ICPSR
Inter-university Consortium for
Political and Social Research

Equality of Educational Opportunity (Coleman) Study (EEOS), 1966

Codebook and Study Report

James S. Coleman

ICPSR 6389

EQUALITY OF EDUCATIONAL OPPORTUNITY (COLEMAN) STUDY (EEOS), 1966

(ICPSR 6389)

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Second ICPSR Version
August 2000

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Political and Social Research
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> Coleman, James S. EQUALITY OF EDUCATIONAL OPPORTUNITY (COLEMAN) STUDY (EEOS), 1966 [Computer file]. 2nd ICPSR version. Washington, DC: U.S. Department of Health, Education, and Welfare, Office of Education/National Center for Education Statistics [producer], 1999. Ann Arbor, MI: Inter-university Consortium for Political and Social Research [distributor], 2000.

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DATA COLLECTION DESCRIPTION

James S. Coleman
EQUALITY OF EDUCATIONAL OPPORTUNITY (COLEMAN) STUDY (EEOS), 1966 (ICPSR 6389)

SUMMARY: The Equality of Educational Opportunity Study (EEOS), also known as the "Coleman Study," was commissioned by the United States Department of Health, Education, and Welfare in 1964 to assess the availability of equal educational opportunities to children of different race, color, religion, and national origin. This study was conducted in response to provisions of the Civil Rights Act of 1964 and serves as an example of the use of a social survey as an instrument of national policy-making. The EEOS consists of test scores and questionnaire responses obtained from first-, third-, sixth-, ninth-, and twelfth-grade students, and questionnaire responses from teachers and principals. These data were obtained from a national sample of schools in the United States. Data on students include age, gender, race and ethnic identity, socioeconomic background, attitudes toward learning, education and career goals, and racial attitudes. Scores on teacher-administered standardized academic tests are also included. These scores reflect performance on tests assessing ability and achievement in verbal skills, nonverbal associations, reading comprehension, and mathematics. Data on teachers and principals include academic discipline, assessment of verbal facility, salary, education and teaching experience, and attitudes toward race.

UNIVERSE: Public schools in the United States and the District of Columbia.

SAMPLING: National stratified random sample.

NOTE: (1) Questionnaire responses should be read as alphabetic characters. (2) The codebook, data collection instruments, study report, and appendix are provided as Portable Document Format (PDF) files. The PDF file format was developed by Adobe Systems Incorporated and can be accessed using PDF reader software, such as the Adobe Acrobat Reader. Information on how to obtain a copy of the Acrobat Reader is provided on the ICPSR Website.

RESTRICTIONS: To preserve respondent privacy, certain identifying variables are restricted from general dissemination. The original, unmasked data are available from ICPSR. Requests for such data must be submitted in writing.

EXTENT OF COLLECTION: 7 data files + machine-readable documentation (PDF) + SAS data definition statements

EXTENT OF PROCESSING: CONCHK.PR/ CONCHK.ICPSR/ RECODE/ DDEF.ICPSR/ REFORM.DOC/ SCAN/ UNDOCCHK.ICPSR

DATA FORMAT: Logical Record Length with SAS data definition statements

Part 1: First-Grade Data
File Structure: rectangular
Cases: 76,133
Variables: 123
Record Length: 276
Records Per Case: 1

Part 2: Third-Grade Data
File Structure: rectangular
Cases: 135,750
Variables: 211
Record Length: 366
Records Per Case: 1

Part 3: Sixth-Grade Data
File Structure: rectangular
Cases: 123,577
Variables: 135
Record Length: 299
Records Per Case: 1

Part 4: Ninth-Grade Data
File Structure: rectangular
Cases: 134,028
Variables: 294
Record Length: 444
Records Per Case: 1

Part 5: Twelfth-Grade Data
File Structure: rectangular
Cases: 97,660
Variables: 308
Record Length: 456
Records Per Case: 1

Part 6: Teacher Data
File Structure: rectangular
Cases: 44,193
Variables: 157
Record Length: 324
Records Per Case: 1

Part 7: Principal Data
File Structure: rectangular
Cases: 3,941
Variables: 200
Record Length: 300
Records Per Case: 1

RELATED PUBLICATIONS:

Coleman, James S., et al. EQUALITY OF EDUCATIONAL OPPORTUNITY. Washington, DC: United States Department of Health, Education, and Welfare. Office of Education, 1966.

Coleman, James S., et al. SUPPLEMENTAL APPENDIX TO THE SURVEY ON EQUALITY OF EDUCATIONAL OPPORTUNITY. Washington, DC: United States Department of Health, Education, and Welfare. Office of Education, 1966.

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ABSTRACT

C.B. Jessup
April 1984
3-012-80-001

ABSTRACT

United States Department of Education.
Equality of Educational Opportunity (Coleman) Study (EEOS), 1966 [machine-readable data file]/ created by the Educational Testing Service (ETS), of Princeton, N.J., for the Office of Education, U.S. Department of Health, Education and Welfare. Washington: U.S. Department of Education [Producer], 1980; Washington: National Archives and Records Service [Distributor].

PROVENANCE: The Educational Testing Service (ETS), Princeton, N.J., created these records for the Office of Education, U.S. Department of Health, Education and Welfare. James S. Coleman of Johns Hopkins University was a consultant to the Office of Education. The Office of Education was transfered from the Department of Health, Education and Welfare to the newly created U.S. Department of Education in 1979. In 1980 the National Archives obtained a copy of the EEOS data tapes and documentation from Johns Hopkins University, through the U.S. Department of Education.

TYPE OF FILE: Microdata. The unit of observation is the individual person.

UNIVERSE DESCRIPTION: Public schools in the United States and the District of Columbia.

C.B. Jessup
April 1984
3-012-80-001

SUBJECT-MATTER DESCRIPTION: EEOS was conducted under the provisions of Section 402 of the Civil Rights Act of 1964, to provide the U.S. President and the U.S. Congress with data concerning "the lack of availability of equal educational opportunity for individuals by reason of race, color, religion, or national origin...." The study consists of tests scores and questionnaire responses obtained from 1st, 3rd, 6th, 9th and 12th grade students, and teachers; and questionnaire responses from principals. The sample was taken from the public schools in the United States and the District of Columbia. Tests were administered to determine ability and achievement inverbal skills, non-verbal associations, reading comprehension and mathematics. Questionnaires were administered to obtain information on age, sex, grade, race, ethnic identity, socio-economic background, attitudes toward learning, educational and career goals, racial attitudes, student and faculty racial composition, discipline, school environment, school facilities, salaries, and curriculum.

TECHNICAL DESCRIPTION:

FILE STRUCTURE: Fixed length, non hierarchical.

FILE SIZE: 7 data sets. Approximately 639,650 individual records.

FILE SORT SEQUENCE: Batch number, category, student serial number, side, scribe number, school serial number, USOE school code.

C.B. Jessup
April 1984
3-012-80-001

REFERENCE MATERIAL:

Documentation Relating to the Equality of Educational Opportunity Study.

Available from the Machine-Readable Archives Branch (NNSR), (address below).

This is a guide to the machine-readable data file. It contains a general introduction to the documentation, series and subseries titles with sample sizes, notes on the documentation, record layouts, tests, questionnaires, and portions of the computer printouts.

RELATED PRINTED REPORTS:

Equality of Educational Opportunity and Supplemental Appendix to the Survey on Equality of Educational Opportunity, both by James S. Coleman, et. al. (Office of Education, DHEW, 1966) located in the National Archives Library.

RELATED MACHINE-READABLE DATA FILES: None.

DESCRIPTORS: Characteristics of schools, Racial composition, Physical facilities, Educational resources, Curriculum, Characteristics of teachers, Education and teaching experience, Salary level, Attitudes toward race, Characteristics of students, Socioeconomic background, Attitudes toward integration, bussing, and achievement.

INTRODUCTION

INTRODUCTION

The National Center for Educational Statistics (changed to National Center for Education Statistics after 1974), Office of Education, U.S. Department of Health, Education, and Welfare, conducted the Equality of Educational Opportunity Study (EEOS) under the provisions of Section 402 of the Civil Rights Act of 1964:

> Sec. 402. The Commissioner shall conduct a survey and make a report to the President and the Congress, within two years of the enactment of this title, concerning the lack of availability of equal educational opportunities for individuals by reason of race, color, religion, or national origin in public educational institutions at all levels in the United States, its territories and possessions, and the District of Columbia.

The Office of Education set-out to document the "lack of availability of equal educational opportunities" implied by the Act. The emphasis was on the inequality of school facilities to examine the theory that the quality of facilities determined the quality of a student's academic achievement.

The period in which this study was undertaken has been characterized as a time of "social system self-consciousness" marked by a national commitment to restructure society so as to overcome injustices associated with the historic problems of poverty and race. Thus, EEOS documents the U.S. Government's use of a social survey as an instrument of national policy making. Conclusions drawn from analyses of the data shifted the focus of subsequent public policy and research from an emphasis on school facilities (ie. input) to achievement (output) as measures of the quality of public schools. Family background was said to have a greater impact on the academic success or failure of a student than the quality of school facilities.

Several publications have resulted from EEOS data; the most notable being ON EQUALITY OF EDUCATIONAL OPPORTUNITY, edited by Frederick Mosteller and Daniel P. Moynihan (Random House, 1972).

EEOS consists of tests scores and questionnaire responses obtained from 1st, 3rd, 6th, 9th and 12th grade students, and teachers: and questionnaire responses from a principal survey. The data were obtained from a sample of the public schools in the United States and the District of Columbia. The sample was

designed to permit comparisons between Negro or other minority students and white students in general, and in separate urban and rural localities. Tests were administered to determine ability and achievement in verbal skills, non-verbal associations, reading comprehension and mathematics. Questionnaires were administered to obtain information on age, sex, grade, race, ethnic identity, family background, attitudes towards learning, educational goals, racial attitudes, student and faculty racial composition, discipline problems, school environment, home environment, school facilities and curriculum. The questionnaires were prepared by the National Center for Educational Statistics, Office of Education, DHEW. The tests used were existing published tests. Some 568,743 public school students were tested and questioned about available school facilities. Respondents were surveyed once. There is one record per respondent for a total of approximately 639,650 records.

Related machine-readable files in the National Archives and in the National Archives Center for Machine-Readable Records include the National Evaluation of the Emergency School Aid Act, 1973-1976 (3-012-83-001); the Sustaining Effects Study, 1975-1978 (3-419-80-001); the Elementary and Secondary School Civil Rights Survey, 1968-1976 (3-441-76-104); and the National Assessment of Educational Progress (NAEP), 1969- (C-419-81-002).

EEOS was headed by an outside consultant, James S. Coleman, from Johns Hopkins University, who had major responsibilities for its design, administration and analysis. The National Center for Educational Statistics was responsible for the operation of the study. The Educational Testing Service (ETS), of Princeton, N.J., carried-out the field work, keyed the raw data to magnetic tape, and created the documentation.

In 1979, the U.S. Department of Health, Education, and Welfare (DHEW) underwent a major reorganization. As a result, the Office of Education, DHEW, became the U.S Department of Education, and the National Center for Education Statistics became one of its subunits. In 1980, the National Archives obtained its copy of EEOS (Coleman Study) from Johns Hopkins University, through the U.S. Department of Education.

Documentation for this file consists of this introduction, a list of series titles, subtitles, and sample sizes, Notes on the Documentation, record layouts, NARA produced record layouts, questionnaires, tests for all but the 1st grade, notes on the data, and portions of the computer printouts.

Supplemental documentation consisting of the U.S. Commissioner of Education's Report to the President of the United States, the President of the Senate, and the Speaker of the House, under the titles Equality of Education Opportunity and Supplemental Appendix to the Survey on Equality of Educational Opportunity by James S. Coleman, et. al. (GPO 1966), and containing study designs, methods

procedures, and findings, may be found in the National Archives Library.

This documentation, including this introduction, was prepared by Chauncey B. Jessup, Archivist, Machine-readable Branch (NNSR), April 1984

SERIES TITLES/SUBSERIES TITLES/SAMPLE DATES

SERIES AND SUBSERIES TITLES

SERIES NUMBER		SAMPLE SIZE
I.	Documentation Relating to the Equality of Educational Opportunity Study.	
II.	Computer Tape Containing the Equality of Educational Opportunity (Coleman) Study.	

SUBSERIES

1.	1st Grade File.	76,133
2.	3rd Grade File.	135,759
3.	6th Grade File.	125,170
4.	9th Grade File.	134,030
5.	12th Grade File	97,660
6.	Teacher File.	66,826
7.	Principal File.	4,081
	Total	639,650

NOTES ON THE DOCUMENTATION

NOTES ON THE DOCUMENTATION

Record layouts for the 1st Grade File, the tests portion of the 3rd Grade File, the tests portion of the 6th Grade File, the 9th Grade File, locations 91-96 and 169-223 of the 12th Grade File, and the Teacher File were recreated by NARS. At least one record from each file was validated to verify the NARS produced items.

The codes for the 1st Grade File questionnaire responses are alphabets. The codes for the 1st Grade File tests responses and scores are numeric. The 1st Grade File School Survey Tests Administrator's Manual with examples of the 1st Grade tests is in this documentation package, but tests instruments like the ones completed by the respondents are not available.

Where the questionnaires and test are not coded, the type of codes in the dumps were applied to the range of responses, in a numerical or alphabetical order, beginning with a 1 or an "A" for the first response choice. Only the 1st Grade File questionnaire responses have alphabet codes.

Where the record layouts are not broken down to the individual variable level, individual variables can be determined by the range of responses on the tests and questionnaire instruments. If 1 to 9 responses are allowed, the length of the code for that variable will be one character long. If 1 to 99 responses are allowed, the length of the code will be two characters long. All the reseacher needs to know is the beginning and end of a set of variables, which are given in these record layouts, and the individual variables can easily be determined.

NOTES FOR RECORD LAYOUT:

For locations 1-36 of the 9th Grade survey refer to the record layout for 6th Grade.

This system applies to the Teachers'and Principals' surveys

NOTES ON THE DATA

NOTES ON THE DATA

Teacher File: NARS received only two reels of data for the Teacher File, but they were labeled "1 of 4" and "2 of 4". The record count for the two reels NARS received is 44,193 records. Thus, the reseacher may find a discrepancy in the total record count for this file.

Principal File: Locations 300 to 539 are padded with zeros.

On the reels with the Principal Questionnaire data file is a second data file titled "12th Grade Principals + Follow-ups." It contains 823 records, 80 characters long. NARS received no documentation for this second file. The only information that could be obtained on it is that it is of no significance in an analysis of the Principal Questionnaire data and of the overall study data.

General Services Administration
National Archives and Records Service
Washington, DC 20408

RECORD LAYOUTS

CODES

&

PORTIONS OF THE COMPUTER PRINTOUTS

1st Grade Study

Equality of Educational Opportunity (Coleman) Study

1st Grade File

Record Layout

VARIABLE	LOCATION
Batch	1-3
Category	4
Student Serial Number	5-10
Side	11
Scribe Number	12-17
School Serial Number	18-21
USOE School Code	22-32
(blank)	33-36
Part I (Verbal Comprehension) #Right	37-39
Part I (Verbal Comprehension) #Wrong	40-42
Part II (Nonverbal Classification) #Right	43-45
Part II (Nonverbal Classification) #Wrong	46-48
Part III (Nonverbal Association) #Right	49-51
Part III (Nonverbal Association) #Wrong	52-54
Part II and III (Nonverbal Class. & Assoc.) Total #Right	55-57
Part II and III (Nonverbal Class. & Assoc.) Total #Wrong	58-60
(blank)	61-168
Part I (Verbal Comprehension) Item Responses	169-193
Part II (Nonverbal Classification) Item Responses	194-213
Part III (Nonverbal Association) Item Responses	214-233
Part IV, Questionnaire Responses	234-272 (234-241 & 251-272

SCHOOL SURVEY TESTS - FIRST GRADE

ADMINISTRATOR'S MANUAL

This Manual contains the specific instructions for the administration of the School Survey Tests for the First Grade. All the directions which you are to read aloud to the students are enclosed in boxes. You are not to depart from these directions or to answer any questions regarding the content of the survey.

You can get a rough estimate of the actual time needed to administer the survey by reading the appropriate parts of this Manual aloud and timing yourself. You should allow additional time for the distribution and collection of survey materials and for necessary explanation to the students.

You will receive general instructions concerning the administration of the survey from your school principal. He will explain the use of the Irregularity Report at the back of this Manual.

The materials necessary for the administration of the survey will be distributed to you by your school principal. All the materials are on the following list, with check spaces for your convenience.

Check List -- Equipment for the survey:

( ) 1. Survey booklets (orange)

( ) 2. Special large pencils

( ) 3. Student Identification Cards

( ) 4. This Administrator's Manual, which includes an Irregularity Report on the inside back cover.

Each Student Identification Card has a serial number preprinted on it. You should assign each of your students a serial number by writing his name on a card. Then, plan the time when you will be able to complete the Questionnaire, Part IV, at the end of each student's survey booklet. You should complete the Questionnaire on the basis of what you know about the child either from school records or from talking with the child. You should complete the Questionnaires before you administer the survey.

Before completing a Questionnaire, enter the student's number from his Student Identification Card in the large boxes provided on the front of the survey booklet for the Serial Number. Then blacken the appropriate space beneath each of the six digits of the Serial Number. Keep the Student Identification Card with the survey booklet.

For each student, mark the answer spaces in the Questionnaire which are correct for the child. Please blacken only one answer space for each question. The questions follow:

Grade 1

234 1. Sex.
A. Boy
B. Girl

235 2. Present age.
A. 5 or younger
B. 6
C. 7
D. 8
E. 9 or older

236 3. Birthplace of child.
A. In this city, town, or county
B. In this State, but not in this city, town or county
C. In another state in the U.S.
D. In Puerto Rico
E. In Mexico
F. In Canada
G. In some other country
H. Don't know

237 4. Of what race is the child?
A. Negro
B. White
C. American Indian
D. Oriental
E. Other

238 5. Is he Puerto Rican?
A. Yes
B. No

239 6. Is he Mexican American?
A. Yes
B. No

240 7. How many people including the child live in the child's home? Count in mother, father, brothers, sisters, relatives, etc.

A.	2	G.	8
B.	3	H.	9
C.	4	I.	10
D.	5	J.	11
E.	6	K.	12
F.	7	L.	13 or more

241 8. How many children (under 18), including the child, are in his family?

A.	1--only the child	D.	4	G.	7	J.	10 or more
B.	2	E.	5	H.	8		
C.	3	F.	6	I.	9		

9. Who acts as his father? For adopted children, consider the adoptive father as the real father.
   A. His real father, who is living at home
   B. His real father, who is not living at home
   C. His stepfather
   D. His foster father
   E. His grandfather
   F. Another relative (uncle, etc.)
   G. Another adult
   H. No one

10. Who acts as his mother? For adopted children, consider the adoptive mother as the real mother.
   A. His real mother, who is living at home
   B. His real mother, who is not living at home
   C. His stepmother
   D. His foster mother
   E. His grandmother
   F. Another relative (aunt, etc.)
   G. Another adult
   H. No one

For all questions about the student's mother and father, answer them for the persons indicated in questions 9 and 10.

11. How far in school did his father go? (If no one is acting as his father, answer for his real father.)
   A. None, or some grade school
   B. Completed grade school
   C. Some high school, but did not graduate
   D. Graduated from high school
   E. Vocational or business school after high school
   F. Some college, but less than 4 years
   G. Graduated from a 4-year college
   H. Attended graduate or professional school
   I. I don't know

12. What kind of work does his father usually do? If the exact occupation is not listed, mark the option which seems to be the closest.
   A. Technical --such as draftsman, surveyor, medical or dental technician, etc.
   B. Official --such as manufacturer, officer in a large company, banker, government official or inspector, etc.
   C. Manager --such as sales manager, store manager, office manager, factory supervisor, etc.
      Proprietor or owner --such as owner of a small business, wholesaler, retailer, contractor, restaurant owner, etc.
   D. Semi-skilled worker --such as factory machine operator, bus or cab driver, meat cutter, etc.

Clerical worker --such as bankteller, bookkeeper, sales clerk, office clerk, mail carrier, messenger, etc.
Service worker --such as a barber, waiter, etc.
Protective worker --such as policeman, detective, sheriff, fireman, etc.

E. Salesman --such as real estate or insurance salesman, factory representative, etc.
F. Farm or ranch owner or manager
G. Farm worker on one or more than one farm
H. Workman or laborer --such as factory or mine worker, fisherman, filling station attendant, longshoreman, etc.
I. Professional --such as accountant, artist, clergyman, dentist, doctor, engineer, lawyer, librarian, scientist, college professor, social worker.
J. Skilled worker or foreman --such as baker, carpenter, electrician, enlisted man in the armed forces, mechanic, plumber, plasterer, tailor, foreman in a factory or mine.
K. Don't know

13. Where was his mother born? If no one is acting as his mother, answer for his real mother.
A. In this State
B. In another state in the U. S.
C. In Puerto Rico
D. In Mexico
E. In Canada
F. In some other country
G. Don't know

14. How far in school did his mother go?
A. None, or some grade school
B. Completed grade school
C. Some high school, but did not graduate
D. Graduated from high school
E. Vocational or business school after high school
F. Some college, but less than 4 years
G. Graduated from a 4-year college
H. Attended graduate or professional school
I. I don't know

15. Is his mother working outside the home now?
A. Yes
B. No
C. No mother in the home

16. Does anyone in his home speak a language other than English most of the time? (Spanish, Italian, Polish, German, etc.)
A. Yes
B. No
C. I don't know

17. Does he speak a language other than English outside of school?
A. Yes
B. No
C. I don't know

Questions 18 - 25 are about things his family may have. Does his family have a:

251 18. Television set?
A. Yes
B. No

252 19. Telephone?
A. Yes
B. No

253 20. Record player, hi-fi, or stereo?
A. Yes
B. No

254 21. Refrigerator?
A. Yes
B. No

255 22. Dictionary?
A. Yes
B. No
C. I don't know

256 23. Encyclopedia?
A. Yes
B. No
C. I don't know

257 24. Automobile?
A. Yes
B. No

258 25. Vacuum cleaner?
A. Yes
B. No

259 26. Does his family get a newspaper every day?
A. Yes
B. No

260 27. Did he go to kindergarten?
A. Yes
B. No

261 28. Did he go to nursery school before he went to kindergarten?
A. Yes
B. No
C. I don't know

262 29. Did the child attend Project Head Start?
A. Yes
B. No, but he attended another similar summer pre-school program
C. No

263 30. Is the child repeating the first grade?
A. Yes
B. No

264 31. Is there another public school with his grade as close or closer to his home than this one?
A. Yes
B. No

Please rate this child in each of the following traits or behavior patterns by marking:
A if the child usually exhibits this trait or behavior
B if this is not typical of the child's usual behavior pattern
When evaluating a child, consider his behavior in relationship to other children of his own age.

