | 8 | 6 | 6 | 4 | 8 | 6 |
| Bad, unhappy family life | 3 | 3 | 3 | 3 | 1 | 3 | 2 | - | 5 |
| Parents too strict | 1 | 1 | * | 1 | 1 | 1 | 1 | 1 | 1 |
| How they're brought up, other family influences | 1 | * | 1 | - | - | 1 | 1 | 1 | 1 |
| FIGHTING, ACTING TOUGH, PICKING ON YOUNG KIDS | <u>7</u> | <u>7</u> | <u>9</u> | <u>8</u> | <u>4</u> | <u>7</u> | <u>8</u> | <u>8</u> | <u>4</u> |
| STAYING OUT LATE | <u>6</u> | <u>6</u> | <u>6</u> | <u>6</u> | <u>7</u> | <u>6</u> | <u>4</u> | <u>8</u> | <u>10</u> |
| SMOKING | <u>6</u> | <u>6</u> | <u>8</u> | <u>3</u> | <u>3</u> | <u>7</u> | <u>9</u> | <u>5</u> | <u>5</u> |

*Less than .5 per cent

(Continued)

(Continued)

23. Now, can you give me some examples of things a young person really might do which really represent the beginnings of juvenile delinquency, or becoming a real juvenile delinquent?

| | Rural total sample | Analyzed by respondents who are: | | | | | | | |
|---|--------------------------|----------------------------------|----------|----------|-----------|-----------------------------|----------|----------|----------|
| | | Males and whose ages are: | | | | Females and whose ages are: | | | |
| | | Total | 16-18 | 19,20 | 21-23 | Total | 16-18 | 19,20 | 21-23 |
| Respondents--actual | 1794 | 897 | 597 | 177 | 123 | 897 | 542 | 183 | 172 |
| --weighted | 2562 | 1278 | | | | 1284 | | | |
| | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % | % | % | % |
| HANGING AROUND, HAVING NOTHING TO DO IS THE CAUSE | <u>3</u> | <u>4</u> | <u>4</u> | <u>3</u> | <u>4</u> | <u>2</u> | <u>1</u> | <u>3</u> | <u>3</u> |
| SKIPPING, QUITTING SCHOOL | <u>2</u> | <u>2</u> | <u>2</u> | <u>1</u> | <u>2</u> | <u>3</u> | <u>3</u> | <u>1</u> | <u>3</u> |
| DATING TOO SOON, GOING STEADY TOO EARLY, GROWING UP TOO FAST SOCIALLY | <u>2</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>2</u> | <u>2</u> | <u>2</u> | <u>3</u> | <u>2</u> |
| DOPE, GLUE SNIFFING PARTIES | <u>2</u> | <u>2</u> | <u>1</u> | <u>3</u> | <u>2</u> | <u>2</u> | <u>1</u> | <u>3</u> | <u>1</u> |
| LYING | <u>2</u> | <u>1</u> | * | <u>1</u> | <u>2</u> | <u>2</u> | <u>3</u> | <u>2</u> | <u>2</u> |
| ASSAULT, BEATING PEOPLE UP | <u>2</u> | <u>1</u> | <u>2</u> | <u>2</u> | - | <u>2</u> | <u>3</u> | <u>2</u> | <u>1</u> |
| HAVING A CAR, A CAR TOO SOON | <u>1</u> | <u>2</u> | <u>1</u> | <u>1</u> | <u>4</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>2</u> |
| CARRYING, HAVING KNIVES, WEAPONS | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>2</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> |
| GAMBLING | <u>1</u> | <u>1</u> | <u>1</u> | <u>2</u> | - | <u>1</u> | <u>1</u> | - | <u>1</u> |
| CHEATING | <u>1</u> | <u>1</u> | * | - | <u>2</u> | <u>1</u> | <u>1</u> | <u>1</u> | - |
| KILLING, MURDER | <u>1</u> | <u>1</u> | <u>1</u> | <u>2</u> | - | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> |
| THEIR APPEARANCE--SLOPPY HABITS, BAD DRESSING | * | * | <u>1</u> | - | - | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> |
| STAYING OUT LATE WITH OPPOSITE SEX | * | - | - | - | - | <u>1</u> | * | - | <u>1</u> |
| UNCHAPERONED PARTIES | * | * | * | - | - | * | <u>1</u> | <u>1</u> | - |
| ALL OTHER | <u>6</u> | <u>6</u> | <u>6</u> | <u>6</u> | <u>7</u> | <u>6</u> | <u>5</u> | <u>5</u> | <u>7</u> |
| DON'T KNOW OR NO ANSWER | <u>7</u> | <u>8</u> | <u>8</u> | <u>8</u> | <u>10</u> | <u>6</u> | <u>6</u> | <u>8</u> | <u>7</u> |

*Less than .5 per cent

Note: Group totals add to more than 100%, and subtotals may add to more than group totals because some respondents gave more than one answer.

24. In recent years the number of children born to unmarried mothers has steadily increased. What do you think are the causes of this?

| Respondents--actual --weighted | Rural total sample | Analyzed by respondents who are: | | Analyzed by respondents who were interviewed by: | | Urban total sample Analyzed by respondents who are: | | |
|--|--------------------------|----------------------------------|-----------|--|-------------------|---|-----------|-----------|
| | | Male | Female | Adults | Someone their age | Total | Male | Female |
| | | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) |
| | | % | % | % | % | % | % | % |
| PARENTS, FAMILY LIFE | <u>46</u> | <u>40</u> | <u>52</u> | <u>48</u> | <u>39</u> | <u>45</u> | <u>36</u> | <u>53</u> |
| Parents being too lenient, not strict enough, give them too much freedom | 15 | 16 | 14 | 16 | 11 | 13 | 11 | 15 |
| Parents not teaching any standards, moral codes, the differences between right and wrong | 7 | 6 | 8 | 7 | 6 | 7 | 6 | 8 |
| Parents too strict | 6 | 3 | 8 | 6 | 4 | 6 | 5 | 8 |
| Parents don't educate the kids properly about sex | 6 | 5 | 6 | 6 | 4 | 7 | 6 | 8 |
| Effects of broken, unhappy homes, quarrelsome parents | 5 | 3 | 7 | 5 | 4 | 4 | 4 | 4 |
| Not having affection, love in the home | 4 | 2 | 6 | 4 | 3 | 6 | 4 | 7 |
| Just not brought up right; it's the parent's fault (no further information) | 3 | 3 | 2 | 2 | 4 | 2 | 1 | 3 |
| Parents not home enough, too busy to supervise them | 2 | 2 | 3 | 3 | 2 | 1 | 1 | 1 |
| Parents push kids out ahead, too soon | 2 | 1 | 2 | 1 | 3 | 2 | 2 | 2 |
| Parents set wrong standards, behave badly themselves | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Parents aren't close enough to their kids, don't understand, know them | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| YOUNG CHILDREN TODAY JUST HAVE LOWER STANDARDS, NO MORALS, ARE AT FAULT | <u>7</u> | <u>8</u> | <u>6</u> | <u>7</u> | <u>7</u> | <u>8</u> | <u>9</u> | <u>7</u> |
| MORAL STANDARDS IN GENERAL ARE LOWER | <u>7</u> | <u>7</u> | <u>6</u> | <u>5</u> | <u>12</u> | <u>7</u> | <u>9</u> | <u>6</u> |
| HAVE MORE FREEDOM, MORE TEMPTATIONS, CHANCES TO BE ALONE | <u>6</u> | <u>6</u> | <u>6</u> | <u>6</u> | <u>5</u> | <u>5</u> | <u>7</u> | <u>4</u> |
| DATE, GO OUT AT TOO YOUNG AN AGE | <u>6</u> | <u>5</u> | <u>7</u> | <u>6</u> | <u>6</u> | <u>5</u> | <u>4</u> | <u>5</u> |
| GO STEADY, GET SERIOUS, TOO MUCH NECKING TOO EARLY | <u>5</u> | <u>3</u> | <u>6</u> | <u>4</u> | <u>5</u> | <u>5</u> | <u>3</u> | <u>6</u> |
| IT'S THE GIRL'S FAULT | <u>4</u> | <u>3</u> | <u>5</u> | <u>4</u> | <u>4</u> | <u>6</u> | <u>6</u> | <u>6</u> |
| IT'S THE FAST PACE OF LIFE TODAY-- MAKES KIDS GROW UP FASTER | <u>4</u> | <u>4</u> | <u>3</u> | <u>3</u> | <u>4</u> | <u>2</u> | <u>3</u> | <u>2</u> |

(Continued)

(Continued)

24. In recent years the number of children born to unmarried mothers has steadily increased. What do you think are the causes of this?

| | Rural total sample | Analyzed by respondents who are: | | Analyzed by respondents who were interviewed by: | | Urban total sample Analyzed by respondents who are: | | |
|---|--------------------------|--|-----------|---|-------------------------|---|-----------|-----------|
| | | Male | Female | Adults | Someone their age | Total | Male | Female |
| Respondents--actual | 1794 | 897 | 897 | 1359 | 435 | 720 | 359 | 361 |
| --weighted | 2562 | 1278 | 1284 | 1983 | 579 | | | |
| | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % | % | % |
| SEX HAS BEEN GLAMORIZED BY MAGAZINES, MOVIES, TV, ETC. | <u>3</u> | <u>4</u> | <u>3</u> | <u>4</u> | <u>2</u> | <u>5</u> | <u>4</u> | <u>5</u> |
| CAR, HAVING A CAR TOO SOON | <u>3</u> | <u>3</u> | <u>3</u> | <u>3</u> | <u>4</u> | <u>3</u> | <u>4</u> | <u>3</u> |
| KIDS TRY TO GROW UP, WANT TO ACT GROWN UP, BE ACCEPTED TOO SOON | <u>3</u> | <u>3</u> | <u>3</u> | <u>3</u> | <u>3</u> | <u>2</u> | <u>2</u> | <u>2</u> |
| THERE'S NOT ENOUGH FOR KIDS TO DO, HAVE TOO MUCH FREE TIME ON THEIR HANDS | <u>3</u> | <u>2</u> | <u>3</u> | <u>3</u> | <u>2</u> | <u>3</u> | <u>2</u> | <u>4</u> |
| GET IN BAD COMPANY, OLDER COMPANY | <u>3</u> | <u>1</u> | <u>4</u> | <u>3</u> | <u>2</u> | <u>4</u> | <u>4</u> | <u>4</u> |
| TOO MUCH IGNORANCE ABOUT SEX | <u>2</u> | <u>3</u> | <u>2</u> | <u>3</u> | <u>1</u> | <u>3</u> | <u>3</u> | <u>4</u> |
| DRINKING, MORE ACCESS TO LIQUOR | <u>2</u> | <u>3</u> | <u>2</u> | <u>3</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>3</u> |
| NOT ENOUGH RELIGION IN THEIR LIVES | <u>2</u> | <u>2</u> | <u>2</u> | <u>2</u> | * | <u>1</u> | <u>1</u> | <u>2</u> |
| IT'S THE BOY'S FAULT | <u>1</u> | <u>1</u> | <u>2</u> | <u>1</u> | <u>2</u> | <u>1</u> | <u>1</u> | <u>1</u> |
| SCHOOLS DON'T DO THE JOB THEY SHOULD | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> |
| STAYING OUT TOO LATE | <u>1</u> | * | <u>2</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | * |
| NUMBER OF UNMARRIED MOTHERS HASN'T INCREASED, STATISTICS ARE WRONG (no further information) | <u>1</u> | <u>1</u> | * | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> |
| WELFARE SUPPORTS THE CHILDREN | * | * | <u>1</u> | * | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> |
| DANCES, GO TO MORE DANCES NOW | * | * | * | * | <u>1</u> | - | - | - |
| ALL OTHER | <u>3</u> | <u>3</u> | <u>2</u> | <u>2</u> | <u>4</u> | <u>3</u> | <u>3</u> | <u>3</u> |
| DON'T KNOW | <u>16</u> | <u>22</u> | <u>10</u> | <u>16</u> | <u>15</u> | <u>14</u> | <u>18</u> | <u>11</u> |

*Less than .5 per cent

Note: Group totals add to more than 100%, and subtotals may add to more than group totals because some respondents gave more than one answer.

24. In recent years the number of children born to unmarried mothers has steadily increased. What do you think are the causes of this?

| | Rural total sample | Analyzed by respondents who are: | | | | | |
|--|--------------------------|----------------------------------|---------------|----------------|------------------|---------------|---------------|
| | | Males and are: | | | Females and are: | | |
| | | Total | Married | Single | Total | Married | Single |
| Respondents--actual | 1794 | 897 | 80** | 809 | 897 | 226 | 644 |
| --weighted | 2562 (100%) | 1278 (100%) | 182 (100%) | 1087 (100%) | 1284 (100%) | 423 (100%) | 818 (100%) |
| | % | % | % | % | % | % | % |
| PARENTS, FAMILY LIFE | <u>46</u> | <u>40</u> | <u>45</u> | <u>39</u> | <u>52</u> | <u>61</u> | <u>48</u> |
| Parents being too lenient, not strict enough, give them too much freedom | 15 | 16 | 20 | 16 | 14 | 17 | 12 |
| Parents not teaching any standards, moral codes, the differences between right and wrong | 7 | 6 | 2 | 7 | 8 | 7 | 8 |
| Parents too strict | 6 | 3 | 2 | 3 | 8 | 10 | 7 |
| Parents don't educate the kids properly about sex | 6 | 5 | 10 | 4 | 6 | 9 | 5 |
| Effects of broken, unhappy homes, quarrelsome parents | 5 | 3 | 5 | 3 | 7 | 7 | 7 |
| Not having affection, love in the home | 4 | 2 | 2 | 2 | 6 | 7 | 6 |
| Just not brought up right; it's the parent's fault (no further information) | 3 | 3 | 6 | 3 | 2 | 3 | 2 |
| Parents not home enough, too busy to supervise them | 2 | 2 | 2 | 2 | 3 | 4 | 2 |
| Parents push kids out ahead, too soon | 2 | 1 | - | 1 | 2 | * | 3 |
| Parents set wrong standards, behave badly themselves | 1 | 1 | - | 1 | 1 | 2 | 1 |
| Parents aren't close enough to their kids, don't understand, know them | 1 | 1 | - | 1 | 1 | 1 | 1 |
| YOUNG CHILDREN TODAY JUST HAVE LOWER STANDARDS, NO MORALS, ARE AT FAULT | <u>7</u> | <u>8</u> | <u>4</u> | <u>8</u> | <u>6</u> | <u>4</u> | <u>7</u> |
| MORAL STANDARDS IN GENERAL ARE LOWER | <u>7</u> | <u>7</u> | <u>4</u> | <u>8</u> | <u>6</u> | <u>4</u> | <u>8</u> |
| HAVE MORE FREEDOM, MORE TEMPTATIONS, CHANCES TO BE ALONE | <u>6</u> | <u>6</u> | <u>9</u> | <u>6</u> | <u>6</u> | <u>8</u> | <u>5</u> |
| DATE, GO OUT AT TOO YOUNG AN AGE | <u>6</u> | <u>5</u> | <u>3</u> | <u>5</u> | <u>7</u> | <u>6</u> | <u>8</u> |
| GO STEADY, GET SERIOUS, TOO MUCH NECKING TOO EARLY | <u>5</u> | <u>3</u> | - | <u>3</u> | <u>6</u> | <u>4</u> | <u>7</u> |
| IT'S THE GIRL'S FAULT | <u>4</u> | <u>3</u> | <u>1</u> | <u>3</u> | <u>5</u> | <u>3</u> | <u>5</u> |
| IT'S THE FAST PACE OF LIFE TODAY-- MAKES KIDS GROW UP FASTER | <u>4</u> | <u>4</u> | <u>7</u> | <u>4</u> | <u>3</u> | <u>4</u> | <u>2</u> |

**Percentages based on less than 100 cases are often unreliable.

(Continued)

(Continued)

24. In recent years the number of children born to unmarried mothers has steadily increased. What do you think are the causes of this?

| | Rural total sample | Analyzed by respondents who are: | | | | | |
|---|--------------------------|----------------------------------|-----------|-----------|------------------|----------|-----------|
| | | Males and are: | | | Females and are: | | |
| | | Total | Married | Single | Total | Married | Single |
| Respondents--actual | 1794 | 897 | 80** | 809 | 897 | 226 | 644 |
| --weighted | 2562 | 1278 | 182 | 1087 | 1284 | 423 | 818 |
| | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % | % |
| SEX HAS BEEN GLAMORIZED BY MAGAZINES, MOVIES, TV, ETC. | <u>3</u> | <u>4</u> | <u>7</u> | <u>3</u> | <u>3</u> | <u>3</u> | <u>3</u> |
| CAR, HAVING A CAR TOO SOON | <u>3</u> | <u>3</u> | - | <u>3</u> | <u>3</u> | <u>3</u> | <u>4</u> |
| KIDS TRY TO GROW UP, WANT TO ACT GROWN UP, BE ACCEPTED TOO SOON | <u>3</u> | <u>3</u> | <u>1</u> | <u>3</u> | <u>3</u> | <u>3</u> | <u>3</u> |
| THERE'S NOT ENOUGH FOR KIDS TO DO, HAVE TOO MUCH FREE TIME ON THEIR HANDS | <u>3</u> | <u>2</u> | <u>4</u> | <u>2</u> | <u>3</u> | <u>5</u> | <u>2</u> |
| GET IN BAD COMPANY, OLDER COMPANY | <u>3</u> | <u>1</u> | - | <u>2</u> | <u>4</u> | <u>5</u> | <u>3</u> |
| TOO MUCH IGNORANCE ABOUT SEX | <u>2</u> | <u>3</u> | <u>2</u> | <u>3</u> | <u>2</u> | <u>1</u> | <u>3</u> |
| DRINKING, MORE ACCESS TO LIQUOR | <u>2</u> | <u>3</u> | <u>4</u> | <u>3</u> | <u>2</u> | <u>3</u> | <u>1</u> |
| NOT ENOUGH RELIGION IN THEIR LIVES | <u>2</u> | <u>2</u> | <u>2</u> | <u>2</u> | <u>2</u> | <u>1</u> | <u>2</u> |
| IT'S THE BOY'S FAULT | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>2</u> | <u>1</u> | <u>2</u> |
| SCHOOLS DON'T DO THE JOB THEY SHOULD | <u>1</u> | <u>1</u> | <u>2</u> | <u>1</u> | <u>1</u> | <u>3</u> | <u>1</u> |
| STAYING OUT TOO LATE | <u>1</u> | * | - | <u>1</u> | <u>2</u> | <u>3</u> | <u>1</u> |
| NUMBER OF UNMARRIED MOTHERS HASN'T INCREASED, STATISTICS ARE WRONG (no further information) | <u>1</u> | <u>1</u> | <u>2</u> | <u>1</u> | * | - | <u>1</u> |
| WELFARE SUPPORTS THE CHILDREN | * | * | - | * | <u>1</u> | <u>2</u> | - |
| DANCES, GO TO MORE DANCES NOW | * | * | <u>1</u> | * | * | <u>1</u> | * |
| ALL OTHER | <u>3</u> | <u>3</u> | <u>2</u> | <u>3</u> | <u>2</u> | <u>1</u> | <u>3</u> |
| DON'T KNOW | <u>16</u> | <u>22</u> | <u>18</u> | <u>22</u> | <u>10</u> | <u>7</u> | <u>12</u> |

*Less than .5 per cent

**Percentages based on less than 100 cases are often unreliable.

Note: Group totals add to more than 100%, and subtotals may add to more than group totals because some respondents gave more than one answer.

