DOCUMENT RESUME

ED 043 287 HE 001 734

AUTHOR	Blumenfeld, Warren S.
TITLE	Some Characteristics of Finalists in the 1966 National Achievement Scholarship Program.
INSTITUTION	National Merit Scholarship Corp., Evanston, Ill.
SPONS AGENCY	Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; National Science Foundation, Washington, D.C.
REPORT NO	NMSC-RR-1966-Vol-2-NO-4
PUB DATE	66
NOTE	34p.
EDRS PRICE	EDRS Price MF-$0.25 HC-$1.80
DESCRIPTORS	*Achievement, *College Bound Students, *Higher Education, *Negro Students, *Student Characteristics
IDENTIFIERS	*National Achievement Scholarship Program

ABSTRACT

As part of the selection process of the 1966 National Achievement Scholarship Program, a program for able Negro high school students interested in attending college, 1,029 Finalists completed a 94-item questionnaire. The percentage of Finalists responding to each alternative of each item was obtained, and a matrix of intercorrelations of 50 selected items was calculated. In terms of their item responses, the Finalists appeared to be high aspiring, high grade achievers, academically oriented, professional occupation oriented, high extracurricular achievers, active, interesting, and talented young people. (Author/AF)

ED 013287

NMSC

Research reports

1966; volume 2, number 4

Some Characteristics of Finalists in the 1966 National Achievement Scholarship Program

Warren S. Blumenfeld

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

NATIONAL MERIT SCHOLARSHIP CORPORATION

ERIC

OPERATIONAL STATISTICS

This report is one of a series on operational statistics in which tables descriptive of NMSC's programs or of bodies of data collected for research are presented with little interpretation or discussion. Additional analyses of these data, designed to study their implications for substantive questions, is part of NMSC's continuing program of research.

ERIC

ED0 43287

ABSTRACT

As a part of the Scholar selection process of the 1966 National Achievement Scholarship Program, 1,029 Finalists completed a 94-item research questionnaire. The percentage of Finalists responding to each alternative of each item was obtained; in addition, a matrix of intercorrelations of 50 selected items was calculated. Described in terms of their item responses, the Finalists appeared to be high aspiring, high grade achievers, academically oriented, professional occupation oriented, high extra curricular achievers, active, interesting, and talented young people. Follow-up of their progress and performance is planned for summer of 1967.

ERIC

Some Characteristics of Finalists in the 1966 National Achievement Scholarship Program

Warren S. Blumenfeld

The purpose of the National Achievement Scholarship Program (NASP), administered by the National Merit Scholarship Corporation, is to identify outstanding Negro high school students and give them financial aid based upon need to attend college. The program is designed to provide public recognition for intellectual achievement in an attempt to increase the attractiveness of academic success to Negro students (National Merit Scholarship Corporation, 1965). The participants in the first year's program, in which 224 Scholars were selected, have been described by Roberts and Nichols (1966).

The procedure for identifying and selecting students of academic promise in the 1966 NASP consisted of invited nominations from schools, committee screening, further assessment, and committee decision. In the spring of 1965, when the students were in their junior year of high school, all high schools in the United States were invited to nominate their most promising Negro students. This resulted in 5,600 nominations from 1,550 high schools. During the summer, a committee of high school guidance counselors and college admissions officers studied the nomination materials and identified a group of 1,029 nominees to become Finalists. The numbers of these Finalists were selected in numbers proportional to the Negro school populations in four geographic regions of the United States: 31% from the Northeast and Midwest, 31% from the Southeast, 29% from the Southwest, and 9% from the West (see Figure 1). This first committee also commended some 3,000 additional nominees for their record of achievements even though they were not named Finalists. In the fall of 1965, when the Finalists were in the

Fig. 1 Geographic areas from which Finalists and Scholars were selected in numbers proportional to the Negro population of the area. Alaska and Hawaii are included in area IV.

first semester of their senior year in high school, they were administered by their schools the verbal and mathematical subtests of the National Merit Scholarship Qualifying Test (NMSQT) (Science Research Associates, 1964) and completed a research questionnaire. In the winter, with the test scores and nomination materials (but not the research questionnaire) available to them, a second committee, of similar composition to the first committee, selected 252 Scholars from among the 1,029 Finalists and named 58 Alternates.

The purpose of this report is to describe the 1,029 Finalists in the 1966 NASP in terms of their responses to the research questionnaire.

Procedure

For each of the 94 items in the research questionnaire, the percentage of Finalists responding to each alternative was obtained. These response

rates were further broken down by Scholars and non-Scholars (Alternates were considered non-Scholars) and by sex. These percentages are presented on pages 14 and 15 and pages 18 to 32. The number of cases upon which the percentages in each column is based are: male Scholars, 152; female Scholars, 100; male non-Scholars, 281; female non-Scholars, 496; total male Finalists, 433; total female Finalists, 596; and total Finalists, 1,029. Due to rounding error, column totals do not always total 100%.

Table 1, which appears on pages 16 and 17, presents intercorrelations among 50 selected items. The first 16 items (1 to 40) are primarily biographical, e.g., time spent reading books; the content of the next group of items (43 to 61) is occupational interest, e.g., degree of interest in becoming a research scientist; and the content of the last group of items (62-76) is reported achievement, e.g., having been staff member [illegible] school publication. The poles of two of the biographical items (2 and [illegible]0), the occupational interest items (43-61), and the reported achievement items (62-76) are inverted, i.e., the alternatives are in descending order of numbers, interest and accomplishment. For this reason, a positive correlation with these items indicates less of, or lack of interest in, or the absence of, the item content. For example, the positive correlation, .16, between item 1, level of aspiration, and item 55, degree [illegible] interest in the occupation of bookkeeper, is an index of the <u>lack</u> of interest associated with high level of aspiration and the occupation of bookkeeper. Conversely, a negative correlation would indicate the <u>presence</u> of interest--or the <u>presence</u> of an achievement in the case of the achievement items. The item numbers are consistent with those in the presented questionnaire tabulations. Due to differential item non-response, the degree of which may be estimated from the questionnaire

tabulations, the N for Table 1 varies from one correlation to another. However, the typical N is greater than 1,000.

Results

Profile

The following profile describes the 1966 NASP Finalists in terms of their responses to the research questionnaire.

The Finalists were composed of 42% boys and 58% girls. Most Finalists (88%) came from public schools; a few (8%) came from parochial schools; and even fewer (4%) came from private schools. The academic level of aspiration of the Finalists was high: most (86%) aspire to graduate work, and 53% indicate interest in a professional or doctoral degree. Approximately 85% reported their high school grades to be B+ or better. The school subjects most frequently indicated as most interesting were Mathematics and Physical Science; the easiest subject was English; the most demanding subjects were Mathematics and Physical Science; and the subjects in which the Finalists reported their best performance were Mathematics and English.

The Finalists indicated the following order of preference (liking somewhat or liking very much) for occupations: research scientist (70%); social worker (65%); lawyer (64%); physician (62%); writer or journalist (57%); high school teacher (56%); engineer (48%); artist (41%); business manager (36%); accountant (34%); nurse or hospital attendant (34%); clergyman (23%); bookkeeper (22%); building contractor (17%); sales representative (14%); farmer (10%); electrician (7%); shop foreman (5%); and, life insurance salesman (5%).

They reported the following achievements and activities in high school: office in a school, church, or national organization (83%); student government or class officer (72%); service work (60%); essay or article published

(including school publication) (49%); staff member of school publication (44%); member of school musical organization (43%); prize or award for science project, or science publication (31%); poem or story published (including school publication) (30%); rating of good or higher in a music competition (27%); role other than major in a play (for which admission was charged) (27%); varsity athletic letter (22%); debating team, or debating society (19%); major role in a play (for which admission was charged) (18%); exhibited art work (16%); and, prize or award for art work, or art work published (8%).

The Finalists reported participating in the following activities (often or occasionally) during the two previous years: taking part in church or Sunday School activities (86%); playing sports not connected with school (69%); swimming, boating, hunting, fishing, or camping (66%); attending concerts, plays (not motion pictures) or ballet (62%); visiting museums or art shows (58%); playing a musical instrument (48%); sewing, knitting, crocheting, or embroidering (47%); acting, singing, or dancing for a public performance (47%); drawing, painting, or sculpting (47%); writing poems, stories, or novels (not for school courses) (46%); working on science projects or activities (not for school courses) (31%); collecting stamps, coins, rocks, insects, etc. (26%); making or repairing electrical or electronic equipment (18%); building model airplanes, ships, trains, cars, etc. (14%); working with photographic equipment (11%); and, making mechanical or automobile repairs (10%).

For all but a few Finalists, college attendance has been a long-standing probability. Parents were cited to have been the most active encouragement source for college attendance (62%); teachers and school officials were also cited (25%). About half (49%) said their primary reason for attending college

was the preparation for a good occupational future, career training, and specific knowledge to use on a job or career; about a third (31%) reported their primary reason to be the cultivation of the intellect, an appreciation of ideas, and the development of the ability to pursue knowledge. About half (49%) said the least important reason for attending college was development as a well-rounded person, through extra curricular activities, rewarding and lasting friendships, and social life; and about a quarter (26%) said the least important reason was the development of a personal philosophy of life, an individual set of values, and the ability to maintain independence of judgment and opinion.

There was considerable variability in the length of time in which the Finalists were interested in their career choice; the typical length of time given was between 2 and 3 years. About two thirds of the group indicated that the nature of the work was more important than the rewards of the work. Work interest took precedence over work importance, which took precedence over freedom of planning work. Material rewards of work were considered more important than social rewards. Three quarters of the Finalists cited good security a more important consideration than high pay or income or high status. Friendly relations on the job was much more important than leadership or authority over people. Three quarters of the girls (78%) hoped to be a married career woman with children in 15 years.

Approximately two thirds (68%) of the Finalists came from homes in which both parents were present. The next largest subgroup (23%) came from homes in which the mother was present, but the father was not. The median father's education was about 4 years of high school, and the median mother's education was about the same. Almost half of the reported father's occupations were of the non-skilled blue collar type requiring short on-the-job

training; e.g., factory worker, truck driver, milkman, mechanic, etc. Professional occupations, e.g., those requiring some specific college or graduate training such as physician, lawyer, college professor, engineer, clergyman, etc., were reported by 18% of the Finalists. Skilled occupations of fathers, which often require some specific off the job training or apprenticeship, such as carpenter, machinist, printer, policeman, etc., were reported by 11%. Almost half (42%) of the Finalists reported that the mother did not usually work outside the home. Professional occupations of mothers, e.g., physician, scientist, accountant, etc., were reported by 18% of the Finalists; the next most frequently reported occupational category for mothers was that of non-skilled. Approximately 10% of the Finalists did not report their family income; but 44% reported the figure to be less than $6,000, and 15% reported the figure to be $10,000 or more. A quarter of the Finalists reported a family income below $4,000. The median family income reported was estimated to be slightly in excess of $6,000. The typical family size was about 3 children; and the Finalist was most frequently the oldest, or an only child. More than half (61%) of the Finalists reported the number of books in their home to be in excess of 100.

Most Finalists reported that they did not belong to a close group of friends which did most things together. More than 80% reported 4 or 5 of their 5 closest friends planned to attend college. About half of the same peer group was reported to have more than average influence in the high school. About half (49%) reported no one they considered their friend to have dropped out of high school.