265 32. Usually gets along with most of the children in his class.
A. Yes
B. No

266 33. Usually avoids disturbing other children while they work.
A. Yes
B. No

267 34. Usually comes to school on time.
A. Yes
B. No

268 35 Usually shows a desire to learn.
A. Yes
B. No

269 36. Usually has a good speaking vocabulary.
A. Yes
B. No

270 37. Usually pays attention in class.
A. Yes
B. No

271 38. Usually goes from one activity to another in a progressive manner--not haphazardly or with long periods of transition.
A. Yes
B. No

272 39. Usually assumes responsibility for classroom routine, e.g., cleaning up after himself and putting things away.
A. Yes
B. No

As you finish each child's Questionnaire, place his Student Identification Card inside the cover of the survey booklet, so that you can be sure that each one gets the correct booklet.

Before the survey begins, copy on the blackboard the first question in each series of Practice Exercises. The drawings need not be accurate or artistic. For the second part of the survey, you will need a watch with a sweep second hand.

When the students are seated and ready to begin, distribute the survey booklets and the special large pencils. A student who wishes to change one of his responses may erase his original response; but, to avoid suggesting change, this is not included in the directions. Read the directions which follow, pausing where 4 dots appear to allow the appropriate amount of time for the procedure described to be carried out. Say to the students:

> I am going to name something and then we shall find it in these pictures. (Point to the blackboard.) Here is a tree. Which one of these pictures is a house? Yes, this is the house. So we mark the house like this. (Fill in the circle you have drawn below the house.)
>
> Now look at your booklet. Put your finger on the tree. . . . In the same row find the house. With your pencil fill in the little circle below the house. (See that all comply.)
>
> Now put your finger on the hat. . . . In the same row find the cat. Mark the circle below the cat. (See that all comply.) . . . .
>
> Now put your finger on the bird. . . . In the same row find the pencil. Fill in the circle below the pencil. (See that all comply.) . . . .
>
> Now put your finger on the dog. . . . In the same row find the boy who is running. Mark the circle below the boy who is running. (See that all comply.) . . . .

After pausing long enough for the students to mark the picture, proceed without giving individual help. From this point on it is permissible to repeat a word only if the students have not heard it. The time required for each question will vary from 15 to 25 seconds in accordance with the maturity of the children and the difficulty of the question. The children may need to be encouraged from time to time with such directions as "Go ahead; mark what I told you."

Now watch what I do. Turn the page and fold it back like this. In the corner of the page you should have a picture of a boy. (Demonstrate. See that all have the right page.). . . .

Now look at your booklet. Put your finger on the boy. . . . In the same row find the shovel. Mark the circle under the shovel. . . .

Now put your finger on the bird. . . . In the same row find the spoon. Mark the circle under the spoon. . . .

Now put your finger on the dog. . . . In the same row find the woman who is reading a book. Mark the circle under the woman who is reading a book. . . .

Now put your finger on the flower. . . . In the same row find the picture which shows that the wind blew the man's hat off. Mark the circle under the picture which shows that the wind blew the man's hat off. . . .

Now put your finger on the flag. . . . In the same row find the girl who is carrying her doll in the safest position. Mark the circle under the girl who is carrying her doll in the safest position. . . .

Now put your finger on the candle at the top of the page. . . . In the same row find the man who is pushing the box. Mark the circle under the man who is pushing the box. . . .

Now put your finger on the shoe. . . . In the same row find the leaves. Mark the circle under the leaves. . . .

Now put your finger on the chair. . . . In the same row find the glass in which nothing remains except air. Mark the circle under the glass in which nothing remains except air. . . .

Now put your finger on the cat. . . . In the same row find the painter. Mark the circle under the painter. . . .

Now put your finger on the house. . . . In the same row find the picture which makes you think of touching. Mark the circle under the picture which makes you think of touching. . . .

Now turn the booklet over like this. (Demonstrate. See that all have done so.) . . . .

Now put your finger on the dog. . . . In the same row find the woman who is writing. Mark the circle under the woman who is writing. . . .

Now put your finger on the hat. . . . In the same row find the knee. Mark the circle under the knee. . . .

Now put your finger on the house. . . . In the same row find the girl who is gathering huge blossoms for a neighbor. Mark the circle under the girl who is gathering huge blossoms for a neighbor . . . .

Now put your finger on the chair. . . . In the same row find the picture which makes you think of rejoice. Mark the circle under the picture which makes you think of rejoice. . . .

Now put your finger on the cat. . . . In the same row find the picture which makes you think of fasten. Mark the circle under the picture which makes you think of fasten. . . .

Now put your finger on the flag at the top of the page. . . . In the same row find the policeman helping a child. Mark the circle under the picture of the policeman helping a child. . . .

Now put your finger on the candle. . . . In the same row find the insect. Mark the circle under the insect. . . .

Now put your finger on the boy. . . . In the same row find the tree which has a joyful visitor at its highest point. Mark the circle under the tree which has a joyful visitor at its highest point. . . .

Now put your finger on the clock . . . . In the same row find the picture which makes you think of level. Mark the circle under the picture which makes you think of level. . . .

Now put your finger on the shoe . . . . In the same row find the picture which makes you think of clashing. Mark the circle under the picture which makes you think of clashing. . . .

Now turn the page and fold it back like this. (Demonstrate. See that all have done so). . . . .

Now look at the dogs at the top of the page . . . . Find the dog which is jumping over his little house. Mark the circle under the dog which is jumping over his little house . . . .

031

Now look at the next row . . . . Find the picture in which the mother and the baby ducks seem to be dreaming quietly. Mark the circle under the picture in which the mother and the baby ducks seem to be dreaming quietly . . . .

Now look at the next row. . . . The farmer is digging with a shovel. Mark the circle under the picture. The farmer is digging with a shovel. . . .

Now look at the next row. . . . Find the picture which makes you think of obedience. Mark the circle under the picture which makes you think of obedience. . . .

Now look at the next row. . . . Find the picture which makes you think of authority. Mark the circle under the picture which makes you think of authority . . . .

This is the end of the first part of the survey. The second part of the survey should be administered after 5 or 10 minutes of rest. The booklets should be closed during the rest period.

In the second part of the survey the student is trying to find the one picture at the right that belongs to or goes with the picture in the frame at the left. The relation varies from item to item. The administrator assists the students with the first items only. The first item should be on the blackboard.

When all the students are ready to begin, have them open their booklets to Part II. Say to the students:

Look at the door here. (Point to the picture of the door which you have drawn on the blackboard.) Does the door belong to the table? No. Does it belong to the bucket? No. Does it belong to the tree? No. Does it belong to the house? Yes. So we mark the circle below the house to show that the door belongs to it. (Fill in the circle you have drawn below the house.) Now find the door on your booklet. Put your finger on the door. . . . Now mark the circle below the house to show that the door belongs to it. (See that all comply.) . . . .

Now look at the hat in the next row. Put your finger on the hat. To which picture does the hat belong? Yes, it belongs to the man. Now mark the circle below the man to show that the hat belongs to him. (See that all comply.) . . . .

Now look at the next row. The first picture is part of one of the other pictures. Which one? Mark the circle under the picture to which the first one belongs. (See that all comply.)....

> Now do the next two by yourselves. In each row find the picture that goes with or belongs to the first picture. Mark the circle for only one picture in each row.

The children should go on from this point without help on individual items. They may be encouraged with such directions as "Go ahead; in each row mark the picture that goes with the first picture." Allow sufficient time for all or nearly all to finish the Practice Exercises. Then say:

> You should have marked the circle under the cup, and the circle under the foot. Now turn the booklet over like this. (See that all have the correct page, marked Part II.) . . . . Now do all of these and these. (Point to both columns.) . . . .
>
> In each row mark the circle below the picture that belongs to or goes with the first picture in the row. Ready? Begin.

See that all keep working on this page only. Allow exactly 4 minutes. Record the time. Do not depend on your memory.

At the end of exactly 4 minutes, say:

> Stop. Now turn the page and fold it back like this. (Demonstrate. See that everyone has the page with question 11 in the upper left corner.) . . . . Now do all of these and these. (Point to both columns.) . . . . In each row mark the circle below the picture that belongs to or goes with the first picture in that row. Ready? Begin.

See that all keep working on this page only. Allow exactly 4 minutes. Record the time. Do not depend on your memory.

At the end of exactly 4 minutes, say:

> Stop. Now turn the booklet over like this.

Demonstrate. See that all the students have done so. In the third part of the survey, the student is trying to find the one that does not go with the other three. (Avoid the words "not the same as the others.") The first item should be on the blackboard. When all the students are ready, say:

> Look at these four pictures. (Point to the group of pictures on the blackboard.) . . . . Three of the pictures are alike, but one is not like the other three. This is a tree, this is a tree, and this is a tree; but the chair is not a tree. So we mark the circle under the chair to show that it is different; it does not go with the trees.

(Mark the circle you have drawn below the chair.) . . . . Now look at your booklet. Find the three trees and the chair. Mark the circle below the chair to show that it does not go with the trees. (See that all comply.) . . . .

Now look at the four pictures in the next row. Which three of the pictures are alike? Yes, the hats. The hats are things to wear. But the candle is different. It does not go with the hats. . . . Mark the circle below the candle to show that it does not go with the hats. (See that all comply.) . . . .

Now look at the four pictures in the next row. Which one does not go with the others? Yes, the first face. It has no eye. Mark the circle under the first face to show that it is not like the other three faces. (See that all comply.). . . .

Now look at the pictures in the next row. Which one does not go with the other three? Yes, the basket, because the other pictures are all parts of a dog. Mark the circle under the basket to show that it does not go with the parts of the dog. (See that all comply.) . . . .

Now do all of these by yourselves. (Point.) . . . . Begin at the top. In each row three pictures are alike. Find the picture that is not like the other three. Mark only the one picture that is different, the one that does not go with the other three.

The students should go on from this point without help on individual items. They may be encouraged with such directions as "Go ahead; in each row mark the picture that is not like the other three." Allow sufficient time for all or nearly all to finish the Practice Exercises. Then, say:

Now turn the page and fold it back like this. (Demonstrate. See that everyone has Part III, Question 1 in the upper left corner.) . . . . Now do all of these and these. (Point to both columns.) . . . . In each row mark the circle under the one picture that does not go with the other three. Ready? Begin.

See that all keep working on this page only. Allow exactly 4 minutes. Record the time. Do not depend on your memory.

At the end of exactly 4 minutes, say:

Stop. Now turn the booklet over like this. (Demonstrate. See that all have Question 11.) . . . . Now do all of these and these. (Point to both columns.) . . . . In each row mark the circle under the one picture that does not go with the others. Ready? Begin.

See that all keep working on this page only. Allow exactly 4 minutes. Record the time. Do not depend on your memory.

At the end of exactly 4 minutes, say:

Stop. Now turn the page and fold your booklets like this. (Demonstrate.) . . . . I will now collect your booklets. You may keep the pencils.

Collect the booklets. Check to make certain that you have one survey booklet from each of your students.

Any irregularities should be recorded on your Irregularity Report; then return all your survey materials to your school principal, except for the Student Identification Cards, which should be removed from the survey booklets and thrown away.

IRREGULARITY REPORT

Return ONLY if an irregularity occurs which must be reported. See pages 6 through 8 of the SCHOOL PRINCIPAL'S MANUAL.

SCHOOL SURVEY TESTS

GRADE 1

GROUP IRREGULARITIES

List answer sheet serial numbers of students involved on reverse side.

GROUP MISTIMINGS ONLY

\- - - - - - - - - - - - - -

SURVEY PART

OTHER GROUP IRREGULARITIES

\- - - - - - - - - - - - - -

SURVEY PART

INDIVIDUAL STUDENT IRREGULARITIES

defective materials	cheating	withdrawal	other	ANSWER SHEET SERIAL NUMBER	SURVEY PART

REMARKS:

REMARKS:

REMARKS:

REMARKS:

PRINCIPAL: If you are submitting more than one Irregularity Report for this grade, indicate total number _____

If additional space is required, use the reverse side.

_____ Principal's Signature

_____ Administrator's Signature

036

41	24	434	23441312	31144123	4ABABBBD	C		AABAAC	AAAABCBB	AAAAAAAA			PAGE 0002
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										ABAAAAAA	*		

Code 1

037

3rd Grade Study

Equality of Educational Opportunity (Coleman) Study

3rd Grade File

Record Layout

VARIABLE	LOCATION
Batch	1-3
Category	4
Student Serial Number	5-10
Side	11
Scribe Number	12-17
School Serial Number	18-21
USCE School Code	22-32
(blank)	33-36
Part I (Verbal Comprehension) #Right	37-39
Part I (Verbal Comprehension) #Wrong	40-42
Part II (Nonverbal Classification) #Right	43-45
Part II (Nonverbal Classification) #Wrong	46-48
Part III (Nonverbal Analogies) #Right	49-51
Part III (Nonverbal Analogies) #Wrong	52-54
Part V (Reading Comprehension) #Right	55-57
Part V (Reading Comprehension) #Wrong	58-60
Part VI (Math Test) #Right	61-63
Part VI (Math Test) #Wrong	64-66
(blank)	67-168
Part I (Verbal Comprehension) Item Responses	169-193

Equality of Educational Opportunity (Coleman) Study

3rd Grade File

Record Layout

VARIABLE	LOCATION
Part II (Nonverbal Classification) Item Responses	194-213
Part III (Nonverbal Analogies) Item Responses	214-225
Part IV, Questionnaire Responses	226-266
(alpha codes (?))	267-270
Part V (Reading Comprehension) Item Responses	271-308
Part VI (Math Test) Item Responses	309-361

GRADE 3.

	QUESTION # AND IDENTIFICATION		MASTER	AGGREGATE	OPERATION	ITEM - RANGE
1.	SEX	1-2	226			
2.	AGE	1-5	227			
3.	RACE	1-5	228			
4.	PUERTO RICAN?	1-2	229			
5.	MEXICAN AMERICAN?	1-2	230			
6.	# people living at home?	1-9,0	231.			
7.	# siblings	1-9,0	232	12-35		-1-10 (Rec*)
8.	Acting as FATHER?	1-8	233.	36-38 (Real Parents)		
9.	ACTING AS MOTHER?	1-8	234.			
10.	MOTHER HAS JOB?	1-3	235.			
11.	Anyone read before school?	1-4	236.	39-42.	1-3	
12.	Anyone in home speak other language?	1-2	237.			
13.	Do you speak other language?	1-2	238.			
14.	How many rooms?	1-9,0	239.	~~43-45~~		
15.	Television set?	1-2	240	43-45		
16.	Telephone?	1-2	241	46-48		
17.	Record player?	1-2	242	49-51		
18.	Refrigerator?	1-2	243	52-54		
19.	Dictionary?	1-3	244	55-57		
20.	Encyclopedia?	1-3	245	58-60		
21.	Automobile?	1-2	246	61-63		
22.	Vacuum cleaner?	1-2	247.			
23.	Daily newspaper?	1-2	248.			
24.	# books read last summer?	1-5	249			
25.	Television watched? (Hours)	1-7	250.			
26.	# different schools attended	1-5	251			

041

Question # and identification	Master	Aggiegate	Operation	Items = Range	
27. Prefer another school? 1-3	252.				
28. Do classmates like you? 1-2	253.				
29. How good a student are you? 1-5	254.				
30. How good student mother expects? 1-5	255.				
31. How good student father expects? 1-5	256.				
32. Negro teacher last year? 1-2	257.				1=Yes
33. How many friends white? 1-5	258.				
34. Did you go to kindergarten? 1-2	259.				
35. Nursery school before kindergartn? 1-3	260.				
36. What grade last year? 1-5	261.				
37. How long to school from home? 1-5	262.				
38. How do you come to school? 1-5	263.				
39. # White & Negro in class now 1-5	264.			1,2,3	1=All
40. # White & Negro in class last year 1-5	265.	77-96		1,2,3	1=All
41. # White & Negro friends	266.	97-98		1,2,3,5	1=All

GRADE 3.

QUESTION # AND IDENTIFICATION	MASTER	AGGREGATE	OPERATION	ITEM • RANGE
1. SEX	226			
2. AGE	227			
3. RACE	228			
4. PUERTO RICAN ?	229			
5. MEXICAN AMERICAN ?	230			
6. # people living at home? ~~Number of sisters~~	231.			
7. # siblings	232.	12-35		-1=10 (wt).
8. Acting as father ?	233.	36-38 (Real Parents)	1:1	1=real parents
9. Acting as Mother?	234.			
10. Mother has job ?	235.			
11. Anyone read before school ?	236.	39-42.	1-3	(wt.)
12. Anyone in home speak other language?	237.			
13. Do you speak other language ?	238			
14. How many rooms?	239	~~43-45~~		
15. Television set?	240	43-45		
16. Telephone ?	241	46-48		
17. Record player?	242	49-51		
18. Refrigerator?	243	52-54		
19. Dictionary?	244	55-57	240, 241, 242, 243, 244 - 1 = home in room ← Avg 1-5	1=
20. Encyclopedia ?	245.	58-60	244, 245, 248 - Reading Mat - Avg	
21. Automobile ?	246	61-63	* 1+5 / 3	
22. Vacuum cleaner?	247.			
23. Daily newspaper?	248.	67-69		
24. # books read last summer?	249	70-72.		13=hi
25. Television watched? (House)	250.			
26. # different schools attended	251			

Question # and identification	Master	Aggiegate	Operation	Items = Range	
27. Prefer another school?	252.				1=Yes
28. Do classmates like you?	253.				1=Yes
29. How good a student are you?	254.			5, 3, 2, 1	5=Good
30. How good student mother expects?	255.			5, 3, 2, 1	5=Good
31. How good student father expects?	256.				
32. Negro teacher last year?	257.				1=Yes
33. How many friends white?	258.				5=None
34. Did you go to kindergarten?	259.				
35. Nursery school before kindergartn?	260.				
36. What grade last year?	261.				
37. How long to school from home?	262.				
38. How do you come to school?	263.				
39. # White & Negro in class now.	264			1, 2, 3, ...	2=Y 1=All W
40. # White & Negro in class last year.	265.	92-95		1, 2, 3, 4	2=Y 1=All W
41. # White for Negro friends	266.	96-98		1, 2, 3, 5	2=Y 1=All W

FORM NCR

SERIAL NUMBER

EDUCATIONAL OPPORTUNITIES SURVEY

SCHOOL SURVEY TESTS

GRADE 3 — BOOK A

OE 2232C-7

Bureau Of The Budget No. 51-6518
Approval Expires June 30, 1966
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Educational Testing Service, Princeton, New Jersey

DO NOT WRITE IN THIS SPACE

PART I — PRACTICE

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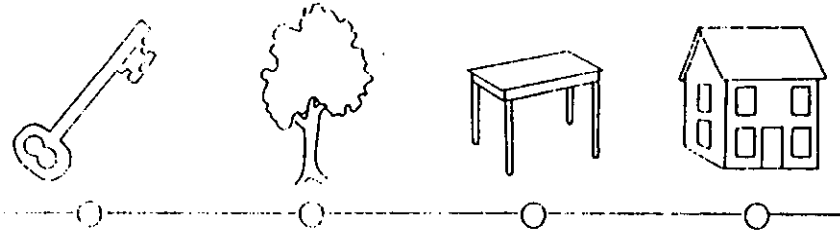

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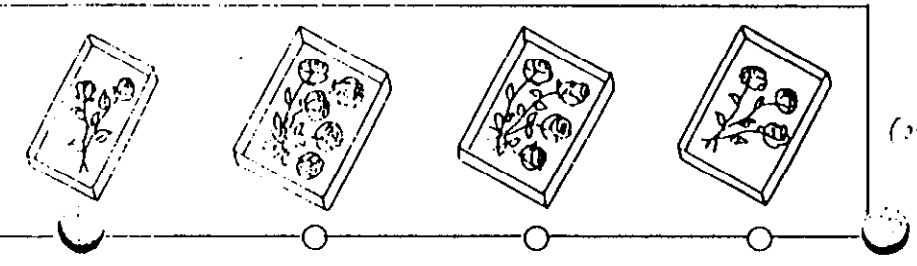

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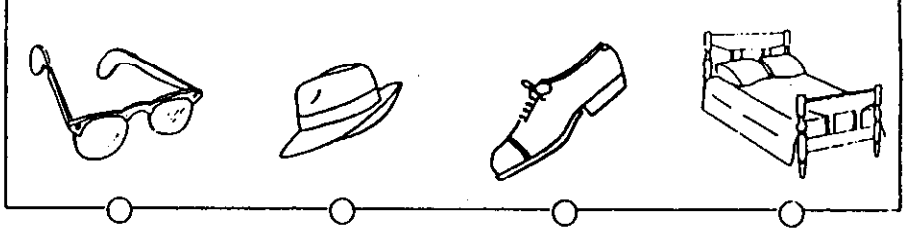

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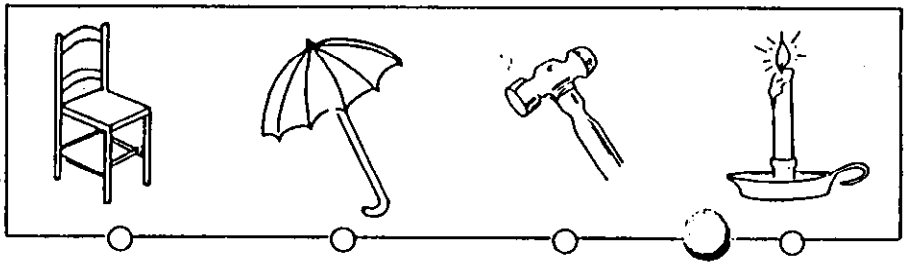

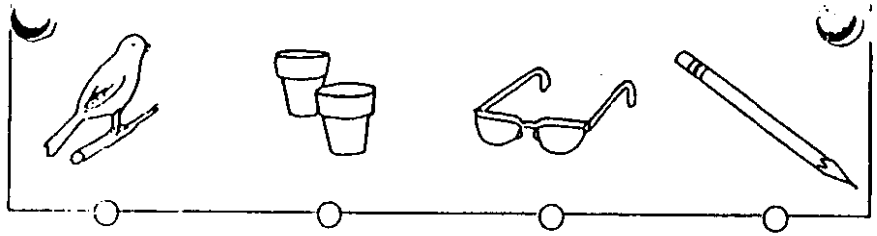

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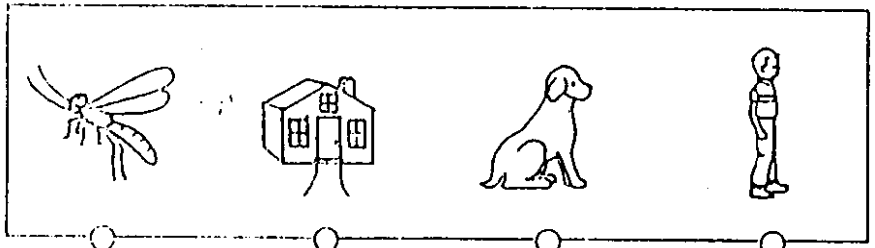

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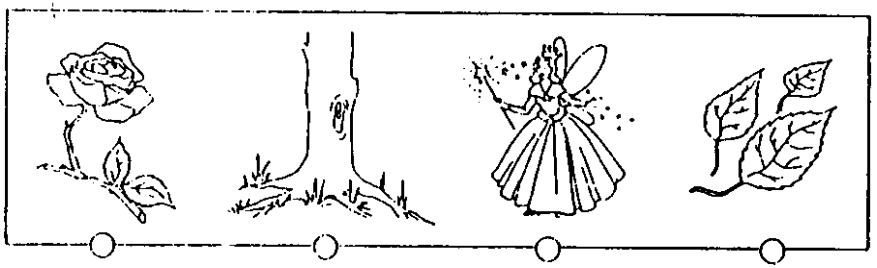