25a. If some adult came to you and said "I'd like to talk to someone around here who really understands people your age and their problems," whom would you recommend?

| | Rural total sample | Analyzed by respondents who are: | | Urban total sample | Analyzed by respondents who are: | |
|---|--------------------------|--|----------------|--------------------------|--|--------|
| | | Male | Female | | Male | Female |
| Respondents--actual | 1794 | 897 | 897 | 720 | 359 | 361 |
| --weighted | 2562 (100%) | 1278 (100%) | 1284 (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % |
| MINISTER, CLERGYMAN | 25 | 22 | 28 | 22 | 20 | 24 |
| MY PARENTS | 13 | 12 | 15 | 13 | 11 | 15 |
| TEACHER | 13 | 14 | 12 | 11 | 12 | 9 |
| SCHOOL ADMINISTRATOR | 5 | 4 | 6 | 3 | 5 | 1 |
| GUIDANCE LEADER, COUNSELOR | 5 | 6 | 4 | 4 | 5 | 3 |
| FRIEND OF FAMILY | 4 | 4 | 5 | 6 | 4 | 9 |
| BOY FRIEND, GIRL FRIEND, SOMEONE MY AGE | 3 | 4 | 2 | 3 | 3 | 2 |
| RELATIVES OTHER THAN PARENTS | 2 | 2 | 3 | 2 | 2 | 3 |
| POLICE OR PAROLE OFFICER | 2 | 3 | 1 | - | - | - |
| COACH | 2 | 3 | 1 | 1 | 2 | 1 |
| ME, MYSELF | 1 | 2 | * | 2 | 3 | 1 |
| WELFARE OFFICER | 1 | 1 | 1 | 3 | 3 | 2 |
| YMCA, SCOUTS, YWCA, YMHA | 1 | 1 | * | 1 | 2 | 1 |
| STATE OR LOCAL YOUTH OFFICIAL | 1 | 1 | * | 1 | 2 | 1 |
| WIFE, HUSBAND, FIANCEE | * | - | 1 | 1 | - | 1 |
| JUDGE | * | * | * | 1 | 1 | 1 |
| BROTHER, SISTER | * | * | * | 1 | 1 | 1 |
| GENERAL TOWN OFFICIAL | * | * | * | - | - | - |
| DOCTOR, FAMILY DOCTOR | * | * | * | 1 | 1 | - |
| ALL OTHER | 3 | 4 | 2 | 3 | 4 | 3 |
| DON'T KNOW OR NO ANSWER | 19 | 19 | 19 | 21 | 20 | 23 |

*Less than .5 per cent

Note: Percentages add to more than 100% because some respondents gave more than one answer.

25a. If some adult came to you and said "I'd like to talk to someone around here who really understands people your age and their problems," whom would you recommend?

| | Rural total sample | Analyzed by respondents who are: | | | | | | | |
|--|--------------------------|----------------------------------|--------|--------|--------|-----------------------------|--------|--------|--------|
| | | Males and whose ages are: | | | | Females and whose ages are: | | | |
| | | Total | 16-18 | 19,20 | 21-23 | Total | 16-18 | 19,20 | 21-23 |
| Respondents--actual | 1794 | 897 | 597 | 177 | 123 | 897 | 542 | 183 | 172 |
| --weighted | 2562 | 1278 | | | | 1284 | | | |
| | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % | % | % | % |
| MINISTER, CLERGYMAN | 25 | 22 | 18 | 22 | 29 | 28 | 21 | 28 | 35 |
| MY PARENTS | 13 | 12 | 13 | 10 | 11 | 15 | 16 | 17 | 13 |
| TEACHER | 13 | 14 | 17 | 16 | 8 | 12 | 16 | 11 | 7 |
| SCHOOL ADMINISTRATOR | 5 | 4 | 6 | 3 | 3 | 6 | 7 | 5 | 4 |
| GUIDANCE LEADER, COUNSELOR | 5 | 6 | 7 | 7 | 2 | 4 | 7 | 4 | - |
| FRIEND OF FAMILY | 4 | 4 | 4 | 1 | 4 | 5 | 5 | 2 | 8 |
| BOY FRIEND, GIRL FRIEND, SOMEONE MY AGE | 3 | 4 | 3 | 4 | 5 | 2 | 3 | 1 | - |
| RELATIVES OTHER THAN PARENTS | 2 | 2 | 2 | 2 | 2 | 3 | 5 | 2 | 2 |
| POLICE OR PAROLE OFFICER | 2 | 3 | 2 | 3 | 4 | 1 | 1 | 2 | 1 |
| COACH | 2 | 3 | 5 | 2 | - | 1 | 1 | 1 | 1 |
| ME, MYSELF | 1 | 2 | 2 | 3 | - | * | 1 | 1 | - |
| WELFARE OFFICER | 1 | 1 | 1 | 1 | 2 | 1 | * | 1 | 1 |
| YMCA, SCOUTS, YWCA, YMHA | 1 | 1 | 1 | 1 | - | * | * | 1 | - |
| STATE OR LOCAL YOUTH OFFICIAL | 1 | 1 | 1 | 2 | 1 | * | * | - | - |
| WIFE, HUSBAND, FIANCEE | * | - | - | - | - | 1 | - | 1 | 2 |
| JUDGE | * | * | 1 | - | 1 | * | * | - | - |
| BROTHER, SISTER | * | * | 1 | - | - | * | * | 1 | - |
| GENERAL TOWN OFFICIAL | * | * | - | - | 1 | * | * | - | 1 |
| DOCTOR, FAMILY DOCTOR | * | * | - | 1 | - | * | * | - | 1 |
| ALL OTHER | 3 | 4 | 4 | 4 | 2 | 2 | 3 | 3 | - |
| DON'T KNOW OR NO ANSWER | 19 | 19 | 14 | 20 | 25 | 19 | 14 | 20 | 24 |

*Less than .5 per cent

Note: Percentages add to more than 100% because some respondents gave more than one answer.

25a. If some adult came to you and said "I'd like to talk to someone around here who really understands people your age and their problems," whom would you recommend?

| | Rural total sample | Analyzed by respondents who are: | | Analyzed by respondents who live in an area classified as: | | |
|---|--------------------------|--|--------|---|-----------------------|--------|
| | | White | Negro | Rural farm | Rural non- farm | Town |
| Respondents--actual | 1794 | 1624 | 157 | 560 | 982 | 252 |
| --weighted | 2562 | 2318 | 226 | 780 | 1414 | 368 |
| | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % |
| MINISTER, CLERGYMAN | 25 | 26 | 13 | 28 | 24 | 22 |
| MY PARENTS | 13 | 13 | 20 | 12 | 14 | 13 |
| TEACHER | 13 | 13 | 19 | 14 | 13 | 13 |
| SCHOOL ADMINISTRATOR | 5 | 5 | 2 | 5 | 5 | 7 |
| GUIDANCE LEADER, COUNSELOR | 5 | 5 | 1 | 7 | 3 | 8 |
| FRIEND OF FAMILY | 4 | 4 | 7 | 4 | 4 | 5 |
| BOY FRIEND, GIRL FRIEND, SOMEONE MY AGE | 3 | 3 | - | 2 | 3 | 2 |
| RELATIVES OTHER THAN PARENTS | 2 | 2 | 5 | 2 | 3 | 1 |
| POLICE OR PAROLE OFFICER | 2 | 2 | * | 1 | 3 | 2 |
| COACH | 2 | 2 | 1 | 2 | 2 | 2 |
| ME, MYSELF | 1 | 1 | 1 | 1 | 1 | * |
| WELFARE OFFICER | 1 | 1 | 1 | 1 | 1 | 2 |
| YMCA, SCOUTS, YWCA, YMHA | 1 | 1 | * | 1 | 1 | 1 |
| STATE OR LOCAL YOUTH OFFICIAL | 1 | 1 | - | 1 | * | * |
| WIFE, HUSBAND, FIANCEE | * | * | * | * | * | 1 |
| JUDGE | * | * | - | - | * | 1 |
| BROTHER, SISTER | * | * | * | * | * | - |
| GENERAL TOWN OFFICIAL | * | * | 1 | * | * | * |
| DOCTOR, FAMILY DOCTOR | * | * | - | * | * | 1 |
| ALL OTHER | 3 | 3 | 1 | 3 | 3 | 2 |
| DON'T KNOW OR NO ANSWER | 19 | 18 | 28 | 17 | 20 | 17 |

*Less than .5 per cent

Note: Percentages add to more than 100% because some respondents gave more than one answer.

25b. What is there about the way (he, she) thinks and does things which makes you recommend (him, her)?

| | Rural total sample | Analyzed by respondents who are: | | Urban total sample | Analyzed by respondents who are: | |
|---|--------------------------|--|----------------|--------------------------|--|-----------|
| | | Male | Female | | Male | Female |
| Respondents--actual | 1794 | 897 | 897 | 720 | 359 | 361 |
| --weighted | 2562 (100%) | 1278 (100%) | 1284 (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % |
| THEY KNOW, UNDERSTAND OUR PROBLEMS | <u>46</u> | <u>47</u> | <u>45</u> | <u>41</u> | <u>47</u> | <u>35</u> |
| They know, understand us better | 17 | 17 | 18 | 14 | 17 | 11 |
| They have more contacts; do many things with young people | 15 | 16 | 14 | 14 | 18 | 11 |
| They have been trained to deal with young people's problems | 6 | 5 | 6 | 5 | 5 | 5 |
| They have, had teen-age children of their own | 4 | 3 | 5 | 3 | 4 | 3 |
| They have experience in counseling | 4 | 4 | 3 | 4 | 5 | 2 |
| They themselves are younger, not so old | 3 | 3 | 3 | 3 | 3 | 3 |
| People of the same age, would understand, have same problems | 2 | 3 | 2 | 3 | 3 | 2 |
| Other (they know, understand our problems) | 1 | 1 | 1 | 1 | * | 1 |
| THE KIND OF ADVICE, WAY THEY WOULD HANDLE PROBLEMS | <u>35</u> | <u>34</u> | <u>36</u> | <u>38</u> | <u>33</u> | <u>43</u> |
| Sympathetic, understanding; helpful, put themselves in your place | 13 | 10 | 15 | 16 | 13 | 18 |
| They basically, genuinely like young people--will listen to us | 6 | 6 | 6 | 6 | 3 | 6 |
| Give good, the right advice | 5 | 6 | 4 | 6 | 5 | 7 |
| I have, people have respect for them, their knowledge, advice | 4 | 4 | 4 | 3 | 3 | 4 |
| Personable, easy to talk to | 4 | 3 | 4 | 3 | 8 | 4 |
| Fair, reasonable, realistic | 3 | 3 | 2 | 3 | 3 | 4 |
| Know how to bring out the best, get you to do better | 2 | 2 | 1 | 3 | 3 | 3 |
| Would be more personally involved, interested in me | 1 | 1 | * | 1 | * | 1 |
| Would be more impersonal, would get an outside viewpoint | * | * | * | 1 | 1 | 1 |
| Other (the kind of advice, way they would handle problems) | 2 | 1 | 3 | 2 | 1 | 2 |
| ALL OTHER COMMENTS | <u>5</u> | <u>4</u> | <u>5</u> | <u>4</u> | <u>5</u> | <u>3</u> |
| DON'T KNOW OR NO ANSWER | <u>22</u> | <u>22</u> | <u>22</u> | <u>24</u> | <u>22</u> | <u>26</u> |

*Less than .5 per cent

Note: Group totals add to more than 100%, and subtotals may add to more than group totals because some respondents gave more than one answer.

26a. If you wanted to talk to someone about a problem of your own who would you consult?

| | Rural total sample | Analyzed by respondents who are: | | Urban total sample | Analyzed by respondents who are: | |
|---|--------------------------|--|----------------|--------------------------|--|--------|
| | | Male | Female | | Male | Female |
| Respondents--actual | 1794 | 897 | 897 | 720 | 359 | 361 |
| --weighted | 2562 (100%) | 1278 (100%) | 1284 (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % |
| MY PARENTS | 51 | 54 | 49 | 49 | 52 | 47 |
| MINISTER, CLERGYMAN | 15 | 13 | 17 | 14 | 12 | 16 |
| BOY FRIEND, GIRL FRIEND, SOMEONE MY AGE | 6 | 5 | 7 | 5 | 3 | 7 |
| RELATIVES OTHER THAN PARENTS | 6 | 6 | 5 | 5 | 5 | 6 |
| FRIEND OF FAMILY | 5 | 4 | 5 | 6 | 5 | 7 |
| WIFE, HUSBAND, FIANCEE | 3 | 1 | 4 | 4 | 2 | 5 |
| TEACHER | 2 | 3 | 2 | 2 | 3 | 2 |
| GUIDANCE LEADER, COUNSELOR | 1 | 2 | 1 | 2 | 2 | 1 |
| SCHOOL ADMINISTRATOR | 1 | 1 | 1 | * | 1 | - |
| BROTHER, SISTER | 1 | 1 | 1 | 1 | 2 | 1 |
| ME, MYSELF | 1 | 1 | * | 1 | 1 | 1 |
| COACH | * | 1 | * | * | 1 | - |
| DOCTOR, FAMILY DOCTOR | * | * | 1 | 1 | 1 | * |
| POLICE OR PAROLE OFFICER | * | 1 | - | - | - | - |
| STATE OR LOCAL YOUTH OFFICIAL | * | * | * | * | * | * |
| ALL OTHER | 2 | 2 | 2 | 3 | 3 | 3 |
| DON'T KNOW OR NO ANSWER | 7 | 8 | 6 | 7 | 7 | 6 |

*Less than .5 per cent

Note: Percentages add to more than 100% because some respondents gave more than one answer.

26a. If you wanted to talk to someone about a problem of your own who would you consult?

| | Rural total sample | Analyzed by respondents who are: | | | | | | | |
|--|--------------------------|----------------------------------|--------|--------|--------|-----------------------------|--------|--------|--------|
| | | Males and whose ages are: | | | | Females and whose ages are: | | | |
| | | Total | 16-18 | 19,20 | 21-23 | Total | 16-18 | 19,20 | 21-23 |
| Respondents--actual | 1794 | 897 | 597 | 177 | 123 | 897 | 542 | 183 | 172 |
| --weighted | 2562 | 1278 | | | | 1284 | | | |
| | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % | % | % | % |
| MY PARENTS | 51 | 54 | 59 | 58 | 41 | 49 | 57 | 51 | 35 |
| MINISTER, CLERGYMAN | 15 | 13 | 9 | 11 | 20 | 17 | 9 | 20 | 27 |
| BOY FRIEND, GIRL FRIEND, SOMEONE MY AGE | 6 | 5 | 6 | 3 | 4 | 7 | 10 | 4 | 5 |
| RELATIVES OTHER THAN PARENTS | 6 | 6 | 5 | 5 | 10 | 5 | 6 | 6 | 4 |
| FRIEND OF FAMILY | 5 | 4 | 3 | 3 | 7 | 5 | 6 | 2 | 7 |
| WIFE, HUSBAND, FIANCEE | 3 | 1 | - | 2 | 2 | 4 | * | 5 | 10 |
| TEACHER | 2 | 3 | 4 | 2 | 1 | 2 | 3 | 1 | - |
| GUIDANCE LEADER, COUNSELOR | 1 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | - |
| SCHOOL ADMINISTRATOR | 1 | 1 | 2 | - | 2 | 1 | 2 | 1 | 1 |
| BROTHER, SISTER | 1 | 1 | 1 | 1 | - | 1 | 1 | 2 | 1 |
| ME, MYSELF | 1 | 1 | 1 | 1 | 2 | * | * | - | 1 |
| COACH | * | 1 | 1 | 1 | - | * | * | 1 | - |
| DOCTOR, FAMILY DOCTOR | * | * | * | 1 | - | 1 | * | - | 1 |
| POLICE OR PAROLE OFFICER | * | 1 | * | 1 | 2 | - | - | - | - |
| STATE OR LOCAL YOUTH OFFICIAL | * | * | * | 1 | - | * | * | - | - |
| ALL OTHER | 2 | 2 | 2 | 3 | - | 2 | 1 | 3 | 1 |
| DON'T KNOW OR NO ANSWER | 7 | 8 | 6 | 7 | 11 | 6 | 4 | 5 | 8 |

*Less than .5 per cent

Note: Percentages add to more than 100% because some respondents gave more than one answer.

26a. If you wanted to talk to someone about a problem
of your own who would you consult?

| | Rural total sample | Analyzed by respondents who live in an area classified as: | | |
|---|--------------------------|--|--------------------|---------------|
| | | Rural farm | Rural non- farm | Town |
| Respondents--actual | 1794 | 560 | 982 | 252 |
| --weighted | 2562 (100%) | 780 (100%) | 1414 (100%) | 368 (100%) |
| | % | % | % | % |
| MY PARENTS | 51 | 55 | 49 | 53 |
| MINISTER, CLERGYMAN | 15 | 13 | 15 | 17 |
| BOY FRIEND, GIRL FRIEND, SOMEONE MY AGE | 6 | 5 | 7 | 3 |
| RELATIVES OTHER THAN PARENTS | 6 | 5 | 7 | 4 |
| FRIEND OF FAMILY | 5 | 5 | 4 | 6 |
| WIFE, HUSBAND, FIANCEE | 3 | 2 | 3 | 2 |
| TEACHER | 2 | 3 | 2 | 2 |
| GUIDANCE LEADER, COUNSELOR | 1 | 2 | 1 | 2 |
| SCHOOL ADMINISTRATOR | 1 | 1 | 1 | 2 |
| BROTHER, SISTER | 1 | 1 | 1 | * |
| ME, MYSELF | 1 | 1 | 1 | - |
| COACH | * | * | * | 1 |
| DOCTOR, FAMILY DOCTOR | * | * | * | 1 |
| POLICE OR PAROLE OFFICER | * | * | 1 | - |
| STATE OR LOCAL YOUTH OFFICIAL | * | * | * | - |
| ALL OTHER | 2 | 2 | 2 | 1 |
| DON'T KNOW OR NO ANSWER | 7 | 5 | 7 | 7 |

*Less than .5 per cent

Note: Percentages add to more than 100% because
some respondents gave more than one answer.

26b. Why would you choose (a different person)
instead of the one you mentioned before?

Asked of respondents who named a different person as one they would consult about a personal problem than the one they named as good to consult about young people in general--
63% of rural total sample
65% of urban total sample

| | Rural total asked this question | Analyzed by respondents who are: | | Urban total asked this question | Analyzed by respondents who are: | |
|---|---|--|---------------|---|--|-----------|
| | | Male | Female | | Male | Female |
| Respondents--actual | 1160 | 605 | 555 | 469 | 238 | 231 |
| --weighted | 1611 (100%) | 832 (100%) | 779 (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % |
| BECAUSE THEY KNOW, UNDERSTAND, ARE CLOSE TO ME | <u>56</u> | <u>54</u> | <u>57</u> | <u>49</u> | <u>47</u> | <u>51</u> |
| Parents, mother, father | <u>41</u> | <u>43</u> | <u>38</u> | <u>33</u> | <u>35</u> | <u>31</u> |
| Other older people | <u>7</u> | <u>5</u> | <u>8</u> | <u>7</u> | <u>5</u> | <u>10</u> |
| A friend my age | <u>6</u> | <u>5</u> | <u>7</u> | <u>6</u> | <u>5</u> | <u>6</u> |
| My wife, husband | <u>2</u> | <u>1</u> | <u>4</u> | <u>3</u> | <u>2</u> | <u>4</u> |
| THEY KNOW BEST, BETTER QUALIFIED, GIVE GOOD ADVICE | <u>6</u> | <u>6</u> | <u>5</u> | <u>9</u> | <u>9</u> | <u>8</u> |
| BECAUSE I CAN, COULD TALK TO THEM MORE EASILY, FRANKLY | <u>5</u> | <u>5</u> | <u>6</u> | <u>3</u> | <u>3</u> | <u>3</u> |
| THINK THEY WOULD, COULD HELP ME MORE | <u>4</u> | <u>4</u> | <u>3</u> | <u>5</u> | <u>5</u> | <u>5</u> |
| BEEN TAUGHT TO, EVERYBODY SHOULD GO TO PARENTS, NATURAL THING TO GO TO PARENTS | <u>4</u> | <u>4</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>4</u> |
| BECAUSE THEY HAVE EXPERIENCE | <u>3</u> | <u>4</u> | <u>3</u> | <u>3</u> | <u>3</u> | <u>3</u> |
| DEPENDS ON PROBLEM | <u>3</u> | <u>4</u> | <u>3</u> | <u>3</u> | <u>4</u> | <u>3</u> |
| WOULD BE KEPT MORE CONFIDENTIAL, PRIVATE | <u>3</u> | <u>3</u> | <u>3</u> | <u>2</u> | <u>3</u> | <u>2</u> |
| BECAUSE THEY ARE LESS CLOSE, PERSONALLY INVOLVED | <u>1</u> | * | <u>1</u> | * | - | * |
| BECAUSE I LIKE, RESPECT HIM | <u>1</u> | * | <u>1</u> | <u>1</u> | <u>1</u> | * |
| ALL OTHER | <u>7</u> | <u>6</u> | <u>9</u> | <u>8</u> | <u>8</u> | <u>9</u> |
| DON'T KNOW OR NO ANSWER | <u>12</u> | <u>13</u> | <u>11</u> | <u>14</u> | <u>16</u> | <u>12</u> |

*Less than .5 per cent

Note: Percentages add to more than 100% because
some respondents gave more than one answer.