Most Finalists have lived in their present communities during the span of their high school preparation. Almost half (48%) came from cities with populations greater than 100,000.

The typical number of hours devoted to study each week was in the interval 15 to 19; the number of hours spent reading for other than school assignments was slightly greater than 3. The median number of non-school required books read during the past year was reported to be between 11 and 15. The typical frequency of dates was about one a month. During the school year, TV watching was typically 5 to 10 hours per week. Evenings out for fun and recreation were typically reported to be one per week. Slightly more than half (56%) of the Finalists reported that during the school year they did not work for pay.

Item Relationships

Table 1 presents the concurrent relationships of the 50 selected items. For purposes of illustration, the characteristics (correlates) associated with item 1, level of academic aspiration, and item 29, sex, are indicated below.

Inspection of column 1 of Table 1 suggests that those Finalists reporting a higher level of academic aspiration tended to report obtaining higher grades (-.08). Reports of higher father's education and mother's education were more characteristic of this group (.16 and .19, respectively). Those with high aspirations also reported higher family income (.10). They tended to be male (-.15); their homes had a larger number of books (.21); and more of their friends were planning to attend college (-.13). They tended to report a higher number of hours spent studying (.09) and spent reading for other than school assignments (.11), and they reported a higher number of non school-required books read (.14).

Those who reported a higher level of academic aspiration tended to report interest in the occupations of research scientist (-.24), physician (-.20), lawyer (-.16), writer or journalist (-.08), engineer (-.07), and

electrician (-.07). They tended not to be interested in the occupations of bookkeeper (.16), accountant (.10), and nurse or hospital attendant (.07).

A higher level of academic aspiration tended to be associated with reports of the following achievements: prize or award for science project, or science publication (-.14); major role in a play for which admission was charged (-.11); student government or class officer (-.10); office in school, church, or national organization (-.10); debating team, or debating society (-.10); member of school musical organization (-.09); varsity athletic letter (-.08); and essay or article published, including school publication (-.07).

It should be noted that although the correlations upon which the preceeding paragraphs are based are statistically significant beyond the .05 level, most are quite low in the absolute sense, indicating that the degree of relationship is not great.

Regarding sex differences in these data, boys, as reported above, tended to have a higher level of academic aspiration than did girls (-.15); they reported working more hours per week for pay (-.25); they reported a higher dating frequency (-.10); the boys tended to watch more television during the school year (-.07); and they reported going out more evenings for fun and recreation (-.16). Girls tended to report higher grades (-.12); and they reported more non school-required books read in the past year (.07).

The occupations in which boys reported more interest than girls were engineer (.41), electrician (.35), building contractor (.32), shop foreman (.26), research scientist (.13), life insurance salesman (.09), clergyman (.09), business manager (.08), and farmer (.07). The occupations in which girls reported more interest than boys were nurse or hospital attendant

(-.38), social worker (-.37), writer or journalist (-.14), high school teacher (-.13), and bookkeeper (-.12).

The single achievement which boys tended to report more often than girls was varsity athletic letter (.33). Achievements reported more frequently by girls were staff member of school publication (-.11), poem or story published, including school publication (-.08), and service work (-.08).

Prospectus

These data indicate the general high caliber and some of the characteristics of the 1966 NASP Finalists. As with the initial year of the program, these students appear to be high aspiring, high grade achievers, academically oriented, professional occupation oriented, high extra curricular achievers, active, interesting, and talented young people. Most will probably enroll in college in the fall of 1966. These Finalists will be followed up in the summer of 1967, when they should have completed their freshman year of college, to assess their performance and progress. The data presented in this report may then be studied with respect to these latter evidences of performance.

References

National Merit Scholarship Corporation. Announcing the second National Achievement Scholarship Program for outstanding Negro students, 1965-1966. Evanston, Ill.: National Merit Scholarship Corporation, 1965.

Roberts, R. J., & Nichols, R. C. Participants in the National Achievement Scholarship Program for Negroes. NMSC Research Reports, 1966, 2, No. 2.

Science Research Associates. National Merit Scholarship Qualifying Test, 1964 interpretative manual. Chicago: Science Research Associates, 1964.

SCHOLARS		NON-SCHOLARS		ALL FINALISTS			
M (N=152)	F (N=100)	M (N=281)	F (N=496)	M (N=433)	F (N=596)	TOTAL (N=1029)	
							1. What is the highest level of education you expect to complete?
0.0	0.0	0.4	0.0	0.2	0.0	0.1	Less than four years of high school
0.0	0.0	0.0	0.0	0.0	0.0	0.0	Graduate from high school
0.0	1.0	0.0	0.4	0.0	0.5	0.3	Junior college, or vocational or business school after high school
0.0	0.0	0.4	0.2	0.2	0.2	0.2	Some college, but not graduate
5.3	5.0	12.1	15.3	9.7	13.6	12.0	Four years of college (bachelor's degree)
22.4	40.0	28.1	39.7	26.1	39.8	34.0	One or two years of graduate school (master's degree)
72.4	54.0	58.0	43.5	63.0	45.3	52.8	Three or more years of graduate school (professional or doctoral degree)
0.0	0.0	1.1	0.8	0.7	0.7	0.7	No response
							2. What is your grade average for your high school course work so far?
28.3	41.0	18.5	25.2	21.9	27.9	25.4	A (95-100)
58.6	54.0	58.4	61.1	58.4	59.9	59.3	A- or B+ (89-94)
9.2	3.0	19.6	11.5	15.9	10.1	12.5	B (84-88)
2.0	1.0	1.8	0.2	1.8	0.3	1.0	B- or C+ (78-83)
0.7	0.0	0.4	0.2	0.5	0.2	0.3	C (73-77)
0.0	0.0	0.0	0.0	0.0	0.0	0.0	C- or D+ (68-72)
0.0	0.0	0.0	0.0	0.0	0.0	0.0	D or lower (67 or below)
1.3	1.0	1.4	1.8	1.4	1.7	1.6	No response
							3. How long has it been understood by you and your parents that you would probably go to college?
58.6	75.0	58.0	68.5	58.2	69.6	64.8	It has always been understood or accepted
20.4	11.0	14.9	16.7	16.9	15.8	16.2	Since elementary school
12.5	4.0	12.8	6.7	12.7	6.2	8.9	Since junior high school
7.2	8.0	10.0	4.8	9.0	5.4	6.9	Since entering high school
1.3	2.0	2.5	2.2	2.1	2.2	2.1	Since about a year ago, or less
0.0	0.0	0.4	0.0	0.2	0.0	0.1	I am probably not going to college
0.0	0.0	1.4	1.0	0.9	0.8	0.9	No response
							4. How long have you lived in your present community?
3.3	1.0	3.9	3.6	3.7	3.2	3.4	Less than one year
3.9	9.0	5.7	7.5	5.1	7.7	6.6	One but less than three years
5.3	7.0	7.5	7.1	6.7	7.0	6.9	Three but less than five years
21.1	14.0	17.8	14.3	18.9	14.3	16.2	Five but less than ten years
23.7	28.0	21.0	19.8	21.9	21.1	21.5	Ten years but less than all my life
42.1	41.0	42.3	46.6	42.3	45.6	44.2	All my life
0.7	0.0	1.8	1.2	1.4	1.0	1.2	No response

5. Which of the following best describes your parents or the family you live with?

71.1	72.0	62.6	69.8	65.6	70.1	68.2	I live with my mother and father (natural parents or parents who both adopted you as a small child)
5.3	10.0	6.0	8.1	5.8	8.4	7.3	I live with my mother--father is deceased (whether your mother has remarried doesn't matter for this question)
15.1	16.0	20.3	12.3	14.5	12.9	15.3	I live with my mother--parents are divorced or separated (whether your mother has remarried doesn't matter for this question)
2.6	0.0	1.8	1.0	2.1	0.8	1.4	I live with my father--mother is deceased (whether your father has remarried doesn't matter for this question)
0.7	0.0	2.1	1.8	1.6	1.5	1.6	I live with my father--parents divorced or separated (whether your father has remarried doesn't matter for this question)
3.9	2.0	5.0	5.6	4.6	5.0	4.9	I live with other relatives or foster parents
0.0	0.0	0.4	0.2	0.2	0.2	0.2	I live in an institution
0.0	0.0	0.4	0.0	0.2	0.0	0.1	I live on my own in a boarding house, private home, apartment, etc.
1.3	0.0	1.4	1.2	1.4	1.0	1.2	No response

6. How many children are there in your family? (Include yourself in the count)

13.2	9.0	11.4	10.3	12.0	10.1	10.9	One
25.0	24.0	18.1	19.0	20.6	19.8	20.1	Two
25.7	20.0	20.6	21.8	22.4	21.5	21.9	Three
13.8	18.0	17.4	14.7	16.2	15.3	15.6	Four
9.9	10.0	8.5	10.1	9.0	10.1	9.6	Five
4.6	10.0	8.5	8.5	7.2	8.7	8.1	Six
2.6	2.0	3.9	5.4	3.5	4.5	4.3	Seven
2.0	2.0	4.6	4.8	3.7	4.4	4.1	Eight
0.7	0.0	2.5	1.2	1.8	1.0	1.4	Nine
2.0	5.0	3.2	3.0	2.8	3.4	3.1	Ten or more
0.7	0.0	1.1	1.2	0.9	1.0	1.0	No response

7. Which child are you by order of birth?

12.5	7.0	12.8	10.7	12.7	10.1	11.2	I am the only child
40.1	32.0	35.2	34.5	37.0	34.1	35.3	Oldest
25.7	34.0	24.6	26.8	24.9	28.0	26.7	2nd oldest
9.2	9.0	13.5	12.9	12.0	12.2	12.1	3rd oldest
3.9	6.0	5.7	6.0	5.1	6.0	5.6	4th oldest
5.3	2.0	2.5	3.2	3.5	3.0	3.2	5th oldest
0.7	3.0	0.7	2.0	0.7	2.2	1.6	6th oldest
0.0	1.0	1.8	1.4	1.2	1.3	1.3	7th oldest
1.3	3.0	1.1	0.8	1.2	1.2	1.2	8th oldest
1.3	3.0	1.1	0.4	1.2	0.8	1.0	9th or more oldest
0.0	0.0	1.1	1.2	0.7	1.0	0.9	No response