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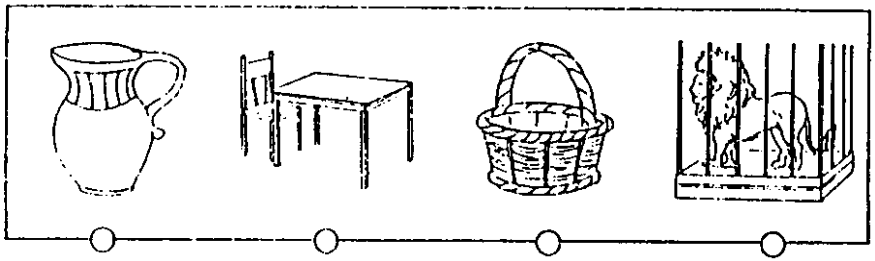

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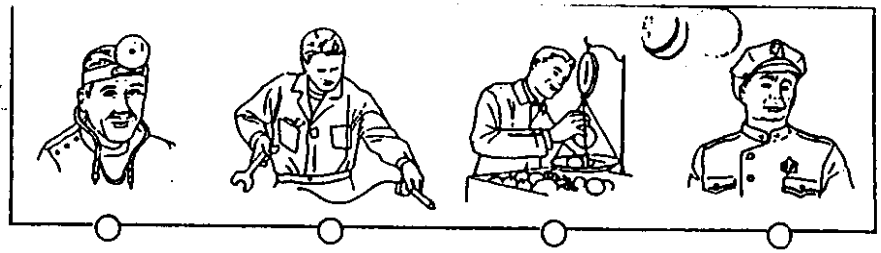

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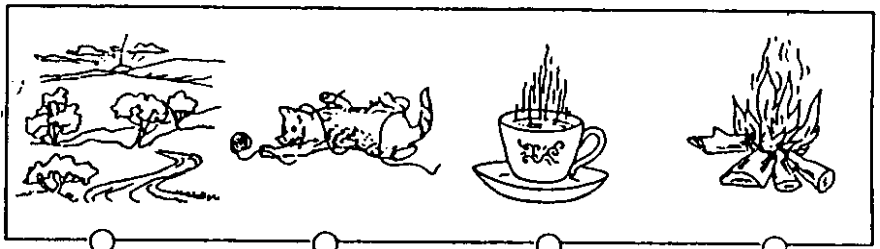

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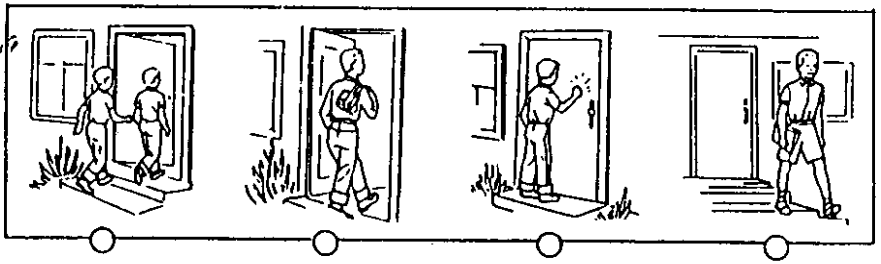

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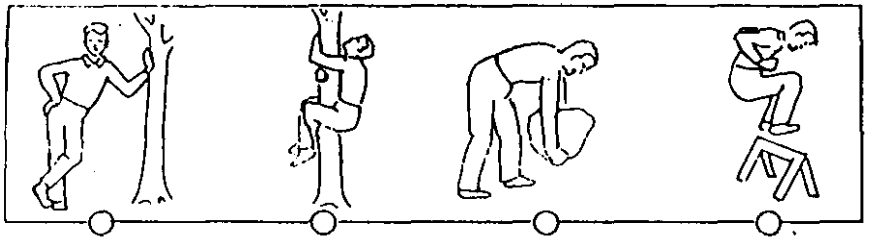

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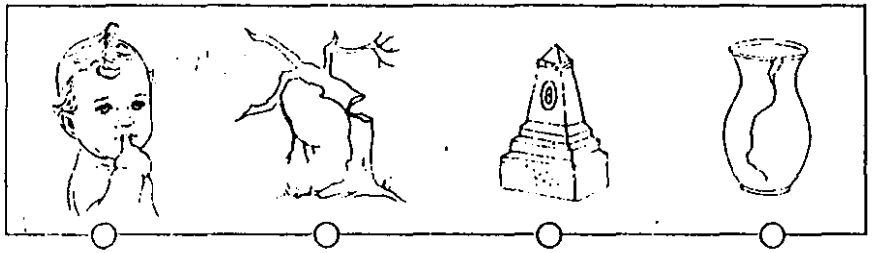

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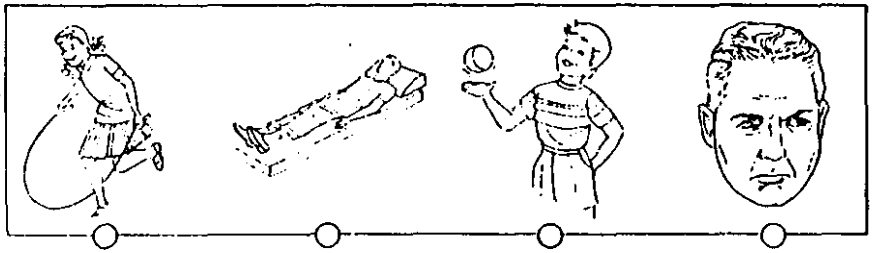

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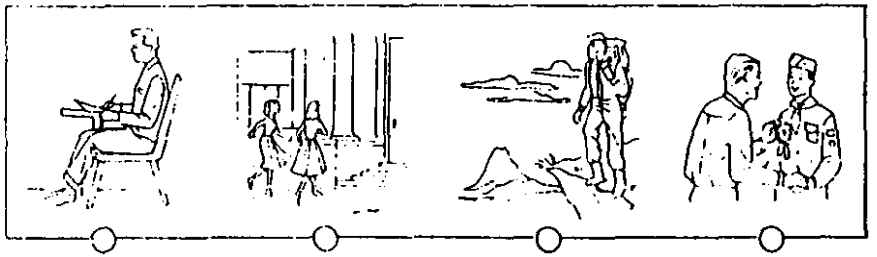

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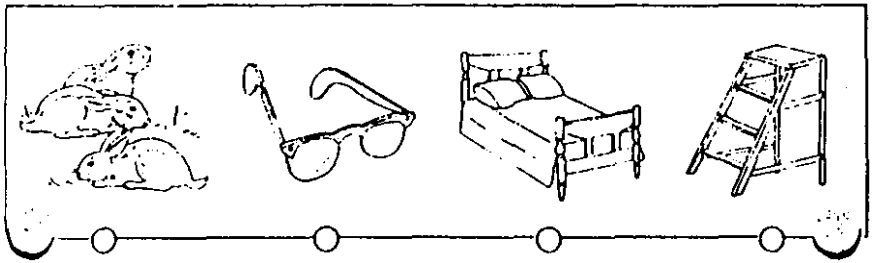

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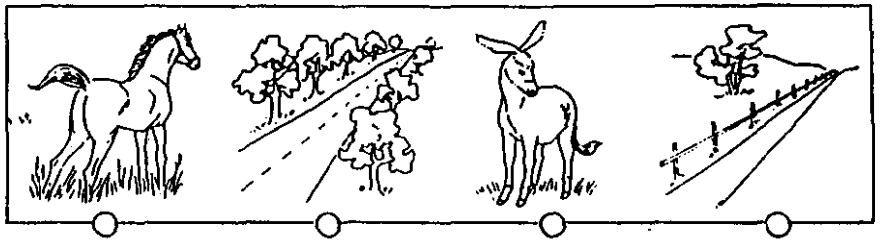

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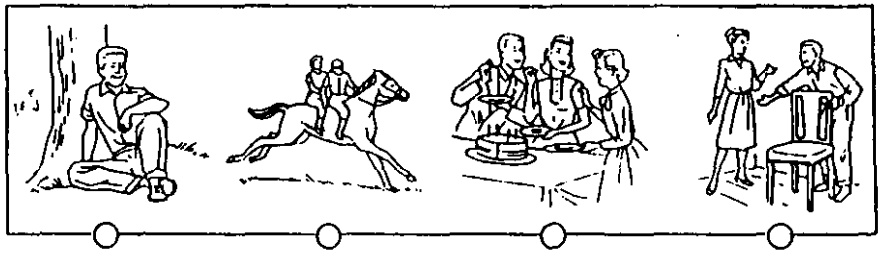

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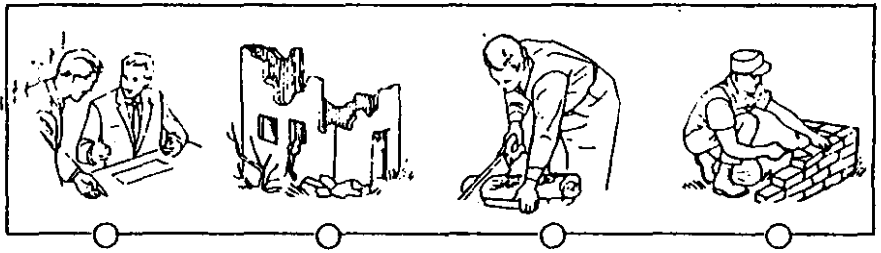

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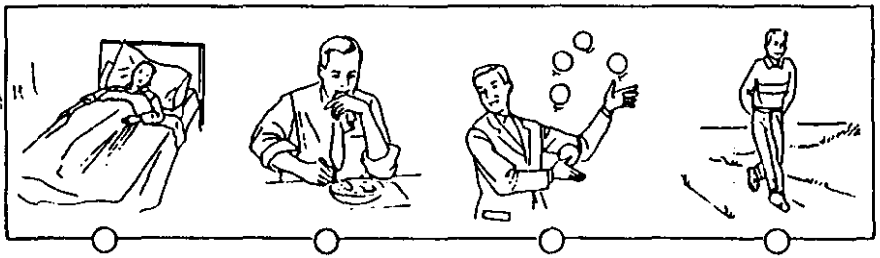

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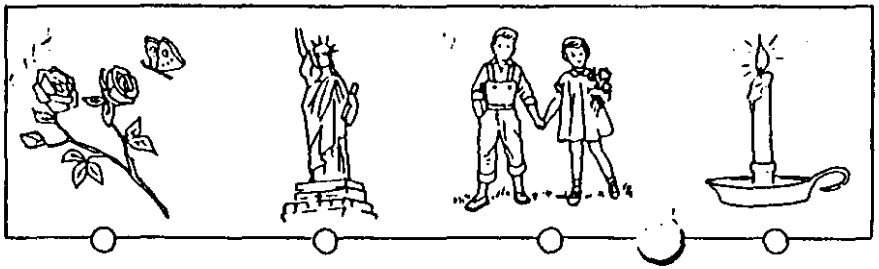

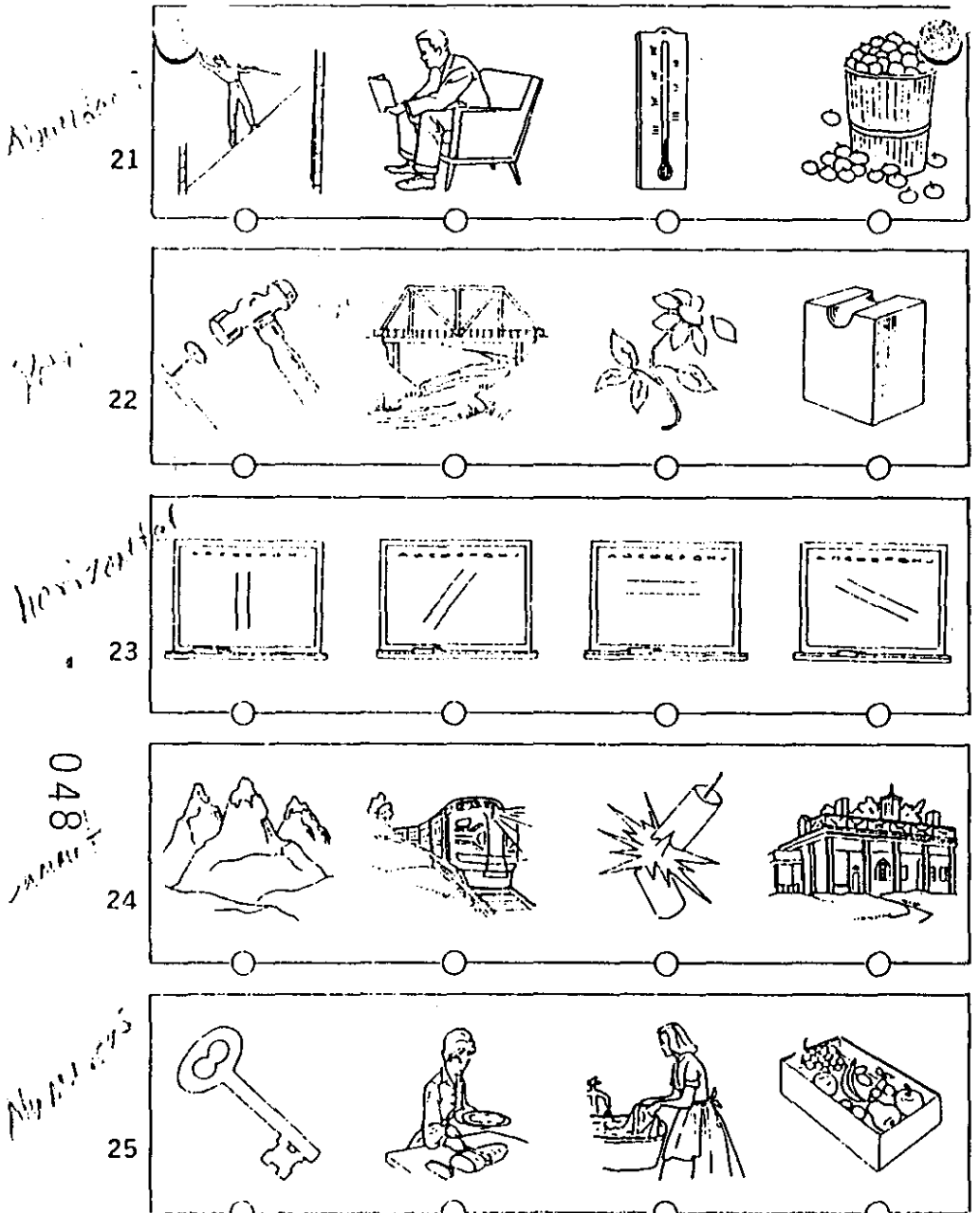
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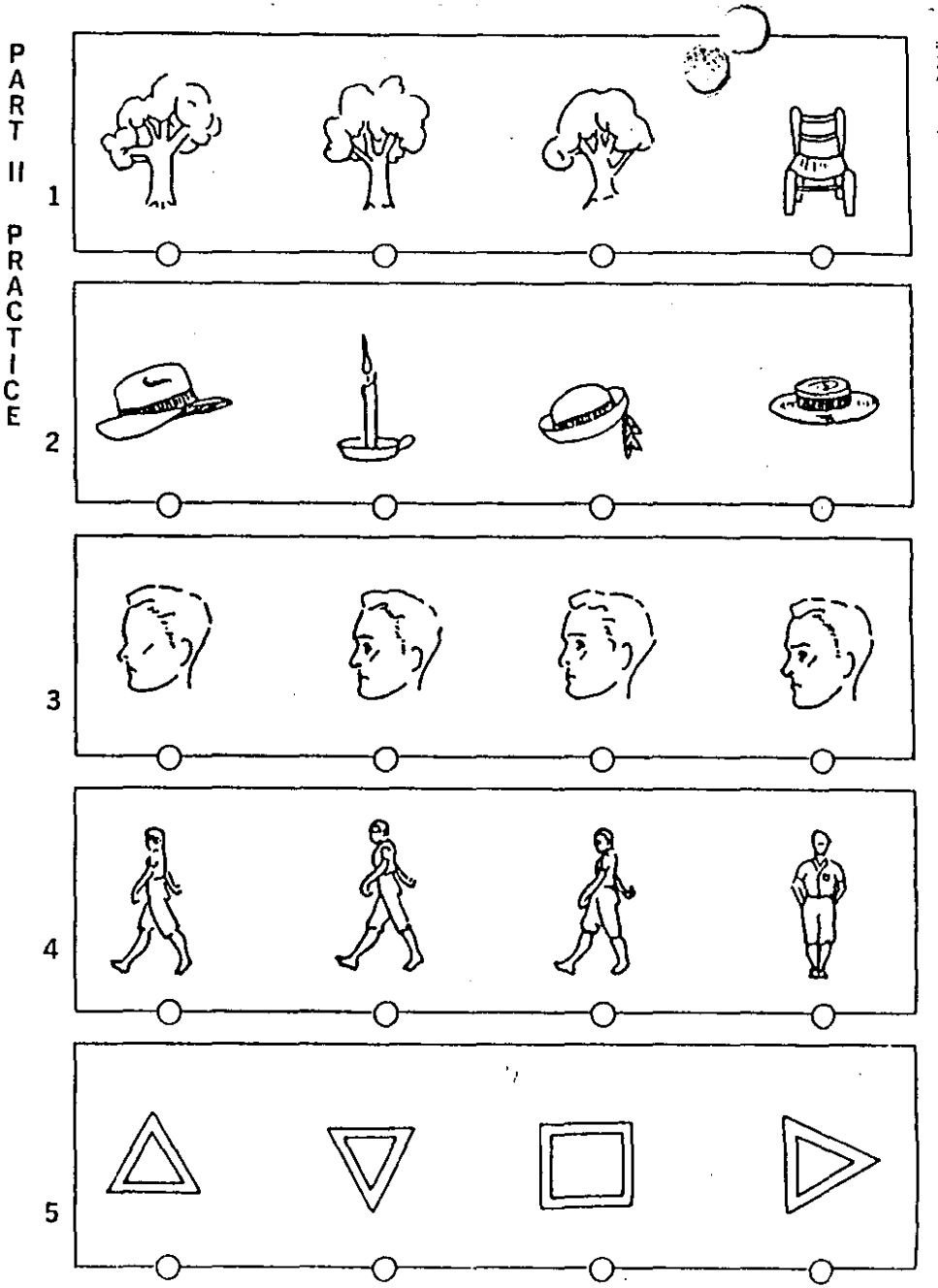
PART II PRACTICE
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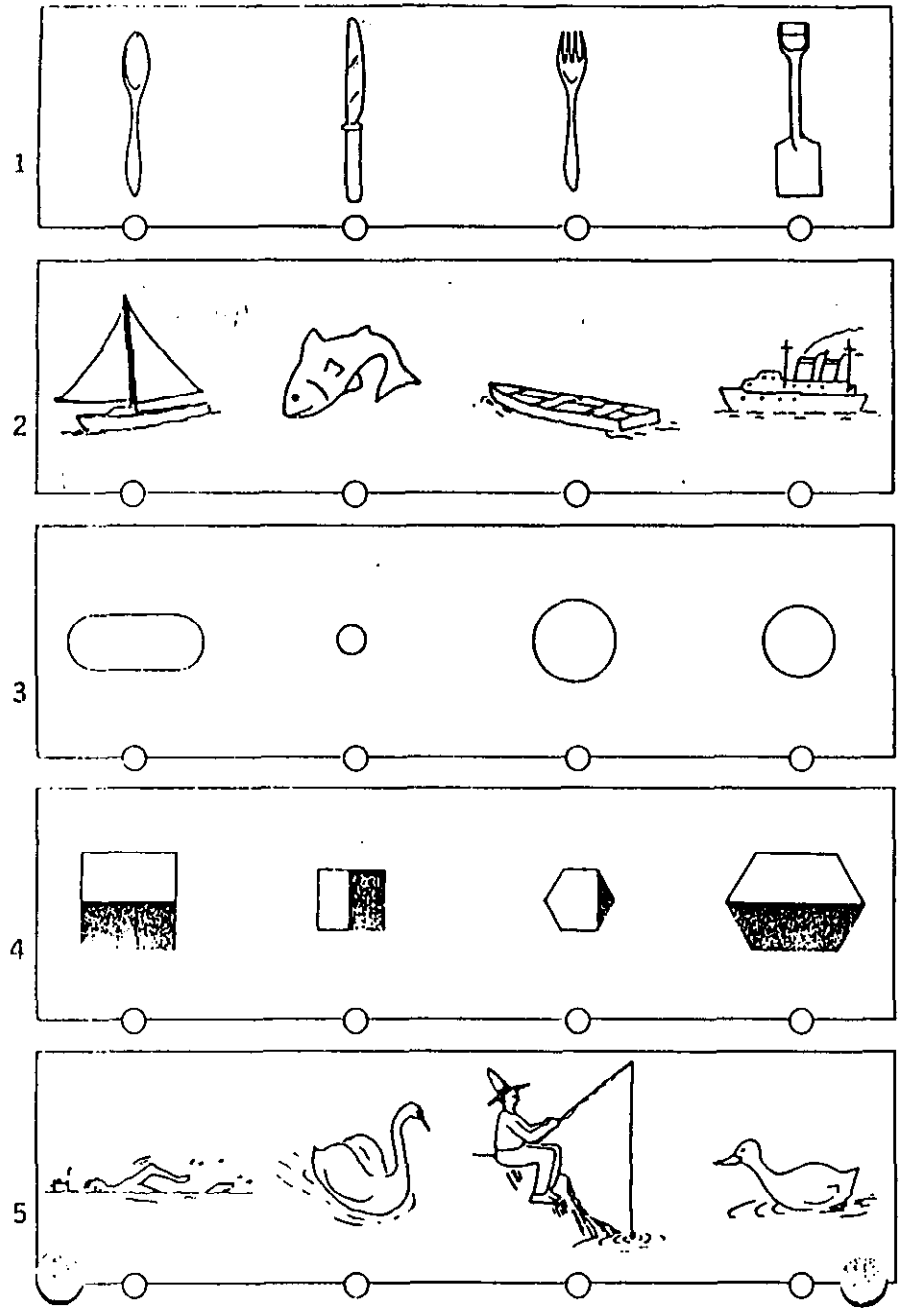
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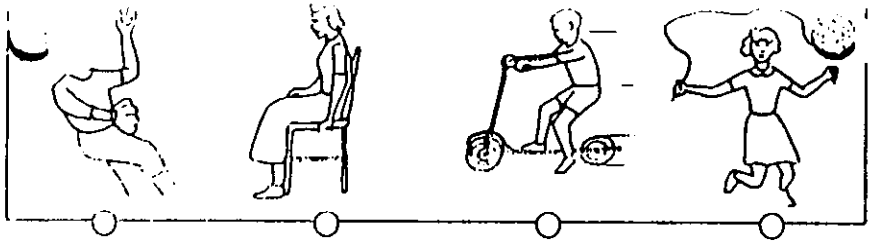