27a. Whose responsibility is it to see that the laws are enforced? Anyone else?

| | Rural total sample | Analyzed by respondents who are: | | Urban total sample | Analyzed by respondents who are: | |
|--|--------------------------|--|-----------|--------------------------|--|-----------|
| | | Male | Female | | Male | Female |
| Respondents--actual | 1794 | 897 | 897 | 720 | 359 | 361 |
| --weighted | 2562 | 1278 | 1284 | | | |
| | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % |
| OFFICIALLY AUTHORIZED PEOPLE, AGENCIES | <u>64</u> | <u>67</u> | <u>62</u> | <u>65</u> | <u>67</u> | <u>81</u> |
| The police force, officers; law enforcement agencies | 51 | 53 | 49 | 52 | 55 | 49 |
| The government; government officials; civil authorities (no further information) | 14 | 14 | 14 | 17 | 14 | 20 |
| The President | 2 | 1 | 3 | 3 | 2 | 3 |
| The law itself; the lawmakers | 2 | 2 | 2 | 2 | 1 | 2 |
| The judicial branch of government; judges; courts | 2 | 2 | 2 | 3 | 3 | 2 |
| State and local officials--mayor, governor, etc. | 2 | 1 | 2 | 3 | 3 | 2 |
| Other | * | * | * | * | * | - |
| NON-OFFICIAL PEOPLE | <u>67</u> | <u>66</u> | <u>68</u> | <u>68</u> | <u>67</u> | <u>69</u> |
| Everyone; myself, the people in community | 60 | 60 | 60 | 59 | 59 | 60 |
| Parents, adults | 9 | 7 | 10 | 9 | 10 | 9 |
| Teachers | 1 | * | 1 | 1 | * | * |
| Other | * | 1 | * | 1 | 1 | * |
| DON'T KNOW OR NO ANSWER | <u>4</u> | <u>2</u> | <u>5</u> | <u>3</u> | <u>1</u> | <u>4</u> |

*Less than .5 per cent

Note: Group totals add to more than 100%, and subtotals may add to more than group totals because some respondents gave more than one answer.

27a. Whose responsibility is it to see that the laws are enforced? Anyone else?

| | Rural total sample | Analyzed by respondents who are: | | | | | | | |
|---|--------------------------|----------------------------------|-----------|-----------|-----------|-----------------------------|-----------|-----------|-----------|
| | | Males and whose ages are: | | | | Females and whose ages are: | | | |
| | | Total | 16-18 | 19,20 | 21-23 | Total | 16-18 | 19,20 | 21-23 |
| Respondents--actual | 1794 | 897 | 597 | 177 | 123 | 897 | 542 | 183 | 172 |
| --weighted | 2562 | 1278 | | | | 1284 | | | |
| | % | % | % | % | % | % | % | % | % |
| OFFICIALLY AUTHORIZED PEOPLE, AGENCIES | <u>64</u> | <u>67</u> | <u>72</u> | <u>69</u> | <u>59</u> | <u>62</u> | <u>61</u> | <u>60</u> | <u>67</u> |
| The police force, officers; law enforcement agencies | 51 | 53 | 57 | 50 | 51 | 49 | 49 | 46 | 52 |
| The government; government officials; civil authorities (no further information) | 14 | 14 | 16 | 17 | 10 | 14 | 15 | 12 | 13 |
| The President | 2 | 1 | 1 | 2 | 2 | 3 | 2 | 2 | 5 |
| The law itself; the lawmakers | 2 | 2 | 3 | 3 | 2 | 2 | 1 | 3 | 2 |
| The judicial branch of government; judges; courts | 2 | 2 | 3 | 2 | 2 | 2 | 1 | 2 | 3 |
| State and local officials--mayor, governor, etc. | 2 | 1 | 2 | 1 | 2 | 2 | 2 | 2 | 2 |
| Other | * | * | - | - | 1 | * | * | - | - |
| NON-OFFICIAL PEOPLE | <u>67</u> | <u>66</u> | <u>64</u> | <u>70</u> | <u>65</u> | <u>68</u> | <u>69</u> | <u>70</u> | <u>64</u> |
| Everyone; myself, the people in community | 60 | 60 | 57 | 64 | 59 | 60 | 60 | 65 | 56 |
| Parents, adults | 9 | 7 | 9 | 6 | 6 | 10 | 12 | 8 | 9 |
| Teachers | 1 | * | 1 | 1 | - | 1 | 1 | 1 | - |
| Other | * | 1 | - | 1 | 2 | * | * | - | - |
| DON'T KNOW OR NO ANSWER | <u>4</u> | <u>2</u> | <u>3</u> | <u>1</u> | <u>2</u> | <u>5</u> | <u>4</u> | <u>9</u> | <u>5</u> |

*Less than .5 per cent

Note: Group totals add to more than 100%, and subtotals may add to more than group totals because some respondents gave more than one answer.

27b. What responsibility, if any, do you feel that you, yourself have in seeing that the laws are enforced?

| | Rural total sample | Analyzed by respondents who are: | | Urban total sample | Analyzed by respondents who are: | |
|--|--------------------------|--|-----------|--------------------------|--|-----------|
| | | Male | Female | | Male | Female |
| Respondents--actual | 1794 | 897 | 897 | 720 | 359 | 361 |
| --weighted | 2562 | 1278 | 1284 | | | |
| | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % |
| TO SEE THAT I OBEY THEM, DON'T BREAK ANY LAWS, DO THE RIGHT THING, AM RESPONSIBLE FOR MYSELF (no further information) | <u>37</u> | <u>35</u> | <u>40</u> | <u>41</u> | <u>37</u> | <u>45</u> |
| TO SEE THAT OTHERS OBEY THE LAW | <u>21</u> | <u>23</u> | <u>19</u> | <u>18</u> | <u>18</u> | <u>19</u> |
| To report others who break the law | 15 | 18 | 13 | 14 | 14 | 14 |
| To stop, prevent others from breaking the law | 5 | 5 | 5 | 4 | 3 | 4 |
| To help, encourage others to obey the law | 2 | 2 | 2 | 1 | 1 | 1 |
| To use the citizens arrest when someone has broken the law | * | * | * | * | * | * |
| Other (to see that others obey the law) | * | * | - | * | - | * |
| TO SEE THAT I AND OTHERS OBEY THE LAW | <u>18</u> | <u>16</u> | <u>19</u> | <u>19</u> | <u>20</u> | <u>17</u> |
| To see that I and others obey the law--responsible for others as well as myself | 7 | 6 | 8 | 8 | 7 | 9 |
| To set an example for others by obeying the laws | 5 | 4 | 5 | 6 | 6 | 5 |
| To report others who break the law and to keep the law myself | 4 | 4 | 3 | 3 | 5 | 1 |
| Everyone should obey the laws including myself | 3 | 3 | 3 | 3 | 4 | 2 |
| BY VOTING, TO ELECT COMPETENT OFFICIALS, LAW ENFORCEMENT OFFICERS | <u>4</u> | <u>5</u> | <u>4</u> | <u>4</u> | <u>5</u> | <u>3</u> |
| HAVE A RESPONSIBILITY, LOTS OF RESPONSIBILITY (no further information) | <u>3</u> | <u>3</u> | <u>2</u> | <u>2</u> | <u>2</u> | <u>2</u> |
| TO COOPERATE WITH THE POLICE | <u>2</u> | <u>2</u> | <u>1</u> | <u>2</u> | <u>1</u> | <u>2</u> |
| HAVE SOME, A LITTLE RESPONSIBILITY (no further information) | * | <u>1</u> | * | * | * | * |
| ALL OTHER | <u>1</u> | <u>1</u> | * | <u>1</u> | <u>2</u> | <u>1</u> |
| NONE, DON'T KNOW OR NO ANSWER | <u>16</u> | <u>16</u> | <u>15</u> | <u>15</u> | <u>16</u> | <u>14</u> |

*Less than .5 per cent

Note: Group totals add to more than 100%, and subtotals may add to more than group totals because some respondents gave more than one answer.

27b. What responsibility, if any, do you feel that you, yourself have in seeing that the laws are enforced?

| | Rural total sample | Analyzed by respondents who are: | | | | | | | |
|---|--------------------------|----------------------------------|-----------|-----------|-----------|-----------------------------|-----------|-----------|-----------|
| | | Males and whose ages are: | | | | Females and whose ages are: | | | |
| | | Total | 16-18 | 19,20 | 21-23 | Total | 16-18 | 19,20 | 21-23 |
| Respondents--actual | 1794 | 897 | 597 | 177 | 123 | 897 | 542 | 183 | 172 |
| --weighted | 2562 | 1278 | | | | 1284 | | | |
| | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % | % | % | % |
| TO SEE THAT I OBEY THEM, DON'T BREAK ANY LAWS, DO THE RIGHT THING, AM RESPONSIBLE FOR MYSELF (no further information) | <u>37</u> | <u>35</u> | <u>36</u> | <u>37</u> | <u>30</u> | <u>40</u> | <u>42</u> | <u>38</u> | <u>38</u> |
| TO SEE THAT OTHERS OBEY THE LAW | <u>21</u> | <u>23</u> | <u>24</u> | <u>22</u> | <u>24</u> | <u>19</u> | <u>19</u> | <u>16</u> | <u>22</u> |
| To report others who break the law | 15 | 18 | 17 | 18 | 19 | 13 | 11 | 13 | 16 |
| To stop, prevent others from breaking the law | 5 | 5 | 6 | 3 | 7 | 5 | 7 | 3 | 2 |
| To help, encourage others to obey the law | 2 | 2 | 2 | 2 | 1 | 2 | 1 | 1 | 3 |
| To use the citizens arrest when someone has broken the law | * | * | - | 1 | - | * | - | - | 1 |
| Other (to see that others obey the law) | * | * | * | - | - | - | - | - | - |
| TO SEE THAT I AND OTHERS OBEY THE LAW | <u>18</u> | <u>16</u> | <u>17</u> | <u>15</u> | <u>16</u> | <u>19</u> | <u>18</u> | <u>22</u> | <u>18</u> |
| To see that I and others obey the law--responsible for others as well as myself | 7 | 6 | 6 | 5 | 7 | 8 | 9 | 8 | 8 |
| To set an example for others by obeying the laws | 5 | 4 | 5 | 5 | 2 | 5 | 4 | 6 | 5 |
| To report others who break the law and to keep the law myself | 4 | 4 | 4 | 3 | 5 | 3 | 2 | 5 | 3 |
| Everyone should obey the laws including myself | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 4 | 2 |
| BY VOTING, TO ELECT COMPETENT OFFICIALS, LAW ENFORCEMENT OFFICERS | <u>4</u> | <u>5</u> | <u>2</u> | <u>6</u> | <u>7</u> | <u>4</u> | <u>2</u> | <u>4</u> | <u>6</u> |
| HAVE A RESPONSIBILITY, LOTS OF RESPONSIBILITY (no further information) | <u>3</u> | <u>3</u> | <u>2</u> | <u>2</u> | <u>5</u> | <u>2</u> | <u>2</u> | <u>2</u> | <u>3</u> |
| TO COOPERATE WITH THE POLICE | <u>2</u> | <u>2</u> | <u>2</u> | <u>4</u> | <u>2</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> |
| HAVE SOME, A LITTLE RESPONSIBILITY (no further information) | * | <u>1</u> | * | <u>1</u> | <u>2</u> | * | * | <u>1</u> | - |
| ALL OTHER | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>2</u> | * | - | <u>1</u> | <u>1</u> |
| NONE, DON'T KNOW OR NO ANSWER | <u>16</u> | <u>16</u> | <u>18</u> | <u>15</u> | <u>15</u> | <u>15</u> | <u>17</u> | <u>16</u> | <u>13</u> |

*Less than .5 per cent

Note: Group totals add to more than 100%, and subtotals may add to more than group totals because some respondents gave more than one answer.

27c. What kinds of law violations do you think should be reported to the authorities?

| | Rural total sample | Analyzed by respondents who are: | | Urban total sample | Analyzed by respondents who are: | |
|--|--------------------------|--|-----------|--------------------------|--|-----------|
| | | Male | Female | | Male | Female |
| Respondents--actual | 1794 | 897 | 897 | 720 | 359 | 361 |
| --weighted | 2562 | 1278 | 1284 | | | |
| | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % |
| DRIVING, TRAFFIC VIOLATIONS | <u>35</u> | <u>30</u> | <u>40</u> | <u>25</u> | <u>21</u> | <u>28</u> |
| Reckless driving; driving that endangers lives | 31 | 28 | 34 | 20 | 17 | 22 |
| Speeding, driving excessively fast | 14 | 12 | 17 | 8 | 7 | 9 |
| Drunken driving | 8 | 6 | 11 | 2 | 2 | 2 |
| Reckless driving, traffic violations that endanger life | 8 | 8 | 7 | 3 | 2 | 4 |
| Accidents | 5 | 5 | 5 | 5 | 4 | 6 |
| Hit and run cases | 3 | 4 | 3 | 5 | 5 | 5 |
| Traffic violations (no further information) | 4 | 2 | 5 | 4 | 3 | 6 |
| Driving without a license | 1 | 1 | 1 | - | - | - |
| Other (driving, traffic violations) | 2 | 1 | 2 | 1 | 1 | 1 |
| PROPERTY THEFT, DAMAGE | <u>42</u> | <u>45</u> | <u>39</u> | <u>43</u> | <u>44</u> | <u>41</u> |
| Stealing, robbery, theft | 28 | 30 | 25 | 28 | 30 | 26 |
| Destruction of people's property; vandalism | 15 | 17 | 13 | 17 | 16 | 18 |
| Breaking and entering (no further information) | 8 | 8 | 8 | 5 | 6 | 4 |
| Fire setting, arson cases | 1 | 1 | 2 | 3 | 3 | 2 |
| INJURIES TO PERSONS, ENDANGERING LIVES | <u>21</u> | <u>20</u> | <u>21</u> | <u>28</u> | <u>28</u> | <u>29</u> |
| Physical violence, fighting, assaults; actions that harm others | 12 | 11 | 12 | 17 | 17 | 18 |
| Murder, killing | 9 | 8 | 9 | 11 | 12 | 10 |
| Physical injury, assaults on women, children | 2 | 1 | 2 | 3 | 2 | 4 |
| ANY, ALL VIOLATIONS SHOULD BE REPORTED | <u>16</u> | <u>17</u> | <u>16</u> | <u>19</u> | <u>18</u> | <u>20</u> |
| MAJOR, MORE SERIOUS VIOLATIONS SHOULD BE REPORTED | <u>11</u> | <u>13</u> | <u>9</u> | <u>12</u> | <u>17</u> | <u>7</u> |
| DISTURBANCE OF THE PEACE | <u>2</u> | <u>2</u> | <u>2</u> | <u>4</u> | <u>4</u> | <u>4</u> |
| FURNISHING, SELLING LIQUOR TO MINORS; UNLAWFUL DRINKING | <u>2</u> | <u>2</u> | <u>2</u> | <u>2</u> | <u>1</u> | <u>2</u> |
| VIOLATIONS BY TEENAGERS, JUVENILE DELINQUENCY | <u>2</u> | <u>2</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>3</u> |
| LOITERING, LOAFING AROUND | * | * | - | * | * | * |
| ALL OTHER | <u>9</u> | <u>6</u> | <u>11</u> | <u>10</u> | <u>11</u> | <u>8</u> |
| NONE | <u>1</u> | <u>1</u> | * | <u>1</u> | <u>1</u> | <u>1</u> |
| DON'T KNOW OR NO ANSWER | <u>11</u> | <u>10</u> | <u>12</u> | <u>9</u> | <u>8</u> | <u>10</u> |

*Less than .5 per cent

Note: Group totals add to more than 100%, and subtotals may add to more than group totals because some respondents gave more than one answer.

27c. What kinds of law violations do you think should be reported to the authorities?

| | Rural total sample | Analyzed by respondents who are: | | | | | | | |
|---|--------------------------|----------------------------------|-----------|-----------|-----------|--------------------------------|-----------|-----------|-----------|
| | | Males and whose ages are: | | | | Females and whose ages are: | | | |
| | | Total | 16-18 | 19,20 | 21-23 | Total | 16-18 | 19,20 | 21-23 |
| Respondents--actual | 1794 | 897 | 597 | 177 | 123 | 897 | 542 | 183 | 172 |
| --weighted | 2562 | 1278 | | | | 1284 | | | |
| | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % | % | % | % |
| DRIVING, TRAFFIC VIOLATIONS | 35 | 30 | 34 | 31 | 25 | 40 | 39 | 39 | 40 |
| Reckless driving; driving that endangers lives | 31 | 28 | 30 | 29 | 24 | 34 | 33 | 34 | 34 |
| Speeding, driving excessively fast | 14 | 12 | 14 | 12 | 9 | 17 | 17 | 16 | 15 |
| Drunken driving | 8 | 6 | 4 | 10 | 7 | 11 | 8 | 10 | 13 |
| Reckless driving, traffic violations that endanger life | 8 | 8 | 8 | 12 | 6 | 7 | 8 | 8 | 6 |
| Accidents | 5 | 5 | 7 | 3 | 2 | 5 | 5 | 7 | 4 |
| Hit and run cases | 3 | 4 | 3 | 2 | 5 | 3 | 4 | 3 | 2 |
| Traffic violations (no further information) | 4 | 2 | 3 | 2 | 2 | 5 | 4 | 5 | 7 |
| Driving without a license | 1 | 1 | 1 | 1 | - | 1 | 2 | 1 | 2 |
| Other (driving, traffic violations) | 2 | 1 | 2 | - | 2 | 2 | 3 | 2 | 1 |
| PROPERTY THEFT, DAMAGE | 42 | 45 | 51 | 39 | 40 | 39 | 42 | 38 | 38 |
| Stealing, robbery, theft | 28 | 30 | 34 | 25 | 29 | 25 | 27 | 21 | 23 |
| Destruction of people's property; vandalism | 15 | 17 | 20 | 16 | 11 | 13 | 15 | 13 | 10 |
| Breaking and entering (no further information) | 8 | 8 | 8 | 7 | 7 | 8 | 7 | 8 | 9 |
| Fire setting, arson cases | 1 | 1 | 2 | 1 | 2 | 2 | 1 | 2 | 2 |
| INJURIES TO PERSONS, ENDANGERING LIVES | 21 | 20 | 22 | 19 | 20 | 21 | 20 | 21 | 25 |
| Physical violence, fighting, assaults; actions that harm others | 12 | 11 | 12 | 12 | 10 | 12 | 11 | 13 | 15 |
| Murder, killing | 9 | 8 | 10 | 6 | 9 | 9 | 9 | 10 | 8 |
| Physical injury, assaults on women, children | 2 | 1 | 1 | 2 | 2 | 2 | 1 | 1 | 3 |
| ANY, ALL VIOLATIONS SHOULD BE REPORTED | 16 | 17 | 12 | 18 | 22 | 16 | 14 | 18 | 17 |
| MAJOR, MORE SERIOUS VIOLATIONS SHOULD BE REPORTED | 11 | 13 | 12 | 15 | 12 | 9 | 7 | 7 | 11 |
| DISTURBANCE OF THE PEACE | 2 | 2 | 4 | 2 | 2 | 2 | 2 | 4 | 1 |
| FURNISHING, SELLING LIQUOR TO MINORS; UNLAWFUL DRINKING | 2 | 2 | 2 | 1 | 3 | 2 | 4 | 1 | 1 |
| VIOLATIONS BY TEENAGERS, JUVENILE DELINQUENCY | 2 | 2 | 3 | 1 | 2 | 2 | 2 | 2 | 2 |
| LOITERING, LOAFING AROUND | * | * | - | 1 | 1 | - | - | - | - |
| ALL OTHER | 9 | 6 | 6 | 7 | 6 | 11 | 11 | 10 | 15 |
| NONE | 1 | 1 | 1 | 2 | 1 | * | * | 1 | 1 |
| DON'T KNOW OR NO ANSWER | 11 | 10 | 8 | 10 | 12 | 12 | 12 | 13 | 12 |

*Less than .5 per cent

Note: Group totals add to more than 100%, and subtotals may add to more than group totals because some respondents gave more than one answer.

27d. Why should they (some law violations) be reported and others not be reported?