Table 1

Intercorrelations of Selected Questionnaire Items

Item Content	1*	2	8*	9*	10*	13*	20	22*	23*	24*	25*	26*	27*	28*	29*	40*	43	44	45	46	47
Biographical Items																					
1.* LOAA		-08	16	19	10	21	-13	09	11	-01	14	00	02	00	-15	-02	-07	-24	-20	05	03
2. GPA	-08		01	-01	06	06	-02	02	-10	07	-05	00	-05	-04	-12	03	-01	10	05	-01	-04
8.* Father's Educ.	16	01		67	58	43	-10	03	03	-13	11	-02	-08	-04	-01	-11	08	-01	00	15	08
9.* Mother's Educ.	19	-01	67		58	45	-16	01	03	-17	11	-03	-05	-02	03	-12	05	-04	-08	15	10
10.* Family Income	10	06	58	58		45	-08	02	-06	-16	09	-04	-07	-04	03	-06	08	04	00	14	09
13.* Books in Home	21	06	43	45	45		-17	08	10	-09	23	-04	-07	05	-02	-09	01	-11	-09	11	12
20. Friends (College)	-13	-02	-10	-16	-08	-17		-06	-09	08	-09	05	04	09	01	18	-02	03	00	-04	-07
22.* Hrs. Studying	09	02	03	01	02	08	-06		05	-07	01	-04	-06	-17	01	-04	04	-03	-05	-01	-05
23.* Hrs. Reading	11	-10	03	03	-06	10	-09	05		-01	41	03	14	04	06	-05	00	-08	-02	00	02
24.* Hrs. Working	-01	07	-13	-17	-16	-09	08	-07	-01		02	17	-03	09	-25	06	-16	-03	04	-10	-04
25.* Books Read	14	-05	11	11	09	23	-09	01	41	02		-01	04	01	07	-06	08	-06	02	06	06
26.* Dating	00	00	-02	-03	-04	-04	05	-04	03	17	-01		02	23	-10	11	-07	-03	-07	-09	-06
27.* TV Watching	02	-05	-08	-05	-07	-07	04	-06	14	-03	04	02		08	-07	02	-05	00	01	-04	-02
28.* Evenings Out	00	-04	-04	-02	-04	05	09	-17	04	09	01	23	08		-16	08	-12	00	03	-03	03
29.* Sex	-15	-12	-01	03	03	-02	01	01	05	-25	07	-10	-07	-16		-04	41	13	-02	08	06
40.* Friends (Drop-out)	-02	03	-11	-12	-06	-09	18	-04	-05	06	-06	11	02	08	-04		-01	05	01	-07	-06
Occupational Interest Items																					
43. Engineer	-07	-01	08	05	08	01	-02	04	00	-16	08	-07	-05	-12	41	-01		30	01	07	02
44. Res. Scientist	-24	10	-01	-04	04	-11	03	-03	-08	-03	-06	-03	00	00	13	05	30		28	-11	-05
45. Physician	-20	05	00	-08	00	-09	00	-05	-02	04	02	-07	01	03	-02	01	01	28		-01	01
46. Business Mgr.	05	-01	15	15	14	11	-04	-01	00	-10	06	-09	-04	-03	08	-07	07	-11	-01		46
47. Sales Rep.	03	-04	08	10	09	12	-07	-05	02	-04	06	-06	-02	03	06	-06	02	-05	01	46	
48. Accountant	10	08	15	17	15	18	-05	-03	03	-04	12	-09	-07	-04	00	-04	17	00	-02	37	21
49. Artist	00	-05	-05	-06	-02	-04	02	06	-05	03	-07	04	05	04	-06	02	-02	08	11	00	10
50. Lawyer	-16	-02	-03	-02	-04	-08	-01	01	-05	02	-06	-01	-05	-01	02	-02	08	07	22	21	17
51. H. S. Teacher	05	-04	06	11	03	05	-06	-04	-02	01	-03	-01	-02	03	-13	-02	-14	-11	06	12	16
52. Writer	-08	03	-03	-01	-04	-11	03	00	-14	04	-21	02	07	06	-14	-01	-17	04	04	06	13
53. Electrician	-07	-03	08	05	05	07	-06	01	02	-13	06	-03	-04	-06	35	-04	48	25	04	08	12
54. Shop Foreman	05	-03	08	08	10	11	-10	-02	-01	-15	08	-07	-03	-06	26	-03	30	07	00	25	27
55. Bookkeeper	16	04	13	17	18	17	-11	-02	-02	-02	09	-07	-09	-03	-12	-07	03	-06	-01	28	20
56. Social Worker	00	02	03	03	04	04	03	-03	-03	12	-01	-02	06	05	-37	-04	-22	-09	15	13	17
57. Ins. Salesman	02	-06	09	08	09	14	-03	-02	02	-02	05	-05	-03	-04	09	-05	06	01	10	32	53
58. Farmer	-02	-09	-03	-01	-02	-05	-02	03	00	-02	-04	06	00	-01	07	-02	09	11	13	-01	13
59. Bldg. Contractor	03	-05	04	06	03	03	-06	03	02	-12	08	-07	-08	-12	32	-03	41	10	03	17	12
60. RN, Hosp. Attndt.	07	05	10	05	11	07	-01	-04	-02	10	03	-04	00	06	-38	01	-18	13	47	00	05
61. Clergyman	-02	-03	05	06	08	01	-03	-02	00	-02	00	-01	00	-03	09	-02	04	10	20	09	12
Reported Achievement Items																					
62. Ath. Letter	-08	-06	03	02	-04	-01	-05	05	11	-12	03	-11	01	-03	33	-03	13	04	01	08	02
63. Student Govt.	-10	11	07	08	12	08	-02	-01	-05	-12	03	-06	00	-07	03	-04	07	04	05	11	05
64. Office other Grp.	-10	16	05	02	08	-01	04	03	-07	-05	-07	-09	01	-06	-06	-03	03	05	-01	03	00
65. Musical Grp.	-09	09	-10	-09	-03	-05	04	05	03	01	-02	-03	01	04	-02	01	-03	05	04	-05	00
66. Music Compet.	-05	11	-10	-13	-07	-14	04	04	00	02	-05	-02	01	-02	-01	03	03	07	03	-09	-06
67. School Pub. Staff	-03	07	-03	-03	-01	-06	04	04	-11	00	-13	-06	00	-03	-11	-02	-15	01	-01	04	00
68. Exhib. Art Work	-01	01	00	-02	03	00	06	-02	-02	-07	-08	-06	04	02	03	03	-02	03	02	01	-02
69. Prize for Art	02	-01	-03	-01	-02	-02	01	-03	-04	-04	-04	-01	02	02	01	-01	02	02	02	02	01
70. Maj. Role, Play	-11	09	-03	-01	07	01	-01	00	-04	-07	-05	-12	-04	-01	05	-05	02	02	03	06	03
71. Other Role, Play	-05	04	-03	-04	04	-01	04	-05	-02	-03	00	-06	01	02	00	-01	-03	01	00	07	02
72. Essay Pub.	-07	10	-01	-04	00	-08	05	02	-09	-02	-12	-05	05	-05	-06	-02	-12	-05	-03	01	-01
73. Writing Pub.	-06	01	01	00	-01	-05	05	03	-09	-04	-15	-04	01	-02	-08	-03	-10	01	-01	01	-03
74. Science Award	-14	12	-04	-09	03	-08	10	00	-09	-02	-08	-01	-04	-02	06	04	12	20	06	-03	-07
75. Service Work	-05	03	-01	-03	-07	-12	05	-03	-03	00	-12	-06	03	-06	-08	02	00	05	09	-04	-03
76. Debate	-10	02	05	02	01	-03	00	02	-03	-06	-11	-04	-01	-07	05	01	07	02	06	01	-01

Note.--N varies between 845 and 1029; the typical N is 1007. With N=1000, an r of .07 is significant beyond the .05 level; an r of .09 is significant beyond the .01 level. Decimals are omitted.

Table 1 (Continued)

Intercorrelations of Selected Questionnaire Items

49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76
00	-16	05	-08	-07	05	16	00	02	-02	03	07	-02	-08	-10	-10	-09	-05	-03	-01	02	-11	-05	-07	-06	-14	-05	-10
-05	-02	-04	03	-03	-03	04	02	-06	-09	-05	05	-03	-06	11	16	09	11	07	01	-01	09	04	10	01	12	03	02
-05	-03	06	-03	08	08	13	03	09	-03	04	10	05	03	07	05	-10	-10	-03	00	-03	-03	-03	-01	01	-04	-01	05
-06	-02	11	-01	05	08	17	03	08	-01	06	05	06	02	08	02	-09	-13	-03	-02	-01	-01	-04	-04	00	-09	-03	02
-02	-04	03	-04	05	10	18	04	09	-02	03	11	08	-04	12	08	-03	-07	-01	03	-02	07	04	00	-01	03	-07	01
-04	-08	05	-11	07	11	17	04	14	-05	03	07	01	-01	08	-01	-05	-14	-06	00	-02	01	-01	-08	-05	-08	-12	-03
02	-01	-06	03	-06	-10	-11	03	-03	-02	-06	-01	-03	-05	-02	04	04	04	04	06	01	-01	04	05	05	10	05	00
06	01	-04	00	01	-02	-02	-03	-02	03	03	-04	-02	05	-01	03	05	04	04	-02	-03	00	-05	02	03	00	-03	02
-05	-05	-02	-14	02	-01	-02	-03	02	00	02	-02	00	11	-05	-07	03	00	-11	-02	-04	-04	-02	-09	-09	-09	-03	-03
03	02	01	04	-13	-15	-02	12	-02	-02	-12	10	-02	-12	-12	-05	01	02	00	-07	-04	-07	-03	-02	-04	-02	00	-06
-07	-06	-03	-21	06	08	09	-01	05	-04	08	03	00	03	03	-07	-02	-05	-13	-08	-04	-05	00	-12	-15	-08	-12	-11
04	-01	-01	02	-03	-07	-07	-02	-05	06	-07	-04	-01	-11	-06	-09	-03	-02	-06	-06	-01	-12	-06	-05	-04	-01	-06	-04
05	-05	-02	07	-04	-03	-09	06	-03	00	-08	00	00	01	00	01	01	01	00	04	02	-04	01	05	01	-04	03	-01
04	-01	03	06	-06	-06	-03	05	-04	-01	-12	06	-03	-03	-07	-06	04	-02	-03	02	02	-01	02	-05	-02	-02	-06	-07
-06	02	-13	-14	35	26	-12	-37	09	07	32	-38	09	33	03	-06	-02	-01	-11	03	01	05	00	-06	-08	06	-08	05
02	-02	-02	-01	-04	-02	-07	-04	-05	-02	-03	01	-02	-03	-04	-03	01	03	-02	03	-01	-05	-01	-02	-03	04	02	01
-02	08	-14	-17	48	30	03	-22	06	09	41	-18	04	13	07	03	-03	03	-15	-02	02	02	-03	-12	-10	12	00	07
08	07	-11	04	25	07	-06	-09	01	11	10	13	10	04	04	05	05	07	01	03	02	02	01	-05	01	20	05	02
11	22	06	04	04	00	-01	15	10	13	03	47	20	01	05	-01	04	03	-01	02	02	03	00	-03	-01	06	09	06
00	21	12	06	08	25	28	13	32	-01	17	00	09	08	11	03	-05	-09	04	01	02	06	07	01	01	-03	-04	01
10	17	16	13	12	27	20	17	53	13	12	05	12	02	05	00	00	-06	00	-02	01	03	02	-01	-03	-07	-03	-01
-14	-01	07	-14	15	18	61	00	19	-08	10	05	05	-01	08	05	-01	00	-05	-01	-02	04	04	-06	-09	00	-02	-02
	14	03	35	06	08	-03	13	09	27	15	13	13	-03	-04	00	05	01	02	26	19	00	01	03	10	-06	-02	02
14		18	23	06	07	03	21	13	12	15	10	14	07	08	02	02	-01	01	-02	00	05	00	04	03	01	03	11
03	18		17	-08	-02	16	29	12	06	-06	13	17	01	05	-01	-04	-04	00	03	-01	01	-02	01	06	-06	09	-01
35	23	17		-06	-03	03	24	08	14	-03	11	16	-11	00	08	02	-01	20	07	04	09	06	22	20	00	06	03
06	06	-08	-06		53	11	-17	20	23	45	01	19	15	03	-01	-01	00	-10	-06	02	-01	-05	-11	-03	09	01	03
08	07	-02	-03	53		26	-05	35	31	44	06	19	12	02	-03	01	-02	-08	-02	04	00	01	-11	-08	00	00	-02
-03	03	16	03	11	26		14	24	04	12	23	12	-06	09	05	-01	-01	03	-02	00	09	07	00	00	-06	00	-03
13	21	29	24	-17	-05	14		18	14	-07	34	19	-09	07	06	04	-03	06	-01	-01	03	06	07	05	-07	08	02
09	13	12	08	20	35	24	18		21	27	13	25	03	01	00	-02	-05	-08	-01	01	02	02	-05	00	-05	00	01
27	12	06	14	23	31	04	14	21		28	19	27	04	01	-02	01	01	02	03	05	-05	01	04	10	03	09	04
15	15	-06	-03	45	44	12	-07	27	28		-04	20	15	04	-03	-04	-02	-09	-01	03	00	-04	-06	-06	00	-03	00
13	10	13	11	01	06	23	34	13	19	-04		21	-14	01	-01	06	-01	07	-01	00	02	03	01	05	02	07	-02
13	14	17	16	19	19	12	19	25	27	20	21		01	-01	08	07	02	-03	01	-02	07	07	-02	01	04	06	04
-03	07	01	-11	15	12	-06	-09	03	04	15	-14	01		05	00	-05	-04	-02	03	03	01	-01	-01	05	-02	01	02
-04	08	05	00	03	02	09	07	01	01	04	01	-01	05		20	08	04	09	-01	00	10	09	08	00	07	00	13
00	02	-01	08	-01	-03	05	06	00	-02	-06	-01	08	00	20		09	09	08	02	-06	11	12	11	09	08	06	08
05	02	-04	02	-01	01	-01	04	-02	01	-04	06	07	-05	08	09		54	03	00	01	14	15	07	-01	09	02	08
01	-01	-04	-01	00	-02	-01	-03	-05	01	-02	-01	02	-04	04	09	54		03	04	05	11	10	07	05	09	04	09
02	01	00	20	-10	-08	03	06	-08	02	-09	07	-03	-02	09	08	03	03		03	03	06	05	41	24	04	04	02
26	-02	03	07	-06	-02	-02	-02	-01	05	-01	-01	01	03	-01	02	00	04	03		51	12	11	05	10	11	03	03
19	00	-01	04	02	04	00	-01	01	05	03	00	-02	03	00	-06	01	05	03	51		05	01	02	07	04	04	04
00	05	01	09	-01	00	09	03	02	-05	00	02	07	01	10	11	14	11	06	12	05		43	09	09	11	-02	12
01	00	-02	06	-05	01	07	06	02	01	-04	03	07	-01	09	12	15	10	05	11	01	43		05	08	08	03	08
03	04	01	22	-11	-11	00	07	-05	04	-06	01	-02	-01	08	11	07	07	41	05	02	09	05		38	07	05	13
10	03	06	20	-03	-08	00	05	00	10	-06	05	01	05	00	09	-01	05	24	10	07	09	08	38		07	09	07
-06	01	-06	00	09	00	-06	-07	-05	03	00	02	04	-02	07	08	09	09	04	11	04	11	08	07	07		05	08
-02	03	09	06	01	00	00	08	00	09	-03	07	06	01	00	06	02	04	04	03	04	-02	03	05	09	05		09
02	11	-01	03	03	-02	-03	02	01	04	00	-02	04	02	13	06	08	09	02	03	04	12	08	13	07	08	09	