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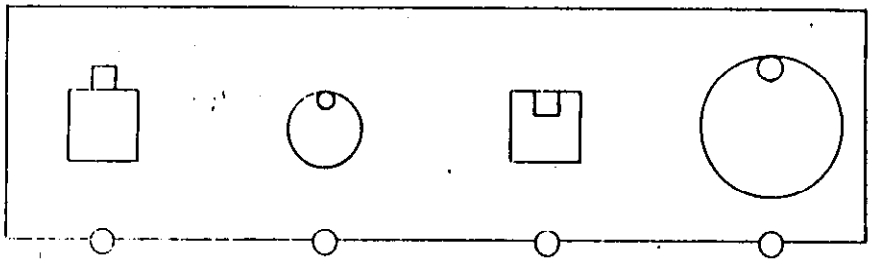

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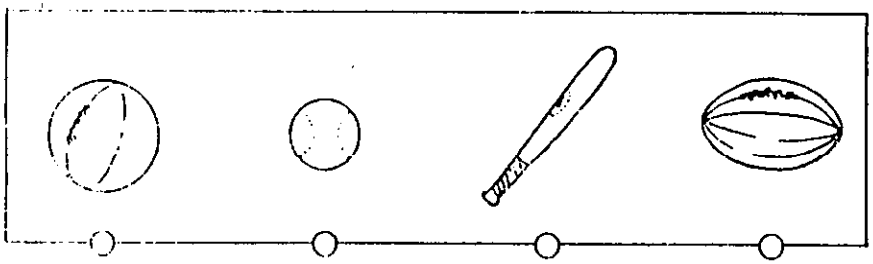

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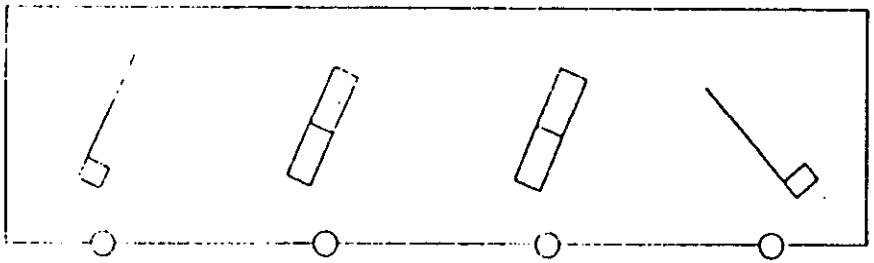

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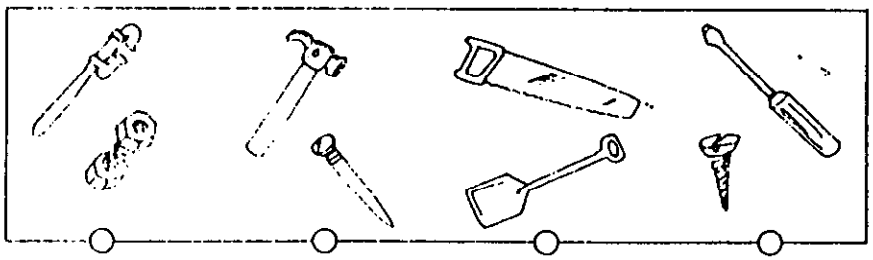

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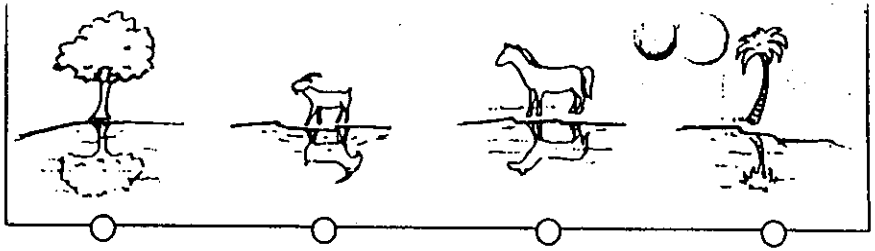

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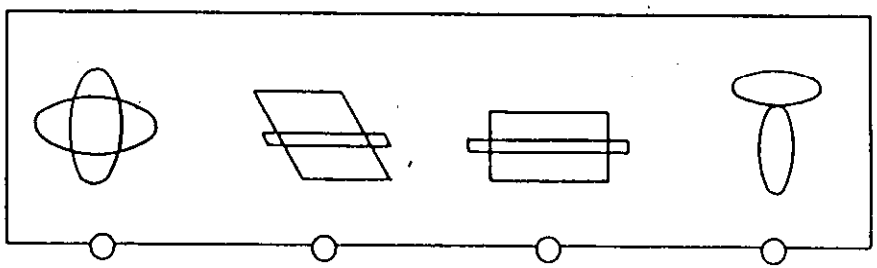

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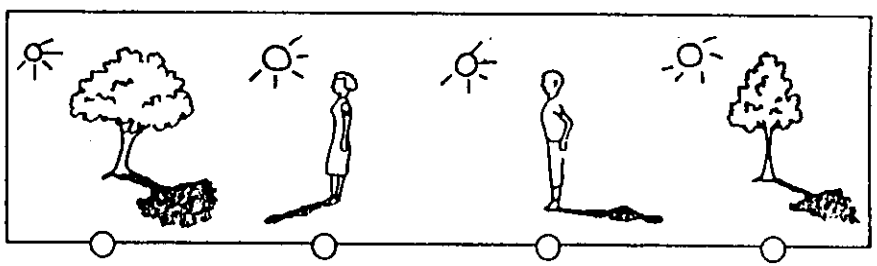

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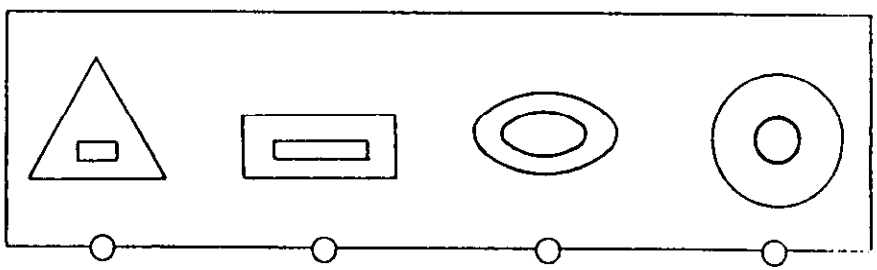

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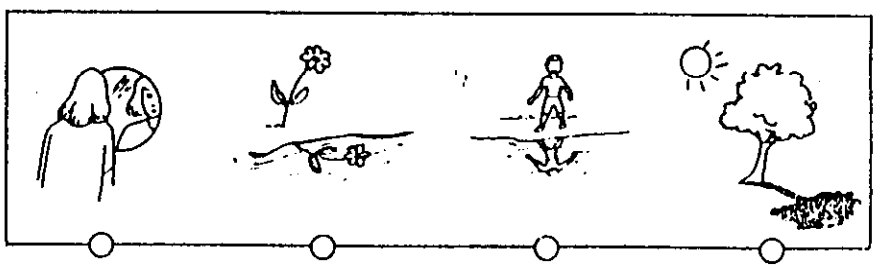

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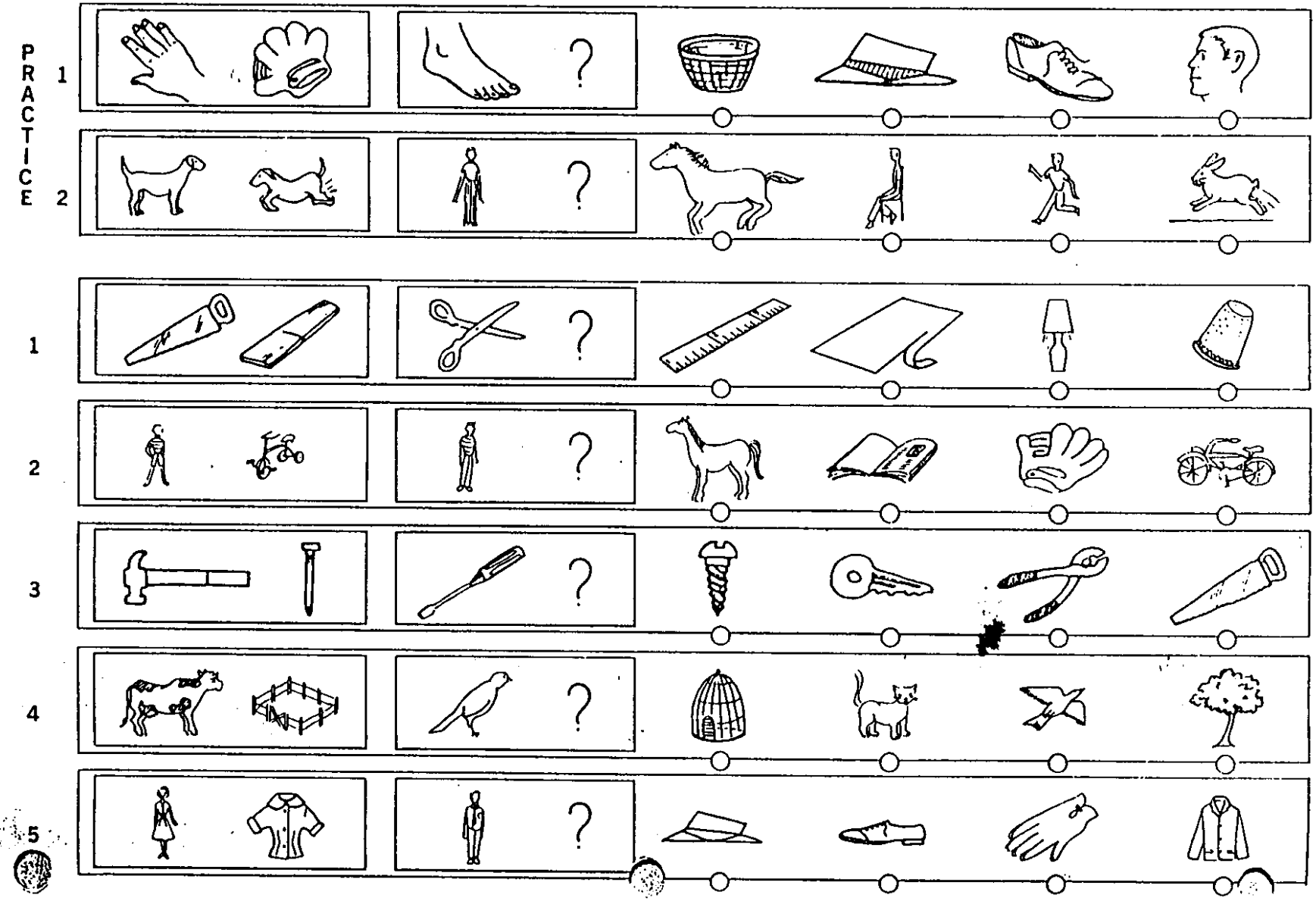
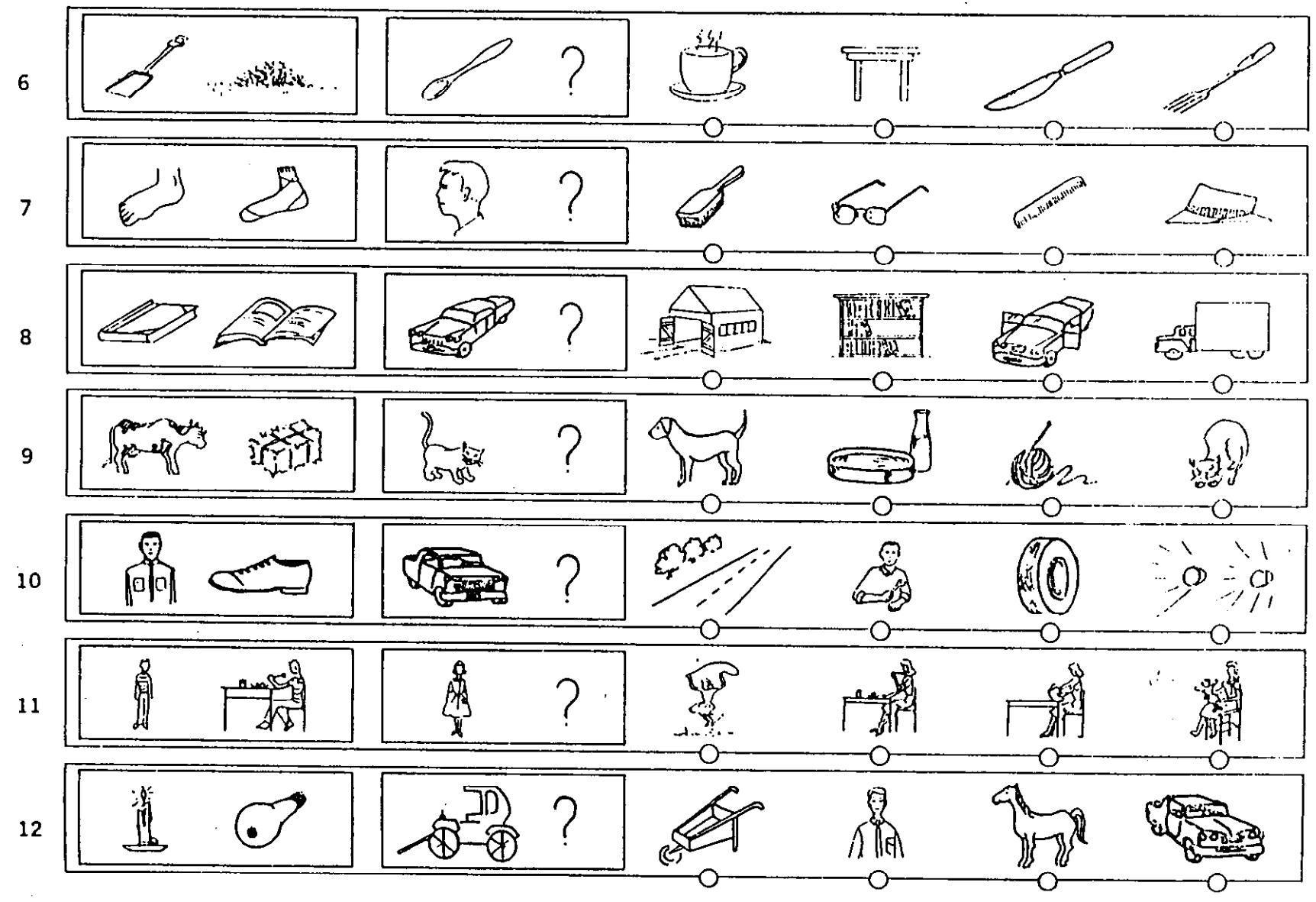
050

PART III Grade 3





052

PART IV Grade 3

1. Which one are you?
   - ○ Boy
   - ○ Girl

2. How old are you now?
   - ○ 7 or younger
   - ○ 8
   - ○ 9
   - ○ 10
   - ○ 11 or older

3. Are you . . . .
   - ○ Negro
   - ○ White
   - ○ American Indian
   - ○ Oriental
   - ○ Other

4. Are you Puerto Rican?
   - ○ Yes
   - ○ No

5. Are you Mexican American?
   - ○ Yes
   - ○ No.

6. How many people live in your home? Count mother, father, brothers, sisters, aunts, uncles, grandparents, and any others who live with you. Count yourself but **don't** count your pets.
   - ○ 2
   - ○ 3
   - ○ 4
   - ○ 5
   - ○ 6
   - ○ 7
   - ○ 8
   - ○ 9
   - ○ 10
   - ○ 11 or more

7. How many children (under 18) are in your family? Count yourself.
   - ○ 1 — only me
   - ○ 2
   - ○ 3
   - ○ 4
   - ○ 5
   - ○ 6
   - ○ 7
   - ○ 8
   - ○ 9
   - ○ 10 or more

8. Who is now a father to you?
   - ○ My real father, who is living at home
   - ○ My real father, who is not living at home
   - ○ My stepfather
   - ○ My foster father
   - ○ My grandfather
   - ○ Another relative (uncle, etc.)
   - ○ Another grownup (not a relative)
   - ○ No one

9. Who is now a mother to you?
   - ○ My real mother, who is living at home
   - ○ My real mother, who is not living at home
   - ○ My stepmother
   - ○ My foster mother
   - ○ My grandmother
   - ○ Another relative (aunt, etc.)
   - ○ Another grownup (not a relative)
   - ○ No one

10. Does your mother go to work?
    - ○ Yes
    - ○ No
    - ○ I don't have a mother

11. Did anyone read to you before you started going t school?
    - ○ No
    - ○ Yes, sometimes
    - ○ Yes, a lot
    - ○ I don't remember

12. Does anyone in your home speak a language othe than English most of the time? (Spanish, Italiar Polish, German, etc.)
    - ○ Yes
    - ○ No

13. Do you speak a language other than English side of school?
    - ○ Yes
    - ○ No

14. How many rooms are there in your home? Cour only the rooms your family lives in. Count th kitchen (if separate) but not bathrooms.
    - ○ 1
    - ○ 2
    - ○ 3
    - ○ 4
    - ○ 5
    - ○ 6
    - ○ 7
    - ○ 8
    - ○ 9
    - ○ 10 or more

15. Does your family have a television set?
    - ○ Yes
    - ○ No

16. Does your family have a telephone?
    - ○ Yes
    - ○ No

17. Does your family have a record player, hi-fi, c stereo?
    - ○ Yes
    - ○ No

18. Does your family have a refrigerator?
    - ○ Yes
    - ○ No

Does your family have a dictionary?
- Yes
- No
- I don't know

Does your family have an encyclopedia?
- Yes
- No
- I don't know

Does your family have an automobile?
- Yes
- No

Does your family have a vacuum cleaner?
- Yes
- No

Does your family get a newspaper every day?
- Yes
- No

Did you read any books last summer? Don't count magazines, weekly readers, or comic books.
- No
- Yes, 1 or 2
- Yes, about 5
- Yes, about 10
- Yes, more than 10

On school days, how much time do you watch TV at home?
- None or almost none
- About ½ hour a day
- About 1 hour a day
- About 1½ hours a day
- About 2 hours a day
- About 3 hours a day
- Four or more hours a day

How many different schools have you gone to since the first grade? Count only schools which you went to during the day.
- One — only this school
- 2
- 3
- 4
- 5 or more

If you had your choice, would you rather go to another school than to this one?
- Yes
- No
- I'm not sure

Do most of your classmates like you?
- Yes
- No

How good a student are you?
- One of the best students in my class
- Above the middle of my class
- In the middle of my class
- Below the middle of my class
- Near the bottom of my class

How good a student does your mother want to be in school?
- One of the best students in my class
- Above the middle of the class
- In the middle of my class
- Just good enough to get by
- Don't know or doesn't apply

How good a student does your father want to be in school?
- One of the best students in my class
- Above the middle of my class
- In the middle of my class
- Just good enough to get by
- Don't know or doesn't apply

Did you have a Negro teacher last year? count substitutes.
- Yes
- No

How many of your friends are white?
- None
- A few
- About half
- Most of them
- All of them

Did you go to kindergarten?
- Yes
- No

Did you go to nursery school before you w kindergarten?
- Yes
- No
- I don't remember

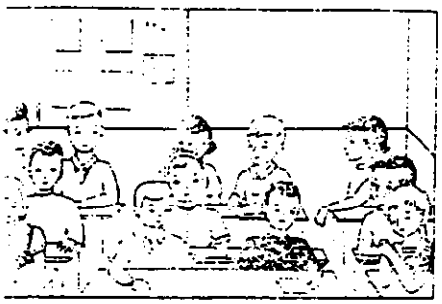
What grade were you in last year?
- First
- Second
- Third

How long does it take you to get from your in the morning to school?
- 10 minutes
- 20 minutes
- 30 minutes
- 45 minutes
- One hour or more

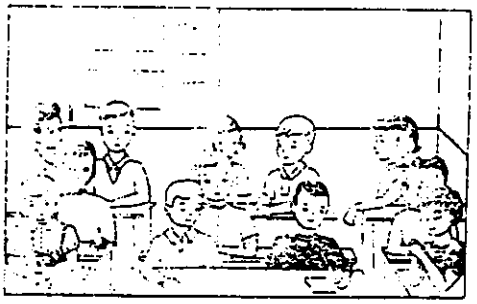
How do you usually come to school in the mo
- By automobile
- Walk or bicycle
- School bus
- Bus (other than school bus), train, troll subway
- Other

ok around your class and then look at each of the pictures below. There are e questions about these pictures. For each question fill in the circle that has e same letter as the picture you choose.

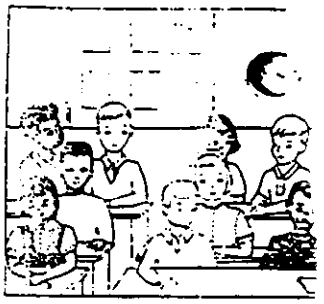
A



B



C



39. Find the picture that looks most like the children in your class now.

264 A ○ B ○ C ○

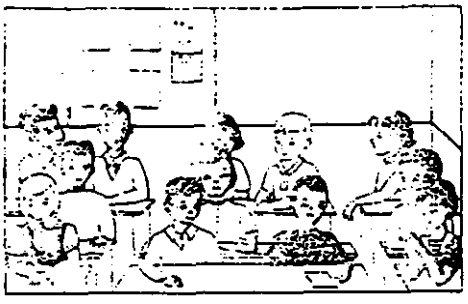
40. Find the picture that looks most like the children in your class last year.