Asked of respondents who named examples
of law violations which should be
reported to the authorities--
89% of rural total sample
90% of urban total sample

| | Rural total asked this question | Analyzed by respondents who are: | | Urban total asked this question | Analyzed by respondents who are: | |
|---|--|--|-----------|--|--|-----------|
| | | Male | Female | | Male | Female |
| Respondents--actual | 1593 | 809 | 784 | 648 | 327 | 321 |
| --weighted | 2268 | 1146 | 1122 | | | |
| | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % |
| THESE ARE MORE SERIOUS THAN OTHERS | <u>49</u> | <u>49</u> | <u>49</u> | <u>48</u> | <u>53</u> | <u>42</u> |
| They are more dangerous; may, do involve injury to other people | 20 | 17 | 22 | 17 | 14 | 19 |
| <u>Only</u> the more serious violations <u>need</u> to be reported | 18 | 21 | 15 | 21 | 27 | 16 |
| Only the more serious violations should be reported, some are too minor, unimportant to report | 9 | 10 | 8 | 11 | 14 | 8 |
| Minor violations should, can be handled, corrected by better methods than the police | 4 | 5 | 3 | 3 | 3 | 2 |
| Shouldn't bother, annoy the police by reporting minor violations | 2 | 2 | 1 | 2 | 2 | 2 |
| Some small offenses are done unknowingly, without criminal intent | 1 | 1 | 1 | 2 | 3 | 1 |
| Smaller violations should be automatically handled by the police | * | 1 | * | 1 | 1 | 1 |
| Some laws are foolish, unnecessary and shouldn't be enforced | * | 1 | * | 1 | 2 | 1 |
| Other reasons that <u>only</u> the more serious violations <u>need</u> to be reported | 2 | 2 | 2 | 2 | 2 | 1 |
| These are more serious than others; some are minor, less important | 10 | 10 | 10 | 9 | 11 | 7 |
| They are more destructive; may, do involve other people's property | 5 | 5 | 4 | 5 | 6 | 3 |
| Other reasons these are more serious than others | 1 | * | 2 | * | * | 1 |

*Less than .5 per cent

(Continued)

(Continued)

27d. Why should they (some law violations) be reported and others not be reported?

Asked of respondents who named examples
of law violations which should be
reported to the authorities--
89% of rural total sample
90% of urban total sample

| | Rural total asked this question | Analyzed by respondents who are: | | Urban total asked this question | Analyzed by respondents who are: | |
|--|--|--|----------------|--|--|-----------|
| | | Male | Female | | Male | Female |
| Respondents--actual | 1593 | 809 | 784 | 648 | 327 | 321 |
| --weighted | 2268 (100%) | 1146 (100%) | 1122 (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % |
| ALL VIOLATIONS SHOULD BE REPORTED | <u>14</u> | <u>14</u> | <u>13</u> | <u>15</u> | <u>12</u> | <u>18</u> |
| NEED TO PREVENT THEM FROM DOING IT AGAIN, MIGHT NOT BE CAUGHT OTHERWISE | <u>4</u> | <u>4</u> | <u>4</u> | <u>5</u> | <u>4</u> | <u>6</u> |
| THESE COULD LEAD TO BIGGER CRIMES | <u>3</u> | <u>3</u> | <u>4</u> | <u>4</u> | <u>5</u> | <u>3</u> |
| JUST SHOULD BE REPORTED, TO PREVENT CRIME (no further information) | <u>3</u> | <u>3</u> | <u>3</u> | <u>2</u> | <u>1</u> | <u>2</u> |
| SOME VIOLATIONS CAN'T BE PROVEN; THESE CAN BE SEEN BY ME, HAVE EVIDENCE | <u>2</u> | <u>2</u> | <u>2</u> | <u>2</u> | <u>2</u> | <u>2</u> |
| OTHERS, MOST SHOULD BE REPORTED TOO | <u>2</u> | <u>2</u> | <u>2</u> | <u>2</u> | <u>2</u> | <u>2</u> |
| THESE VIOLATIONS ARE THE MOST COMMON, FREQUENT AROUND HERE | <u>2</u> | <u>2</u> | <u>1</u> | <u>2</u> | <u>2</u> | <u>2</u> |
| SOME VIOLATIONS ARE TOO PERSONAL TO REPORT, NONE OF MY BUSINESS | <u>1</u> | <u>1</u> | * | <u>2</u> | <u>2</u> | <u>1</u> |
| ALL OTHER | <u>2</u> | <u>3</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>2</u> |
| DON'T KNOW | <u>14</u> | <u>13</u> | <u>15</u> | <u>11</u> | <u>11</u> | <u>12</u> |
| NO ANSWER | <u>8</u> | <u>9</u> | <u>7</u> | <u>8</u> | <u>8</u> | <u>9</u> |

*Less than .5 per cent

Note: Group totals add to more than 100%, and subtotals may add to more than group totals because some respondents gave more than one answer.

27d. Why should they (some law violations) be reported and others not be reported?

Asked of respondents who named examples of law violations which should be reported to the authorities--
89% of rural total sample

| | Rural total asked this question | Analyzed by respondents who are: | | | | | | | |
|--|---------------------------------|----------------------------------|-----------|-----------|-----------|-----------------------------|-----------|-----------|-----------|
| | | Males and whose ages are: | | | | Females and whose ages are: | | | |
| | | Total | 16-18 | 19,20 | 21-23 | Total | 16-18 | 19,20 | 21-23 |
| Respondents--actual | 1593 | 809 | 546 | 156 | 107 | 784 | 475 | 158 | 151 |
| --weighted | 2268 | 1146 | | | | 1122 | | | |
| | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % | % | % | % |
| THESE ARE MORE SERIOUS THAN OTHERS | <u>49</u> | <u>49</u> | <u>56</u> | <u>54</u> | <u>35</u> | <u>49</u> | <u>51</u> | <u>46</u> | <u>46</u> |
| They are more dangerous; may, do involve injury to other people | 20 | 17 | 17 | 18 | 17 | 22 | 24 | 21 | 19 |
| <u>Only</u> the more serious violations <u>need</u> to be reported | 18 | 21 | 24 | 24 | 14 | 15 | 13 | 14 | 17 |
| Only the more serious violations should be reported, some are too minor, unimportant to report | 9 | 10 | 12 | 12 | 4 | 8 | 7 | 8 | 10 |
| Minor violations should, can be handled, corrected by better methods than the police | 4 | 5 | 4 | 6 | 7 | 3 | 3 | 3 | 2 |
| Shouldn't bother, annoy the police by reporting minor violations | 2 | 2 | 2 | 4 | 1 | 1 | 1 | 1 | 1 |
| Some small offenses are done unknowingly, without criminal intent | 1 | 1 | 2 | - | 1 | 1 | 1 | 1 | - |
| Smaller violations should be automatically handled by the police | * | 1 | 1 | - | - | * | * | 1 | 1 |
| Some laws are foolish, unnecessary and shouldn't be enforced | * | 1 | * | 1 | 1 | * | * | - | 1 |
| Other reasons that <u>only</u> the more serious violations <u>need</u> to be reported | 2 | 2 | 3 | 1 | 2 | 2 | 2 | 1 | 2 |
| These are more serious than others; some are minor, less important | 10 | 10 | 14 | 12 | 4 | 10 | 11 | 7 | 9 |
| They are more destructive; may, do involve other people's property | 5 | 5 | 6 | 4 | 4 | 4 | 5 | 4 | 2 |
| Other reasons these are more serious than others | 1 | * | 1 | 1 | - | 2 | 2 | 2 | 1 |

*Less than .5 per cent

(Continued)

(Continued)

27d. Why should they (some law violations) be reported and others not be reported?

Asked of respondents who named examples of law violations which should be reported to the authorities--
89% of rural total sample

| | Rural total asked this question | Analyzed by respondents who are: | | | | | | | |
|---|---------------------------------|----------------------------------|-----------|-----------|-----------|-----------------------------|-----------|-----------|-----------|
| | | Males and whose ages are: | | | | Females and whose ages are: | | | |
| | | Total | 16-18 | 19,20 | 21-23 | Total | 16-18 | 19,20 | 21-23 |
| Respondents--actual | 1593 | 809 | 546 | 156 | 107 | 784 | 475 | 158 | 151 |
| --weighted | 2268 | 1146 | | | | 1122 | | | |
| | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % | % | % | % |
| ALL VIOLATIONS SHOULD BE REPORTED | <u>14</u> | <u>14</u> | <u>12</u> | <u>15</u> | <u>15</u> | <u>13</u> | <u>12</u> | <u>15</u> | <u>12</u> |
| NEED TO PREVENT THEM FROM DOING IT AGAIN, MIGHT NOT BE CAUGHT OTHERWISE | <u>4</u> | <u>4</u> | <u>4</u> | <u>5</u> | <u>4</u> | <u>4</u> | <u>5</u> | <u>3</u> | <u>5</u> |
| THESE COULD LEAD TO BIGGER CRIMES | <u>3</u> | <u>3</u> | <u>3</u> | <u>2</u> | <u>4</u> | <u>4</u> | <u>4</u> | <u>4</u> | <u>4</u> |
| JUST SHOULD BE REPORTED, TO PREVENT CRIME (no further information) | <u>3</u> | <u>3</u> | <u>3</u> | <u>1</u> | <u>6</u> | <u>3</u> | <u>2</u> | <u>2</u> | <u>4</u> |
| SOME VIOLATIONS CAN'T BE PROVEN; THESE CAN BE SEEN BY ME, HAVE EVIDENCE | <u>2</u> | <u>2</u> | <u>2</u> | <u>2</u> | <u>1</u> | <u>2</u> | <u>2</u> | <u>3</u> | <u>3</u> |
| OTHERS, MOST SHOULD BE REPORTED TOO | <u>2</u> | <u>2</u> | <u>1</u> | <u>1</u> | <u>2</u> | <u>2</u> | <u>3</u> | <u>1</u> | <u>2</u> |
| THESE VIOLATIONS ARE THE MOST COMMON, FREQUENT AROUND HERE | <u>2</u> | <u>2</u> | <u>2</u> | <u>3</u> | <u>3</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> |
| SOME VIOLATIONS ARE TOO PERSONAL TO REPORT, NONE OF MY BUSINESS | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | * | * | - | <u>1</u> |
| ALL OTHER | <u>2</u> | <u>3</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>2</u> | <u>2</u> | <u>1</u> | <u>3</u> |
| DON'T KNOW | <u>14</u> | <u>13</u> | <u>13</u> | <u>11</u> | <u>13</u> | <u>15</u> | <u>15</u> | <u>15</u> | <u>15</u> |
| NO ANSWER | <u>8</u> | <u>9</u> | <u>5</u> | <u>10</u> | <u>15</u> | <u>7</u> | <u>7</u> | <u>9</u> | <u>7</u> |

*Less than .5 per cent

Note: Group totals add to more than 100%, and subtotals may add to more than group totals because some respondents gave more than one answer.

28a. Here is a statement often made in articles and speeches about young people--
 "Young people are much more likely than adults to do things because their
 friends are doing them, even though they realize they are wrong." Do you
 agree with that statement or do you disagree with it?

| | <u>Rural total sample</u> | <u>Analyzed by respondents who are:</u> | | <u>Urban total sample</u> | <u>Analyzed by respondents who are:</u> | |
|--------------------------------|-----------------------------------|---|----------------|-----------------------------------|---|---------------|
| | | <u>Male</u> | <u>Female</u> | | <u>Male</u> | <u>Female</u> |
| Respondents--actual | 1794 | 897 | 897 | 720 | 359 | 361 |
| --weighted | 2562 (100%) | 1278 (100%) | 1284 (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % |
| AGREE | 74 | 77 | 72 | 74 | 75 | 73 |
| DISAGREE | 23 | 19 | 26 | 23 | 22 | 23 |
| DON'T KNOW OR NO ANSWER | 3 | 4 | 2 | 3 | 3 | 4 |

28a. Here is a statement often made in articles and speeches about young people--
 "Young people are much more likely than adults to do things because their
 friends are doing them, even though they realize they are wrong." Do you
 agree with that statement or do you disagree with it?

| | Rural total sample | Analyzed by respondents who are: | | | | | | | |
|-------------------------|--------------------------|----------------------------------|--------|--------|--------|-----------------------------|--------|--------|--------|
| | | Males and whose ages are: | | | | Females and whose ages are: | | | |
| | | Total | 16-18 | 19,20 | 21-23 | Total | 16-18 | 19,20 | 21-23 |
| Respondents--actual | 1794 | 897 | 597 | 177 | 123 | 897 | 542 | 183 | 172 |
| --weighted | 2562 (100%) | 1278 (100%) | (100%) | (100%) | (100%) | 1284 (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % | % | % | % |
| AGREE | 74 | 77 | 78 | 82 | 71 | 72 | 73 | 70 | 73 |
| DISAGREE | 23 | 19 | 19 | 15 | 23 | 26 | 26 | 27 | 24 |
| DON'T KNOW OR NO ANSWER | 3 | 4 | 3 | 3 | 6 | 2 | 1 | 3 | 3 |

28a. Here is a statement often made in articles and speeches about young people--
 "Young people are much more likely than adults to do things because their
 friends are doing them, even though they realize they are wrong." Do you
 agree with that statement or do you disagree with it?

| | Rural total sample | Analyzed by respondents whose ages are: | | | Analyzed by respondents who live in an area classified as: | | |
|--------------------------------|--------------------------|---|---------------|---------------|---|----------------|---------------|
| | | 16-18 | 19,20 | 21-23 | Rural farm | non- farm | Town |
| Respondents--actual | 1794 | 1139 | 360 | 295 | 560 | 982 | 252 |
| --weighted | 2562 (100%) | 1206 (100%) | 569 (100%) | 787 (100%) | 780 (100%) | 1414 (100%) | 368 (100%) |
| | % | % | % | % | % | % | % |
| AGREE | 74 | 75 | 76 | 72 | 79 | 72 | 70 |
| DISAGREE | 23 | 23 | 21 | 23 | 19 | 24 | 27 |
| DON'T KNOW OR NO ANSWER | 3 | 2 | 3 | 5 | 2 | 4 | 3 |

28b. If your friends did something wrong and you realized it, how would you feel about them?

Asked of respondents who agreed that young people were more likely to do wrong things because their friends were doing them--
74% of rural total sample
74% of urban total sample

| | Rural total asked this question | Analyzed by respondents who are: | | Urban total asked this question | Analyzed by respondents who are: | |
|--|---------------------------------|----------------------------------|---------------|---------------------------------|----------------------------------|-----------|
| | | Male | Female | | Male | Female |
| Respondents--actual | 1346 | 696 | 650 | 531 | 268 | 263 |
| --weighted | 1902 (100%) | 978 (100%) | 924 (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % |
| GENERAL ATTITUDE | <u>74</u> | <u>76</u> | <u>72</u> | <u>73</u> | <u>75</u> | <u>72</u> |
| Be sympathetic, understanding, still like them, forgive them | 21 | 21 | 20 | 20 | 20 | 20 |
| Depends on how serious a wrong it was | 18 | 22 | 13 | 18 | 23 | 12 |
| Think less of them, lose respect for them, like them less | 18 | 17 | 18 | 17 | 15 | 19 |
| Feel bad, sorry for them | 7 | 6 | 8 | 5 | 6 | 5 |
| Feel let down, disappointed, ashamed of them | 7 | 6 | 7 | 6 | 5 | 7 |
| Depends on how they felt about it, acted afterwards | 6 | 5 | 7 | 6 | 5 | 7 |
| Still be friends but not as good, close friends | 4 | 3 | 5 | 4 | 2 | 6 |
| Depends on which friend was involved | 3 | 2 | 5 | 2 | 2 | 2 |
| Would be no concern of mine, their life, business | 3 | 5 | 2 | 6 | 8 | 5 |
| Be mad, disgusted | 1 | 1 | 1 | 1 | 1 | 1 |
| Other (general attitude) | 2 | 2 | 3 | 4 | 4 | 3 |
| WHAT I WOULD DO ABOUT IT | <u>44</u> | <u>42</u> | <u>48</u> | <u>39</u> | <u>35</u> | <u>43</u> |
| Try to help them correct, change their ways | 14 | 13 | 15 | 12 | 10 | 14 |
| Talk it over with them, tell them how I felt | 11 | 9 | 12 | 9 | 8 | 10 |
| Wouldn't see them anymore | 9 | 10 | 9 | 10 | 10 | 10 |
| Have less to do with them, probably try to avoid them, feel I shouldn't see them | 7 | 6 | 7 | 5 | 4 | 6 |
| Wouldn't join in their wrongdoing | 3 | 3 | 4 | 3 | 2 | 3 |
| I'd report them | 2 | 2 | 1 | 1 | 1 | 2 |
| Would continue to see them | 1 | 1 | 2 | 1 | 1 | 1 |
| Wouldn't see them anymore because I'd be afraid I'd get into trouble | 1 | 1 | 1 | 1 | 1 | 1 |
| I'd say, do nothing, not report them | 1 | 1 | 1 | - | - | - |
| Probably would join them, be in it with them | 1 | 1 | 1 | 1 | 1 | - |
| ALL OTHER COMMENTS | * | * | * | <u>1</u> | <u>1</u> | <u>1</u> |
| DON'T KNOW OR NO ANSWER | <u>6</u> | <u>6</u> | <u>6</u> | <u>5</u> | <u>6</u> | <u>5</u> |

*Less than .5 per cent

Note: Group totals add to more than 100%, and subtotals may add to more than group totals because some respondents gave more than one answer.

28b. If your friends did something wrong and you realized it, how would you feel about them?

Asked of respondents who agreed that young people were more likely to do wrong things because their friends were doing them--
82% of rural total sample

| | Rural total asked this question | Analyzed by respondents who are: | | | | | | | |
|--|---------------------------------|----------------------------------|-----------|-----------|-----------|-----------------------------|-----------|-----------|----------|
| | | Males and whose ages are: | | | | Females and whose ages are: | | | |
| | | Total | 16-18 | 19,20 | 21-23 | Total | 16-18 | 19,20 | 21-23 |
| Respondents--actual | 1346 | 696 | 464 | 145 | 87** | 650 | 395 | 129 | 12 |
| --weighted | 1902 | 978 | | | | 924 | | | |
| | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % | % | % | % |
| GENERAL ATTITUDE | <u>74</u> | <u>76</u> | <u>73</u> | <u>80</u> | <u>77</u> | <u>72</u> | <u>73</u> | <u>75</u> | <u>6</u> |
| Be sympathetic, understanding, still like them, forgive them | 21 | 21 | 19 | 26 | 20 | 20 | 18 | 27 | 1 |
| Depends on how serious a wrong it was | 18 | 22 | 21 | 22 | 28 | 13 | 12 | 13 | 1 |
| Think less of them, lose respect for them, like them less | 18 | 17 | 20 | 18 | 11 | 18 | 22 | 12 | 1 |
| Feel bad, sorry for them | 7 | 6 | 6 | 5 | 8 | 8 | 9 | 11 | |
| Feel let down, disappointed, ashamed of them | 7 | 6 | 4 | 5 | 10 | 7 | 7 | 8 | |
| Depends on how they felt about it, acted afterwards | 6 | 5 | 5 | 4 | 7 | 7 | 7 | 5 | |
| Still be friends but not as good, close friends | 4 | 3 | 3 | 4 | 2 | 5 | 6 | 5 | |
| Depends on which friend was involved | 3 | 2 | 3 | 2 | 2 | 5 | 4 | 3 | |
| Would be no concern of mine, their life, business | 3 | 5 | 5 | 5 | 6 | 2 | 1 | 2 | |
| Be mad, disgusted | 1 | 1 | 1 | 1 | 2 | 1 | 1 | - | |
| Other (general attitude) | 2 | 2 | 2 | 2 | 1 | 3 | 3 | 3 | |
| WHAT I WOULD DO ABOUT IT | <u>44</u> | <u>42</u> | <u>40</u> | <u>39</u> | <u>46</u> | <u>48</u> | <u>48</u> | <u>42</u> | <u>4</u> |
| Try to help them correct, change their ways | 14 | 13 | 11 | 15 | 14 | 15 | 16 | 15 | 1 |
| Talk it over with them, tell them how I felt | 11 | 9 | 9 | 9 | 11 | 12 | 12 | 9 | 1 |
| Wouldn't see them anymore | 9 | 10 | 10 | 6 | 13 | 9 | 9 | 7 | 1 |
| Have less to do with them, probably try to avoid them, feel I shouldn't see them | 7 | 6 | 8 | 6 | 5 | 7 | 8 | 5 | |
| Wouldn't join in their wrongdoing | 3 | 3 | 2 | 3 | 3 | 4 | 3 | 7 | |
| I'd report them | 2 | 2 | * | 1 | 6 | 1 | 1 | 1 | |
| Would continue to see them | 1 | 1 | * | 2 | - | 2 | 2 | 2 | |
| Wouldn't see them anymore because I'd be afraid I'd get into trouble | 1 | 1 | 2 | 2 | - | 1 | 1 | 1 | |
| I'd say, do nothing, not report them | 1 | 1 | 1 | - | - | 1 | 1 | 2 | |
| Probably would join them, be in it with them | 1 | 1 | 1 | 1 | - | 1 | 1 | - | |
| ALL OTHER COMMENTS | * | * | - | - | <u>1</u> | * | <u>1</u> | - | |
| DON'T KNOW OR NO ANSWER | <u>6</u> | <u>6</u> | <u>8</u> | <u>3</u> | <u>6</u> | <u>6</u> | <u>5</u> | <u>5</u> | |

*Less than .5 per cent

**Percentages based on less than 100 cases are often unreliable.

Note: Group totals add to more than 100%, and subtotals may add to more than group totals because some respondents gave more than one answer.