* The order of the alternatives in these asterisked items is ascending, whereas the order of the alternatives of the non-asterisked items is descending. For this reason, a positive correlation between these asterisked items and a non-asterisked item indicates less of, or lack of interest in, or absence of, the non-asterisked item content. Conversely, a negative correlation between these asterisked items and a non-asterisked item indicates more of, or the presence of interest in, or the presence of, the non-asterisked item content. The signs of correlations between non-asterisked items and the signs of correlations between asterisked items may be interpreted in the standard manner.

8. What is the highest level of education completed by your father (or male head of your household)?

SCHOLARS M	SCHOLARS F	NON-SCHOLARS M	NON-SCHOLARS F	ALL FINALISTS M	ALL FINALISTS F	TOTAL	
13.8	7.0	18.9	20.4	17.1	18.1	17.7	Grade school or less
14.5	15.0	24.9	17.7	21.2	17.3	19.0	Some high school
13.8	20.0	13.9	13.7	13.9	14.8	14.4	Four years of high school
3.3	6.0	4.6	6.7	4.2	6.5	5.5	Vocational or business school after high school
9.9	14.0	10.0	14.1	9.9	14.1	12.3	Some college work but didn't graduate
9.9	8.0	6.0	5.6	7.4	6.0	6.6	Four years of college (bachelor's degree)
14.5	14.0	5.0	8.5	8.3	9.4	8.9	Some graduate work after the bachelor's degree
9.9	8.0	7.8	4.8	8.5	5.4	6.7	A professional or doctoral degree
9.2	8.0	6.4	7.3	7.4	7.4	7.4	There is no male head of household
1.3	0.0	2.5	1.2	2.1	1.0	1.5	No response

9. What is the highest level of education completed by your mother (or female head of household)?

SCHOLARS M	SCHOLARS F	NON-SCHOLARS M	NON-SCHOLARS F	ALL FINALISTS M	ALL FINALISTS F	TOTAL	
10.5	5.0	11.4	10.9	11.1	9.9	10.4	Grade school or less
17.8	11.0	23.1	21.2	21.2	19.5	20.2	Some high school
19.7	16.0	23.8	23.6	22.4	22.3	22.4	Four years of high school
8.6	7.0	6.0	7.1	6.9	7.0	7.0	Vocational or business school after high school
10.5	16.0	11.7	13.1	11.3	13.6	12.6	Some college work but didn't graduate
6.6	13.0	9.6	9.7	8.5	10.2	9.5	Four years of college (bachelor's degree)
20.4	28.0	9.3	10.1	13.2	13.1	13.1	Some graduate work after the bachelor's degree
5.3	4.0	2.5	2.6	3.5	2.9	3.1	A professional or doctoral degree
0.0	0.0	0.7	0.8	0.5	0.7	0.6	There is no female head of household
0.7	0.0	1.8	1.0	1.4	0.8	1.1	No response

10. What was your family's total income, before taxes, last year? Make as accurate an estimate as you can.

SCHOLARS M	SCHOLARS F	NON-SCHOLARS M	NON-SCHOLARS F	ALL FINALISTS M	ALL FINALISTS F	TOTAL	
5.3	6.0	7.1	7.3	6.5	7.0	6.8	Less then $2,000
19.1	10.0	19.6	17.9	19.4	16.6	17.8	$2,000 to $3,999
15.8	21.0	20.6	19.2	18.9	19.5	19.2	$4,000 to $5,999
17.1	18.0	16.0	16.1	16.4	16.4	16.4	$6,000 to $7,999
14.5	16.0	12.8	14.1	13.4	14.4	14.0	$8,000 to $9,999
13.2	14.0	9.3	8.5	10.6	9.4	9.9	$10,000 to $14,999
2.6	8.0	2.8	4.0	2.8	4.7	3.9	$15,000 to $19,999
1.3	2.0	0.0	0.8	0.5	1.0	0.8	$20,000 to $24,999
0.7	0.0	0.4	0.6	0.5	0.5	0.5	More than $25,000
10.5	5.0	8.9	8.9	9.5	8.2	8.7	I prefer not to report this information
0.0	0.0	2.5	2.6	1.6	2.2	1.9	No response

11. What is the occupation of your father (or the male head of your household)? If he is retired, deceased, or unemployed, indicate his former or customary occupation. Write the specific occupation in the space provided, and then use the categories given to answer on the answer sheet. Read all the categories carefully. If there is no male head of household, leave the item blank.

Father's occupation: _____

Profession which generally requires some specific college or graduate education--physician, lawyer, college professor, architect, teacher, psychologist, scientist, accountant, engineer, clergyman, etc.	23.7	20.0	14.9	17.3	18.0	17.8	17.9
Profession which does not generally require specific higher education--actor, artist, entertainer, journalist, musician, author, athlete, etc.	3.3	1.0	1.4	2.2	2.1	2.0	2.0
Business--business executives, bankers, financial officers, training or personnel officers, managers and assistant managers of stores, offices, and departments, insurance adjustors, contractors, stockbrokers, all owners of businesses (except those who are Professional), etc. Those who have a fairly high level of authority and responsibility for a business should be classified here.	2.0	5.0	2.8	5.4	2.5	5.4	4.2
Clerical--office clerks, bookkeepers, bank tellers, etc. Those who do primarily paper work but are not better classified under A, C, F, or H should be classified here.	2.6	1.0	2.8	1.6	2.8	1.5	2.0
Sales--all those whose job is primarily selling. Sales managers, store owners, stockbrokers, etc., are classified under C.	0.7	1.0	1.1	1.2	0.9	1.2	1.1
Government official--mayor, Director of Internal Revenue, politician, postmaster, Superintendent of Schools, police official, military officer, diplomat, etc. This category includes those employed by any government who have a fairly high level of responsibility, but are not better classified under B. Examples of occupations which should not be included here are: mail carrier, policeman, clerk in a tax office, scientist, etc.	6.6	4.0	4.3	2.6	5.1	2.9	3.8
Farmers and ranchers--farm or ranch owners, farm or ranch workers, etc.	2.6	2.0	0.7	2.6	1.4	2.5	2.0
Technical work which generally requires some specific off-the-job training--laboratory or medical technician, draftsman, computer programmer, etc.	1.3	4.0	0.7	1.2	0.9	1.7	1.4
Skilled work which often requires some specific off-the-job training or an apprenticeship--carpenter, barber, machinist, printer, railroad engineer, airlines pilot, TV repairman, plumber, policeman, etc.	9.9	12.0	10.7	11.7	10.4	11.7	11.2
All others--many people are included: Factory worker, truck driver, military enlisted man, seaman, laborer, filling station attendant, milkman, postman, mechanic, etc. Generally training for these jobs is short and conducted on the job.	36.8	38.0	47.3	42.7	43.6	41.9	42.7
No response	10.5	12.0	13.2	11.3	12.2	11.4	11.8