A ○ B ○ C ○

43. Find the picture which looks most like your good friends.

266 A ○ B ○ C ○

D

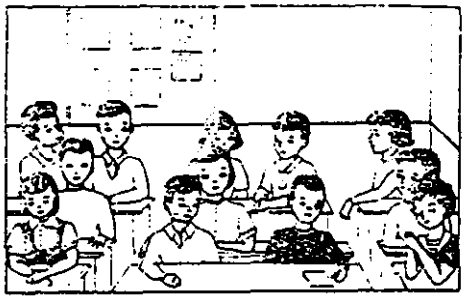


D ○

D ○

D ○

E



E ○

E ○

E ○

TO BE FILLED OUT BY TEACHER ONLY

48
A ○
B ○
C ○
D ○
E ○
F ○
G ○

49
A ○
B ○
C ○
D ○
E ○
F ○
G ○
H ○
I ○

50
A ○
B ○
C ○
D ○
E ○
F ○
G ○
H ○
I ○

51
A ○
B ○
C ○
D ○
E ○
F ○
G ○
H ○
I ○
J ○
K ○

52
Yes ○
No ○

FORM NO

GRADE 3
BOOK B

SERIAL NUMBER

EDUCATIONAL OPPORTUNITIES SURVEY

SCHOOL SURVEY TESTS

OE 2232C-7
BUREAU OF THE BUDGET NO. 51-6518
APPROVAL EXPIRES JUNE 30, 1966

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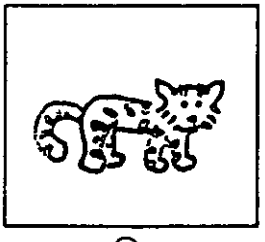
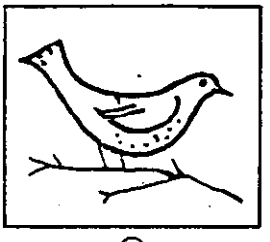
PRINCETON, NEW JERSEY

PART V — PRACTICE

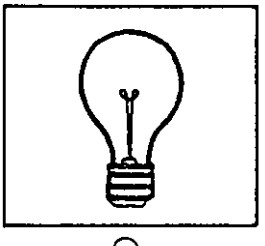
fly

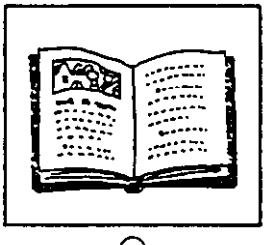


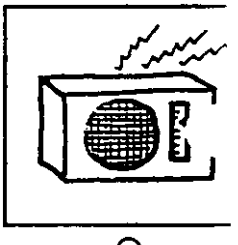


1

sound

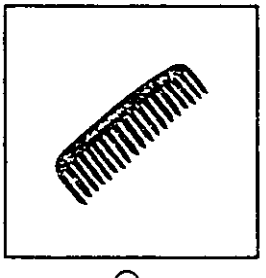


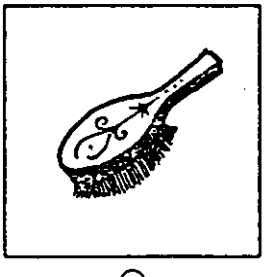


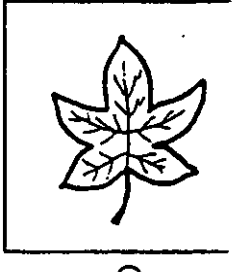


2

brush

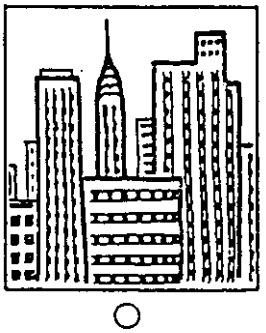


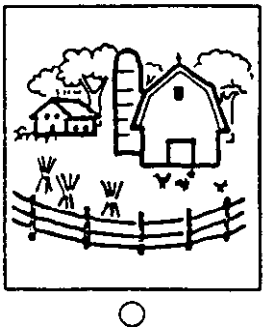


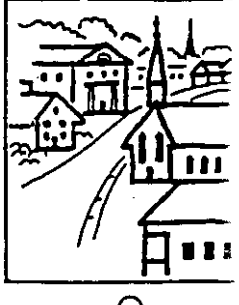


3

village







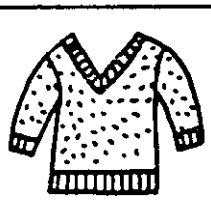
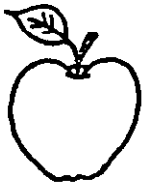
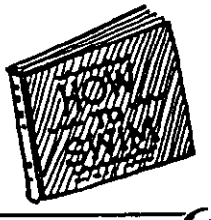
1

angry

cross as a bear

sly as a fox

busy as a bee

5 crowd	few	many	two
6 vegetables	peach pear	milk cheese	carrot potato
7 aunt	mother's brother	father's sister	father's mother
8 a promise	I will.	I might.	I can't.
9 Pat wanted one just like mine but in a different color.			
10 This word has several tall letters in it.	line	dolls	sooner
11 Mother took out four to cook for breakfast.	oranges	eggs	carrots
12 Bob wishes he had been more careful.	glad	proud	sorry
13 I will finish raking the yard for you, Father.	helpless	helpful	harmful
14 The leaves are rustling and the small branches are swaying.	breathe	breeze	storm

15

I must go right away.	very soon	a little earlier	much lat

16

I am thinking about how I will paint the fence.	planting	playing	planning

17

He looked at everything. He wondered about what he saw.	curious	honest	slow

Read this

Dear Jean,

My birthday is Friday, October 20. I am going to have a party at 4 o'clock. Your mother said she would drive you over. You should leave by 2 o'clock if you want to get here in time. It is going to be a Wild West party, and everything is going to be Western. Be sure to wear the right clothes.

Your cousin,

Dick

18

How will Jean get to the party?	School bus	Car	Walk

19

Where must Jean live?	Many miles from Dick	In the Wild West	A few blocks from Dick

20

What are the right clothes?	A sheet and mask	A pretty party dress	A cowgirl dress

21

Jean is Dick's . . .	sister.	cousin.	You can't tell from the letter

Read this

Diana Fitzpatrick Mauleverer James
Was lucky to have the most beautiful names.
How awful for Fathers and Mothers to call
Their children Jemima! — or nothing at all!
But hers were much wiser and kinder and cleverer
They called her Diana Fitzpatrick Mauleverer James.

22 Which name is most like Diana's?

- Elizabeth Ellingwood
- Mary Ann Jones Smith
- Rosalie Greenawa Dickinso Webb

23 Which parents were wiser and kinder?

- Diana's
- Jemima's
- Those who called their children nothing at

24 Why is the last word in the poem a surprise?

- James is usually a boy's name.
- Mauleverer rhymes with cleverer.
- You thoug the poem would be longer.

Read this

Some nature museums lend animals to children to take home. Some of the animals are wild. The museums lend snakes, opossums, and raccoons. They are taken home in locked cages.

Wild animals may be kept one day. Tame animals such as rabbits and kittens may be kept a whole week. Rules come with the pets. The rules tell how to feed, clean, and handle the animals.

25 The story says that these lend animals.

- Zoos
- Museums
- Circuses

26 Which would come in a locked cage?

- Fox
- Turtle
- Rabbit

27

How long could you keep a puppy?

- Two weeks
- One day
- One week

28

Why do rules come with the pets?

- So the animals will get good care
- So you will know if an animal is wild or tame
- To see if the children can read

29

The best name for the story is . . .

- Pets to Borrow.
- Caring for Pets.
- Wild and Tame Animals.

Read this

Use a hard-boiled egg. Draw the eyes and mouth on the egg with wax crayons. Make them funny shapes.

Next, dye the egg a solid color. Follow the directions on the dye box.

Use bright colored paper for the nose and hat. Cut out a circle for the nose. Roll some paper into a tiny cone for the hat. Paste them both on the egg.

30

How is the nose made?

- With a wax crayon
- With a paper circle
- With a paper cone

31

Which of these should you use first?

- Crayons
- Dye
- Paste

32

This story tells you how to . . .

- make an Easter clown.
- make an egg bunny.
- dye an Easter egg.

Read this

Since he first thought about those things, George wanted to be an engineer. It was said that his Great-Grandfather Green had had something to do with the Panama Canal. His Grandfather Walsh had planned the first large group of look-alike houses in their town. One of the streets was named for George's grandfather. And his own father spent a great deal of time away from home "estimating"—he would study what would be needed to build a new dam or bridge or road and tell his company what it would cost.

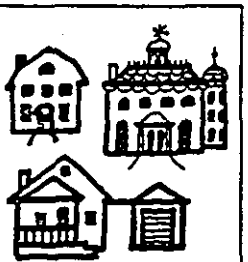
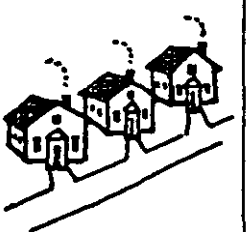
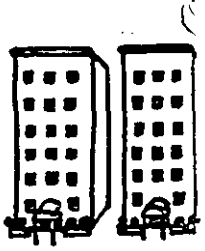
33 What was the name of one street in George's town?

- Green
- Walsh
- Grandfathe

34 What was George's last name?

- Green
- Walsh
- You can't te from the sto

35 Which shows the kind of houses Grandfather Walsh planned?

- 
- 
- 

36 Why do you think George wanted to be an engineer?

- He didn't like his father to be away from home.
- He lived in a house his grandfather had built.
- Many men i his family were engineers.

37 George's father estimated. What does that mean?

- He spent time away from home.
- He built dams and bridges.
- He decided how much jobs might cost.

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Grade 3

PART VI

PRACTICE

	1	2	4

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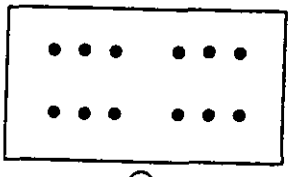
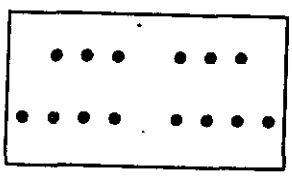
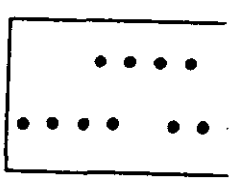
2

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4

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5

16 12 8 ? 0	12	6	4

6

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7

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8

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	0	1	2

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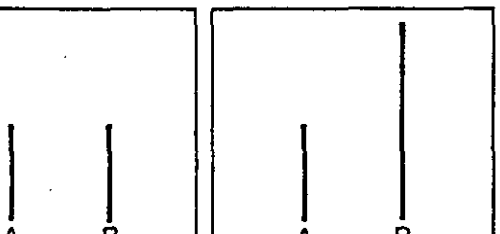
11	$5 \div 5 \div 5 = 15$	$3+3+3+3+3=15$	$15 : 3 = 5$
12	$2 \times \$2.00$	$\$2.00 \div 3$	$3 \times \$2.00$
13	$30-14=16$ $16+5=21$	$14+5=19$ $30-19=11$	$30+14=44$ $44+5=49$
14	$20-4=16$	$20+4=24$ $24 \div 2=12$	$20 \div 4=5$ $20-5=15$
15	$\frac{3}{4}$	7	12
16		6	8
17		2	4
18			
19		2	3

20 2,995

2,500	2,900	3,000

21

10	15	40

22

7	9	11

23

11	13	15

24

8 − 5 = 3	5 − 3 = 2	3 + 5 = 8

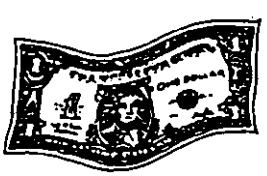
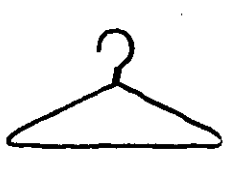
25

$49.9¢	$4.99	$49.09

26

20 minutes	45 minutes	1 hour and 20 minutes

27

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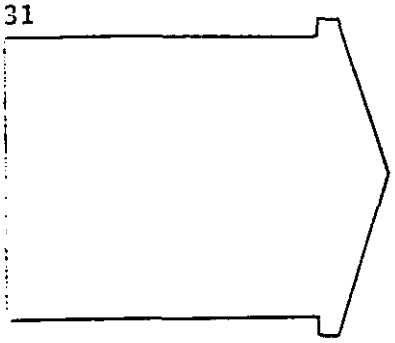
2 yards	4 feet	37 inches

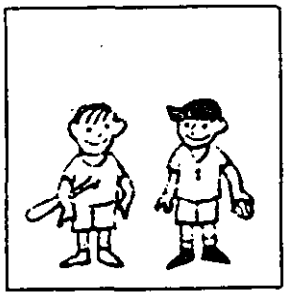
29

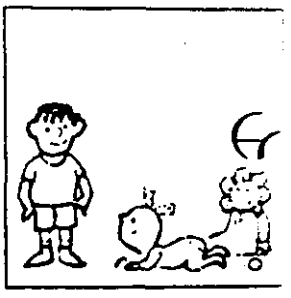
1 mile	5 miles	20 miles

2	3	4

31







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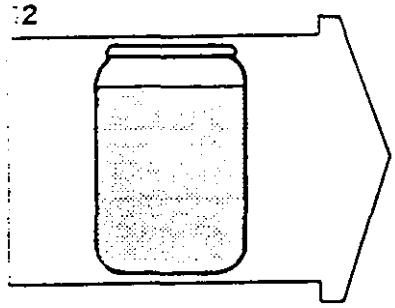

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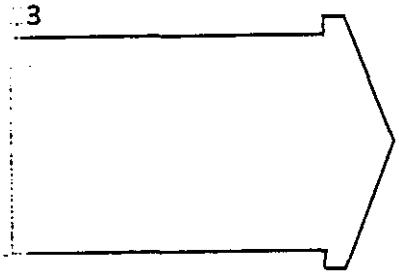

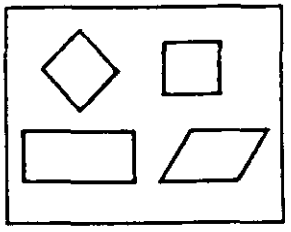

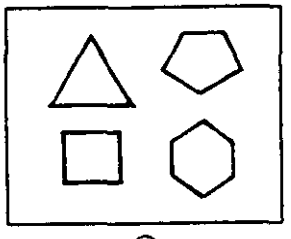

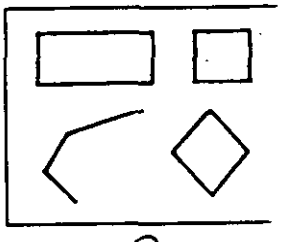

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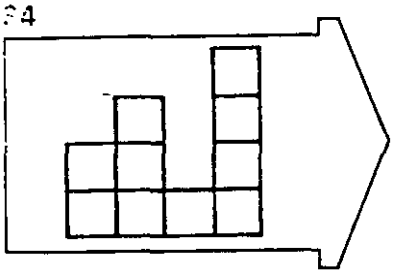

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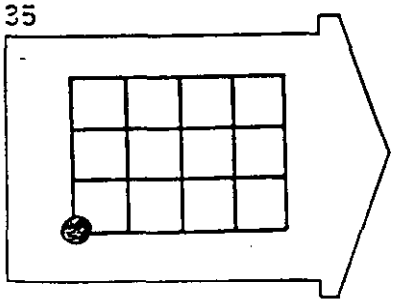

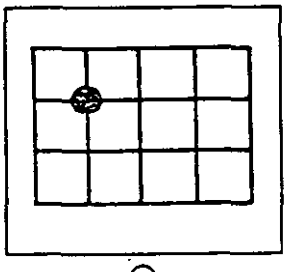

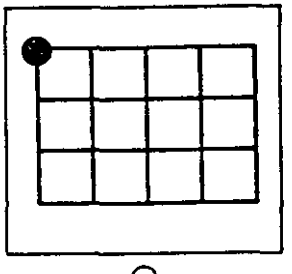

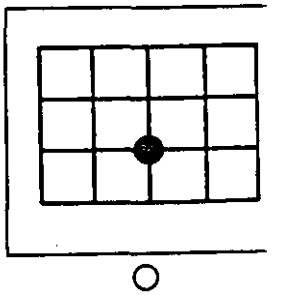

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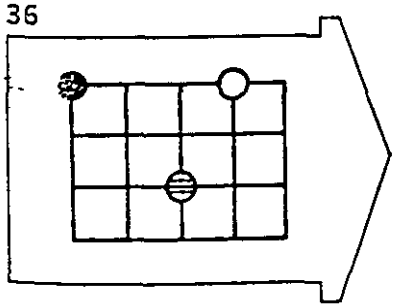

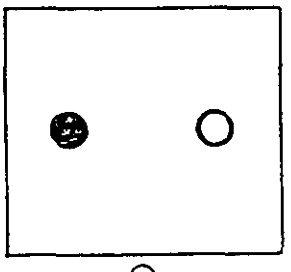

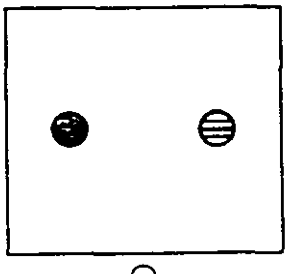

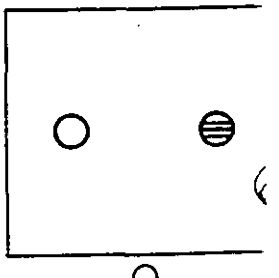

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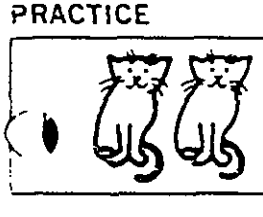
PRACTICE



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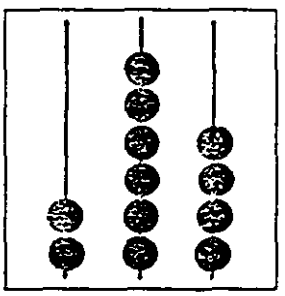

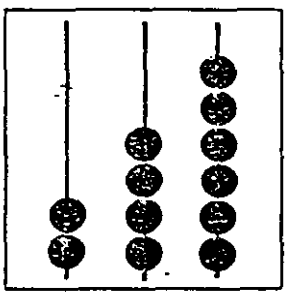

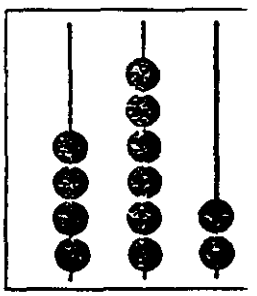

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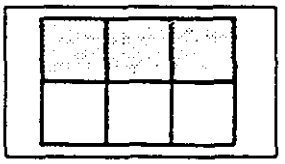

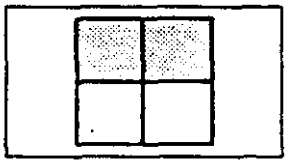

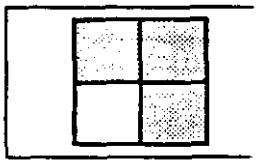

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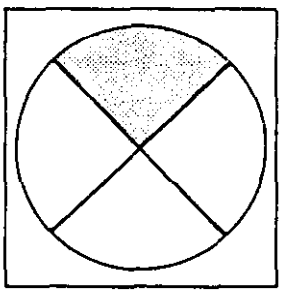

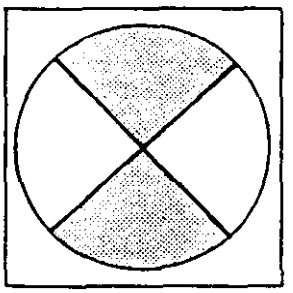

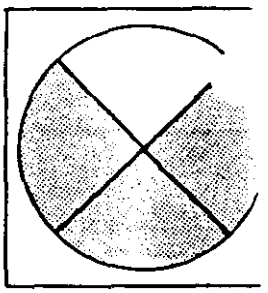

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41

$3 > 2$

$3 = 3$

$2 < 3$

$5 \boxed{?} 3$

$\boxed{<}$ ○ $\boxed{=}$ ○ $\boxed{>}$ ○

42

$8 \boxed{?} 10$

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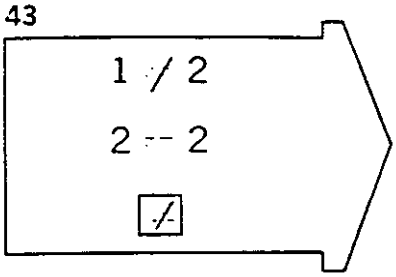

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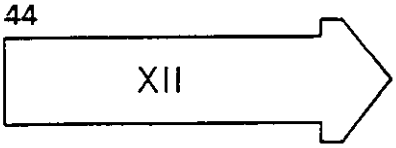

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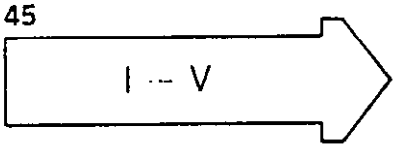

IV	VI	IX

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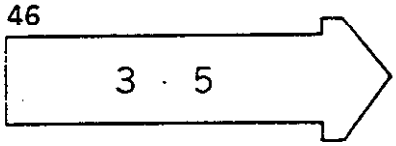

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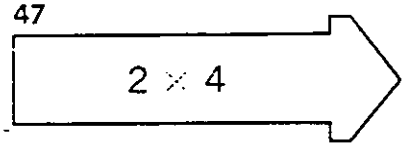

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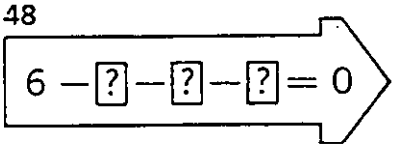

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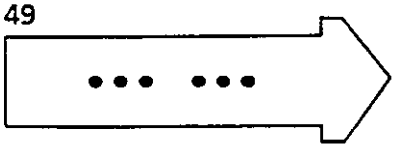

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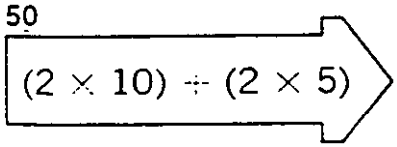

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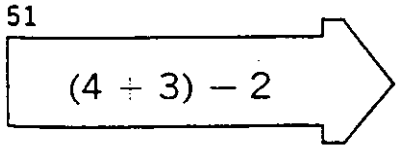

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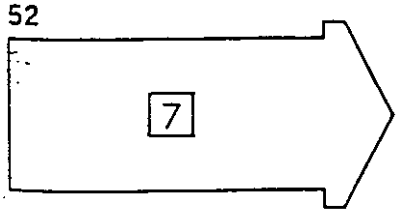

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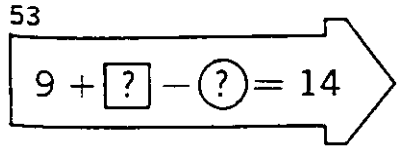
53



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6th Grade Study

070

Equality of Educational Opportunity (Coleman) Study

6th Grade File

Record Layout

VARIABLE	LOCATION
(blank)	70-168
Part V (Reading Comprehension) Item Responses	169-203
Part VI (Math Achievement) Item Responses	204-228
Part VII, Questionnaire Responses	229-294
(blank and valueless (?) data)	295-299

GRADE 6

QUESTION # AND IDENTIFICATION	MASTER	AGGREGATE	OPERATION	ITEM
Batch	1-3			
Category	4			
Student Serial Number	5-10			
Side	11			
Scribe Number	12-17			
School Serial Number	18-21			
USOE Code	22-32	1-11 (1200-1210)		
Verbal Ability (R)	37-39			
Verbal Ability (W)	40-42			
Non-Verbal Ability (R)	43-45			
Non-Verbal Ability (W)	46-48			
Reading Comprehension (R)	49-51			
Reading Comprehension (W)	52-54			
Math Achievement (R)	55-57			
Math Achievement (W)	58-60			
Scale Score: Verbal Ability	61-63			
Reading Comprehension	64-66			
Math Achievement	67-69			
1. Sex	229			
2. Age	230			
3. Where were you born	231			
4. Race	232			

072

	QUESTION # AND IDENTIFICATION	MASTER	AGGREGATE	OPERATION	ITEM
5.	Puerto Rican?	233			
6.	Mexican American?	234			
7.	No. people in home?	235			
8.	Children under 18 in family	236	163-165 (1362-1364)	0, 1, 2, 3, 4, 5, 6, 7, 8, 9	no. children in family
9.	Acts as father	237	499-500 (1698-1699)	9(1)+10(1)/9(1-8)+10(1-8)	unbroken home
10.	Acts as mother	238			
11.	Father's education	239	523-525 (1722-1724)	1,2,3,4,5,6,7,8 for each	avg. parent's education
12.	Father's occupation	240-241			
13.	Where Mother born	242			
14.	Mother's education	243			
15.	Mother have job outside	244			
16.	Speak other language at home	245			
17.	Student speak other language outside of school	246			
18.	Read to you before school	247			
19.	TV	248	518-520 (1717-1719)	avg. wts. for each @ 1,2	items in home 19,20,21,22,25,26
20.	Telephone	249			
21.	Record player	250			
22.	Refrigerator	251			
23.	Dictionary	252	508-510 (1707-1709)	23 and 24 (1,5,3); 27 (1,5)	reading material in home 23, 24, 27
24.	Encyclopedia	253			
25.	Automobile	254			

073

GRADE 6

QUESTION # AND IDENTIFICATION	MASTER	AGGREGATE	OPERATION	ITEM
26. Vacuum cleaner	255			
27. Newspaper	256			
28. Read books last summer	257			
29. Hours watching TV	258			
30. # Different schools since 1st grade	259			
31. # students white in class	260			
32. Time spent on homework	261			
33. If could change, be someone different	262	168-170 (1367-1369)	1, 3, 2	
34. Can do many things well	263			
35. If could, would change schools	264			
36. Like school	265			
37. Feel can't learn	266			
38. Don't have chance for success	267	173-175 (1372-1374)	1, 2, 3	
39. Classmates like me	268	178-180 (1377-1379)	1, 2, 3	
40. Self rank as student	269			
41. How good student mother wants	270			
42. How good student father wants	271			
43. Non-white teacher last year	272	183-185 (1382-1384)	1, 5	
44. # close friends white	273	188-190 (1387-1389)	1, 2, 3, 4, 5	
45. Attend Kindergarten	274			

QUESTION # AND IDENTIFICATION		MASTER	AGGREGATE	OPERATION	ITEM
46.	Nursery school	275			
47.	Grade in last year	276			
48.	Travel time to school	277			
49.	Transportation mode to school	278			
50.	Public school closer home	279	193-195 (1392-1394)	1, 2, 2	
51.	Highest grade want to finish	280	198-200 (1397-1399)	1, 2, 3, 4, 5	
52.	How many classmates choose to be white	281	203-205 (1402-1404)	1, 2, 3, 4, 5, 3	
53.	Sort of job have when finish school	282-283			
54.	How often do you and your parents discuss school work?	284	503-505 (1702-1704)	Q18 (1,2,3,4); Q(54) 4,3,2,1	parental interest

Educational Opportunities Survey | FORM NCR

SCHOOL SURVEY TESTS

6

GRADE

- 076

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DIRECTIONS FOR PART I

Each question in Part I consists of a sentence in which one word is missing; a blank indicates where the word has been removed from the sentence. Beneath each sentence are five words, one of which is the missing word. You are to select the missing word by deciding which one of the five words best fits in with the meaning of the sentence.