SUMMARY TABLE

29a. Well, we have been talking about a number of different subjects and problems, of different degrees of importance. Now try to think back to a couple of years ago. What was your most important problem or the thing you were most worried about then--the thing that bothered you most then, whether you'd call it important or unimportant today?

29b. What would you consider your most important problem, or the thing you are most worried about now?

29c. Now, try to think ahead a couple of years, what would you guess would be the most important problem to you a couple of years from now?

| | Rural total sample | | | Urban total sample | | |
|---|-----------------------------------|-----------------------|--|-----------------------------------|-----------------------|--|
| | <u>29a</u> Two years ago | <u>29b</u> Present | <u>29c</u> In a couple of years | <u>29a</u> Two years ago | <u>29b</u> Present | <u>29c</u> In a couple of years |
| Respondents--actual | 1794 | 1794 | 1468 | 720 | 720 | 626 |
| --weighted | 2562 (100%) | 2562 (100%) | 2103 (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % |
| EDUCATION | 29 | 25 | 15 | 33 | 30 | 20 |
| PRE-MARITAL SOCIAL RELATIONS | 17 | 5 | 1 | 17 | 4 | 1 |
| FINDING A JOB, MAKING MONEY | 11 | 25 | 29 | 9 | 24 | 27 |
| IMMEDIATE FAMILY AND MARRIAGE PROBLEMS | 7 | 12 | 27 | 6 | 12 | 27 |
| THE FUTURE, WHAT I WILL BE DOING AFTER SCHOOL, CHOICE OF A CAREER | 6 | 10 | 5 | 7 | 9 | 4 |
| WHETHER I WILL BE SUCCESSFUL, ABLE TO DEAL WITH ADULT LIFE; DOING WELL IN MY CAREER | 3 | 8 | 11 | 4 | 9 | 11 |
| MY PARENTS, PROBLEMS, CONFLICTS WITH PARENTS | 3 | 1 | * | 3 | 2 | * |
| GETTING A DRIVER'S LICENSE | 1 | 1 | - | 2 | 1 | - |
| PROBLEMS CONNECTED WITH MILITARY SERVICE | 1 | 2 | 4 | 1 | 1 | 3 |
| MAINTAINING GOOD MORAL STANDARDS IN LIFE, BEING GOOD PERSON, CITIZEN | 1 | 2 | 2 | 2 | 3 | 2 |
| MOVING, FINDING A PLACE TO LIVE | 1 | 1 | 1 | 1 | 1 | 2 |
| WORLD PROBLEMS, INTERNATIONAL PROBLEM | 1 | 2 | 2 | 2 | 2 | 2 |
| MY HEALTH | 1 | 1 | 1 | 1 | 1 | * |
| WORRIED ABOUT MY WEIGHT, HEIGHT | 1 | * | - | 1 | * | - |
| GETTING IN WITH WRONG CROWD, BAD COMPANY | 1 | * | - | 1 | 1 | * |
| INTEGRATION | - | 1 | * | 1 | 1 | 1 |
| ALL OTHER | 2 | 1 | * | 2 | 1 | 1 |
| DON'T KNOW OR NO ANSWER | 24 | 18 | 17 | 19 | 13 | 14 |

*Less than .5 per cent

29a. Well, we have been talking about a number of different subjects and problems, of different degrees of importance. Now try to think back to a couple of years ago. What was your most important problem or the thing you were most worried about then--the thing that bothered you most then, whether you'd call it important or unimportant today?

| | Rural total sample | Analyzed by respondents who are: | | Urban total sample | Analyzed by respondents who are: | |
|---|--------------------------|--|-----------|--------------------------|--|-----------|
| | | Male | Female | | Male | Female |
| Respondents--actual | 1794 | 897 | 897 | 720 | 359 | 360 |
| --weighted | 2562 | 1278 | 1284 | | | |
| | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % |
| EDUCATION | <u>29</u> | <u>32</u> | <u>25</u> | <u>33</u> | <u>36</u> | <u>30</u> |
| School, completing school, problems in school, getting an education (no further information) | 13 | 16 | 10 | 16 | 19 | 13 |
| Doing well in school, getting good grades | 7 | 6 | 7 | 7 | 6 | 8 |
| Getting into, through college, or other advanced school | 3 | 4 | 3 | 5 | 6 | 3 |
| Doubts about, problems of switching to a new school, new level | 3 | 3 | 4 | 3 | 3 | 4 |
| Deciding what type of courses to take, what my major should be | 1 | 1 | 1 | 1 | 1 | 1 |
| Being able to pay for, go to college, graduate school | 1 | 1 | 1 | 1 | 2 | 1 |
| Quitting school | 1 | 1 | * | 1 | 1 | 1 |
| Other (education) | * | 1 | * | - | - | - |
| PRE-MARITAL SOCIAL RELATIONS | <u>17</u> | <u>10</u> | <u>23</u> | <u>17</u> | <u>10</u> | <u>23</u> |
| Being popular; having friends; being accepted in the crowd; good at sports | 10 | 7 | 13 | 10 | 6 | 13 |
| Going out, having dates, being popular with opposite sex | 6 | 3 | 9 | 6 | 3 | 8 |
| Problems with a particular boy friend, girl friend | 1 | * | 2 | 1 | 1 | 2 |
| Other (pre-marital social relations) | * | * | * | * | - | 1 |
| FINDING A JOB, MAKING MONEY | <u>11</u> | <u>12</u> | <u>9</u> | <u>9</u> | <u>11</u> | <u>8</u> |
| Finding a job, work | 3 | 3 | 3 | 4 | 4 | 3 |
| Money, getting enough money, making a living | 2 | 1 | 3 | 2 | 2 | 3 |
| Money to pay for a car | 2 | 3 | * | 2 | 3 | 1 |
| Finding, having a good, good paying job | 1 | 2 | 1 | 1 | 1 | * |
| Enough money to get married, support a family, my family | 1 | 2 | * | 1 | 1 | 1 |
| Enough money to buy a house, maintain a home | 1 | * | 1 | * | - | 1 |
| Money to buy, set up, maintain a farm | * | * | - | - | - | - |
| Other (finding a job, making money) | 1 | 1 | 1 | * | 1 | - |

*Less than .5 per cent

(Continued)

(Continued)

29a. Well, we have been talking about a number of different subjects and problems, of different degrees of importance. Now try to think back to a couple of years ago. What was your most important problem or the thing you were most worried about then--the thing that bothered you most then, whether you'd call it important or unimportant today?

| | Rural total sample | Analyzed by respondents who are: | | Urban total sample | Analyzed by respondents who are: | |
|--|--------------------------|--|----------------|--------------------------|--|-----------|
| | | Male | Female | | Male | Female |
| Respondents--actual | 1794 | 897 | 897 | 720 | 359 | 360 |
| --weighted | 2562 (100%) | 1278 (100%) | 1284 (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % |
| IMMEDIATE FAMILY AND MARRIAGE PROBLEMS | <u>7</u> | <u>2</u> | <u>12</u> | <u>6</u> | <u>3</u> | <u>9</u> |
| Having a baby, another baby | 1 | - | 3 | 1 | - | 1 |
| Getting married, finding a husband, wife | 1 | - | 2 | 2 | 1 | 3 |
| Doing a good job raising children, my children's education | 1 | - | 1 | * | - | 1 |
| Making a happy home, a job of my marriage | 1 | * | 1 | * | - | 1 |
| Whether or not to get married | * | * | 1 | 1 | * | 1 |
| Keeping my husband working | * | - | 1 | * | - | * |
| Other (immediate family and marriage problems) | 3 | 1 | 5 | 3 | 2 | 3 |
| THE FUTURE, WHAT I WILL BE DOING AFTER SCHOOL, CHOICE OF A CAREER | <u>6</u> | <u>8</u> | <u>5</u> | <u>7</u> | <u>6</u> | <u>7</u> |
| WHETHER I WILL BE SUCCESSFUL, ABLE TO DEAL WITH ADULT LIFE; DOING WELL IN MY CAREER | <u>3</u> | <u>4</u> | <u>3</u> | <u>4</u> | <u>4</u> | <u>5</u> |
| MY PARENTS, PROBLEMS, CONFLICTS WITH PARENTS | <u>3</u> | <u>3</u> | <u>4</u> | <u>3</u> | <u>1</u> | <u>5</u> |
| GETTING A DRIVER'S LICENSE | <u>1</u> | <u>3</u> | * | <u>2</u> | <u>4</u> | * |
| PROBLEMS CONNECTED WITH MILITARY SERVICE | <u>1</u> | <u>3</u> | - | <u>1</u> | <u>2</u> | - |
| MAINTAINING GOOD MORAL STANDARDS IN LIFE, BEING GOOD PERSON, CITIZEN | <u>1</u> | <u>1</u> | <u>1</u> | <u>2</u> | <u>1</u> | <u>3</u> |
| MOVING, FINDING A PLACE TO LIVE | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | * | <u>1</u> |
| WORLD PROBLEMS, INTERNATIONAL PROBLEM | <u>1</u> | <u>1</u> | <u>1</u> | <u>2</u> | <u>2</u> | <u>1</u> |
| MY HEALTH | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> |
| WORRIED ABOUT MY WEIGHT, HEIGHT | <u>1</u> | * | <u>1</u> | <u>1</u> | * | <u>2</u> |
| GETTING IN WITH WRONG CROWD, BAD COMPANY | <u>1</u> | * | <u>1</u> | <u>1</u> | <u>2</u> | * |
| INTEGRATION | - | - | - | <u>1</u> | <u>1</u> | * |
| ALL OTHER | <u>2</u> | <u>2</u> | <u>2</u> | <u>2</u> | <u>3</u> | <u>1</u> |
| DON'T KNOW OR NO ANSWER | <u>24</u> | <u>25</u> | <u>22</u> | <u>19</u> | <u>21</u> | <u>17</u> |

*Less than .5 per cent

Note: Group totals add to more than 100%, and subtotals may add to more than group totals because some respondents gave more than one answer.

29a. Well, we have been talking about a number of different subjects and problems, of different degrees of importance. Now try to think back to a couple of years ago. What was your most important problem or the thing you were most worried about then--the thing that bothered you most then, whether you'd call it important or unimportant today?

| | Rural total sample | Analyzed by respondents who are: | | | | | | | |
|--|--------------------------|----------------------------------|-----------|-----------|-----------|--------------------------------|-----------|-----------|-----------|
| | | Males and whose ages are: | | | | Females and whose ages are: | | | |
| | | Total | 16-18 | 19,20 | 21-23 | Total | 16-18 | 19,20 | 21- |
| Respondents--actual | 1794 | 897 | 597 | 177 | 123 | 897 | 542 | 183 | 17 |
| --weighted | 2562 | 1278 | | | | 1284 | | | |
| | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % | % | % | % |
| EDUCATION | <u>29</u> | <u>32</u> | <u>36</u> | <u>34</u> | <u>25</u> | <u>25</u> | <u>32</u> | <u>27</u> | <u>1</u> |
| School, completing school, problems in school, getting an education (no further information) | 13 | 16 | 21 | 17 | 10 | 10 | 12 | 13 | 6 |
| Doing well in school, getting good grades | 7 | 6 | 11 | 4 | 2 | 7 | 11 | 5 | 2 |
| Getting into, through college, or other advanced school | 3 | 4 | 1 | 6 | 8 | 3 | 1 | 4 | 4 |
| Doubts about, problems of switching to a new school, new level | 3 | 3 | 3 | 3 | 2 | 4 | 7 | 1 | 1 |
| Deciding what type of courses to take, what my major should be | 1 | 1 | 1 | 2 | - | 1 | 1 | 2 | - |
| Being able to pay for, go to college, graduate school | 1 | 1 | * | 1 | 2 | 1 | * | 1 | 1 |
| Quitting school | 1 | 1 | 1 | 2 | - | * | * | 1 | - |
| Other (education) | * | 1 | * | - | 2 | * | - | 1 | - |
| PRE-MARITAL SOCIAL RELATIONS | <u>17</u> | <u>10</u> | <u>13</u> | <u>8</u> | <u>8</u> | <u>23</u> | <u>32</u> | <u>25</u> | <u>9</u> |
| Being popular; having friends; being accepted in the crowd; good at sports | 10 | 7 | 9 | 6 | 4 | 13 | 18 | 14 | 4 |
| Going out, having dates, being popular with opposite sex | 6 | 3 | 4 | 1 | 4 | 9 | 12 | 10 | 4 |
| Problems with a particular boy friend, girl friend | 1 | * | 1 | - | - | 2 | 2 | 2 | 1 |
| Other (pre-marital social relations) | * | * | * | 1 | - | * | * | - | 1 |
| FINDING A JOB, MAKING MONEY | <u>11</u> | <u>12</u> | <u>6</u> | <u>14</u> | <u>20</u> | <u>9</u> | <u>2</u> | <u>8</u> | <u>22</u> |
| Finding a job, work | 3 | 3 | 2 | 3 | 3 | 3 | 1 | 4 | 5 |
| Money, getting enough money, making a living | 2 | 1 | 1 | 1 | 2 | 3 | * | 2 | 7 |
| Money to pay for a car | 2 | 3 | 2 | 5 | 4 | * | * | - | 1 |
| Finding, having a good, good paying job | 1 | 2 | * | 5 | 2 | 1 | * | 1 | 1 |
| Enough money to get married, support a family, my family | 1 | 2 | * | 1 | 5 | * | - | 1 | 1 |
| Enough money to buy a house, maintain a home | 1 | * | - | - | 2 | 1 | - | - | 5 |
| Money to buy, set up, maintain a farm | * | * | * | - | - | - | - | - | - |
| Other (finding a job, making money) | 1 | 1 | 1 | 1 | 2 | 1 | * | 1 | 2 |

*Less than .5 per cent

(Continued)

(Continued)

29a. Well, we have been talking about a number of different subjects and problems, of different degrees of importance. Now try to think back to a couple of years ago. What was your most important problem or the thing you were most worried about then--the thing that bothered you most then, whether you'd call it important or unimportant today?

| | Rural total sample | Analyzed by respondents who are: | | | | | | | |
|--|--------------------------|----------------------------------|-----------|-----------|-----------|--------------------------------|-----------|-----------|-----------|
| | | Males and whose ages are: | | | | Females and whose ages are: | | | |
| | | Total | 16-18 | 19,20 | 21-23 | Total | 16-18 | 19,20 | 21-23 |
| Respondents--actual | 1794 | 897 | 597 | 177 | 123 | 897 | 542 | 183 | 172 |
| --weighted | 2562 | 1278 | | | | 1284 | | | |
| | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % | % | % | % |
| IMMEDIATE FAMILY AND MARRIAGE PROBLEMS | <u>7</u> | <u>2</u> | * | <u>2</u> | <u>5</u> | <u>12</u> | <u>4</u> | <u>11</u> | <u>26</u> |
| Having a baby, another baby | 1 | - | - | - | - | 3 | * | 2 | 6 |
| Getting married, finding a husband, wife | 1 | - | - | - | - | 2 | * | 4 | 5 |
| Doing a good job raising children, my children's education | 1 | - | - | - | - | 1 | - | 1 | 3 |
| Making a happy home, a job of my marriage | 1 | * | - | 1 | 1 | 1 | * | 2 | 1 |
| Whether or not to get married | * | * | - | - | 1 | 1 | - | 1 | 1 |
| Keeping my husband working | * | - | - | - | - | 1 | - | - | 2 |
| Other (immediate family and marriage problems) | 3 | 1 | * | 2 | 3 | 5 | 3 | 2 | 9 |
| THE FUTURE, WHAT I WILL BE DOING AFTER SCHOOL, CHOICE OF A CAREER | <u>6</u> | <u>8</u> | <u>5</u> | <u>12</u> | <u>7</u> | <u>5</u> | <u>4</u> | <u>8</u> | <u>3</u> |
| WHETHER I WILL BE SUCCESSFUL, ABLE TO DEAL WITH ADULT LIFE; DOING WELL IN MY CAREER | <u>3</u> | <u>4</u> | <u>2</u> | <u>3</u> | <u>6</u> | <u>3</u> | <u>3</u> | <u>4</u> | <u>4</u> |
| MY PARENTS, PROBLEMS, CONFLICTS WITH PARENTS | <u>3</u> | <u>3</u> | <u>3</u> | <u>4</u> | <u>2</u> | <u>4</u> | <u>6</u> | <u>3</u> | <u>2</u> |
| GETTING A DRIVER'S LICENSE | <u>1</u> | <u>3</u> | <u>4</u> | <u>2</u> | - | * | * | <u>1</u> | - |
| PROBLEMS CONNECTED WITH MILITARY SERVICE | <u>1</u> | <u>3</u> | * | <u>2</u> | <u>8</u> | - | - | - | - |
| MAINTAINING GOOD MORAL STANDARDS IN LIFE, BEING GOOD PERSON, CITIZEN | <u>1</u> | <u>1</u> | <u>2</u> | <u>2</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>2</u> | <u>1</u> |
| MOVING, FINDING A PLACE TO LIVE | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>2</u> |
| WORLD PROBLEMS, INTERNATIONAL PROBLEM | <u>1</u> | <u>1</u> | <u>2</u> | - | - | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> |
| MY HEALTH | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | - |
| WORRIED ABOUT MY WEIGHT, HEIGHT | <u>1</u> | * | * | <u>1</u> | - | <u>1</u> | <u>1</u> | <u>2</u> | <u>1</u> |
| GETTING IN WITH WRONG CROWD, BAD COMPANY | <u>1</u> | * | <u>1</u> | <u>1</u> | - | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> |
| ALL OTHER | <u>2</u> | <u>2</u> | <u>2</u> | <u>4</u> | <u>1</u> | <u>2</u> | <u>3</u> | <u>1</u> | <u>1</u> |
| DON'T KNOW OR NO ANSWER | <u>24</u> | <u>25</u> | <u>29</u> | <u>19</u> | <u>24</u> | <u>22</u> | <u>21</u> | <u>20</u> | <u>24</u> |

*Less than .5 per cent

Note: Group totals add to more than 100%, and subtotals may add to more than group totals because some respondents gave more than one answer.