SCHOLARS		NON-SCHOLARS		ALL FINALISTS			
M	F	M	F	M	F	TOTAL	
							12. What is the occupation of your mother (or the female head of your household)? Write the specific occupation in the space provided, and then use the categories given to answer on the answer sheet.
							Mother's occupation: _____
40.8	39.0	42.7	42.7	42.0	42.1	42.1	My mother does not usually work outside the home.
24.3	33.0	12.5	15.1	16.6	18.1	17.5	Profession which generally requires some specific college or graduate education--see the description in question no. 11.
0.7	3.0	4.6	2.6	3.2	2.7	2.9	Profession which does not generally require specific higher education--see the description in question no. 11.
3.9	1.0	2.5	3.0	3.0	2.7	2.8	Business--see the description of business occupations in question no. 11.
9.2	6.0	8.5	6.0	8.8	6.0	7.2	Clerical--secretaries, typists, file clerks, IBM operators, and most office jobs for women.
1.3	1.0	2.8	2.2	2.3	2.0	2.1	Sales--store clerks, interviewers, etc.
1.3	0.0	0.0	0.2	0.5	0.2	0.3	Government official--see the description in question no. 11.
1.3	3.0	0.4	2.8	0.7	2.9	1.9	Technical work--see the description in question no. 11.
7.2	5.0	9.6	7.9	8.8	7.4	8.0	Private household work--housekeepers, cooks, maids, etc.
7.9	6.0	13.9	15.1	11.8	13.6	12.8	All others.
2.0	3.0	2.5	2.2	2.3	2.3	2.3	No response
							13. How many books are in your home?
0.7	1.0	1.8	2.0	1.4	1.8	1.7	None, or very few (0-10)
8.6	1.0	8.9	9.9	8.8	8.4	8.6	A few books (11-25)
21.7	16.0	33.8	28.8	29.6	26.7	27.9	One bookcase full (26-100)
25.0	35.0	30.6	34.9	28.6	34.9	32.3	Two bookcases full (101-250)
33.6	39.0	16.4	18.8	22.4	22.1	22.3	Three or four bookcases (251-500)
9.9	8.0	7.5	4.6	8.3	5.2	6.5	A room full--a library (501 or more)
0.7	0.0	1.1	1.0	0.9	0.8	0.9	No response
							14. Which of the following best describes the town where you lived for the greatest period of time since you were 12 years old?
8.6	7.0	7.1	3.6	7.6	4.2	5.6	Suburb in a metropolitan area of more than 500,000
3.9	4.0	3.6	2.6	3.7	2.9	3.2	Suburb in a metropolitan area of 100,000-500,000
27.0	34.0	25.3	27.2	25.9	28.4	27.3	City (not a suburb) of more than 500,000
20.4	20.0	23.5	20.0	22.4	20.0	21.0	City of 100,000-500,000
8.6	10.0	8.9	9.1	8.8	9.2	9.0	City of 50,000-100,000
7.9	7.0	7.1	9.9	7.4	9.4	8.6	City of 25,000-50,000
5.9	4.0	7.8	8.3	7.2	7.6	7.4	City or town of 10,000-25,000
9.9	5.0	9.6	10.7	9.7	10.4	10.1	Town of 2,500-10,000
2.0	4.0	2.5	3.8	2.3	3.9	3.2	Town of less than 2,500
5.3	1.0	3.2	3.2	3.9	2.9	3.3	Farm or open country
0.7	0.0	1.4	1.6	1.2	1.3	1.3	No response
							15. Is the town you used in answering question no. 14 the same town you live in now?
88.8	94.0	90.7	91.7	90.1	92.1	91.3	Yes
10.5	6.0	7.8	7.5	8.8	7.2	7.9	No
0.7	0.0	1.4	0.8	1.2	0.7	0.9	No response

16. Which school subject do you find the most interesting?							
Mathematics	28.9	27.0	27.4	22.2	27.9	23.0	25.1
English (literature, composition)	11.2	20.0	8.2	16.1	9.2	17.8	14.2
Foreign language	5.9	9.0	3.9	14.1	4.6	13.3	9.6
Physical science (chemistry, physics, etc.)	28.3	14.0	27.0	16.3	27.5	15.9	20.8
Biology	11.8	13.0	14.6	14.3	13.6	14.1	13.9
History	3.3	5.0	9.3	8.7	7.2	8.1	7.7
Social studies (civics, government, economics, etc.)	10.5	9.0	8.2	6.5	9.0	6.2	7.4
No response	0.0	1.0	1.4	1.8	0.9	1.7	1.4
17. Which school subject do you find the easiest?							
Mathematics	28.9	13.0	26.7	12.9	27.5	12.9	19.0
English (literature, composition)	17.1	23.0	14.9	30.8	15.7	29.5	23.7
Foreign language	11.2	27.0	11.4	20.6	11.3	21.6	17.3
Physical science (chemistry, physics, etc.)	6.6	0.0	4.3	0.6	5.1	0.5	2.4
Biology	3.3	7.0	6.4	4.8	5.3	5.2	5.2
History	17.1	16.0	21.0	12.3	19.6	12.9	15.7
Social studies (civics, government, economics, etc.)	15.8	14.0	14.2	15.5	14.8	15.3	15.1
No response	0.0	0.0	1.1	2.4	0.7	2.0	1.5
18. Which school subject causes you to work the hardest?							
Mathematics	25.7	34.0	22.4	39.7	23.6	38.8	32.4
English (literature, composition)	19.1	9.0	23.1	11.4	21.7	11.4	15.7
Foreign language	18.4	3.0	10.3	5.2	13.2	4.9	8.4
Physical science (chemistry, physics, etc.)	27.0	38.0	29.2	32.5	28.4	33.1	31.1
Biology	1.3	3.0	0.7	0.4	0.9	0.8	0.9
History	4.6	7.0	5.7	5.4	5.3	5.7	5.5
Social studies (civics, government, economics, etc.)	3.9	7.0	6.8	3.0	5.8	3.7	4.6
No response	0.0	1.0	1.8	1.8	1.2	1.7	1.5
19. On which school subject do you perform best?							
Mathematics	37.5	31.0	37.0	20.6	37.2	22.3	28.6
English (literature, composition)	17.8	21.0	13.9	31.0	15.2	29.4	23.4
Foreign language	11.2	22.0	10.0	17.1	10.4	18.0	14.8
Physical science (chemistry, physics, etc.)	12.5	5.0	10.7	6.3	11.3	6.0	8.3
Biology	5.9	8.0	8.9	4.8	7.9	5.4	6.4
History	9.2	8.0	12.8	9.5	11.5	9.2	10.2
Social studies (civics, government, etc.)	5.9	4.0	4.6	7.9	5.1	7.2	6.3
No response	0.0	1.0	2.1	2.8	1.4	2.5	2.0
20. Of your five closest friends in school, how many do you think plan to attend college?							
All five of them	77.0	88.0	63.3	64.7	68.1	68.3	68.2
Four	11.2	6.0	14.6	16.9	13.4	15.1	14.4
Three	7.2	3.0	9.6	10.3	8.8	9.1	8.9
Two	1.3	0.0	3.2	2.2	2.5	1.8	2.1
One	0.7	2.0	0.7	0.6	0.7	0.8	0.8
None	0.0	0.0	0.0	0.2	0.0	0.2	0.1
I'm not sure	2.6	2.0	7.5	4.2	5.8	3.9	4.7
No response	0.0	1.0	1.1	0.8	0.7	0.8	0.8
21. Of your five closest friends in school, how many have more than average influence in the school (official and unofficial leadership)?							
All five of them	27.0	21.0	23.1	21.2	24.5	21.1	22.5
Four	16.4	24.0	15.3	16.5	15.7	17.8	16.9
Three	23.7	33.0	22.1	28.8	22.6	29.4	26.5
Two	23.0	11.0	21.4	17.7	21.9	16.6	18.9
One	9.3	6.0	11.0	7.1	9.0	6.9	7.8
None	4.6	4.0	6.0	7.1	5.5	6.5	6.1
No response	0.0	1.0	1.1	1.8	0.7	1.7	1.3

SCHOLARS		NON-SCHOLARS		ALL FINALISTS			
M	F	M	F	M	F	TOTAL	
							22. On the average, how many hours do you study each week? Include study periods in school as well as studying done at home.
0.0	0.0	0.0	0.4	0.0	0.3	0.2	None
2.6	4.0	2.1	1.6	2.3	1.7	1.9	About 1-4 hours per week
12.5	8.0	5.7	7.7	8.1	7.6	7.7	About 5-9 hours per week
23.0	28.0	25.6	24.6	24.7	25.2	25.0	About 10-14 hours per week
35.5	34.0	30.2	32.9	32.1	33.1	32.7	About 15-19 hours per week
25.7	30.0	34.8	31.9	30.9	31.5	31.3	About 20 or more hours per week
0.7	0.0	2.5	1.0	1.8	0.8	1.3	No response
							23. On the average, how many hours per week do you spend reading (other than for school assignments)?
0.7	1.0	2.1	2.0	1.6	1.8	1.7	Less than one
3.9	3.0	6.0	3.0	5.3	3.0	4.0	One
11.8	3.0	13.2	14.7	12.7	12.8	12.7	Two
21.1	15.0	23.8	18.8	22.9	18.1	20.1	Three
19.1	24.0	19.9	21.4	19.6	21.8	20.9	Four
43.4	53.0	33.1	39.1	36.7	41.4	39.5	Five or more
0.0	1.0	1.8	1.0	1.2	1.0	1.1	No response
							24. During the school year, about how many hours per week do you work for pay? Do not include chores done around your own home.
47.4	74.0	42.3	61.9	44.1	63.9	55.6	None
15.8	16.0	15.7	18.1	15.7	17.8	16.9	About 1-5 hours
14.5	5.0	14.6	9.3	14.5	8.6	11.1	About 6-10 hours
10.5	3.0	8.2	5.0	9.0	4.7	6.5	About 11-15 hours
5.3	1.0	7.1	2.0	6.5	1.8	3.8	About 16-20 hours
6.6	1.0	10.0	3.0	8.8	2.7	5.2	About 21 hours or more
0.0	0.0	2.1	0.6	1.4	0.5	0.9	No response
							25. How many books have you read in the past 12 months (other than those required for school)? Don't count magazines or comic books.
0.7	1.0	0.7	0.4	0.7	0.5	0.6	None
2.0	2.0	5.7	2.6	4.4	2.5	3.3	One or two
8.6	3.0	14.6	10.9	12.5	9.6	10.8	Three to five
18.4	13.0	27.8	26.0	24.5	23.8	24.1	Six to ten
23.0	18.0	18.9	21.2	20.3	20.6	20.5	Eleven to fifteen
11.8	23.0	11.7	12.9	11.8	14.6	13.4	Sixteen to twenty
13.2	7.0	7.8	7.5	9.7	7.4	8.4	Twenty-one to twenty-four
8.8	16.0	5.0	8.9	6.2	10.1	8.5	Twenty-five to thirty-four
4.6	5.0	2.1	3.8	3.0	4.0	3.6	Thirty-five to forty-nine
9.2	8.0	3.6	5.0	5.5	5.5	5.5	Fifty or more
0.0	4.0	2.1	0.8	1.4	1.3	1.4	No response

26. On the average, how often do you go out on a date?

12.5	21.0	13.2	21.4	17.9	21.3	17.8	I never have dates
27.6	17.0	17.8	19.6	21.2	19.1	20.0	Less than once a month
13.2	15.0	11.0	12.1	11.8	12.4	12.2	Once a month
23.0	28.0	34.2	27.2	30.3	27.3	28.6	Two or three times a month
18.4	14.0	17.8	15.9	18.0	15.6	16.6	Once or twice a week
0.7	0.0	1.8	0.2	1.4	0.2	0.7	Three or four times a week
0.7	0.0	0.0	0.0	0.2	0.0	0.1	More than four times a week
3.3	4.0	3.2	2.6	3.2	2.9	3.0	I prefer not to report this information
0.7	1.0	1.1	1.0	0.9	1.0	1.0	No response