Sample Question

We had worked hard all day so that by evening we were quite -------.

(A) small (B) tired (C) old
(D) untrained (E) intelligent

If you understand the sample sentence you will realize that tired is the missing word because none of the other words fits in with the meaning of the sentence. Next, on the answer sheet, you find the line numbered the same as the question and blacken the space which has the same letter as the missing word. Because tired is the correct word to use in the sample sentence, and its letter is (B), the space marked (B) on the answer sheet is blackened. See how it has been marked on the answer sheet.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

Part I

1. Look both ways before you ------- the street.

(A) see (B) cross (C) leave
(D) fill (E) block

2. The woodcutter sharpened his axe and went into the forest to cut down some -------.

(F) bushes (G) weeds (H) trees
(J) flowers (L) plants

3. When they were -------, they ate.

(A) fighting (B) asleep (C) lost
(D) running (E) hungry

4. During the last war ------- was hard to get, and so most people did not use their cars much.

(F) butter (G) clothing (H) soap
(J) candy (L) gasoline

5. The boy was so out of breath from running that he was -------.

(A) panting (B) singing (C) chatting
(D) laughing (E) jumping

6. The most helpful thing to do if you ------- something is to look for it.

(F) lose (G) hit (H) make
(J) find (L) explore

7. Anyone can shoot a rabbit, but it takes ------- to hunt a tiger.

(A) virtue (B) honesty (C) defiance
(D) a child (E) courage

8. Men riding on the Pony Express crossed the Indian country but had orders not to ------- unless surrounded.

(F) gallop (G) eat (H) sleep
(J) shoot (L) mount

9. Tiny germs can make a big man sick; so power cannot always be measured by -------.

(A) shape (B) speed (C) size
(D) age (E) color

10. Marty was a ------- boy who was never willing to share anything.

(F) kind (G) loving (H) helpful
(J) selfish (L) lazy

11. Jerry's dog was -------, but he kept limping along behind his master.

(A) lonely (B) playful (C) barking
(D) lame (E) hungry

12. Snow swirled down the valley, and the wind blew so ------- that the boys who carried the milk to the cottage arrived with numbed fingers.

(F) wildly (G) loudly (H) helplessly
(J) bitterly (L) softly

13. The beggar held the ------- bit of bread in his hand.

(A) large (B) precious (C) right
(D) grateful (E) returned

14. Mary carefully folded each garment and put it in the bureau drawer, for she was very ------- about her personal belongings.

(F) careless (G) selfish (H) neat
(J) unconcerned (L) annoyed

15. Mother's face showed that she was -------, for she found happiness in her new home.

(A) contented (B) worried (C) hungry
(D) wondering (E) thinking

16. From the back room came the ------- of tiny silver bells.

(F) clanging (G) booming (H) jangling
(J) pealing (L) tinkling

17. Since people who can read and write well usually get better-paying jobs, hard work in school may be -------.

(A) unnecessary (B) unwise (C) valuable
(D) difficult (E) dull

GO ON TO THE NEXT PAGE.

18. Disappointed at the thought of returning without his rich prize of ivory, the ailing hunter ------- gave orders to turn back and leave the jungle.

(F) happily (G) nevertheless (H) smilingly
(J) willingly (L) clearly

19. The rescuers ------- when the little cat crawled safely from the hole.

(A) ran (B) cheered (C) fussed
(D) complained (E) frowned

20. A sick man's symptom is only a ------- to the doctor; it is like a clue to the detective.

(F) tale (G) shadow (H) criminal
(J) hint (L) sorrow

21. Because Columbus never found the riches of the East, King Ferdinand and Queen Isabella, with their almost empty treasury, considered the explorer a --------.

(A) failure (B) liar (C) hero
(D) tyrant (E) rogue

22. His long ------- gave him wisdom.

(F) beard (G) invention (H) days
(J) walk (L) experience

23. The giant scowled so ------- that the frightened people's teeth began to fall out.

(A) pleasantly (B) savagely (C) strongly
(D) loudly (E) broadly

24. Traveling by stagecoach in the gold-rush days was very ------- because of the many bandits robbing the passengers.

(F) comfortable (G) perilous (H) fast
(J) entertaining (L) expensive

25. The wind almost knocked the weary traveler off his feet as he ------- along in the deep snow, but he managed to reach the cabin.

(A) ran (B) shuffled (C) floundered
(D) wriggled (E) flounced

STOP

IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON THIS PART ONLY.
DO NOT WORK ON ANY OTHER PART IN THE TEST.

DIRECTIONS FOR PART II

Each of the questions in Part II consists of one word in capital letters followed by five words or phrases in small letters. Read the word in capital letters. Then pick, from the words or phrases following it, the one whose meaning is closest to the word in large letters. For example:

Sample Question

CHILLY

(A) tired (B) nice (C) dry
(D) cold (E) sunny

In order to find the correct answer, you look at the word chilly and then look for a word or phrase below it that has the same or almost the same meaning. When you do this you see that cold is the answer because cold is closest in meaning to the word chilly. Next, on the answer sheet you find the line numbered the same as the question and blacken the space which has the same letter as the word you have selected as the correct one. Because cold is the correct answer to the sample question, the space marked (D) on the answer sheet is blackened. See how it has been marked on the answer sheet.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

Part II

1. LARGE
   (A) clumsy
   (B) big
   (C) strong
   (D) rich
   (E) smart

2. VILLAGE
   (F) mountain
   (G) large house
   (H) wheel
   (J) rascal
   (L) small town

3. QUIET
   (A) almost there
   (B) moving slowly
   (C) soft and smooth
   (D) not noisy
   (E) very sleepy

4. MURMUR
   (F) cry aloud
   (G) talk softly
   (H) walk on tiptoes
   (J) pray
   (L) heal

5. ARRANGE
   (A) cook
   (B) begin
   (C) scatter
   (D) put in order
   (E) use in a careful way

6. PUZZLE
   (F) purpose
   (G) large mouth
   (H) brain
   (J) problem
   (L) silly person

7. DIFFERENT
   (A) uneasy
   (B) separate
   (C) unlike
   (D) removed
   (E) strange

8. MISCHIEF
   (F) naughtiness
   (G) hatefulness
   (H) horror
   (J) sadness
   (L) swiftness

9. DISEASE
   (A) powder
   (B) illness
   (C) plant
   (D) stoppage
   (E) desire

10. LAZY
    (F) asleep
    (G) stupid
    (H) unwilling to work
    (J) sick
    (L) quick to understand

11. VANISHED
    (A) painted
    (B) disappeared
    (C) conquered
    (D) divided
    (E) explored

12. SHEAR
    (F) decorate
    (G) break open
    (H) put back
    (J) cut off
    (L) collect

13. DAZED
    (A) timed
    (B) sharpened
    (C) worried
    (D) chipped
    (E) stunned

14. AUDIENCE
    (F) noises
    (G) attempts
    (H) actors
    (J) radios
    (L) listeners

15. AMAZE
    (A) confuse
    (B) pretend
    (C) annoy
    (D) astonish
    (E) discourage

16. STURDY
    (F) strong and hardy
    (G) stubborn
    (H) slow and heavy
    (J) tasteful
    (L) willing to work

17. BEAKS
    (A) tops
    (B) brakes
    (C) pieces
    (D) rays
    (E) bills

18. ASSIST
    (F) sit quietly
    (G) put aside
    (H) help
    (J) convey
    (L) adjust

GO ON TO THE NEXT PAGE

19. FREQUENT

(A) easy to see
(B) permanent
(C) durable
(D) done often
(E) ordinary

22. EXCITE

(F) caution
(G) praise
(H) please
(J) arouse
(L) advise

24. THRIVE

(F) follow
(G) desire
(H) prosper
(J) obtain
(L) seek

20. APPROACH

(F) ask
(G) come closer
(H) guess
(J) speak loudly
(L) appear

23. COMPETITOR

(A) hard worker
(B) winner
(C) enemy
(D) bad neighbor
(E) rival

25. GRAVE

(A) serious
(B) dead
(C) mad
(D) sandy
(E) carved

21. CONSTRUCTED

(A) surrounded
(B) put together
(C) taught
(D) made stronger
(E) delivered

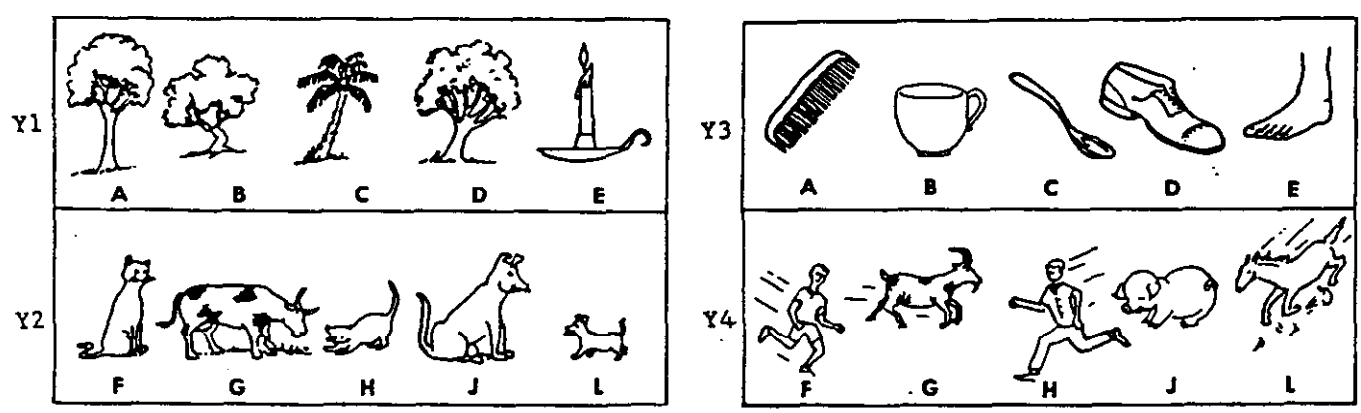
STOP

IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON THIS PART ONLY.
DO NOT WORK ON ANY OTHER PART IN THE TEST.

DIRECTIONS FOR PART III

In each group of drawings find the one which does not go with the others.

Sample Questions

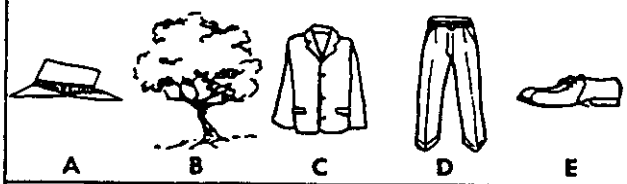


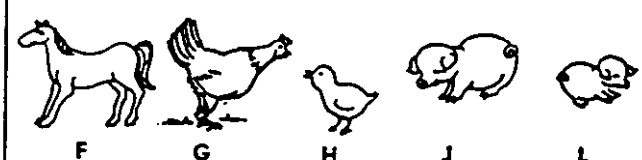
Look at the row of five pictures for question Y1. You can see that there are four trees and a candle. The trees are alike; the candle is not like the trees. Next, on the answer sheet you find the line numbered the same as the question and blacken the space which has the same letter as the thing which does not go with the others. Because the candle does not go with the other things, the space marked E on the answer sheet is blackened. See how it has been marked on your answer sheet. Your teacher will explain the other sample questions.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

Part III

In each group of drawings find the one which does not go with the others.

1 

2 

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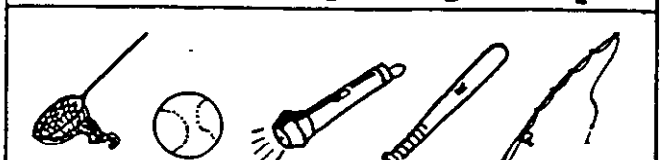
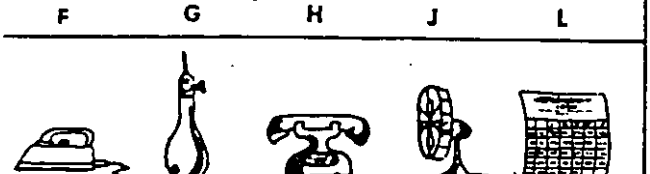
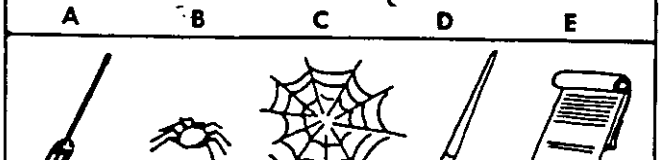
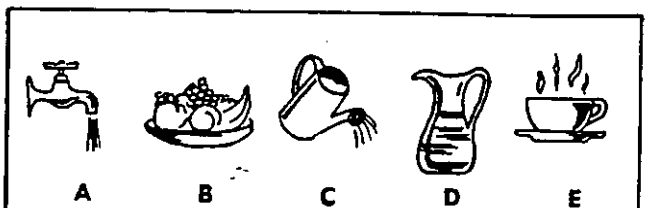
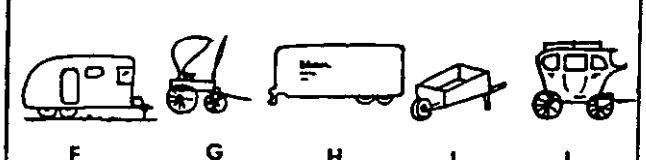
6 

7 

8 

9 

10 

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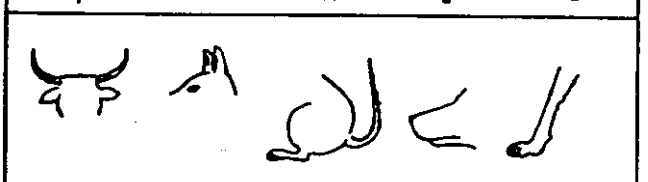
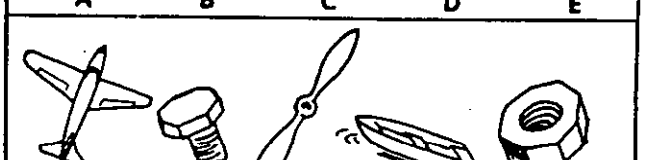
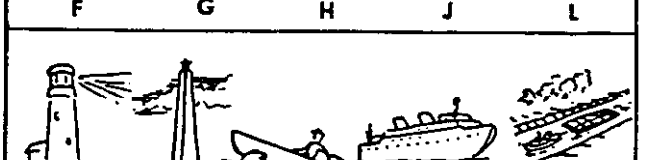
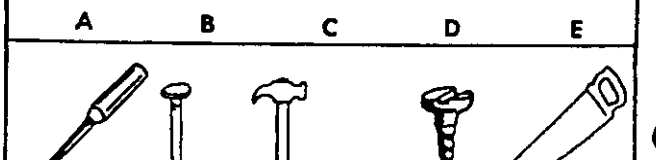
13 

14 

15 

16 

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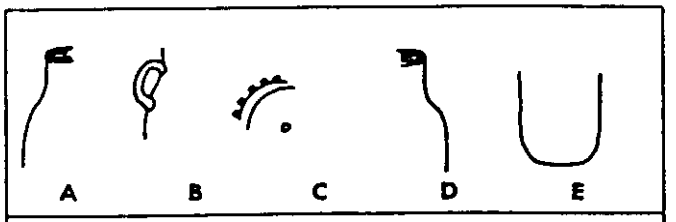

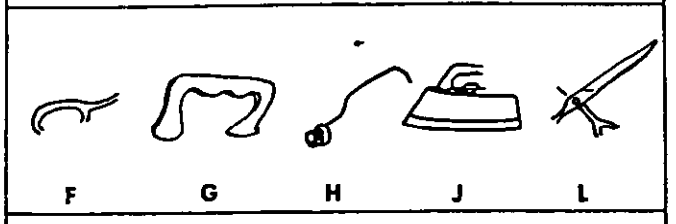

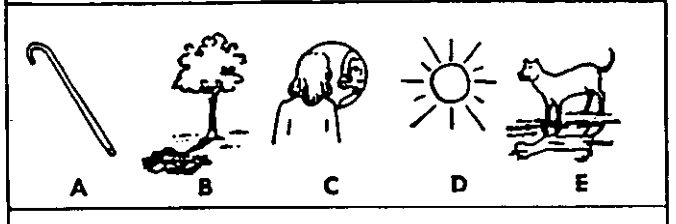

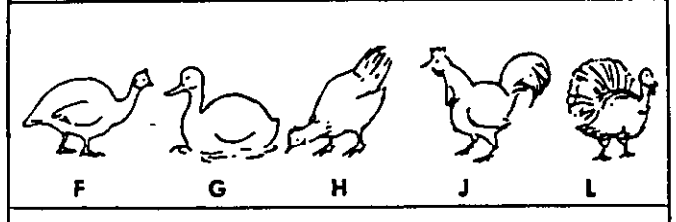

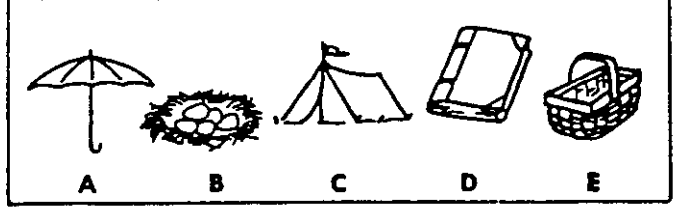

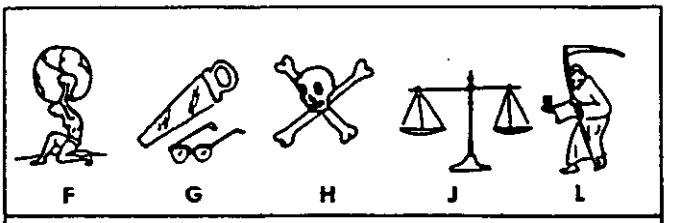

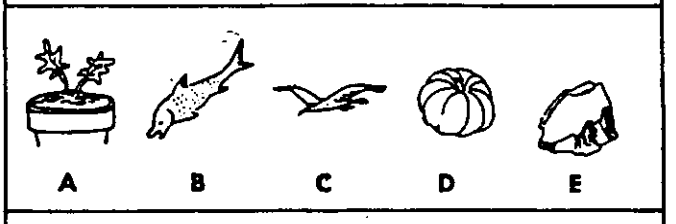

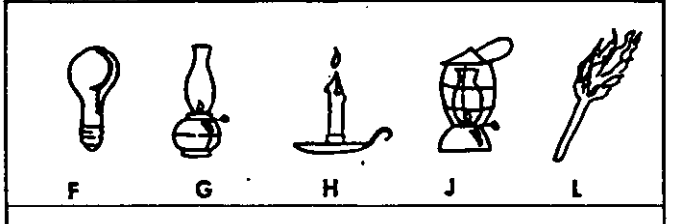

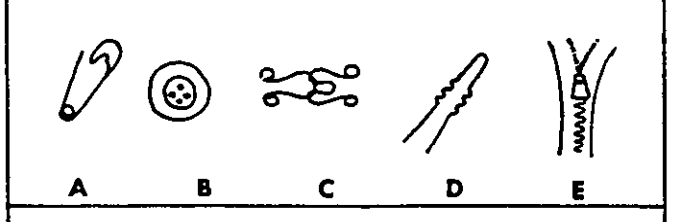

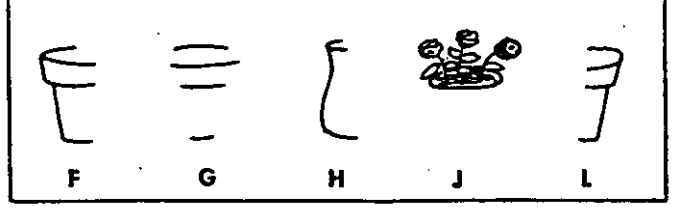

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IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON THIS PART ONLY.
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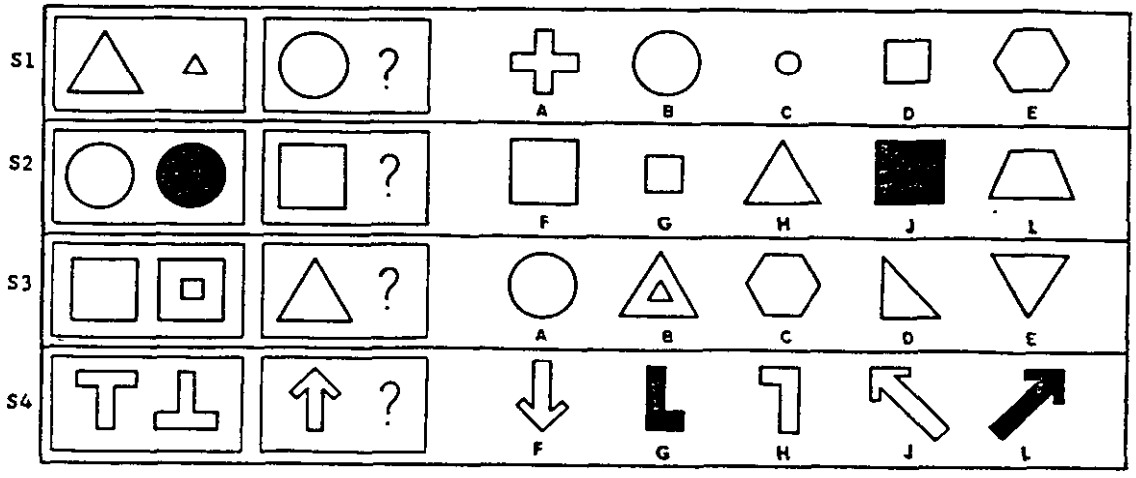
Grade 6

DIRECTIONS FOR PART IV

In each row find the drawing which will make the second pair of drawings like the first pair.