29b. What would you consider your most important problem,
or the thing you are most worried about now?

| | Rural total sample | Analyzed by respondents who are: | | Urban total sample | Analyzed by respondents who are: | |
|--|--------------------------|--|-----------|--------------------------|--|-----------|
| | | Male | Female | | Male | Female |
| Respondents--actual | 1794 | 897 | 897 | 720 | 359 | 361 |
| --weighted | 2562 | 1278 | 1284 | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % |
| EDUCATION | <u>25</u> | <u>28</u> | <u>22</u> | <u>30</u> | <u>34</u> | <u>26</u> |
| School, completing school, problems in school, getting an education (no further information) | 10 | 11 | 8 | 11 | 11 | 10 |
| Getting into, through college, or other advanced school | 8 | 9 | 6 | 10 | 13 | 7 |
| Doing well in school, getting good grades | 3 | 3 | 4 | 5 | 4 | 6 |
| Being able to pay for, go to college, graduate school | 3 | 4 | 2 | 3 | 3 | 2 |
| Deciding what type of courses to take, what my major should be | 1 | 1 | 1 | * | * | 1 |
| Doubts about, problems of switching to a new school, new level | 1 | 1 | 1 | 1 | 1 | 1 |
| Quitting school | * | - | * | * | 1 | - |
| Other (education) | 1 | 1 | 1 | 2 | 1 | 2 |
| FINDING A JOB, MAKING MONEY | <u>25</u> | <u>29</u> | <u>20</u> | <u>24</u> | <u>28</u> | <u>20</u> |
| Money, getting enough money, making a living | 9 | 9 | 9 | 6 | 6 | 6 |
| Finding a job, work | 6 | 6 | 5 | 8 | 10 | 6 |
| Finding, having a good, good paying job | 3 | 5 | 2 | 4 | 4 | 4 |
| Enough money to get married, support a family, my family | 3 | 4 | 2 | 3 | 4 | 2 |
| Money to pay for a car | 2 | 3 | * | 1 | 3 | * |
| Enough money to buy a house, maintain a home | 1 | * | 2 | 1 | 1 | 1 |
| Money to buy, set up, maintain a farm | 1 | 2 | - | - | - | - |
| Other (finding a job, making money) | 1 | 1 | 1 | 2 | 1 | 2 |
| IMMEDIATE FAMILY AND MARRIAGE PROBLEMS | <u>12</u> | <u>5</u> | <u>20</u> | <u>12</u> | <u>4</u> | <u>20</u> |
| Doing a good job raising children, my children's education | 4 | 1 | 7 | 4 | - | 7 |
| Making a happy home, a job of my marriage | 2 | * | 3 | 1 | - | 2 |
| Getting married, finding a husband, wife | 1 | 1 | 2 | 1 | 1 | 1 |
| Having a baby, another baby | 1 | 1 | 2 | 1 | - | 2 |
| Keeping my husband working | 1 | - | 1 | 1 | - | 2 |
| Whether or not to get married | * | * | * | * | * | 1 |
| Other (immediate family and marriage problems) | 3 | 2 | 5 | 5 | 3 | 7 |

*Less than .5 per cent

(Continued)

(Continued)

29b. What would you consider your most important problem, or the thing you are most worried about now?

| | Rural total sample | Analyzed by respondents who are: | | Urban total sample | Analyzed by respondents who are: | |
|--|--------------------------|--|-----------|--------------------------|--|-----------|
| | | Male | Female | | Male | Female |
| Respondents--actual | 1794 | 897 | 897 | 720 | 359 | 361 |
| --weighted | 2562 | 1278 | 1284 | | | |
| | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % |
| THE FUTURE, WHAT I WILL BE DOING AFTER SCHOOL, CHOICE OF A CAREER | <u>10</u> | <u>11</u> | <u>9</u> | <u>9</u> | <u>11</u> | <u>8</u> |
| WHETHER I WILL BE SUCCESSFUL, ABLE TO DEAL WITH ADULT LIFE; DOING WELL IN MY CAREER | <u>8</u> | <u>8</u> | <u>7</u> | <u>9</u> | <u>8</u> | <u>9</u> |
| PRE-MARITAL, SOCIAL RELATIONS | <u>5</u> | <u>4</u> | <u>7</u> | <u>4</u> | <u>5</u> | <u>4</u> |
| Being popular; having friends; being accepted in the crowd; good at sports | 2 | 2 | 3 | 2 | 2 | 1 |
| Going out, having dates, being popular with opposite sex | 2 | 2 | 3 | 2 | 3 | 1 |
| Problems with a particular boy friend, girl friend | 1 | 1 | 1 | 1 | * | 2 |
| Other (pre-marital, social relations) | * | * | * | - | - | - |
| PROBLEMS CONNECTED WITH MILITARY SERVICE | <u>2</u> | <u>5</u> | - | <u>1</u> | <u>3</u> | - |
| WORLD PROBLEMS, INTERNATIONAL PROBLEM | <u>2</u> | <u>2</u> | <u>2</u> | <u>2</u> | <u>2</u> | <u>2</u> |
| MAINTAINING GOOD MORAL STANDARDS IN LIFE, BEING GOOD PERSON, CITIZEN | <u>2</u> | <u>1</u> | <u>2</u> | <u>3</u> | <u>2</u> | <u>4</u> |
| MY PARENTS, PROBLEMS, CONFLICTS WITH PARENTS | <u>1</u> | <u>1</u> | <u>2</u> | <u>2</u> | <u>2</u> | <u>2</u> |
| MY HEALTH | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>2</u> |
| INTEGRATION | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | * | <u>1</u> |
| MOVING, FINDING A PLACE TO LIVE | <u>1</u> | * | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> |
| GETTING A DRIVER'S LICENSE | <u>1</u> | <u>1</u> | * | <u>1</u> | <u>1</u> | * |
| WORRIED ABOUT MY WEIGHT, HEIGHT | * | - | * | * | - | <u>1</u> |
| GETTING IN WITH WRONG CROWD, BAD COMPANY | * | * | * | <u>1</u> | <u>1</u> | <u>1</u> |
| ALL OTHER | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> |
| DON'T KNOW OR NO ANSWER | <u>18</u> | <u>17</u> | <u>18</u> | <u>13</u> | <u>12</u> | <u>14</u> |

*Less than .5 per cent

Note: Group totals add to more than 100%, and subtotals may add to more than group totals because some respondents gave more than one answer.

29b. What would you consider your most important problem, or the thing you are most worried about now?

| | Rural total sample | Analyzed by respondents who are: | | | | | | | |
|--|--------------------------|----------------------------------|-----------|-----------|-----------|-----------------------------|-----------|-----------|-----------|
| | | Males and whose ages are: | | | | Females and whose ages are: | | | |
| | | Total | 16-18 | 19,20 | 21-23 | Total | 16-18 | 19,20 | 21-23 |
| Respondents--actual | 1794 | 897 | 597 | 177 | 123 | 897 | 542 | 183 | 172 |
| --weighted | 2562 | 1278 | | | | 1284 | | | |
| | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % | % | % | % |
| EDUCATION | <u>25</u> | <u>28</u> | <u>37</u> | <u>25</u> | <u>17</u> | <u>22</u> | <u>33</u> | <u>18</u> | <u>4</u> |
| School, completing school, problems in school, getting an education (no further information) | 10 | 11 | 18 | 6 | 5 | 8 | 14 | 7 | |
| Getting into, through college, or other advanced school | 8 | 9 | 10 | 12 | 7 | 6 | 11 | 5 | |
| Doing well in school, getting good grades | 3 | 3 | 6 | 1 | - | 4 | 6 | 2 | |
| Being able to pay for, go to college, graduate school | 3 | 4 | 4 | 4 | 4 | 2 | 2 | 3 | |
| Deciding what type of courses to take, what my major should be | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| Doubts about, problems of switching to a new school, new level | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| Quitting school | * | - | - | - | - | * | * | - | |
| Other (education) | 1 | 1 | 1 | 1 | 1 | 1 | 1 | - | |
| FINDING A JOB, MAKING MONEY | <u>25</u> | <u>29</u> | <u>19</u> | <u>34</u> | <u>39</u> | <u>20</u> | <u>13</u> | <u>23</u> | <u>31</u> |
| Money, getting enough money, making a living | 9 | 9 | 3 | 11 | 15 | 9 | 2 | 10 | 18 |
| Finding a job, work | 6 | 6 | 8 | 4 | 5 | 5 | 7 | 7 | |
| Finding, having a good, good paying job | 3 | 5 | 3 | 7 | 7 | 2 | 2 | 3 | |
| Enough money to get married, support a family, my family | 3 | 4 | 1 | 3 | 7 | 2 | 1 | 1 | |
| Money to pay for a car | 2 | 3 | 4 | 5 | 1 | * | - | - | |
| Enough money to buy a house, maintain a home | 1 | * | - | 1 | 1 | 2 | 1 | 3 | |
| Money to buy, set up, maintain a farm | 1 | 2 | * | 2 | 4 | - | - | - | |
| Other (finding a job, making money) | 1 | 1 | 1 | 2 | - | 1 | * | 3 | |
| IMMEDIATE FAMILY AND MARRIAGE PROBLEMS | <u>12</u> | <u>5</u> | <u>2</u> | <u>7</u> | <u>7</u> | <u>20</u> | <u>7</u> | <u>24</u> | <u>38</u> |
| Doing a good job raising children, my children's education | 4 | 1 | - | 1 | 2 | 7 | 1 | 9 | 16 |
| Making a happy home, a job of my marriage | 2 | * | - | 1 | 1 | 3 | 1 | 4 | |
| Getting married, finding a husband, wife | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 3 | |
| Having a baby, another baby | 1 | 1 | - | - | 2 | 2 | 1 | 4 | |
| Keeping my husband working | 1 | - | - | - | - | 1 | * | 1 | |
| Whether or not to get married | * | * | - | 1 | 1 | * | * | 1 | |
| (Other (immediate family and marriage problems) | 3 | 2 | 1 | 3 | 1 | 5 | 2 | 5 | 16 |

*Less than .5 per cent

(Continued)

(Continued)

29b. What would you consider your most important problem, or the thing you are most worried about now?

| | Rural total sample | Analyzed by respondents who are: | | | | | | | |
|---|--------------------------|----------------------------------|-----------|-----------|-----------|-----------------------------|-----------|-----------|-----------|
| | | Males and whose ages are: | | | | Females and whose ages are: | | | |
| | | Total | 16-18 | 19-20 | 21-23 | Total | 16-18 | 19-20 | 21-23 |
| Respondents--actual | 1794 | 897 | 597 | 177 | 123 | 897 | 542 | 183 | 172 |
| --weighted | 2562 | 1278 | | | | 1284 | | | |
| | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % | % | % | % |
| THE FUTURE, WHAT I WILL BE DOING AFTER SCHOOL, CHOICE OF A CAREER | <u>10</u> | <u>11</u> | <u>13</u> | <u>14</u> | <u>6</u> | <u>9</u> | <u>13</u> | <u>10</u> | <u>2</u> |
| WHETHER I WILL BE SUCCESSFUL, ABLE TO DEAL WITH ADULT LIFE; DOING WELL IN MY CAREER | <u>8</u> | <u>8</u> | <u>6</u> | <u>10</u> | <u>11</u> | <u>7</u> | <u>9</u> | <u>8</u> | <u>4</u> |
| PRE-MARITAL, SOCIAL RELATIONS | <u>5</u> | <u>4</u> | <u>6</u> | <u>2</u> | <u>1</u> | <u>7</u> | <u>12</u> | <u>4</u> | <u>2</u> |
| Being popular; having friends; being accepted in the crowd; good at sports | 2 | 2 | 3 | 1 | - | 3 | 6 | 1 | 2 |
| Going out, having dates, being popular with opposite sex | 2 | 2 | 3 | 1 | 1 | 3 | 4 | 1 | - |
| Problems with a particular boy friend, girl friend | 1 | * | 1 | - | - | 1 | 2 | 2 | - |
| Other (pre-marital, social relations) | * | * | * | - | - | * | * | 1 | - |
| PROBLEMS CONNECTED WITH MILITARY SERVICE | <u>2</u> | <u>5</u> | <u>2</u> | <u>5</u> | <u>9</u> | - | - | - | - |
| WORLD PROBLEMS, INTERNATIONAL PROBLEM | <u>2</u> | <u>2</u> | <u>2</u> | <u>1</u> | <u>3</u> | <u>2</u> | <u>2</u> | <u>2</u> | <u>2</u> |
| MAINTAINING GOOD MORAL STANDARDS IN LIFE, BEING GOOD PERSON, CITIZEN | <u>2</u> | <u>1</u> | <u>2</u> | <u>2</u> | - | <u>2</u> | <u>3</u> | <u>3</u> | - |
| MY PARENTS, PROBLEMS, CONFLICTS WITH PARENTS | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>2</u> | <u>3</u> | <u>2</u> | - |
| MY HEALTH | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | - | <u>1</u> | <u>1</u> | <u>2</u> | <u>1</u> |
| INTEGRATION | <u>1</u> | <u>1</u> | * | <u>1</u> | <u>2</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> |
| MOVING, FINDING A PLACE TO LIVE | <u>1</u> | * | <u>1</u> | - | - | <u>1</u> | <u>1</u> | <u>1</u> | <u>3</u> |
| GETTING A DRIVER'S LICENSE | <u>1</u> | <u>1</u> | <u>2</u> | - | - | * | <u>1</u> | - | - |
| WORRIED ABOUT MY WEIGHT, HEIGHT | * | - | - | - | - | * | <u>1</u> | <u>1</u> | - |
| GETTING IN WITH WRONG CROWD, BAD COMPANY | * | * | * | - | - | * | * | - | - |
| ALL OTHER | <u>1</u> | <u>1</u> | <u>2</u> | - | <u>1</u> | <u>1</u> | <u>1</u> | <u>2</u> | <u>2</u> |
| DON'T KNOW OR NO ANSWER | <u>18</u> | <u>17</u> | <u>19</u> | <u>16</u> | <u>17</u> | <u>18</u> | <u>17</u> | <u>19</u> | <u>20</u> |

*Less than .5 per cent

Note: Group totals add to more than 100%, and subtotals may add to more than group totals because some respondents gave more than one answer.

29b. What would you consider your most important problem, or the thing you are most worried about now?

Analyzed by respondents who are:

| | Analyzed by respondents who are: | | | | | | | | | |
|--|--|-------------|------------|-----------|-----------|--|------------|-----------|-----------|--------|
| | Males and live in an area classified as: | | | | | Females and live in an area classified as: | | | | |
| | Rural total sample | Rural Total | Rural farm | non-farm | Town | Rural Total | Rural farm | non-farm | Town | |
| Respondents--actual | 1794 | 897 | 297 | 472 | 128 | 897 | 263 | 510 | 124 | |
| --weighted | 2562 | 1278 | 418 | 671 | 189 | 1284 | 362 | 743 | 179 | |
| | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % | % | % | % | % |
| EDUCATION | <u>25</u> | <u>28</u> | <u>24</u> | <u>31</u> | <u>24</u> | <u>22</u> | <u>25</u> | <u>20</u> | <u>24</u> | |
| School, completing school, problems in school, getting an education (no further information) | 10 | 11 | 9 | 13 | 9 | 8 | 10 | 8 | 9 | |
| Getting into, through college, or other advanced school | 8 | 9 | 6 | 11 | 10 | 6 | 6 | 6 | 8 | |
| Doing well in school, getting good grades | 3 | 3 | 2 | 4 | 2 | 4 | 4 | 3 | 3 | |
| Being able to pay for, go to college, graduate school | 3 | 4 | 4 | 4 | 3 | 2 | 3 | 1 | 3 | |
| Deciding what type of courses to take, what my major should be | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| Doubts about, problems of switching to a new school, new level | 1 | 1 | 1 | * | 2 | 1 | 1 | 1 | - | |
| Quitting school | * | - | - | - | - | * | * | - | - | |
| Other (education) | 1 | 1 | 1 | 1 | 1 | 1 | 1 | * | 1 | |
| FINDING A JOB, MAKING MONEY | <u>25</u> | <u>29</u> | <u>31</u> | <u>28</u> | <u>26</u> | <u>20</u> | <u>20</u> | <u>20</u> | <u>20</u> | |
| Money, getting enough money, making a living | 9 | 9 | 10 | 7 | 11 | 9 | 7 | 9 | 10 | |
| Finding a job, work | 6 | 6 | 4 | 8 | 5 | 5 | 7 | 5 | 3 | |
| Finding, having a good, good paying job | 3 | 5 | 6 | 5 | 5 | 2 | 2 | 2 | 1 | |
| Enough money to get married, support a family, my family | 3 | 4 | 4 | 3 | 3 | 2 | 2 | 2 | 1 | |
| Money to pay for a car | 2 | 3 | 4 | 3 | 3 | * | - | * | - | |
| Enough money to buy a house, maintain a home | 1 | * | - | 1 | - | 2 | 2 | 2 | 3 | |
| Money to buy, set up, maintain a farm | 1 | 2 | 6 | * | - | - | - | - | - | |
| Other (finding a job, making money) | 1 | 1 | * | 1 | - | 1 | 1 | 1 | 2 | |
| IMMEDIATE FAMILY AND MARRIAGE PROBLEMS | <u>12</u> | <u>5</u> | <u>4</u> | <u>5</u> | <u>2</u> | <u>20</u> | <u>16</u> | <u>22</u> | <u>21</u> | |
| Doing a good job raising children, my children's education | 4 | 1 | - | 1 | - | 7 | 4 | 9 | 7 | |
| Making a happy home, a job of my marriage | 2 | * | * | - | - | 3 | 3 | 3 | 5 | |
| Getting married, finding a husband, wife | 1 | 1 | 1 | 1 | 1 | 2 | 3 | 1 | 2 | |
| Having a baby, another baby | 1 | 1 | - | 1 | - | 2 | 2 | 1 | 4 | |
| Keeping my husband working | 1 | - | - | - | - | 1 | 1 | 2 | - | |
| Whether or not to get married | * | * | 1 | - | - | * | 1 | - | - | |
| Other (immediate family and marriage problems) | 3 | 2 | 2 | 1 | 2 | 5 | 2 | 7 | 7 | |

*Less than .5 per cent

(Continued)

(Continued)

29b. What would you consider your most important problem,
or the thing you are most worried about now?

| | Analyzed by respondents who are: | | | | | | | | |
|---|----------------------------------|---|---------------|--------------|---|-----------|---------------|--------------|-----------|
| | Rural total sample | Males and live in an area classified as: | | | Females and live in an area classified as: | | | | |
| | | Total | Rural farm | non- farm | Town | Total | Rural farm | non- farm | Town |
| Respondents--actual | 1794 | 897 | 297 | 472 | 128 | 897 | 263 | 510 | 124 |
| --weighted | 2562 | 1278 | 418 | 671 | 189 | 1284 | 362 | 743 | 179 |
| | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % | % | % | % |
| THE FUTURE, WHAT I WILL BE DOING AFTER SCHOOL, CHOICE OF A CAREER | <u>10</u> | <u>11</u> | <u>13</u> | <u>10</u> | <u>12</u> | <u>9</u> | <u>13</u> | <u>6</u> | <u>11</u> |
| WHETHER I WILL BE SUCCESSFUL, ABLE TO DEAL WITH ADULT LIFE; DOING WELL IN MY CAREER | <u>8</u> | <u>8</u> | <u>10</u> | <u>6</u> | <u>11</u> | <u>7</u> | <u>10</u> | <u>6</u> | <u>8</u> |
| PRE-MARITAL, SOCIAL RELATIONS | <u>5</u> | <u>4</u> | <u>2</u> | <u>4</u> | <u>4</u> | <u>7</u> | <u>6</u> | <u>7</u> | <u>4</u> |
| Being popular; having friends; being accepted in the crowd; good at sports | 2 | 2 | 2 | 1 | 2 | 3 | 4 | 3 | 3 |
| Going out, having dates, being popular with opposite sex | 2 | 2 | * | 3 | 2 | 3 | 1 | 3 | 2 |
| Problems with a particular boy friend, girl friend | 1 | * | - | * | 1 | 1 | 2 | 1 | - |
| Other (pre-marital, social relations)* | | * | - | - | 1 | * | * | * | - |
| PROBLEMS CONNECTED WITH MILITARY SERVICE | <u>2</u> | <u>5</u> | <u>5</u> | <u>4</u> | <u>5</u> | - | - | - | - |
| WORLD PROBLEMS, INTERNATIONAL PROBLEM | <u>2</u> | <u>2</u> | <u>3</u> | <u>1</u> | <u>3</u> | <u>2</u> | <u>1</u> | <u>3</u> | <u>1</u> |
| MAINTAINING GOOD MORAL STANDARDS IN LIFE, BEING GOOD PERSON, CITIZEN | <u>2</u> | <u>1</u> | <u>1</u> | <u>2</u> | <u>1</u> | <u>2</u> | <u>1</u> | <u>3</u> | <u>3</u> |
| MY PARENTS, PROBLEMS, CONFLICTS WITH PARENTS | <u>1</u> | <u>1</u> | * | <u>2</u> | <u>1</u> | <u>2</u> | <u>2</u> | <u>2</u> | <u>2</u> |
| MY HEALTH | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> |
| INTEGRATION | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | - |
| MOVING, FINDING A PLACE TO LIVE | <u>1</u> | * | - | * | - | <u>1</u> | <u>1</u> | <u>2</u> | - |
| GETTING A DRIVER'S LICENSE | <u>1</u> | <u>1</u> | <u>1</u> | * | <u>1</u> | * | - | * | <u>1</u> |
| WORRIED ABOUT MY WEIGHT, HEIGHT | * | - | - | - | - | * | * | * | <u>1</u> |
| GETTING IN WITH WRONG CROWD, BAD COMPANY | * | * | * | * | - | * | * | * | - |
| ALL OTHER | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>2</u> | <u>1</u> |
| DON'T KNOW OR NO ANSWER | <u>18</u> | <u>17</u> | <u>19</u> | <u>16</u> | <u>20</u> | <u>18</u> | <u>18</u> | <u>18</u> | <u>20</u> |

*Less than .5 per cent

Note: Group totals add to more than 100%, and subtotals may add to more than group totals because some respondents gave more than one answer.