27. On the average, how many hours per week do you spend watching TV during the school year?

7.2	5.0	3.6	5.0	4.8	5.0	5.0	None
36.8	40.0	31.3	40.9	33.3	40.8	37.6	Four or less
32.9	35.0	41.6	35.5	38.6	35.4	36.7	Five to ten
19.7	17.0	16.7	12.9	17.8	13.8	15.4	Eleven to twenty
3.3	3.0	5.7	4.6	4.8	4.4	4.6	Twenty-one or more
0.0	0.0	1.1	1.0	0.7	0.8	0.8	No response

28. On the average, how many evenings a week during the school year do you go out for fun and recreation?

16.4	20.0	19.2	24.8	18.2	24.0	21.6	Less than one
30.9	43.0	28.8	33.9	29.6	35.4	32.9	One
32.2	33.0	32.7	33.3	32.6	33.2	32.9	Two
13.8	2.0	15.3	6.3	14.8	5.8	9.4	Three or four
5.9	2.0	2.8	0.8	3.9	1.0	2.2	Five or more
0.7	0.0	1.1	1.0	0.9	0.8	0.9	No response

29. What is your sex?

42.1		Male
57.9		Female
0.0		No response

30. How long have you been seriously interested in the occupation you gave above as your first career choice?

16.4	24.0	16.4	18.3	14.4	19.3	18.1	One year or less
27.0	22.0	26.7	23.0	26.8	22.8	24.5	Two years
18.4	15.0	21.0	20.6	20.1	19.6	19.8	Three years
19.7	21.0	17.8	16.1	18.5	16.9	17.6	Four or five years
16.4	18.0	16.7	19.8	16.6	19.5	18.3	More than five years
2.0	0.0	1.4	2.2	1.6	1.8	1.7	No response

31. In choosing a job or career, which of the following would be the most important consideration for you?

23.7	19.0	16.0	14.1	18.7	14.9	16.5	High pay or income
65.1	73.0	74.7	78.4	71.4	77.5	74.9	Good security
9.9	4.0	7.1	5.4	4.1	5.2	6.4	High status in the community
1.3	4.0	2.1	2.0	1.8	2.3	2.1	No response

SCHOLARS		NON-SCHOLARS		ALL FINALISTS			
M	F	M	F	M	F	TOTAL	
							32. In choosing a job or career, which of the following would be the more important consideration for you?
84.9	93.0	89.7	94.6	88.0	94.3	91.6	Friendly relations on the job with likeable, congenial people
15.1	7.0	9.3	4.8	11.3	5.2	7.9	Leadership or authority over people
0.0	0.0	1.1	0.6	0.7	0.5	0.6	No response
							33. In choosing a job or career, which of the following would be the more important consideration for you?
65.8	54.0	58.4	48.2	61.0	49.2	54.1	Material rewards--things such as pay, security, and status in the community
34.2	45.0	39.9	49.8	37.9	49.0	44.3	Social rewards--things such as friendly relations on the job or having authority over people
0.0	1.0	1.8	2.0	1.2	1.8	1.6	No response
							34. In choosing a job or career, which of the following would be the most important consideration for you?
58.6	61.0	46.3	53.6	50.6	54.9	53.1	The interest of the work, or the enjoyment of the actual duties
22.4	27.0	37.0	37.9	31.9	36.1	34.3	The importance of the work, or its contribution to society
19.1	11.0	15.7	7.3	16.9	7.9	11.7	The freedom to plan and do one's own work, without close supervision
0.0	1.0	1.1	1.2	0.7	1.2	1.0	No response
							35. In choosing a job or career, which of the following would be the more important consideration for you?
31.6	23.0	43.4	36.1	39.3	33.9	36.2	Rewards--things such as pay, security, status in the community, and having a work relationship with friendly, congenial people
68.4	75.0	54.4	62.5	59.4	64.6	62.4	Nature of the work--things such as the interest of the job duties, the importance of the work, and freedom on the job
0.0	2.0	2.1	1.4	1.4	1.5	1.5	No response
							36. Who has given you the most active encouragement to go to college?
28.3	29.0	22.8	23.6	24.7	24.5	24.6	Teachers or school officials
61.8	58.0	58.0	64.5	59.4	63.4	61.7	Parents
2.6	0.0	3.9	1.2	3.5	1.0	2.0	School-age friends
4.6	10.0	10.3	6.9	8.3	7.4	7.8	Adult friends or relatives
1.3	2.0	3.9	2.4	3.0	2.3	2.6	Someone other than those above
1.3	1.0	1.1	1.4	1.2	1.3	1.3	No response
							37. There are a number of benefits of college attendance, and students can have different reasons for attending college. Below are four kinds of values of college, or reasons for attending college. Which do you think would be the greatest benefit of college to you, or is your primary reason for attending college? Choosing one does not mean you absolutely reject the others.
50.7	34.0	51.6	50.4	51.3	47.7	49.2	Preparation for a good occupational future, career training, and specific knowledge to use on a job or career
34.9	38.0	25.6	30.4	28.9	31.7	30.5	Cultivation of the intellect, an appreciation of ideas, and the development of the ability to pursue knowledge
2.0	5.0	7.5	4.2	5.5	4.4	4.9	Development as a well-rounded person, through extracurricular activities, rewarding and lasting friendships, and social life
12.5	20.0	13.9	13.7	13.4	14.4	14.2	Development of a personal philosophy of life, an individual set of values, and the ability to maintain independence of judgment and opinion
0.0	3.0	1.4	1.2	0.9	1.5	1.3	No response

38. Of the four reasons in question 37, which of the four reasons for attending college is least important to you?

17.8	13.0	12.5	11.3	14.3	11.6	12.7	Preparation for a good occupational future, career training, and specific knowledge to use on a job or career
5.3	6.0	10.7	7.9	8.8	7.6	8.1	Cultivation of the intellect, an appreciation of ideas, and the development of the ability to pursue knowledge
45.4	54.0	40.9	52.8	42.5	53.0	48.6	Development as a well-rounded person, through extracurricular activities, rewarding and lasting friendships, and social life
27.6	29.0	31.0	23.6	29.8	23.7	26.2	Development of a personal philosophy of life, an individual set of values, and the ability to maintain independence of judgment and opinion
3.9	3.0	5.0	4.4	4.6	4.2	4.4	No response

39. Which of the following best describes your high school?

77.0	91.0	87.5	90.7	83.8	90.8	87.9	Public school
13.2	6.0	7.1	6.9	9.2	6.7	7.8	Parochial school
3.9	3.0	2.1	1.2	2.8	1.4	2.0	Private day school
5.9	0.0	2.1	0.4	3.5	0.3	1.7	Private boarding school
0.0	0.0	1.1	0.8	0.7	0.7	0.7	No response

40. How many people that you know or knew well enough to consider them friends have dropped out of high school?

49.3	51.0	44.1	50.8	46.0	50.8	48.8	None
25.0	24.0	21.7	22.8	22.9	23.0	22.9	One
11.8	10.0	14.2	9.9	13.4	9.9	11.4	Two
7.9	7.0	8.5	7.5	8.3	7.4	7.8	Three
5.9	8.0	10.3	8.5	8.8	8.4	8.6	Four or more
0.0	0.0	1.1	0.6	0.7	0.5	0.6	No response

41. As a description of yourself, how accurate is this statement: "I belong to a close group of friends which does most things together."

11.2	11.0	12.1	11.1	11.8	11.1	11.4	Very accurate
26.3	30.0	27.4	30.0	27.0	30.0	28.8	Fairly accurate
40.1	43.0	38.8	41.1	39.2	41.4	40.5	Not particularly accurate
22.4	15.0	20.3	16.9	21.0	16.6	18.5	Definitely inaccurate
0.0	1.0	1.4	0.8	0.9	0.8	0.9	No response

42. For girls only (boys, leave blank): Which of the following best describes the life you hope to have fifteen years from now?

	1.0		0.4		0.5	A housewife with no children
	14.0		7.9		8.9	A housewife with one or more children
	7.0		5.6		5.9	An unmarried career woman
	8.0		5.4		5.9	A married career woman without children
	70.0		79.2		77.7	A married career woman with children
	0.0		1.4		1.2	No response

Indicate the degree of your interest in each of the following occupations. Consider only how well you think you would like the work connected with the occupation. Do not consider salary, social standing, required training or its financing. (Your answer does not necessarily mean that you expect to enter the occupation.)

	SCHOLARS		NON-SCHOLARS		ALL FINALISTS		
	M	F	M	F	M	F	TOTAL
43. Engineer							
Like very much	39.5	7.0	37.4	9.1	38.1	8.7	21.1
Like somewhat	33.6	25.0	34.5	21.2	34.2	21.8	27.0
Neither like nor dislike	13.2	37.0	19.2	44.0	17.1	42.8	32.0
Dislike a little	6.6	14.0	4.6	8.3	5.3	9.2	7.6
Dislike very much	4.6	17.0	2.1	16.7	3.7	16.8	11.3
No response	0.7	0.0	2.1	0.8	1.6	0.7	1.1
44. Research Scientist							
Like very much	48.0	33.0	39.5	30.8	42.5	31.2	36.0
Like somewhat	28.3	41.0	34.2	34.5	32.1	35.6	34.1
Neither like nor dislike	12.5	13.0	14.2	15.5	13.6	15.1	14.5
Dislike a little	7.2	7.0	7.8	10.1	7.6	9.6	8.7
Dislike very much	3.3	6.0	2.8	8.3	3.0	7.9	5.8
No response	0.7	0.0	1.4	0.8	1.2	0.7	0.9
45. Physician							
Like very much	26.3	34.0	31.3	30.8	29.6	31.4	30.6
Like somewhat	22.4	36.0	30.2	34.3	27.5	34.6	31.6
Neither like nor dislike	30.3	12.0	21.4	14.1	24.5	13.8	18.3
Dislike a little	15.8	11.0	10.0	11.1	12.0	11.1	11.5
Dislike very much	5.3	7.0	5.3	8.9	5.3	8.6	7.2
No response	0.0	0.0	1.8	0.8	1.2	0.7	0.9
46. Business Manager							
Like very much	6.6	2.0	10.3	9.9	9.0	8.6	8.7
Like somewhat	23.0	26.0	29.6	28.2	27.5	27.9	27.7
Neither like nor dislike	42.1	26.0	38.1	29.4	39.5	28.9	33.3
Dislike a little	20.4	29.0	13.9	19.8	16.2	21.3	19.1
Dislike very much	7.2	17.0	6.8	11.9	6.9	12.8	10.3
No response	0.7	0.0	1.1	0.8	0.9	0.7	0.8
47. Sales Representative							
Like very much	0.7	0.0	3.2	2.2	2.3	1.8	2.0
Like somewhat	9.2	8.0	13.5	13.3	12.0	12.4	12.2
Neither like nor dislike	18.4	25.0	29.5	24.2	25.6	24.3	24.9
Dislike a little	40.8	24.0	29.2	22.4	33.3	22.7	27.1
Dislike very much	30.3	43.0	23.1	36.9	25.6	37.9	32.8
No response	0.7	0.0	1.4	1.0	1.2	0.8	1.0
48. Accountant							
Like very much	5.3	10.0	11.4	11.5	9.2	11.2	10.4
Like somewhat	20.4	18.0	23.5	26.2	22.4	24.8	23.8
Neither like nor dislike	36.2	30.0	35.6	30.0	35.8	30.0	32.5
Dislike a little	21.7	25.0	18.1	15.1	19.4	16.8	17.9
Dislike very much	15.8	17.0	10.3	16.1	12.2	16.3	14.6
No response	0.7	0.0	1.1	1.0	0.9	0.8	0.9