Sample Questions



Look at the row of drawings for question S1. There is a pair of drawings in the box on the left, and one drawing of a second pair in the box on the right. You are to find a drawing which will make the second pair of drawings like the first pair. The first pair is big triangle, little triangle. The second pair should be big circle, little circle. So C is the right answer to give: big triangle, little triangle—big circle, little circle. See how the answer is marked on the answer sheet. Your teacher will explain the other sample questions.

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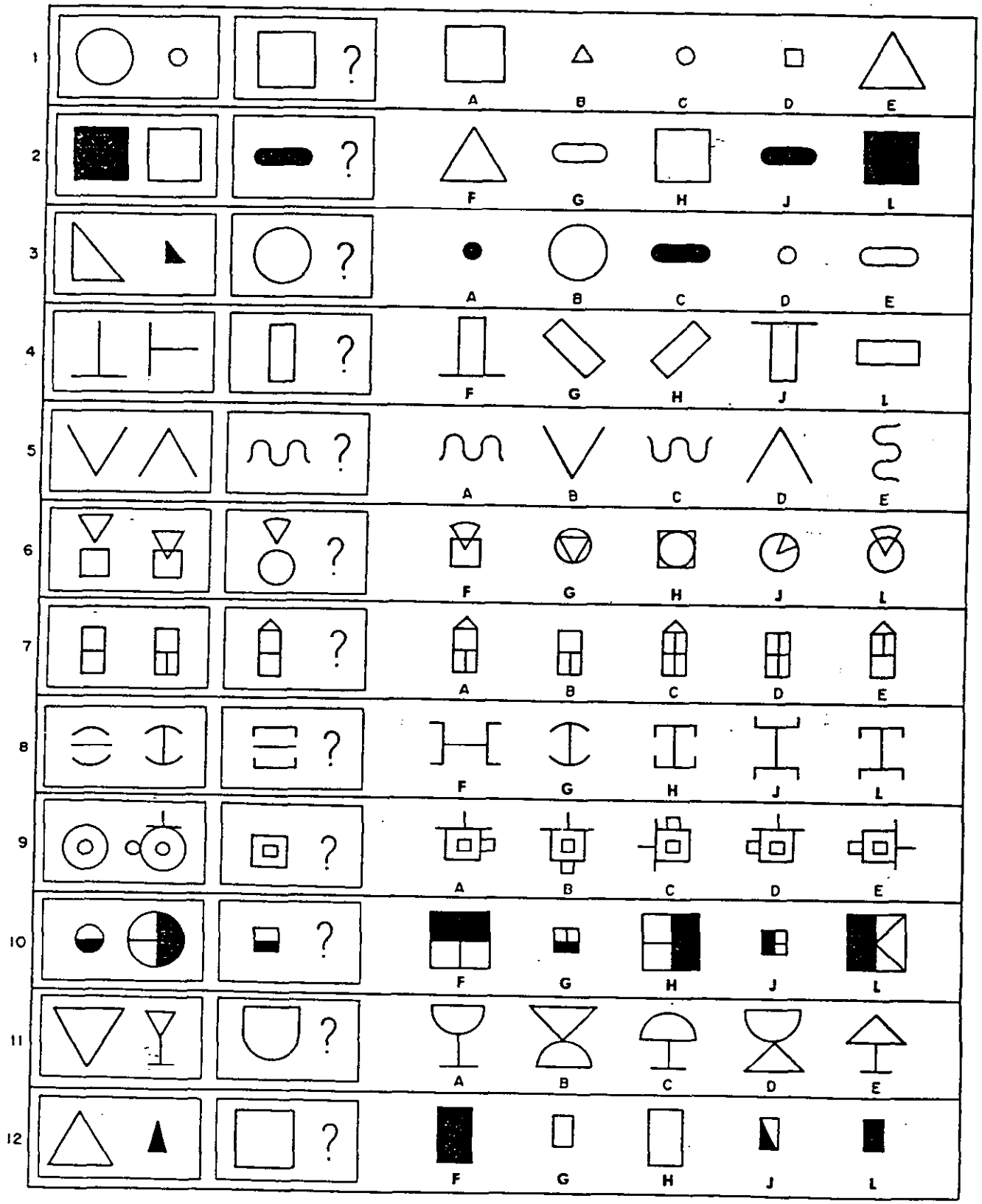
Part IV

In each row find the drawing which will make the second pair of drawings like the first pair.



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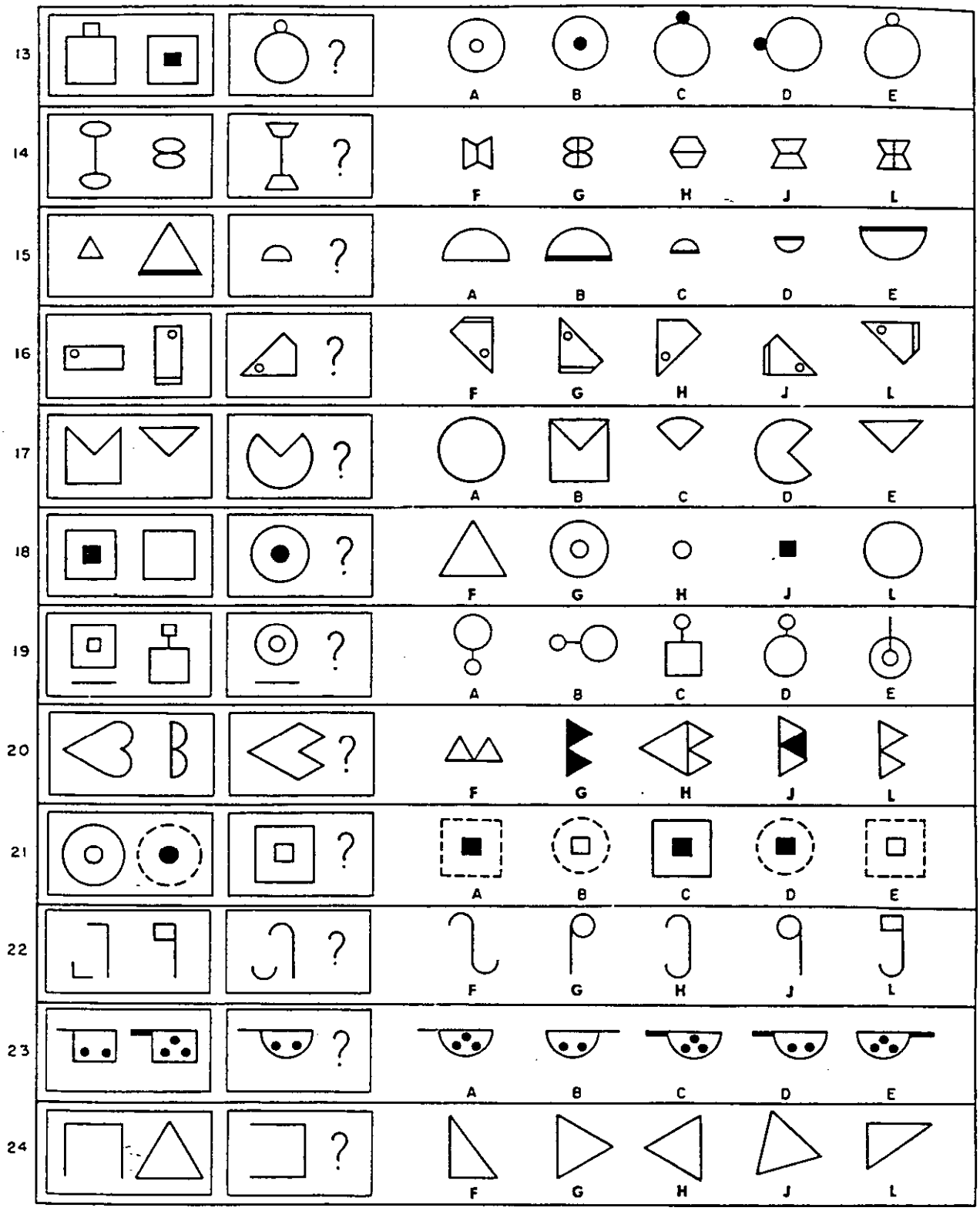

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DO NOT WORK ON ANY OTHER PART IN THE TEST.

Grade 6

DIRECTIONS FOR PART V

Each passage in this part is followed by questions based on the passage. Each of the questions or incomplete statements is followed by four suggested answers. You are to decide which one of these answers you should choose.

You must mark all of your answers on the separate answer sheet you have been given. You must mark your answer sheet by blackening the space that has the same letter as the answer you have chosen. For example:

0. Which one of the following is an animal?

(A) Bed
(B) Dog
(C) Chair
(D) Box

Since a dog is an animal, you should choose the answer lettered (B). On your answer sheet, you would first find the row of spaces numbered the same as the question—in the example above, it is 0. Then you would blacken the space in this row which has the same letter as the answer you have chosen. See how the example has been marked on your answer sheet.

Make your answer marks heavy and black. Mark only one answer for each question. If you change your mind about an answer, be sure to erase the first mark completely.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

Part V

Trees are big plants. They grow from seeds.

A tree has many parts. It has a trunk. The trunk is the biggest part of a tree.

A tree has branches. Some of the branches are big. Some of the branches are little.

A tree has leaves. In summer, tree leaves are green. In autumn, some leaves turn red and yellow.

Some tree leaves fall off in autumn. They fall off when the tree stops growing. The tree stops growing when it cannot get enough water.

We cannot see all of a tree. We cannot see the roots of a tree. The roots are under the ground.

A tree has many roots. It has almost as many roots as it has branches. The roots get water for the tree. They also get something from the soil with which the tree makes food. The water and food make the tree grow. The roots also keep the tree from blowing over.

Trees are beautiful. They help make school grounds and houses look pretty.

Trees make shade in the summer. They shade your house. They keep your house cool. They keep you cool, too.

1. This story is all about

   (A) branches
   (B) trees
   (C) roots
   (D) school grounds

2. We like trees because

   (E) they are big
   (F) they grow big and tall
   (G) they have leaves
   (H) they are beautiful

3. The parts of a tree are talked about in this order:

   (A) leaves, branches, trunk, roots
   (B) trunk, branches, leaves, roots
   (C) roots, trunk, branches, leaves
   (D) branches, leaves, roots, trunk

4. In the last part of the story, we are told about

   (E) how trees help us
   (F) a tree in the forest
   (G) a branch on a tree
   (H) how trees lose leaves

5. This is a good story because it tells us

   (A) about animals
   (B) that we see the whole tree
   (C) a lot about trees
   (D) that trees are good food

Dear Bill,

It was fun to be on the farm. Yesterday morning, Jack and I watched Aunt Mary make butter. She did not need to use all her cream to make butter. She sent most of the cream to the creamery.

I wish I were a farmer. I would take just a little cream for butter. Then I would use all the rest of the cream to make ice cream. Wouldn't that be fun?

I'm sorry you could not go to Jack's farm with me. I had the time of my life. Every day, Jack kept finding some new thing to do.

We rode Jack's horse. We worked around the barn. We fed the animals. We gave corn to the hogs in their pen. What a noise a hog can make! We gave hay to the horses and the sheep and the little lamb.

I came back to town yesterday. I must say good-b for now. Write soon.

Your cousin,
Betty

6. In this letter, Betty is trying to tell

   (E) how to make butter
   (F) what she did at the farm
   (G) what horses eat
   (H) how much noise a hog makes

7. In the first part, Betty tells about

   (A) how the creamery makes butter
   (B) Betty and Jack making butter
   (C) where cream comes from
   (D) Aunt Mary making butter

8. Which of these things that Betty said tells best how she feels about living on a farm?

   (E) We worked around the barn.
   (F) I came back to town yesterday.
   (G) I wish I were a farmer.
   (H) We rode Jack's horse.

GO ON TO THE NEXT PAGE.

9. The letter is happy EXCEPT where Betty is

(A) saying Bill couldn't come
(B) telling about riding the horse
(C) having to say good-by
(D) telling about the cream

10. Where does Betty live?

(E) In the mountains
(F) On a farm
(G) Near the ocean
(H) In a town

My Brother, John Henry

(1) I have such a wonderful brother.
John Henry is his name.
Whatever I want to play, he'll play;
He likes just any old game.

(2) If we decide on a game of ball,
John Henry lends his bat;
And if it's marbles, he'll lend those, too.
John Henry's just like that.

(3) Whenever I say, "Let's go to the creek
And catch the tadpoles there,"
He goes along and helps dam them in,
Ready to do his share.

(4) If I decide to sit and rest,
Just watch the sun on the grass,
He'll sit with me there and talk and talk,
Helping the time to pass.

(5) We tell each other exciting tales
Of pirates bold at sea.
It's my turn first. I talk a while;
Then John tells tales to me.

(6) Now whoever saw a boy like this,
So good, with manners mild?
No one has seen him. I made him up,
For I am an only child.

11. John Henry and the poet seem to decide things

(A) at different times
(B) in different ways
(C) together, easily
(D) by fighting over them

12. John Henry will probably never

(E) give the poet any help in fishing
(F) lend the poet his bat
(G) fight with the poet
(H) lend the poet any marbles

13. John Henry likes

(A) ball playing best
(B) any game at all
(C) fishing best
(D) sitting best

14. The poet is trying to say that John Henry is

(E) a perfect playmate
(F) a dull person to be with
(G) a fellow who must have everything his own way
(H) a fellow who tattles

15. The poet tells you who John Henry <u>really</u> is in the

(A) first verse of the poem
(B) fourth verse of the poem
(C) fifth verse of the poem
(D) sixth verse of the poem

GO ON TO THE NEXT PAGE.

Everyone was talking at once and scrambling over everyone else, trying to find things. "Who did it?" they asked Miss Phillips.

"You did!"

"Oh, no, we didn't!" the children responded.

Miss Phillips nodded slowly and explained. "It's this way. You haven't done all these things at one time, but every one of you has done some of these things sometime, haven't you? Borrowed a pencil or book without permission, misplaced someone's wrap, mixed up someone's papers?"

The boys and girls looked thoughtful, for they, too, knew they had done these things.

They listened carefully as Miss Phillips went on: "You didn't notice when it was just one book or pencil. I wanted you to see what it would be like if everyone were careless all at once. After school I mixed up all your things to show what would happen if our room were like this all the time."

Everybody looked at everybody else. Finally David said, "We couldn't study."

And Jean added, "We wouldn't know where anything was."

"I wouldn't like it!" declared Ronald.

"Now you see why people have rules about property," Miss Phillips pointed out, "so perhaps we need a few rules in our class."

"I know!" called out Ricky. "Let other kids' things alone."

"Don't borrow without asking," said Jean.

And the school children decided never to have a mixed-up room again.

16. The children in the classroom

(E) listened carefully as Miss Phillips explained the mix-up
(F) were angry when they found out who had mixed up things
(G) never found out who had mixed up things
(H) didn't want to make any rules

17. What was the teacher trying to teach the children?

(A) To stay in their seats most of the time
(B) To be more careful about other persons' things
(C) Not to borrow things from other children
(D) Not to mix up the room again after school

18. How does the writer tell us this story?

(E) By letting each person in the story tell his part
(F) By telling it himself
(G) By letting the teacher tell it
(H) By none of the above

19. How did the story of the mixed-up room end?

(A) The class talked about the mixed-up room.
(B) The children straightened out everything.
(C) The children told the teacher they were sorry.
(D) The class made some rules so that things wouldn't get mixed again.

20. Which one of these rules did the children forget to make?

(E) Let other children's things alone.
(F) Don't borrow without asking.
(G) Return something when you borrow it.
(H) They remembered to make all the above rules.

The Railroad Ghost

It was a spooky sort of night. As the train raced along, fog began to close in around it. It was just the sort of night one would expect to meet a ghost.

Now, running a train isn't easy any time, but on this particular evening it was really hard work. Even with the powerful headlight stabbing the darkness ahead, the engineer had to strain his eyes to see the track.

Suddenly, dead ahead, a figure in a black cloak stood in the middle of the tracks waving its arms frantically! The engineer brought the express to a screeching halt. The trainmen searched and called. But there was no sign of the mysterious figure who had flagged their train. Even the engineer was almost convinced that it had been somebody's poor idea of a joke.

Just to play safe, he swung down from his cab and walked up the tracks. Suddenly, his face grew pale and his heart beat wildly. There, ahead of the stopped train, he found a washed-out bridge.

Not until the train reached London safely was the strange mystery solved. The engineer found a huge dead moth lying at the base of the locomotive head lamp.

Then he did a strange thing. He wet the wings of the moth and carefully pasted it to the glass of the head lamp. Then he climbed back into the cab of his engine and switched on the light.

"Ah!" he cried triumphantly. "I thought so!" For as the bright beam stabbed ahead into the darkness, there appeared once again the "ghost" the engineer had seen earlier. But now the "arms" weren't waving wildly. They were still.

21. In the first paragraph, the writer is trying to

(A) explain how the engineer feels
(B) give you a feeling for what is going to happen
(C) explain what a ghost is
(D) start you thinking about trains

22. This writer wants you to feel

(E) frightened
(F) happy
(G) sad
(H) angry

23. The mysterious figure seen by the engineer was

(A) a live person in a black cloak
(B) a dead person in a black cloak
(C) just imagined
(D) a moth's shadow .

24. From this story we do NOT know

(E) how the engineer felt when he saw the washed-out bridge
(F) whether the train finished its journey
(G) how the bridge was fixed
(H) any of the above

25. How did the engineer find out who the mysterious stranger was?

(A) He pasted the moth on the light and turned the light on.
(B) He picked the moth up and studied it.
(C) He pasted the moth on the light.
(D) He pasted the moth on the light and it waved its arms.

GO ON TO THE NEXT PAGE.

Edison's Birthday Committee (sponsored by Edison Pioneers) has announced an Edison Essay Contest in honor of the great inventor's discovery of the first successful electric light.

The subject of the essay is "Why We Should Remember Edison's Birthday, February 11th." Essays of from 500-700 words may be entered by children in the 4th, 5th, 6th, 7th, and 8th grades and must follow the rules published by The Edison Birthday Committee. The completed essays will be submitted through teachers in schools that have registered with the Committee.

First Prize
Gold Edison Medal and
$500 U.S. Savings Bond

The national winner will receive the Gold Edison Medal and a $500 U.S. Savings Bond. Presentation will be made at the luncheon meeting of Edison Pioneers to be held at the Waldorf-Astoria Hotel, New York, February 5. Winner and a parent or guardian will have expenses paid to West Orange, New Jersey, and New York City. Children's Digest will publish the winning essay in the July-August issue.

In addition to the Gold Edison Medal, four Silver Edison Medals will be awarded (by mail) to the authors of the four runner-up entries. In every participating school, a Certificate of Award will be given to the writer of the best essay in each of the five eligible grades. Essays must be mailed by the school to the Committee's judges before December 10. Winners will be announced January 20.

26. The purpose of the essay contest is

(E) to award prizes for the five best essays
(F) to present a birthday gift to Edison
(G) to collect essays about Edison's birthday
(H) to honor the man who made the first electric light

27. You can tell that the first prize will be given before Edison's birthday because the announcement

(A) says so in the second paragraph
(B) gives both the date of the award and the birthday
(C) hints at it in the first paragraph
(D) says so in the last paragraph

28. Why is the first prize described in capital letters?

(E) The author wants schools to register.
(F) It is more important than the subject of the essay.
(G) People should buy savings bonds.
(H) It is the most important prize.

29. How is a fourth-grade pupil likely to do in the contest?

(A) He can't win; he is too young.
(B) The rules are too hard for him.
(C) He can win one of the prizes for his grade.
(D) He can win a Certificate of Award only if he is brighter than the eighth-grade pupils.

30. The announcement does NOT tell us

(E) whether teachers may help the pupils
(F) how many prizes will be given
(G) to whom the essays must be sent
(H) how long the essays should be

GO ON TO THE NEXT PAGE.

(1) Suddenly the whale opened its huge mouth. The creature made a queer rumbling, bubbling noise. A great grayish-white mass slid from his mouth, and floated slowly shoreward with the tide.

(2) The whale shuddered. Then his great tail smacked the water, and his body seemed to lunge backward. He moved with surprising ease. Turning about, he headed out to sea. In another moment he disappeared, only to come up again much farther away. His spout shot up as if in farewell.

(3) "Good-by, Mr. Whale!" Cal shouted. He turned to Uncle Gulliver triumphantly. "See, he just came back to say 'thank you' for getting the Coast Guard to haul him off the ledge yesterday. That noise he made was his way of saying 'good-by.' Hey! Uncle Gulliver! What you looking at? Where you going?"

(4) But already Uncle Gulliver was far down the ledge, slipping and sliding in his haste.

(5) Cal followed nimbly. He came up with Uncle Gulliver who was bending curiously over an unpleasant-looking mass of grayish waxlike stuff.

(6) "Foo! That smells!" Cal pinched his nose. "What's that stuff?"

(7) "That, my boy," said Uncle Gulliver, straightening up and turning a beaming face toward Cal, "is your whale's thank you. It's the biggest hunk of ambergris I've ever even heard of! That smelly mess right there is worth thousands of dollars," Uncle Gulliver declared. "I can hardly believe my eyes."

(8) Cal snickered. "You're kidding."

(9) "No! I'm serious!" Uncle Gulliver explained patiently. "A small quantity of this ambergris makes the odor stay in perfume. That's why perfume manufacturers are wild to get hold of ambergris. So when your whale bid you an affectionate good-by, he really left you a gift that's worth something!"

31. Cal thought the whale made a noise

(A) to show his anger
(B) to warn his audience
(C) to say good-by
(D) to get some air

32. The value of the whale's present is explained in

(E) paragraph 1
(F) paragraph 2
(G) paragraph 5
(H) paragraph 9

33. Paragraph 3 sounds as though Cal were

(A) pleased
(B) sorry
(C) worried
(D) disgusted

34. The story does NOT explain

(E) why ambergris is used in perfume
(F) why ambergris is so hard to get
(G) why ambergris is worth so much money
(H) where ambergris is to be found

35. The writer made the whale in this story seem

(A) dangerous
(B) stupid
(C) clumsy
(D) grateful

STOP

IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON THIS PART ONLY.
DO NOT WORK ON ANY OTHER PART IN THE TEST.