29b. What would you consider your most important problem,
or the thing you are most worried about now?

| | Rural total sample | Analyzed by respondents who are: | | Analyzed by respondents who live in the: | | | |
|--|--------------------------|--|-----------|---|--------------|-----------|-------------|
| | | Married | Single | North- east | Mid- west | South | Far West |
| Respondents--actual | 1794 | 301 | 1459 | 301 | 537 | 747 | 209 |
| --weighted | 2562 | 598 | 1913 | 425 | 740 | 1087 | 310 |
| | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % | % |
| EDUCATION | <u>25</u> | <u>3</u> | <u>32</u> | <u>31</u> | <u>23</u> | <u>22</u> | <u>30</u> |
| School, completing school, problems in school, getting an education (no further information) | 10 | 1 | 13 | 13 | 8 | 10 | 10 |
| Getting into, through college, or other advanced school | 8 | 1 | 10 | 13 | 6 | 6 | 9 |
| Doing well in school, getting good grades | 3 | - | 4 | 4 | 5 | 2 | 5 |
| Being able to pay for, go to college, graduate school | 3 | 1 | 4 | 3 | 4 | 2 | 5 |
| Deciding what type of courses to take, what my major should be | 1 | - | 1 | * | 1 | 1 | 2 |
| Doubts about, problems of switching to a new school, new level | 1 | - | 1 | - | 1 | 1 | 1 |
| Quitting school | * | - | * | - | * | * | - |
| Other (education) | 1 | - | 1 | 1 | 1 | 1 | 1 |
| FINDING A JOB, MAKING MONEY | <u>25</u> | <u>39</u> | <u>20</u> | <u>27</u> | <u>25</u> | <u>23</u> | <u>25</u> |
| Money, getting enough money, making a living | 9 | 20 | 5 | 9 | 8 | 9 | 8 |
| Finding a job, work | 6 | 2 | 7 | 7 | 7 | 5 | 7 |
| Finding, having a good, good paying job | 3 | 2 | 4 | 5 | 3 | 3 | 4 |
| Enough money to get married, support a family, my family | 3 | 7 | 1 | 3 | 2 | 2 | 2 |
| Money to pay for a car | 2 | * | 2 | 2 | 2 | 1 | 3 |
| Enough money to buy a house, maintain a home | 1 | 6 | - | 1 | 1 | 2 | 1 |
| Money to buy, set up, maintain a farm | 1 | 1 | 1 | 1 | 2 | * | * |
| Other (finding a job, making money) | 1 | 2 | 1 | 1 | 1 | 1 | 1 |
| IMMEDIATE FAMILY AND MARRIAGE PROBLEMS | <u>12</u> | <u>35</u> | <u>5</u> | <u>15</u> | <u>10</u> | <u>12</u> | <u>17</u> |
| Doing a good job raising children, my children's education | 4 | 14 | 1 | 6 | 2 | 5 | 4 |
| Making a happy home, a job of my marriage | 2 | 6 | 1 | * | 1 | 2 | 3 |
| Getting married, finding a husband, wife | 1 | - | 2 | 3 | 1 | 1 | 1 |
| Having a baby, another baby | 1 | 5 | * | 1 | 2 | 1 | 1 |
| Keeping my husband working | 1 | 3 | * | 1 | 1 | - | 4 |
| Whether or not to get married | * | - | * | 1 | * | * | * |
| Other (immediate family and marriage problems) | 3 | 9 | 2 | 4 | 3 | 4 | 4 |

*Less than .5 per cent

(Continued)

(Continued)

29b. What would you consider your most important problem,
or the thing you are most worried about now?

| | Rural total sample | Analyzed by respondents who are: | | Analyzed by respondents who live in the: | | | |
|--|--------------------------|--|-----------|---|--------------|-----------|-------------|
| | | Married | Single | North- east | Mid- west | South | Far West |
| Respondents--actual | 1794 | 301 | 1459 | 301 | 537 | 747 | 209 |
| --weighted | 2562 | 598 | 1913 | 425 | 740 | 1087 | 310 |
| | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % | % |
| THE FUTURE, WHAT I WILL BE DOING AFTER SCHOOL, CHOICE OF A CAREER | <u>10</u> | <u>3</u> | <u>12</u> | <u>7</u> | <u>14</u> | <u>8</u> | <u>10</u> |
| WHETHER I WILL BE SUCCESSFUL, ABLE TO DEAL WITH ADULT LIFE; DOING WELL IN MY CAREER | <u>8</u> | <u>3</u> | <u>9</u> | <u>9</u> | <u>7</u> | <u>8</u> | <u>6</u> |
| PRE-MARITAL, SOCIAL RELATIONS | <u>5</u> | <u>2</u> | <u>6</u> | <u>3</u> | <u>6</u> | <u>5</u> | <u>6</u> |
| Being popular; having friends; being accepted in the crowd; good at sports | 2 | 1 | 3 | 2 | 4 | 1 | 4 |
| Going out, having dates, being popular with opposite sex | 2 | 1 | 2 | 1 | 2 | 3 | 2 |
| Problems with a particular boy friend, girl friend | 1 | - | 1 | * | 1 | 1 | 1 |
| Other (pre-marital, social relations) | * | - | * | * | * | - | - |
| PROBLEMS CONNECTED WITH MILITARY SERVICE | <u>2</u> | - | <u>1</u> | <u>1</u> | <u>2</u> | <u>3</u> | <u>1</u> |
| WORLD PROBLEMS, INTERNATIONAL PROBLEM | <u>2</u> | <u>1</u> | <u>2</u> | <u>1</u> | <u>2</u> | <u>3</u> | * |
| MAINTAINING GOOD MORAL STANDARDS IN LIFE, BEING GOOD PERSON, CITIZEN | <u>2</u> | * | <u>2</u> | <u>2</u> | <u>2</u> | <u>2</u> | <u>1</u> |
| MY PARENTS, PROBLEMS, CONFLICTS WITH PARENTS | <u>1</u> | - | <u>2</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>3</u> |
| MY HEALTH | <u>1</u> | <u>1</u> | <u>1</u> | * | <u>1</u> | <u>1</u> | - |
| INTEGRATION | <u>1</u> | <u>1</u> | <u>1</u> | - | <u>1</u> | <u>1</u> | - |
| MOVING, FINDING A PLACE TO LIVE | <u>1</u> | <u>2</u> | * | * | * | <u>1</u> | <u>1</u> |
| GETTING A DRIVER'S LICENSE | <u>1</u> | - | <u>1</u> | <u>1</u> | * | <u>1</u> | - |
| WORRIED ABOUT MY WEIGHT, HEIGHT | * | - | * | - | * | * | - |
| GETTING IN WITH WRONG CROWD, BAD COMPANY | . | - | * | - | * | * | * |
| ALL OTHER | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> |
| DON'T KNOW OR NO ANSWER | <u>18</u> | <u>19</u> | <u>17</u> | <u>12</u> | <u>19</u> | <u>21</u> | <u>13</u> |

*Less than .5 per cent

Note: Group totals add to more than 100%, and subtotals may add to more
than group totals because some respondents gave more than one answer.

29b. What would you consider your most important problem, or the thing you are most worried about now?

Analyzed by Question 30b: respondents who have completed:

| | Rural total sample | Eighth grade or less | High school | | College | | Special school |
|--|--------------------|----------------------|---------------|------------|---------------|-----------|----------------|
| | | | Not completed | Graduated | Not completed | Graduated | |
| Respondents--actual | 1794 | 99** | 969 | 476 | 206 | 18** | 23* |
| --weighted | 2562 (100%) | 155 (100%) | 1174 (100%) | 750 (100%) | 386 (100%) | 44 (100%) | 48 (100%) |
| | % | % | % | % | % | % | % |
| EDUCATION | <u>25</u> | <u>6</u> | <u>28</u> | <u>16</u> | <u>42</u> | <u>25</u> | <u>4</u> |
| School, completing school, problems in school, getting an education (no further information) | 10 | 5 | 15 | 4 | 10 | 9 | - |
| Getting into, through college, or other advanced school | 8 | 1 | 6 | 8 | 15 | 7 | 4 |
| Doing well in school, getting good grades | 3 | - | 6 | 1 | 4 | - | - |
| Being able to pay for, go to college, graduate school | 3 | - | 1 | 2 | 10 | 9 | - |
| Deciding what type of courses to take, what my major should be | 1 | - | 1 | 1 | 2 | - | - |
| Doubts about, problems of switching to a new school, new level | 1 | - | 1 | 1 | 1 | - | - |
| Quitting school | * | - | * | - | * | - | - |
| Other (education) | 1 | - | 1 | * | 2 | - | - |
| FINDING A JOB, MAKING MONEY | <u>25</u> | <u>28</u> | <u>22</u> | <u>29</u> | <u>22</u> | <u>16</u> | <u>46</u> |
| Money, getting enough money, making a living | 9 | 10 | 7 | 9 | 12 | 5 | 15 |
| Finding a job, work | 6 | 7 | 6 | 7 | 4 | 7 | 10 |
| Finding, having a good, good paying job | 3 | 2 | 3 | 5 | 2 | - | - |
| Enough money to get married, support a family, my family | 3 | 8 | 2 | 3 | 3 | - | - |
| Money to pay for a car | 2 | - | 2 | 1 | 1 | - | 4 |
| Enough money to buy a house, maintain a home | 1 | 2 | 1 | 2 | - | 5 | 10 |
| Money to buy, set up, maintain a farm | 1 | 1 | 1 | 2 | 1 | - | 6 |
| Other (finding a job, making money) | 1 | - | 1 | 1 | 1 | - | - |
| IMMEDIATE FAMILY AND MARRIAGE PROBLEMS | <u>12</u> | <u>25</u> | <u>9</u> | <u>16</u> | <u>8</u> | <u>27</u> | <u>14</u> |
| Doing a good job raising children, my children's education | 4 | 8 | 3 | 5 | 3 | 5 | - |
| Making a happy home, a job of my marriage | 2 | - | 2 | 3 | 1 | 9 | 6 |
| Getting married, finding a husband, wife | 1 | 1 | 1 | 1 | 2 | 2 | - |
| Having a baby, another baby | 1 | 6 | 1 | 2 | 1 | - | - |
| Keeping my husband working | 1 | 3 | * | 1 | 1 | - | - |
| Whether or not to get married | * | - | * | 1 | - | - | - |
| Other (immediate family and marriage problems) | 3 | 7 | 3 | 3 | 2 | 11 | 8 |

*Less than .5 per cent

**Percentages based on less than 100 cases are often unreliable.

(Continued)

(Continued)

29b. What would you consider your most important problem,
or the thing you are most worried about now?

| | Analyzed by Question 30b; respondents who have completed: | | | | | | |
|---|--|----------------------------|-----------------------|----------------|-----------------------|----------------|-------------------|
| | Rural total sample | Eighth grade or less | High school | | College | | Special school |
| | | | Not com- pleted | Grad- uated | Not com- pleted | Grad- uated | |
| Respondents—actual | 1794 | 99** | 969 | 476 | 206 | 18** | 23** |
| —weighted | 2562 | 155 | 1174 | 750 | 386 | 44 | 48 |
| | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % | % |
| THE FUTURE, WHAT I WILL BE DOING AFTER SCHOOL, CHOICE OF A CAREER | <u>10</u> | <u>2</u> | <u>10</u> | <u>11</u> | <u>11</u> | - | <u>8</u> |
| WHETHER I WILL BE SUCCESSFUL, ABLE TO DEAL WITH ADULT LIFE; DOING WELL IN MY CAREER | <u>8</u> | <u>5</u> | <u>6</u> | <u>8</u> | <u>11</u> | <u>20</u> | <u>2</u> |
| PRE-MARITAL, SOCIAL RELATIONS | <u>5</u> | <u>3</u> | <u>8</u> | <u>2</u> | <u>3</u> | - | <u>8</u> |
| Being popular; having friends; being accepted in the crowd; good at sports | 2 | 1 | 4 | 1 | 2 | - | - |
| Going out, having dates, being popular with opposite sex | 2 | 1 | 3 | 1 | 1 | - | 8 |
| Problems with a particular boy friend, girl friend | 1 | 1 | 1 | * | * | - | - |
| Other (pre-marital, social relations) | * | - | * | * | - | - | - |
| PROBLEMS CONNECTED WITH MILITARY SERVICE | <u>2</u> | <u>1</u> | <u>1</u> | <u>5</u> | <u>5</u> | - | - |
| WORLD PROBLEMS, INTERNATIONAL PROBLEM | <u>2</u> | <u>3</u> | <u>2</u> | <u>2</u> | <u>2</u> | <u>7</u> | - |
| MAINTAINING GOOD MORAL STANDARDS IN LIFE, BEING GOOD PERSON, CITIZEN | <u>2</u> | - | <u>3</u> | <u>1</u> | <u>2</u> | - | <u>2</u> |
| MY PARENTS, PROBLEMS, CONFLICTS WITH PARENTS | <u>1</u> | <u>1</u> | <u>2</u> | * | <u>2</u> | - | <u>4</u> |
| MY HEALTH | <u>1</u> | <u>1</u> | <u>2</u> | * | - | - | <u>4</u> |
| INTEGRATION | <u>1</u> | - | <u>1</u> | <u>1</u> | <u>1</u> | <u>7</u> | - |
| MOVING, FINDING A PLACE TO LIVE | <u>1</u> | - | <u>1</u> | <u>1</u> | - | <u>9</u> | <u>4</u> |
| GETTING A DRIVER'S LICENSE | <u>1</u> | <u>1</u> | <u>1</u> | - | - | - | - |
| WORRIED ABOUT MY WEIGHT, HEIGHT | * | - | * | * | - | - | - |
| GETTING IN WITH WRONG CROWD, BAD COMPANY | * | - | * | - | - | - | - |
| ALL OTHER | <u>1</u> | - | <u>2</u> | <u>1</u> | <u>1</u> | - | <u>4</u> |
| DON'T KNOW OR NO ANSWER | <u>18</u> | <u>36</u> | <u>17</u> | <u>21</u> | <u>8</u> | <u>14</u> | <u>8</u> |

*Less than .5 per cent

**Percentages based on less than 100 cases are often unreliable.

Note: Group totals add to more than 100%, and subtotals may add to more
than group totals because some respondents gave more than one answer.

29c. Now, try to think ahead a couple of years, what would you guess would be the most important problem to you a couple of years from now?

Asked of respondents who named
a problem they had now--
82% of rural total sample
87% of urban total sample

| | Rural | Analyzed by | | Urban | Analyzed by | |
|--|------------|-------------|-----------|------------|-------------|-----------|
| | total | respondents | | total | respondents | |
| | asked this | who are: | | asked this | who are: | |
| | question | Male | Female | question | Male | Female |
| Respondents--actual | 1468 | 735 | 733 | 626 | 317 | 309 |
| --weighted | 2103 | 1055 | 1048 | | | |
| | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % |
| FINDING A JOB, MAKING MONEY | <u>29</u> | <u>34</u> | <u>24</u> | <u>27</u> | <u>32</u> | <u>21</u> |
| Finding a job, work | 9 | 9 | 8 | 7 | 9 | 4 |
| Money, getting enough money, making a living | 7 | 8 | 7 | 8 | 8 | 7 |
| Enough money to get married, support a family, my family | 5 | 8 | 2 | 4 | 5 | 3 |
| Finding, having a good, good paying job | 5 | 5 | 4 | 7 | 9 | 5 |
| Enough money to buy a house, maintain a home | 2 | 2 | 2 | 1 | 1 | 1 |
| Money to buy, set up, maintain a farm | 1 | 1 | - | - | - | - |
| Other (finding a job, making money) | 1 | 2 | 1 | 1 | 1 | 1 |
| IMMEDIATE FAMILY AND MARRIAGE PROBLEMS | <u>27</u> | <u>15</u> | <u>39</u> | <u>27</u> | <u>15</u> | <u>39</u> |
| Doing a good job raising children, my children's education | 12 | 4 | 19 | 10 | 4 | 16 |
| Getting married | 5 | 4 | 6 | 7 | 7 | 8 |
| Making a happy home, a job of my marriage | 4 | 1 | 6 | 4 | 1 | 6 |
| Whether or not to get married | 2 | 1 | 2 | 1 | 1 | 2 |
| Having a baby, another baby | 1 | * | 2 | * | - | 1 |
| Other (immediate family and marriage problems) | 6 | 5 | 6 | 6 | 4 | 7 |
| EDUCATION | <u>15</u> | <u>17</u> | <u>13</u> | <u>20</u> | <u>22</u> | <u>17</u> |
| Getting into, through college, or other advanced school | 8 | 9 | 7 | 10 | 12 | 8 |
| School, completing school, problems in school, getting an education (no further information) | 4 | 4 | 3 | 5 | 4 | 6 |
| Being able to pay for, go to college, graduate school | 2 | 2 | 1 | 3 | 4 | 2 |
| Doing well in school, getting good grades | 1 | 1 | 1 | 1 | 1 | 1 |
| Deciding what type of courses to take, what my major should be | 1 | 1 | * | 1 | 1 | * |
| Doubts about, problems of switching to a new school, new level | * | * | * | * | * | * |
| Other (education) | * | * | * | * | - | * |

*Less than .5 per cent

(Continued)

(Continued)

29c. Now, try to think ahead a couple of years, what would you guess would be the most important problem to you a couple of years from now?

Asked of respondents who named
a problem they had now--
82% of rural total sample
87% of urban total sample

| | Rural | Analyzed by | | Urban | Analyzed by | |
|---|------------|-------------|-----------|------------|-------------|-----------|
| | total | respondents | | total | respondents | |
| | asked this | who are: | | asked this | who are: | |
| | question | Male | Female | question | Male | Female |
| Respondents--actual | 1468 | 735 | 733 | 626 | 317 | 309 |
| --weighted | 2103 | 1055 | 1048 | (100%) | (100%) | (100%) |
| | (100%) | (100%) | (100%) | | | |
| | % | % | % | % | % | % |
| WHETHER I WILL BE SUCCESSFUL, ABLE TO DEAL WITH ADULT LIFE; DOING WELL IN MY CAREER | <u>11</u> | <u>13</u> | <u>10</u> | <u>11</u> | <u>12</u> | <u>10</u> |
| THE FUTURE, WHAT I WILL BE DOING AFTER SCHOOL, CHOICE OF A CAREER | <u>5</u> | <u>4</u> | <u>6</u> | <u>4</u> | <u>3</u> | <u>6</u> |
| PROBLEMS CONNECTED WITH MILITARY SERVICE | <u>4</u> | <u>7</u> | - | <u>3</u> | <u>6</u> | - |
| MAINTAINING GOOD MORAL STANDARDS IN LIFE, BEING GOOD PERSON, CITIZEN | <u>2</u> | <u>2</u> | <u>2</u> | <u>2</u> | <u>3</u> | <u>1</u> |
| WORLD PROBLEMS, INTERNATIONAL PROBLEM | <u>2</u> | <u>2</u> | <u>1</u> | <u>2</u> | <u>2</u> | <u>3</u> |
| PRE-MARITAL SOCIAL RELATIONS | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> |
| MOVING, FINDING A PLACE TO LIVE | <u>1</u> | <u>1</u> | * | <u>2</u> | <u>1</u> | <u>2</u> |
| MY HEALTH | <u>1</u> | * | <u>1</u> | * | <u>1</u> | - |
| INTEGRATION | * | * | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> |
| MY PARENTS, PROBLEMS, CONFLICTS WITH PARENTS | * | * | * | * | <u>1</u> | - |
| ALL OTHER | * | * | - | <u>1</u> | <u>1</u> | <u>1</u> |
| DON'T KNOW OR NO ANSWER | <u>17</u> | <u>17</u> | <u>16</u> | <u>14</u> | <u>13</u> | <u>16</u> |

*Less than .5 per cent

Note: Group totals add to more than 100%, and subtotals may add to more than group totals because some respondents gave more than one answer.

29c. Now, try to think ahead a couple of years, what would you guess would be the most important problem to you a couple of years from now?