							49. Artist
11.8	28.0	12.1	14.1	12.0	16.4	14.6	Like very much
23.0	24.0	21.4	30.0	21.9	29.0	20.0	Like somewhat
37.5	21.0	33.8	26.0	35.1	25.2	29.3	Neither like nor dislike
11.2	7.0	14.2	11.5	13.2	10.7	11.8	Dislike a little
16.4	19.0	16.7	17.1	16.6	17.4	17.1	Dislike very much
0.0	1.0	1.8	1.2	1.2	1.2	1.2	No response
							50. Lawyer
16.4	24.0	25.6	25.6	27.4	25.3	24.1	Like very much
50.0	37.0	38.4	37.5	42.5	37.4	39.6	Like somewhat
19.7	26.0	21.4	21.4	20.8	22.1	21.6	Neither like nor dislike
11.8	7.0	9.6	7.7	10.4	7.6	8.7	Dislike a little
2.0	6.0	2.8	6.3	2.5	6.2	4.7	Dislike very much
0.0	0.0	2.1	1.6	1.4	1.3	1.4	No response
							51. High School Teacher
11.2	35.0	17.1	30.6	15.0	31.4	24.5	Like very much
30.3	23.0	32.7	32.1	31.9	30.5	31.1	Like somewhat
27.0	12.0	20.6	12.5	22.9	12.4	16.8	Neither like nor dislike
19.7	17.0	19.9	12.7	19.9	13.4	16.1	Dislike a little
11.8	13.0	7.5	10.7	9.0	11.1	10.2	Dislike very much
0.0	0.0	2.1	1.4	1.4	1.2	1.3	No response
							52. Writer or Journalist
41.7	37.0	16.4	30.6	18.2	31.7	26.0	Like very much
31.6	29.0	30.2	31.0	30.7	30.7	30.7	Like somewhat
25.0	14.0	24.6	19.6	24.7	18.6	21.2	Neither like nor dislike
16.4	9.0	18.9	9.7	18.0	9.6	13.1	Dislike a little
5.3	9.0	8.5	7.5	7.4	7.7	7.6	Dislike very much
0.0	2.0	1.4	1.6	0.9	1.7	1.4	No response
							53. Electrician
5.3	2.0	8.5	2.6	7.4	2.5	4.6	Like very much
18.4	5.0	25.3	5.2	22.9	5.2	12.6	Like somewhat
38.2	31.0	37.7	32.3	34.9	32.0	33.2	Neither like nor dislike
22.4	20.0	18.9	16.5	20.1	17.1	18.4	Dislike a little
14.5	42.0	13.2	42.3	13.6	42.3	30.2	Dislike very much
0.7	0.0	1.4	1.0	1.7	0.8	1.0	No response
							54. Shop Foreman
0.0	1.0	1.8	0.4	1.2	0.5	0.8	Like very much
5.3	0.0	7.8	3.2	6.9	2.7	4.5	Like somewhat
32.2	22.0	31.7	19.4	31.9	19.8	24.9	Neither like nor dislike
28.3	13.0	29.5	18.8	29.1	17.8	22.5	Dislike a little
34.2	34.0	28.1	57.3	30.3	58.6	46.6	Dislike very much
0.0	0.0	[illegible].1	1.0	0.7	0.8	0.8	No response
							55. Bookkeeper
2.6	5.0	3.6	6.3	3.2	6.0	4.9	Like very much
11.8	13.0	15.3	21.0	14.1	19.6	17.3	Like somewhat
27.0	28.0	28.8	34.3	28.2	33.2	31.1	Neither like nor dislike
27.6	24.0	26.3	16.1	26.8	17.6	21.4	Dislike a little
30.3	30.0	24.9	21.4	26.8	22.8	24.5	Dislike very much
0.7	0.0	1.1	1.0	0.9	0.8	0.9	No response

SCHOLARS		NON-SCHOLARS		ALL FINALISTS			
M	F	M	F	M	F	TOTAL	
							56. Social Worker
10.5	44.0	14.2	41.1	12.9	41.6	29.5	Like very much
33.6	37.0	32.4	38.1	32.8	37.9	35.8	Like somewhat
29.6	15.0	33.5	12.3	32.1	12.8	20.9	Neither like nor dislike
17.8	4.0	14.2	3.8	15.5	3.9	8.7	Dislike a little
8.6	0.0	4.3	3.0	5.8	2.5	3.9	Dislike very much
0.0	0.0	1.4	1.6	0.9	1.3	1.2	No response
							57. Life Insurance Salesman
0.7	0.0	0.4	1.2	0.5	1.0	0.8	Like very much
4.6	0.0	6.8	3.4	6.0	2.9	4.2	Like somewhat
26.3	24.0	29.5	28.2	28.6	25.8	26.9	Neither like nor dislike
49.6	19.0	29.2	24.6	29.3	23.7	26.0	Dislike a little
38.8	57.0	32.7	43.8	34.9	48.0	41.3	Dislike very much
0.0	0.0	1.4	0.8	0.9	0.7	0.8	No response
							58. Farmer
0.0	4.0	2.5	1.4	1.6	1.8	1.7	Like very much
9.9	11.0	8.9	7.1	9.2	7.7	8.4	Like somewhat
25.0	31.0	20.3	19.6	21.9	21.5	21.7	Neither like nor dislike
21.7	8.0	27.0	14.1	25.2	13.1	18.2	Dislike a little
43.4	46.0	40.2	56.9	41.3	55.0	49.3	Dislike very much
0.0	0.0	1.1	1.0	0.7	0.8	0.8	No response
							59. Building Contractor
3.3	2.0	5.7	0.6	4.8	0.8	2.5	Like very much
23.0	9.0	24.2	8.1	23.8	8.2	14.8	Like somewhat
36.8	32.0	35.9	31.3	36.3	31.4	33.4	Neither like nor dislike
19.7	18.0	21.4	21.2	20.8	20.6	20.7	Dislike a little
17.1	39.0	11.4	37.9	13.4	38.1	27.7	Dislike very much
0.0	0.0	1.4	1.0	0.9	0.8	0.9	No response
							60. Nurse or Hospital Attendant
2.0	11.0	5.0	15.3	3.9	14.6	10.1	Like very much
7.9	38.0	8.9	34.9	8.5	35.4	24.1	Like somewhat
25.0	23.0	34.9	23.0	31.4	23.0	26.5	Neither like nor dislike
27.0	15.0	24.6	14.9	25.4	14.9	19.3	Dislike a little
38.2	12.0	25.6	10.9	30.0	11.1	19.0	Dislike very much
0.0	1.0	1.1	1.0	0.7	1.0	0.9	No response
							61. Clergyman
9.2	6.0	4.5	5.0	8.8	5.2	6.7	Like very much
17.1	9.0	18.5	16.5	18.0	15.3	16.4	Like somewhat
38.8	43.0	44.8	45.8	42.7	45.3	44.2	Neither like nor dislike
17.8	12.0	12.5	9.5	14.3	9.9	11.8	Dislike a little
16.4	28.0	13.9	21.0	14.8	22.1	19.0	Dislike very much
0.7	2.0	1.8	2.2	1.4	2.2	1.8	No response

The next 15 questions are about your achievements and activities in high school.

62. Varsity athletic letter	34.2	12.0	39.5	10.3	37.6	10.6	22.0
Yes, the achievement or activity applies to me	64.5	88.0	59.4	88.3	61.2	88.3	76.9
No, the achievement or activity does not apply to me	1.3	0.0	1.1	1.4	1.2	1.2	1.2
No response							
63. Student government or class officer	73.7	68.0	71.9	70.8	72.5	70.3	71.2
Yes, the achievement or activity applies to me	25.7	32.0	26.7	28.4	26.3	29.0	27.9
No, the achievement or activity does not apply to me	0.7	0.0	1.4	0.8	1.2	0.7	0.9
No response							
64. Office in other organization recognized by school, church, national or state headquarters	86.2	84.0	78.3	86.1	81.1	85.7	83.8
Yes, the achievement or activity applies to me	13.2	16.0	20.3	13.3	17.8	13.8	15.5
No, the achievement or activity does not apply to me	0.7	0.0	1.4	0.6	1.2	0.5	0.8
No response							
65. Member of school musical organization	46.1	44.0	38.1	43.1	40.9	43.3	42.3
Yes, the achievement or activity applies to me	53.9	56.0	60.1	56.3	58.0	56.2	56.9
No, the achievement or activity does not apply to me	0.0	0.0	1.8	0.6	1.2	0.5	0.8
No response							
66. Rating or good or higher in a music competition	29.9	30.0	25.3	27.0	26.6	27.5	27.1
Yes, the achievement or activity applies to me	70.4	70.0	72.6	71.8	71.8	71.5	71.6
No, the achievement or activity does not apply to me	0.7	0.0	2.1	1.2	1.6	1.0	1.3
No response							
67. Staff member of school publication	44.7	63.0	34.5	46.2	38.1	49.0	44.4
Yes, the achievement or activity applies to me	55.3	37.0	64.1	53.2	61.0	50.5	54.9
No, the achievement or activity does not apply to me	0.0	0.0	1.4	0.6	0.9	0.5	0.7
No response							
68. Exhibited art work	16.4	14.0	17.4	15.1	17.1	14.9	15.8
Yes, the achievement or activity applies to me	83.6	86.0	81.5	84.3	82.2	84.6	83.6
No, the achievement or activity does not apply to me	0.0	0.0	1.1	0.6	0.7	0.5	0.6
No response							
69. Prize or award for art work, or art work published	7.2	7.0	8.2	7.5	7.9	7.4	7.6
Yes, the achievement or activity applies to me	92.8	93.0	90.7	91.7	91.5	91.9	91.7
No, the achievement or activity does not apply to me	0.0	0.0	1.1	0.8	0.7	0.7	0.7
No response							
70. Major role in a play (for which admission was charged)	23.7	12.0	18.9	17.5	20.6	16.6	18.3
Yes, the achievement or activity applies to me	76.3	88.0	80.1	81.9	78.8	82.9	81.1
No, the achievement or activity does not apply to me	0.0	0.0	1.1	0.6	0.7	0.5	0.6
No response							
71. Other role in a play (for which admission was charged)	32.2	23.0	24.2	28.0	27.0	27.2	27.1
Yes, the achievement or activity applies to me	67.8	77.0	74.7	71.4	72.3	72.3	72.3
No, the achievement or activity does not apply to me	0.0	0.0	1.1	0.6	0.7	0.5	0.6
No response							