Asked of respondents who named
a problem they had now--
82% of rural total sample

| | Rural total asked this question | Analyzed by respondents who are: | | | | | | | |
|---|---|----------------------------------|-----------|-----------|-----------|-----------------------------|-----------|-----------|-----------|
| | | Males and whose ages are: | | | | Females and whose ages are: | | | |
| | | Total | 16-18 | 19,20 | 21-23 | Total | 16-18 | 19,20 | 21-23 |
| Respondents--actual | 1468 | 735 | 485 | 148 | 102 | 733 | 448 | 148 | 137 |
| --weighted | 2103 | 1055 | | | | 1048 | | | |
| | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % | % | % | % |
| FINDING A JOB, MAKING MONEY | <u>29</u> | <u>34</u> | <u>37</u> | <u>34</u> | <u>30</u> | <u>24</u> | <u>27</u> | <u>26</u> | <u>16</u> |
| Finding a job, work | 9 | 9 | 14 | 7 | 4 | 8 | 13 | 7 | 1 |
| Money, getting enough money, making a living | 7 | 8 | 8 | 7 | 8 | 7 | 5 | 9 | 9 |
| Enough money to get married, support a family, my family | 5 | 8 | 6 | 9 | 12 | 2 | 1 | 4 | 1 |
| Finding, having a good, good paying job | 5 | 5 | 8 | 6 | 1 | 4 | 6 | 3 | - |
| Enough money to buy a house, maintain a home | 2 | 2 | 1 | 4 | 3 | 2 | 1 | 2 | 3 |
| Money to buy, set up, maintain a farm | 1 | 1 | * | 1 | 2 | - | - | - | - |
| Other (finding a job, making money) | 1 | 2 | 2 | 1 | 3 | 1 | 1 | 1 | 2 |
| IMMEDIATE FAMILY AND MARRIAGE PROBLEMS | <u>27</u> | <u>15</u> | <u>11</u> | <u>16</u> | <u>23</u> | <u>39</u> | <u>27</u> | <u>45</u> | <u>54</u> |
| Doing a good job raising children, my children's education | 12 | 4 | 1 | 4 | 11 | 19 | 5 | 24 | 39 |
| Getting married | 5 | 4 | 4 | 5 | 3 | 6 | 8 | 6 | 1 |
| Making a happy home a job of my marriage | 4 | 1 | 1 | 3 | 1 | 6 | 5 | 7 | 7 |
| Whether or not to get married | 2 | 1 | 2 | 1 | - | 2 | 4 | 1 | - |
| Having a baby, another baby | 1 | * | - | - | 1 | 2 | 1 | 3 | 4 |
| Other (immediate family and marriage problems) | 6 | 5 | 4 | 4 | 8 | 6 | 6 | 7 | 6 |
| EDUCATION | <u>15</u> | <u>17</u> | <u>27</u> | <u>10</u> | <u>9</u> | <u>13</u> | <u>22</u> | <u>10</u> | <u>1</u> |
| Getting into, through college, or other advanced school | 8 | 9 | 14 | 7 | 3 | 7 | 12 | 7 | - |
| School, completing school, problems in school, getting an education (no further information) | 4 | 4 | 6 | 2 | 4 | 3 | 5 | 3 | - |
| Being able to pay for, go to college, graduate school | 2 | 2 | 5 | - | 1 | 1 | 2 | - | 1 |
| Doing well in school, getting good grades | 1 | 1 | 1 | 1 | - | 1 | 1 | - | - |
| Deciding what type of courses to take, what my major should be | 1 | 1 | 1 | 1 | - | * | * | 1 | - |
| Doubts about, problems of switching to a new school, new level | * | * | 1 | - | - | * | 1 | - | - |
| Other (education) | * | * | * | - | 1 | * | * | - | 1 |

*Less than .5 per cent

(Continued)

(Continued)

29c. Now, try to think ahead a couple of years, what would you guess would be the most important problem to you a couple of years from now?

Asked of respondents who named
a problem they had now--
82% of rural total sample

| question | Rural total asked this | Analyzed by respondents who are: | | | | | | | |
|---|---------------------------------|----------------------------------|-----------|-----------|-----------|-----------------------------|-----------|-----------|-----------|
| | | Males and whose ages are: | | | | Females and whose ages are: | | | |
| | | Total | 16-18 | 19,20 | 21,23 | Total | 16-18 | 19,20 | 21-23 |
| Respondents--actual | 1468 | 735 | 485 | 148 | 102 | 733 | 448 | 148 | 137 |
| --weighted | 2103 | 1055 | | | | 1048 | | | |
| | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % | % | % | % |
| WHETHER I WILL BE SUCCESSFUL, ABLE TO DEAL WITH ADULT LIFE; DOING WELL IN MY CAREER | <u>11</u> | <u>13</u> | <u>13</u> | <u>12</u> | <u>13</u> | <u>10</u> | <u>14</u> | <u>9</u> | <u>4</u> |
| THE FUTURE, WHAT I WILL BE DOING AFTER SCHOOL, CHOICE OF A CAREER | <u>5</u> | <u>4</u> | <u>7</u> | <u>4</u> | <u>1</u> | <u>6</u> | <u>9</u> | <u>3</u> | <u>1</u> |
| PROBLEMS CONNECTED WITH MILITARY SERVICE | <u>4</u> | <u>7</u> | <u>1</u> | <u>15</u> | <u>1</u> | - | - | - | - |
| MAINTAINING GOOD MORAL STANDARDS IN LIFE, BEING GOOD PERSON. CITIZEN | <u>2</u> | <u>2</u> | <u>1</u> | <u>3</u> | <u>1</u> | <u>2</u> | <u>2</u> | <u>3</u> | <u>1</u> |
| WORLD PROBLEMS, INTERNATIONAL PROBLEM | <u>2</u> | <u>2</u> | <u>2</u> | <u>1</u> | <u>4</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> |
| PRE-MARITAL SOCIAL RELATIONS | <u>1</u> | <u>1</u> | <u>2</u> | - | - | <u>1</u> | <u>2</u> | - | - |
| MOVING, FINDING A PLACE TO LIVE | <u>1</u> | <u>1</u> | * | <u>1</u> | <u>1</u> | * | * | <u>1</u> | <u>1</u> |
| MY HEALTH | <u>1</u> | * | * | <u>1</u> | - | <u>1</u> | * | <u>1</u> | <u>1</u> |
| INTEGRATION | * | * | * | - | - | <u>1</u> | * | <u>1</u> | <u>1</u> |
| MY PARENTS, PROBLEMS, CONFLICTS WITH PARENTS | * | * | - | <u>1</u> | - | * | * | <u>1</u> | - |
| ALL OTHER | * | * | * | - | - | - | - | <u>1</u> | <u>1</u> |
| DON'T KNOW OR NO ANSWER | <u>17</u> | <u>17</u> | <u>10</u> | <u>20</u> | <u>25</u> | <u>16</u> | <u>15</u> | <u>16</u> | <u>19</u> |

*Less than .5 per cent

Note: Group totals add to more than 100%, and subtotals may add to more than group totals because some respondents gave more than one answer.

30a. Did you attend school last year?

| | <u>Rural total sample</u> | <u>Analyzed by respondents who are:</u> | | <u>Urban total sample</u> | <u>Analyzed by respondents who are:</u> | |
|---------------------|-----------------------------------|---|----------------|-----------------------------------|---|---------------|
| | | <u>Male</u> | <u>Female</u> | | <u>Male</u> | <u>Female</u> |
| Respondents--actual | 1794 | 897 | 897 | 720 | 359 | 361 |
| --weighted | 2562 (100%) | 1278 (100%) | 1284 (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % |
| YES | 62 | 66 | 57 | 71 | 75 | 68 |
| NO | 38 | 34 | 43 | 29 | 25 | 32 |
| NO ANSWER | * | * | * | - | - | - |

*Less than .5 per cent

30a. Did you attend school last year?

| | Rural total sample | Analyzed by respondents who are: | | | | | | | |
|---------------------|--------------------------|----------------------------------|--------|--------|--------|--------------------------------|--------|--------|--------|
| | | Males and whose ages are: | | | | Females and whose ages are: | | | |
| | | Total | 16-18 | 19,20 | 21-23 | Total | 16-18 | 19,20 | 21-23 |
| Respondents--actual | 1794 | 897 | 597 | 177 | 123 | 897 | 542 | 183 | 172 |
| --weighted | 2562 (100%) | 1278 (100%) | (100%) | (100%) | (100%) | 1284 (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % | % | % | % |
| YES | 62 | 66 | 94 | 55 | 29 | 57 | 91 | 43 | 15 |
| NO | 38 | 34 | 6 | 45 | 71 | 43 | 9 | 56 | 85 |
| NO ANSWER | * | * | * | - | - | * | - | 1 | - |

*Less than .5 per cent

30b. How many years of school have you completed?

| | Rural total sample | Analyzed by respondents who are: | | Urban total sample | Analyzed by respondents who are: | |
|----------------------------------|--------------------------|--|----------------|--------------------------|--|--------|
| | | Male | Female | | Male | Female |
| Respondents--actual | 1794 | 897 | 897 | 720 | 359 | 361 |
| --weighted | 2562 (100%) | 1278 (100%) | 1284 (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % |
| EIGHTH GRADE OR LESS | 6 | 6 | 6 | 4 | 3 | 4 |
| HIGH SCHOOL BUT NOT COMPLETED | 46 | 45 | 47 | 54 | 55 | 52 |
| HIGH SCHOOL GRADUATED | 29 | 28 | 31 | 24 | 22 | 26 |
| COLLEGE BUT NOT COMPLETED | 15 | 18 | 12 | 14 | 16 | 13 |
| COLLEGE GRADUATED | 2 | 1 | 2 | 3 | 3 | 2 |
| GRADUATE SCHOOL | * | - | * | * | - | * |
| SPECIAL OR TECHNICAL SCHOOL | 2 | 2 | 2 | 1 | 1 | 2 |
| NO ANSWER | * | * | * | * | * | 1 |

*Less than .5 per cent

30b. How many years of school have you completed?

| | Rural total sample | Analyzed by respondents who are: | | | | | | | |
|----------------------------------|--------------------------|----------------------------------|--------|--------|--------|--------------------------------|--------|--------|--------|
| | | Males and whose ages are: | | | | Females and whose ages are: | | | |
| | | Total | 16-18 | 19,20 | 21-23 | Total | 16-18 | 19,20 | 21-23 |
| Respondents--actual | 1794 | 897 | 597 | 177 | 123 | 897 | 542 | 183 | 172 |
| --weighted | 2562 (100%) | 1278 (100%) | (100%) | (100%) | (100%) | 1284 (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % | % | % | % |
| EIGHTH GRADE OR LESS | 6 | 6 | 5 | 4 | 10 | 6 | 4 | 6 | 8 |
| HIGH SCHOOL BUT NOT COMPLETED | 46 | 45 | 75 | 21 | 17 | 47 | 71 | 20 | 27 |
| HIGH SCHOOL GRADUATED | 29 | 28 | 17 | 42 | 34 | 31 | 22 | 37 | 40 |
| COLLEGE BUT NOT COMPLETED | 15 | 18 | 3 | 31 | 32 | 12 | 3 | 31 | 13 |
| COLLEGE GRADUATED | 2 | 1 | - | 1 | 3 | 2 | - | 1 | 7 |
| GRADUATE SCHOOL | * | - | - | - | - | * | - | - | 1 |
| SPECIAL OR TECHNICAL SCHOOL | 2 | 2 | - | 1 | 4 | 2 | * | 5 | 3 |
| NO ANSWER | * | * | * | - | - | * | - | - | 1 |

*Less than .5 per cent

30c. Do you expect to continue your education?

Asked of respondents who have
not gone to graduate school or
a special technical school--
98% of rural total sample
98% of urban total sample

| | Rural total asked this question | Analyzed by respondents who are: | | Urban total asked this question | Analyzed by respondents who are: | |
|-------------------------|--|--|----------------|--|--|--------|
| | | Male | Female | | Male | Female |
| Respondents--actual | 1768 | 890 | 878 | 707 | 355 | 352 |
| --weighted | 2509 (100%) | 1260 (100%) | 1249 (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % |
| YES | 66 | 71 | 61 | 79 | 84 | 74 |
| NO | 27 | 21 | 33 | 17 | 12 | 21 |
| DON'T KNOW OR NO ANSWER | 7 | 8 | 6 | 4 | 4 | 5 |

30c. Do you expect to continue your education?

Asked of respondents who have not gone to graduate school or a special technical school--
98% of rural total sample

| | Rural total asked this question | Analyzed by respondents who are: | | | | | | | |
|-------------------------|--|----------------------------------|--------|--------|--------|--------------------------------|--------|--------|--------|
| | | Males and whose ages are: | | | | Females and whose ages are: | | | |
| | | Total | 16-18 | 19,20 | 21-23 | Total | 16-18 | 19,20 | 21-23 |
| Respondents--actual | 1768 | 890 | 596 | 176 | 118 | 878 | 540 | 174 | 164 |
| --weighted | 2509 (100%) | 1260 (100%) | (100%) | (100%) | (100%) | 1249 (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % | % | % | % |
| YES | 66 | 71 | 88 | 62 | 48 | 61 | 85 | 49 | 30 |
| NO | 27 | 21 | 8 | 28 | 40 | 33 | 11 | 39 | 63 |
| DON'T KNOW OR NO ANSWER | 7 | 8 | 4 | 10 | 12 | 6 | 4 | 12 | 7 |

30d. How many years of schooling do you expect to complete?

Asked of respondents who expect
to continue their education--
64% of rural total sample
77% of urban total sample

| | Rural total asked this question | Analyzed by respondents who are; | | Rural total asked this question | Analyzed by respondents who are; | |
|----------------------------------|--|--|---------------|--|--|--------|
| | | Male | Female | | Male | Female |
| Respondents--actual | 1286 | 691 | 595 | 557 | 297 | 260 |
| --weighted | 1650 (100%) | 891 (100%) | 759 (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % |
| HIGH SCHOOL BUT NOT COMPLETED | 1 | 1 | 1 | * | - | 1 |
| HIGH SCHOOL GRADUATED | 16 | 16 | 16 | 16 | 17 | 15 |
| COLLEGE BUT NOT COMPLETED | 7 | 6 | 8 | 6 | 4 | 8 |
| COLLEGE GRADUATED | 39 | 42 | 35 | 38 | 41 | 35 |
| GRADUATE SCHOOL | 14 | 17 | 11 | 20 | 23 | 15 |
| SPECIAL OR TECHNICAL SCHOOL | 22 | 17 | 28 | 19 | 14 | 25 |
| NO ANSWER | 1 | 1 | 1 | 1 | 1 | 1 |

*Less than .5 per cent

30d. How many years of schooling do you expect to complete?

Asked of respondents who expect
to continue their education--
64% of rural total sample

| | Rural total asked this question | Analyzed by respondents who are: | | | | | | | |
|----------------------------------|--|----------------------------------|--------|--------|--------|--------------------------------|--------|--------|--------|
| | | Males and whose ages are: | | | | Females and whose ages are: | | | |
| | | Total | 16-18 | 19,20 | 21-23 | Total | 16-18 | 19,20 | 21-23 |
| Respondents--actual | 1286 | 691 | 525 | 109 | 57** | 595 | 460 | 85** | 50** |
| --weighted | 1650 (100%) | 891 (100%) | (100%) | (100%) | (100%) | 759 (100%) | (100%) | (100%) | (100%) |
| | % | % | % | % | % | % | % | % | % |
| HIGH SCHOOL BUT NOT COMPLETED | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 2 |
| HIGH SCHOOL GRADUATED | 16 | 16 | 22 | 11 | 2 | 16 | 18 | 8 | 22 |
| COLLEGE BUT NOT COMPLETED | 7 | 6 | 7 | 6 | 5 | 8 | 9 | 6 | 4 |
| COLLEGE GRADUATED | 39 | 42 | 41 | 39 | 47 | 35 | 36 | 35 | 28 |
| GRADUATE SCHOOL | 14 | 17 | 13 | 19 | 28 | 11 | 4 | 27 | 22 |
| SPECIAL OR TECHNICAL SCHOOL | 22 | 17 | 15 | 23 | 16 | 28 | 32 | 23 | 18 |
| NO ANSWER | 1 | 1 | 1 | 1 | - | 1 | * | - | 4 |

*Less than .5 per cent

**Percentages based on less than 100 cases are often unreliable.

31a. Were you born around here?

| | <u>Rural total sample</u> | <u>Urban total sample</u> |
|---------------------|-----------------------------------|-----------------------------------|
| Respondents--actual | 1794 | 720 |
| --weighted | 2562 (100%) | (100%) |
| | % | % |
| YES | 65 | 61 |
| NO | 32 | 37 |
| DON'T KNOW | * | - |
| NO ANSWER | 3 | 2 |

*Less than .5 per cent

31b. Where did you live most of your life before you moved here (in the country, or a small town (less than 2,500 population), or in a larger town, or a city)?

Asked of respondents who were not born in the area in which they now live--
32% of rural total sample
37% of urban total sample

| | <u>Rural total asked this question</u> | <u>Urban total asked this question</u> |
|-------------------------|--|--|
| Respondents--actual | 563 | 266 |
| --weighted | 819 (100%) | (100%) |
| | % | % |
| COUNTRY | 16 | 15 |
| SMALL TOWN | 29 | 33 |
| LARGER TOWN | 23 | 18 |
| CITY | 31 | 32 |
| DON'T KNOW OR NO ANSWER | 1 | 2 |

31c. How old were you when you left there?

Asked of respondents who
were not born in the area
in which they now live--
32% of rural total sample
37% of urban total sample

| | <u>Rural total asked this question</u> | <u>Urban total asked this question</u> |
|-------------------------|--|--|
| Respondents--actual | 563 | 266 |
| --weighted | 819 (100%) | (100%) |
| | % | % |
| 1 - 10 | 55 | 43 |
| 10 - 12 | 10 | 13 |
| 13 - 15 | 12 | 11 |
| 16 - 18 | 12 | 17 |
| 19 - 21 | 10 | 12 |
| 22 or 23 | * | 2 |
| DON'T KNOW OR NO ANSWER | 1 | 2 |

*Less than .5 per cent

DISTRIBUTION OF RESPONDENTS

| | Rural | | Urban |
|--|---------------------|---------------------|---------------------|
| | <u>total sample</u> | <u>total sample</u> | <u>total sample</u> |
| | <u>Actual</u> | <u>Weighted</u> | |
| Respondents--actual | 1794 | | 720 |
| --weighted | | 2562 (100%) | (100%) |
| | % | % | % |
| <u>Sex</u> | | | |
| Male | 50 | 50 | 50 |
| Female | 50 | 50 | 50 |
| <u>Age</u> | | | |
| 16 - 18 | 64 | 47 | 62 |
| 19,20 | 20 | 22 | 17 |
| 21 - 23 | 16 | 31 | 21 |
| <u>Race</u> | | | |
| White | 90 | 90 | 84 |
| Negro | 9 | 9 | 15 |
| Other | 1 | 1 | 1 |
| <u>Economic level</u> | | | |
| Upper | 23 | 21 | 23 |
| Middle | 53 | 55 | 51 |
| Lower | 21 | 21 | 25 |
| Not recorded | 3 | 3 | 1 |
| <u>Marital status</u> | | | |
| Married | 17 | 23 | 19 |
| Single | 81 | 75 | 79 |
| Widowed or divorced | * | * | * |
| No answer | 2 | 2 | 2 |
| <u>Number of people in household between 16 and 23</u> | | | |
| One | 67 | 65 | 70 |
| Two | 25 | 27 | 23 |
| Three | 4 | 4 | 4 |
| Four or more | 1 | 1 | 1 |
| Not recorded | 3 | 3 | 2 |

*Less than .5 per cent

DISTRIBUTION OF RESPONDENTS

| | Rural total sample | | Urban total sample |
|--|-----------------------|-----------------|--------------------------|
| | <u>Actual</u> | <u>Weighted</u> | |
| Respondents--actual | 1794 | | 720 |
| --weighted | | 2562 (100%) | (100%) |
| | % | % | % |
| <u>Occupation of head of household</u> | | | |
| Professional or executive | 8 | 8 | 12 |
| Owner--small retail store or business | 6 | 5 | 7 |
| Technician, white collar, clerical | 11 | 12 | 20 |
| Skilled worker | 26 | 25 | 27 |
| Non-skilled, non-farm labor | 19 | 20 | 21 |
| Farm labor | 4 | 4 | - |
| Farm owner or manager | 17 | 17 | - |
| Retired | 2 | 2 | 2 |
| Unemployed | 3 | 3 | 3 |
| Student | 1 | 1 | 3 |
| Homemaker | 1 | 1 | 3 |
| No answer | 2 | 2 | 2 |
| <u>Geographic division</u> | | | |
| New England | 5 | 5 | 5 |
| Middle Atlantic | 12 | 11 | 10 |
| East North Central | 18 | 18 | 17 |
| West North Central | 12 | 11 | 13 |
| South Atlantic | 21 | 22 | 23 |
| East South Central | 10 | 10 | 12 |
| West South Central | 10 | 10 | 8 |
| Mountain | 5 | 5 | 5 |
| Pacific | 7 | 8 | 7 |
| <u>Size of place</u> | | | |
| Over 1,000,000 | - | - | 3 |
| 250,000 to 1,000,000 | - | - | 40 |
| 100,000 to 250,000 | - | - | 18 |
| 25,000 to 100,000 | - | - | 35 |
| 2,500 to 25,000 | - | - | 4 |
| Towns under 2,500 | 12 | 12 | - |
| Open country | 88 | 88 | - |
| <u>Rural</u> | | | |
| Farm | 31 | 31 | - |
| Non-farm | 55 | 55 | - |
| <u>Town</u> | 14 | 14 | - |