SCHOLARS		NON-SCHOLARS		ALL FINALISTS			
M	F	M	F	M	F	TOTAL	
							72. Essay or article published (including school publication)
53.3	57.0	41.6	50.8	45.7	51.8	49.3	Yes, the achievement or activity applies to me
46.7	43.0	56.9	48.2	53.3	47.3	49.9	No, the achievement or activity does not apply to me
0.0	0.0	1.4	1.0	0.9	0.8	0.9	No response
							73. Poem or story published (including school publication)
27.6	40.0	24.2	31.7	25.4	33.1	29.8	Yes, the achievement or activity applies to me
71.7	60.0	74.7	67.7	73.7	66.4	69.5	No, the achievement or activity does not apply to me
0.7	0.0	1.1	0.6	0.9	0.5	0.7	No response
							74. Prize or award for science project, or science publication
38.2	33.0	32.4	28.0	34.4	28.9	31.2	Yes, the achievement or activity applies to me
61.8	67.0	66.5	71.4	64.9	70.6	68.2	No, the achievement or activity does not apply to me
0.0	0.0	1.1	0.6	0.7	0.5	0.6	No response
							75. Service work (tutor, Candy Striper, welfare volunteer worker, or any service work for which there is no pay, but there are fairly well-defined duties)
62.5	67.0	51.2	61.9	55.2	62.8	59.6	Yes, the achievement or activity applies to me
37.5	33.0	47.3	37.1	43.9	36.4	39.6	No, the achievement or activity does not apply to me
0.0	0.0	1.4	1.0	0.9	0.8	0.9	No response
							76. Debating team, or debating society
26.3	21.0	18.9	17.1	21.5	17.8	19.3	Yes, the achievement or activity applies to me
73.7	78.0	78.3	81.3	76.7	80.7	79.0	No, the achievement or activity does not apply to me
0.0	1.0	2.8	1.6	1.8	1.5	1.7	No response
							How often have you done each of the following over the past two years?
							77. Drawing, painting, sculpting, decorating
12.5	16.0	13.2	13.7	12.9	14.1	13.6	Often
29.6	32.0	33.5	33.9	32.1	33.6	32.9	Occasionally
36.2	30.0	35.2	31.9	35.6	31.5	33.2	Rarely
21.1	22.0	16.7	19.8	18.2	20.1	19.3	Never
0.7	0.0	1.4	0.8	1.2	0.7	0.9	No response
							78. Acting, singing, or dancing for a public performance
18.4	21.0	15.3	25.2	16.4	24.5	21.1	Often
19.7	24.0	25.3	27.6	23.3	27.0	25.5	Occasionally
25.0	21.0	18.1	19.2	20.6	19.5	19.9	Rarely
36.2	34.0	39.9	27.4	38.6	28.5	32.8	Never
0.7	0.0	1.4	0.6	1.2	0.5	0.8	No response
							79. Playing a musical instrument
37.5	42.0	26.7	34.5	30.5	35.7	33.5	Often
14.5	20.0	11.0	14.9	12.2	15.8	14.3	Occasionally
13.2	11.0	15.7	12.7	14.8	12.4	13.4	Rarely
34.9	27.0	45.6	37.3	41.8	35.6	38.2	Never
0.0	0.0	1.1	0.6	0.7	0.5	0.6	No response

80. Collecting stamps, coins, rocks, insects, etc.							
8.6	8.0	8.5	6.3	8.5	6.5	7.4	Often
22.4	19.0	23.8	15.1	23.3	15.8	19.0	Occasionally
25.7	22.0	21.4	25.0	22.9	24.5	23.8	Rarely
43.4	50.0	45.2	52.6	44.6	52.2	49.0	Never
0.0	1.0	1.1	1.0	0.7	1.0	0.9	No response
81. Building model airplanes, ships, trains, cars, etc.							
6.6	0.0	10.3	0.4	9.0	0.3	4.0	Often
19.1	2.0	21.7	3.0	20.8	2.9	10.4	Occasionally
27.6	4.0	30.2	9.3	29.3	8.4	17.2	Rarely
46.7	93.0	38.3	86.1	40.0	87.2	67.3	Never
0.0	1.0	1.4	1.2	0.9	1.2	1.1	No response
82. Writing poems, stories, or novels (not for school courses)							
18.4	26.0	10.3	19.4	13.2	20.5	17.4	Often
23.7	30.0	22.8	33.5	23.1	32.9	28.8	Occasionally
28.9	24.0	29.5	22.0	29.3	22.3	25.3	Rarely
28.9	20.0	35.9	24.4	33.5	23.7	27.8	Never
0.0	0.0	1.4	0.8	0.9	0.7	0.8	No response
83. Woodworking							
5.3	0.0	5.0	0.0	5.1	0.0	2.1	Often
11.8	1.0	13.9	1.4	13.2	1.3	6.3	Occasionally
24.3	6.0	27.4	7.5	26.3	7.2	15.3	Rarely
58.6	91.0	52.3	89.5	54.5	89.8	74.9	Never
0.0	2.0	1.4	1.6	0.9	1.7	1.4	No response
84. Making or repairing electrical or electronic equipment							
8.6	1.0	8.9	1.0	8.8	1.0	4.3	Often
30.9	5.0	23.8	4.4	26.3	4.5	13.7	Occasionally
23.0	9.0	30.6	9.1	27.9	9.1	17.0	Rarely
36.8	82.0	35.2	84.1	35.8	83.7	63.6	Never
0.7	3.0	1.4	1.4	1.2	1.7	1.5	No response
85. Working in a civil rights organization, political action organization, etc.							
15.1	18.0	13.5	12.7	14.1	13.4	13.8	Often
23.7	27.0	23.5	20.2	23.6	21.3	22.3	Occasionally
17.8	23.0	15.3	18.1	16.2	19.0	17.8	Rarely
43.4	31.0	46.3	47.4	45.3	44.6	44.9	Never
0.0	1.0	1.4	1.6	0.9	1.5	1.3	No response
86. Making mechanical or automobile repairs							
4.6	0.0	2.8	0.6	3.5	0.5	1.7	Often
16.4	1.0	18.5	2.0	17.8	1.8	8.6	Occasionally
26.3	4.0	26.0	3.2	26.1	3.4	12.9	Rarely
52.6	93.0	51.6	92.1	52.0	92.3	75.3	Never
0.0	2.0	1.1	2.0	0.7	2.0	1.5	No response
87. Working with photographic equipment (do not include taking occasional snapshots)							
5.9	0.0	3.9	3.2	4.6	2.7	3.5	Often
10.5	8.0	8.9	4.6	9.5	5.2	7.0	Occasionally
9.9	17.0	16.0	7.9	13.9	9.4	11.3	Rarely
73.7	73.0	70.1	82.3	71.6	80.7	76.8	Never
0.0	2.0	1.1	2.0	0.7	2.0	1.5	No response

SCHOLARS		NON-SCHOLARS		ALL FINALISTS			
M	F	M	F	M	F	TOTAL	
							88. Sewing, knitting, crocheting, or embroidering
0.7	47.0	0.7	42.1	0.7	43.0	25.2	Often
4.6	28.0	5.0	35.7	4.8	34.4	22.0	Occasionally
9.2	15.0	11.4	15.7	10.6	15.6	13.5	Rarely
83.6	10.0	81.1	5.6	82.0	6.4	38.2	Never
2.0	0.0	1.8	0.8	1.8	0.7	1.2	No response
							89. Taking part in church or Sunday School activities
58.6	72.0	60.1	70.8	59.6	71.0	66.2	Often
23.7	15.0	22.4	17.1	22.9	16.8	19.3	Occasionally
7.9	6.0	9.3	7.1	8.8	6.9	7.7	Rarely
9.9	7.0	7.1	4.0	8.1	4.5	6.0	Never
0.0	0.0	1.1	1.0	0.7	0.8	0.8	No response
							90. Swimming, boating, hunting, fishing, or camping
31.6	29.0	37.0	16.9	35.1	19.0	25.8	Often
48.0	34.0	40.2	38.9	43.0	38.1	40.1	Occasionally
15.8	23.0	16.7	29.2	16.4	28.2	23.2	Rarely
4.6	13.0	5.0	13.9	4.8	13.8	10.0	Never
0.0	1.0	1.1	1.0	0.7	1.0	0.9	No response
							91. Playing other sports not connected with school
48.7	19.0	53.4	22.0	51.7	21.5	34.2	Often
32.9	40.0	29.2	38.3	30.5	38.6	35.2	Occasionally
11.8	16.0	12.1	23.4	12.0	22.1	17.9	Rarely
5.9	24.0	4.3	15.[illegible]	4.8	16.6	11.7	Never
0.7	1.0	1.1	1.2	0.9	1.2	1.1	No response
							92. Visiting museums or art shows
11.2	9.0	11.4	12.9	11.3	12.2	11.9	Often
46.1	61.0	45.2	44.8	45.5	47.5	46.6	Occasionally
36.2	24.0	31.3	30.6	33.0	29.5	31.0	Rarely
6.6	5.0	11.0	10.1	9.5	9.2	9.3	Never
0.0	1.0	1.1	1.6	0.7	1.5	1.2	No response
							93. Attending concerts, plays (not motion pictures) or ballet
15.8	21.0	13.5	20.6	14.3	20.6	18.0	Often
44.7	55.0	40.9	43.8	42.3	45.6	44.2	Occasionally
28.9	18.0	30.2	25.8	29.8	24.5	26.7	Rarely
7.9	3.0	13.5	7.7	11.5	6.9	8.8	Never
2.6	3.0	1.8	2.2	2.1	2.3	2.2	No response
							94. Working on science projects or activities (not for school course)
27.6	8.0	14.2	6.0	18.9	6.4	11.7	Often
29.6	25.0	22.8	15.3	25.2	16.9	20.4	Occasionally
15.1	22.0	27.0	29.6	22.9	28.4	26.0	Rarely
25.7	39.0	32.7	45.2	30.3	44.1	38.3	Never
2.0	6.0	3.2	3.8	2.8	4.2	3.6	No response

Previous NMSC Research Reports

Volume 1, 1965

Number

1. The Inheritance of General and Specific Ability, by R. C. Nichols.
2. Personality Change and the College, by R. C. Nichols.
3. The Financial Status of Able Students, by R. C. Nichols (also in Science, 1965, 149, 1071-1074).
4. Progress of the Merit Scholars: an Eight-Year Follow-up, by R. C. Nichols and A. W. Astin (also Personnel and Guidance Journal, 1966, 44, 673-681).
5. Prediction of College Performance of Superior Students, by R. J. Roberts.
6. Non-intellective Predictors of Achievement in College, by R. C. Nichols.
7. Ninth Annual Review of Research, by the NMSC Research Staff (includes abstracts of all previous NMSC studies).
8. Social Class and Career Choice of College Freshmen, by C. E. Werts (also in Sociology of Education, 1966, 39, No. 1, 74-85).

Volume 2, 1966

1. Participants in the 1965 NMSQT, by R. C. Nichols.
2. Participants in the First National Achievement Scholarship Program for Negroes, by R. J. Roberts and R. C. Nichols.
3. Career Choice Patterns: Ability and Social Class, by C. E. Werts.

NMSC research is supported by grants from the National Science Foundation, the Carnegie Corporation of New York, and the Ford Foundation.