Grade 6

DIRECTIONS FOR PART VI

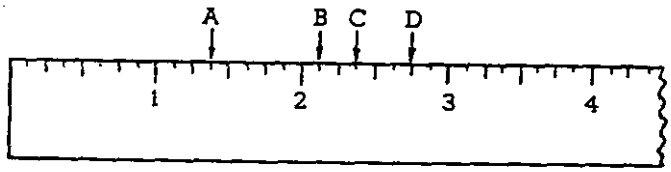
In this part solve each problem, using any available space on the page for scratchwork. Then indicate the one correct answer in the appropriate space on the answer sheet. All scratchwork must be done in the test book.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

Part VI

Joe and Ted have model railroads. They spend much of their spare time working on these railroads.

1. Joe used his ruler to measure a baggage car $2\frac{3}{8}$ inches wide. What letter has an arrow pointing to $2\frac{3}{8}$ inches on the ruler pictured below?



(A) A
(B) B
(C) C
(D) D

2. Ted bought some material to make trees and bushes to put along his model railroad. He bought a sponge for 25 cents, glue for 15 cents, wire for 19 cents, and paint for 98 cents. How much did these things cost altogether?

(E) $1.37
(F) $1.45
(G) $1.47
(H) $1.57

3. Joe built a bench to hold his railroad. He cut 3 pieces of lumber, each 3 feet 4 inches long, from a piece of lumber 12 feet long. How long was the piece of lumber that was left?

(A) 1 foot 8 inches
(B) 2 feet
(C) 5 feet 8 inches
(D) 10 feet

David likes to keep a record of his weight and height. He measures his weight and height each year on his birthday.

4. David and his dog Tippy together weigh 103 pounds. David alone weighs 77 pounds. To find Tippy's weight, David should

(E) add 103 to 77
(F) subtract 103 from 77
(G) divide 103 by 77
(H) subtract 77 from 103

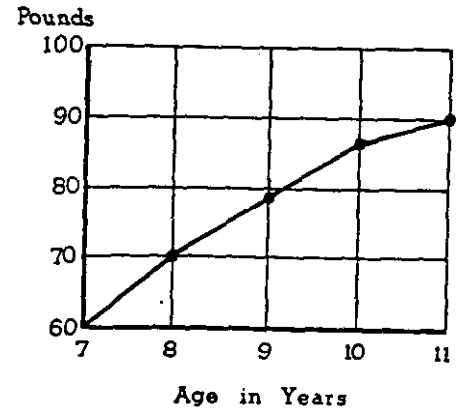
5. David is 42 inches tall. This is the same as

(A) 3 feet
(B) 3 feet 6 inches
(C) 4 feet
(D) 4 feet 2 inches

6. Ellen was 2'8" tall when David was 3'4". At that time, David was how many inches taller than Ellen?

(E) 4
(F) 6
(G) 8
(H) 16

7. David made the graph below to show how much he weighed on each birthday.



He made the LEAST gain between what two birthdays?

(A) 7 and 8
(B) 8 and 9
(C) 9 and 10
(D) 10 and 11

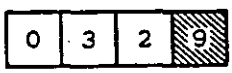
GO ON TO THE NEXT PAGE.

In Tom's school, some children ride bicycles to school, some walk to school, and some ride on the school bus.

8. Tom lives $2\frac{1}{2}$ miles from school so he eats lunch at school. How many miles does he travel each day going to and from school?

(E) 4
(F) $4\frac{1}{2}$
(G) 5
(H) $5\frac{1}{2}$

9. The mileage is 32.9 on the cyclometer on Bill's bicycle.



When he rides another $\frac{1}{10}$ of a mile, the cyclometer should read

(A) 32.0
(B) 32.8
(C) 33.0
(D) 33.9

10. The school district paid sixty thousand dollars for new buses. How would you write this amount?

(E) \$600
(F) \$6,000
(G) \$60,000
(H) \$600,000

11. Two children from each class in the school are members of the safety patrol. To find how many patrol members there are altogether, what other fact would you need to know?

(A) The number of children in the school
(B) The number of classes in the school
(C) The number of children in each class
(D) The number of street crossings

12. Mary found that in one year she rode the city bus on 98 days and paid a total of \$14.70 for bus fares. How would you find how much she paid each day for her bus fare?

(E) Add 98 to \$14.70
(F) Divide \$14.70 by 98
(G) Multiply \$14.70 by 98
(H) Divide 989 by \$14.70

Most children like to play games and keep score. In some games you may win and lose points.

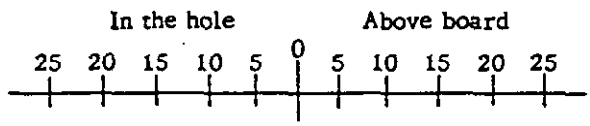
13. In the game of hide-and-go-seek, the one who is "it" counts by 5's. If John is "it" and counts "5, 10, 15," what number should he say next?

(A) 16
(B) 20
(C) 25
(D) 30

14. In ringtoss, each player gets three rings to toss. Rings on the peg win 25 points each. Rings off the peg lose 10 points each. David has two on and one off. How many points does he get?

(E) 5
(F) 15
(G) 35
(H) 40

15. Jane is playing Rook. She keeps her score on a board like this one.



She was 10 points "in the hole." Then she made 25 points. What is her score now?

(A) 15
(B) 25
(C) 35
(D) You can't tell.

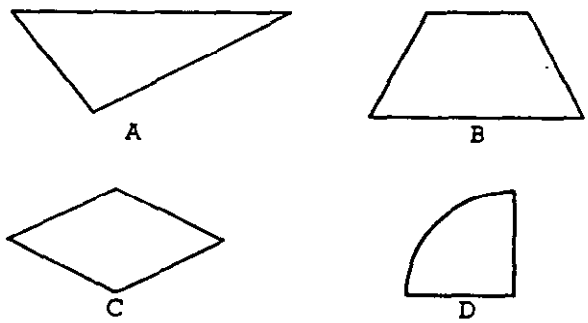
16. Ellen had 20 marbles. There were 15 agate marbles and 5 clay marbles. What part of the total number of marbles were clay?

(E) $\frac{1}{3}$
(F) $\frac{1}{4}$
(G) $\frac{1}{5}$
(H) $\frac{3}{4}$

GO ON TO THE NEXT PAGE.

The Kents are getting things ready for Christmas.

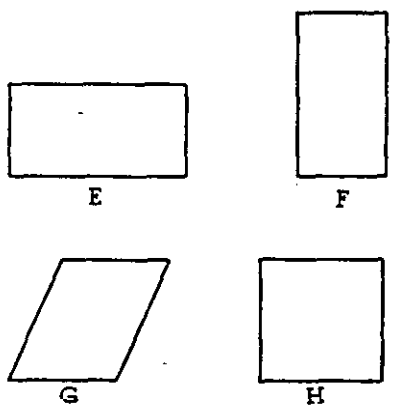
17. The children are making Christmas ornaments. Four of the ornaments look like this:



Which ornament is a triangle?

(A) A
(B) B
(C) C
(D) D

18. John Kent wants to paste square labels on Christmas presents. Which of the following is a square?



(E) E
(F) F
(G) G
(H) H

19. The Kent living room is 10 feet 6 inches high. Mr. Kent bought a Christmas tree that is 13 feet high. At least how much should Mr. Kent cut off the tree in order to allow 6 inches between the top of the tree and the ceiling?

(A) 2 feet
(B) 2 feet 4 inches
(C) 2 feet 6 inches
(D) 3 feet

20. Mrs. Kent will roast a turkey for Christmas. She will roast the turkey 20 minutes for each pound it weighs. Which of the following statements is true?

(E) The lighter the turkey, the longer you roast it.
(F) The lighter the turkey, the less you roast it.
(G) The heavier the turkey, the less you roast it.
(H) All turkeys are roasted the same length of time.

21. Betty Kent baked a cake for Christmas dinner. Which of these statements about cutting the cake into equal pieces is true?

(A) The smaller each piece, the greater the number of pieces.
(B) The smaller each piece, the smaller the number of pieces.
(C) The larger each piece, the greater the number of pieces.
(D) The number of pieces has nothing to do with the size of each piece.

GO ON TO THE NEXT PAGE.

Each class in the Roseville school spends two weeks at Camp Lisk sometime during the school year.

22. Each pupil who goes to the school camp must pay $8.00 per week. Also, the round-trip bus fare is $1.50. What was the LEAST amount of money Sue needed for two weeks at camp?

(E) $9.50
(F) $16.00
(G) $17.50
(H) $19.00

23. There are 29 pupils in Sam's class. The camp has room for 152 pupils at one time. About how many classes the same size as Sam's can be at camp at the same time?

(A) 5
(B) 6
(C) 7
(D) 123

24. The boys in Cabin 5 want to measure the length of some fallen trees. Which of the following should the boys use if they want to measure each tree in the FEWEST number of measures?

(E) Yardstick
(F) 6-inch ruler
(G) 12-inch ruler
(H) 18-inch ruler

25. One evening Mary called her mother from a pay telephone in the camp office. The telephone has slots for quarters, dimes, and nickels. The operator said, "Sixty-five cents, please." Which set of coins should Mary put in the slots?

(A) 4 dimes and 6 nickels
(B) 5 dimes and 4 nickels
(C) 1 quarter, 3 dimes, and 1 nickel
(D) 2 quarters, 1 dime, and 1 nickel

STOP

IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON THIS PART ONLY.
DO NOT WORK ON ANY OTHER PART IN THE TEST.

Grade 6

Part VII QUESTIONNAIRE

Mark the space on the answer sheet corresponding to the answer that is correct for you for each question. Mark only one answer for each question. You may leave out any question you prefer not to answer.

1. Are you a boy or girl?

(A) Boy
(B) Girl

2. How old are you now?

(A) 9 or younger
(B) 10
(C) 11
(D) 12
(E) 13 or older

3. Where were you born?

(A) In this city, town, or county
(B) Somewhere else in this state
(C) In another state in the U. S.
(D) In Puerto Rico
(E) In Mexico
(F) In Canada
(G) In some other country
(H) I don't know

4. Which one of the following best describes you?

(A) Negro
(B) White
(C) American Indian
(D) Oriental
(E) Other

5. Are you Puerto Rican?

(A) Yes
(B) No

6. Are you Mexican American?

(A) Yes
(B) No

7. How many people live in your home? Count mother, father, brothers, sisters, aunts, uncles, grandparents, and any others who live with you. Count yourself but don't count your pets.

(A) 2
(B) 3
(C) 4
(D) 5
(E) 6
(F) 7
(G) 8
(H) 9
(I) 10
(J) 11 or more

8. How many children (under 18) are in your family? Count yourself.

(A) 1—only me
(B) 2
(C) 3
(D) 4
(E) 5
(F) 6
(G) 7
(H) 8
(I) 9
(J) 10 or more

9. Who acts as your father?

(A) My real father, who is living at home
(B) My real father, who is not living at home
(C) My stepfather
(D) A foster father
(E) A grandfather
(F) Other relative (uncle, etc.)
(G) Other adult
(H) No one

10. Who acts as your mother?

(A) My real mother, who is living at home
(B) My real mother, who is not living at home
(C) My stepmother
(D) A foster mother
(E) A grandmother
(F) Other relative (aunt, etc.)
(G) Other adult
(H) No one

GO ON TO THE NEXT PAGE.

For all questions about your mother and father, answer them for the persons you said were acting as your mother and father in questions 9 and 10.

11. How far in school did your father go?

(A) None, or some grade school
(B) Completed grade school
(C) Some high school, but did not graduate
(D) Graduated from high school
(E) Vocational or business school after high school
(F) Some college, but less than 4 years
(G) Graduated from a 4-year college
(H) Attended graduate or professional school
(I) I don't know

12. What kind of work does, or did, your father usually do? If it is not in the list below, mark whatever seems to be the closest for his main job.

(A) Draftsman or medical technician
(B) Banker, company officer, or government official
(C) Store owner or manager, office manager
(D) Sales clerk, office clerk, truck driver, waiter, policeman, bookkeeper, mailman, barber
(E) Salesman
(F) Farm or ranch manager or owner
(G) Farm worker on one or more than one farm
(H) Factory worker, laborer, or gas station attendant
(I) Doctor, lawyer, clergyman, engineer, scientist, teacher, professor, artist, accountant
(J) Carpenter, electrician, mechanic, tailor, or foreman in a factory
(K) Don't know

13. Where was your mother born?

(A) In this state
(B) In another state in the U. S.
(C) In Puerto Rico
(D) In Mexico
(E) In Canada
(F) In some other country
(G) I don't know

14. How far in school did your mother go?

(A) None, or some grade school
(B) Completed grade school
(C) Some high school, but did not graduate
(D) Graduated from high school
(E) Vocational or business school after high school
(F) Some college, but less than 4 years
(G) Graduated from a 4-year college
(H) Attended graduate or professional school
(I) I don't know

15. Does your mother have a job outside your home?

(A) Yes, full-time
(B) Yes, part-time
(C) No

16. Does anyone in your home speak a language other than English most of the time? (German, Italian, Spanish, etc.)

(A) Yes
(B) No

17. Do you speak a language other than English outside of school?

(A) Yes
(B) No

18. Did anyone at home read to you when you were small, before you started to school?

(A) No
(B) Once in a while
(C) Many times, but not regularly
(D) Many times and regularly
(E) I don't remember

19. Does your family have a television set?

(A) Yes
(B) No

20. Does your family have a telephone?

(A) Yes
(B) No

21. Does your family have a record player, hi-fi, or stereo?

(A) Yes
(B) No

22. Does your family have a refrigerator?

(A) Yes
(B) No

GO ON TO THE NEXT PAGE.

23. Does your family have a dictionary?
(A) Yes
(B) No
(C) I don't know

24. Does your family have an encyclopedia?
(A) Yes
(B) No
(C) I don't know

25. Does your family have an automobile?
(A) Yes
(B) No

26. Does your family have a vacuum cleaner?
(A) Yes
(B) No

27. Does your family get a newspaper every day?
(A) Yes
(B) No

28. Did you read any books during the last summer? (Do not count magazines or comic books.)
(A) No
(B) Yes, 1 or 2
(C) Yes, about 5
(D) Yes, about 10
(E) Yes, more than 10

29. On school days, how much time do you watch TV at home?
(A) None or almost none
(B) About $\frac{1}{2}$ hour a day
(C) About 1 hour a day
(D) About $1\frac{1}{2}$ hours a day
(E) About 2 hours a day
(F) About 3 hours a day
(G) Four or more hours a day

30. How many different schools have you gone to since you started the first grade?
(A) One—Only this school
(B) 2
(C) 3
(D) 4
(E) 5 or more

31. Last year how many of the students in your class were white?
(A) None
(B) A few
(C) About half
(D) Most of them
(E) All of them

32. About how much time do you spend each day on homework? ("Homework" means school assignments that you do at home.)
(A) I have no homework
(B) About $\frac{1}{2}$ hour a day
(C) About 1 hour a day
(D) About $1\frac{1}{2}$ hours a day
(E) About 2 or more hours a day

33. If I could change, I would be someone different from myself.
(A) Yes
(B) No
(C) Not sure

34. I can do many things well.
(A) Yes
(B) No
(C) Not sure

35. I would go to another school rather than this one if I could.
(A) Yes
(B) No
(C) Not sure

36. I like school.
(A) Yes
(B) No

37. I sometimes feel I just can't learn.
(A) Yes
(B) No

GO ON TO THE NEXT PAGE.

38. People like me don't have much of a chance to be successful in life.

(A) Agree
(B) Not sure
(C) Disagree

39. Most of my classmates like me.

(A) Yes
(B) Not sure
(C) No

40. How good a student are you?

(A) One of the best students in my class
(B) Above the middle of my class
(C) In the middle of my class
(D) Below the middle of my class
(E) Near the bottom of my class

41. How good a student does your mother want you to be in school?

(A) One of the best students in my class
(B) Above the middle of the class
(C) In the middle of my class
(D) Just good enough to get by
(E) Don't know

42. How good a student does your father want you to be in school?

(A) One of the best students in my class
(B) Above the middle of the class
(C) In the middle of my class
(D) Just good enough to get by
(E) Don't know

43. Did you have a non-white teacher last year (for example Negro, American Indian, Oriental)? Don't count substitute teachers.

(A) Yes
(B) No

44. Think now of your close friends. How many of them are white?

(A) None
(B) A few
(C) About half
(D) Most of them
(E) All of them

45. Did you go to kindergarten?

(A) Yes
(B) No

46. Did you go to nursery school before you went to kindergarten?

(A) Yes
(B) No
(C) I don't remember

47. What grade were you in last year?

(A) Fourth
(B) Fifth
(C) Sixth

48. About how long does it take you to get from your home in the morning to school?

(A) 10 minutes or less
(B) 20 minutes
(C) 30 minutes
(D) 45 minutes
(E) One hour or more

49. How do you usually come to school in the morning?

(A) By automobile
(B) Walk or bicycle
(C) School bus
(D) Train, trolley, subway, or bus other than school bus
(E) Other

50. Is there another public school with your grade as close or closer to your home than this one?

(A) Yes
(B) No
(C) Don't know

51. Mark the highest grade you want to finish in school.

(A) Grades 6 or 7
(B) Grades 8 or 9
(C) Grades 10 or 11
(D) Grade 12
(E) College

52. Think now who you would like most to have for your classmates. How many of them would be white?

(A) None
(B) A few
(C) About half
(D) Most of them
(E) All of them
(F) It doesn't matter

GO ON TO THE NEXT PAGE.

53. When you finish school, what sort of job do you think you will have? Pick the one that is closest.

2-223

BOYS ANSWER FROM THE SELECTIONS BELOW

(A) Draftsman or medical technician
(B) Banker, company officer, or government official
(C) Store owner or manager, office manager
(D) Sales clerk, office clerk, truck driver, waiter, policeman, bookkeeper, mailman, barber
(E) Salesman
(F) Farm or ranch manager or owner
(G) Farm worker on one or more than one farm
(H) Factory worker, laborer, or gas station attendant
(I) Doctor, lawyer, clergyman, engineer, scientist, teacher, professor, artist, accountant
(J) Carpenter, electrician, mechanic, tailor, or foreman in a factory
(K) Don't know

GIRLS ANSWER FROM THE SELECTIONS BELOW

(A) Housewife only
(B) Doctor, lawyer, scientist
(C) Beautician
(D) Bookkeeper or secretary
(E) Waitress or laundry worker
(F) School teacher
(G) Nurse
(H) Saleslady
(I) Maid or domestic servant
(J) Factory worker
(K) Don't know

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224 54. How often do you and your parents talk about your school work?

56 (A) Just about every day
(B) Once or twice a week
(C) Occasionally, but not often
(D) Never or hardly ever

IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON THIS PART ONLY. DO NOT WORK ON ANY OTHER PART IN THE TEST.

Educational Opportunities Survey

SCHOOL SURVEY TESTS

This test book is divided into several parts, or tests, and a questionnaire. The tests are to find out how well you can do certain types of problems; the questionnaire is to find out certain facts about you.

Your teacher will tell you the time limit for each of the tests. During that time you are to work on that test only. The teacher will tell you when to begin and when to end each test. If you finish a test before time is called, you may check your work on it; but you may not work on any of the others.

Do not worry if you are unable to finish a test or if there are some questions you cannot answer. Many students leave questions unanswered and no one is expected to get everything right. You should work as rapidly as you can without sacrificing accuracy.

If a question seems too difficult for you go on to the next question rather than waste your time. Your scores will be determined by the number of correct answers. YOU ARE TO INDICATE ALL OF YOUR ANSWERS ON THE SEPARATE ANSWER SHEET THAT HAS BEEN GIVEN TO YOU. You may use the margins of the test book for scratchwork, but no credit will be given for anything written in the test book. Be sure that all your marks are black and that they completely fill the answer space; do not make any stray marks on your answer sheet. If you erase, do so completely; an incomplete erasure may be considered as an intended response. MARK ONLY ONE ANSWER TO EACH QUESTION.

The last part is a questionnaire. It asks questions about you and your family. Whatever is true for you is the right answer for each question. Therefore, you probably know the answer to all of the questions on the questionnaire. If there are any questions you prefer not to answer, you may leave them out.

Your test answers and scores, and answers to the questionnaire will be private. DO NOT WRITE YOUR NAME ON THE TEST BOOK OR THE ANSWER SHEET.

DO NOT OPEN THIS TEST BOOK UNTIL YOU ARE TOLD TO DO SO.

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9th Grade Study

Equality of Educational Opportunity Study

(COLEMAN STUDY)

GRADE 9 RECORD LAYOUT

VARIABLE	LOCATION
Part I and Part II (Verbal) #Right	37-39
Part I and Part II (Verbal) #Wrong	40-42
Part III and Part IV (Nonverbal) #Right	43-45
Part III and Part IV (Nonverbal) #Wrong	46-48
Part V (Reading Comprehension) #Right	49-51
Part V (Reading Comprehension) #Wrong	52-54
Part VI (math) #Right	55-57
Part VI (Math) #Wrong	58-60
Part VII (General Info) Questions 1-25, #Right	61-63
Part VII (General Info) Questions 1-25, #Wrong	64-66
Part VII (General Info) Questions 26-50, #Right	67-69
Part VII (General Info) Questions 26-50, #Wrong	70-72
Part VII (General Info) Questions 51-65, #Right	73-75
Part VII (General Info) Questions 51-65, #Wrong	76-78
Part VII (General Info) Questions 66-80, #Right	79-81
Part VII (General Info) Questions 66-80, #Wrong	82-84
Part VII (General Info) Questions 81-95, #Right	85-87
Part VII (General Info) Questions 81-95, #Wrong	88-90
Part VII, Total #Right	91-93
Part VII, Total #Wrong	94-96

Equality of Educational Opportunity (Coleman) Study

9th Grade File

Record Layout

VARIABLE	LOCATION
Scale Scores	97-105
(blank)	106-168
Part V (Reading Comprehension) Item Responses	169-203
Part VI (Math Achievement) Item Responses	204-228
Part VII (General Information) Item Responses	229-323
Part VIII, Questionnaire Responses	324-442
(blank)	443-444

Educational Opportunities Survey | FORM NCR

PLEASE DO NOT TAKE THIS QUESTIONNAIRE

SCHOOL SURVEY TESTS

9

GRADE

109

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Part I

1. A disease does not just happen; there is always a ------- for it.

(A) victim (B) defense (C) cause
(D) doctor (E) cure

2. Pheasants ------- so perfectly with the ground and the dead plants that you rarely see them until they rise.

(F) thrive (G) nest (H) belong
(J) agree (L) blend

3. Determined not to let anything bother her, she ------- his remarks.

(A) resented (B) understood (C) ignored
(D) attacked (E) overheard

4. The general was suddenly as eager as an old war horse that has heard the strains of a ------- song.

(F) funeral (G) hillbilly (H) love
(J) marching (L) childhood

5. With his long -------, Jameson could set a pace which left most of us far behind.

(A) start (B) stride (C) memory
(D) activity (E) distance

6. In contrast to the busy life of oasis towns are the numerous ------- of once thriving settlements now abandoned.

(F) ruins (G) people (H) activities
(J) deserts (L) problems

7. Since our food supply is at stake, the question of how agriculture fares is ------- to us, whether we live in the city or on the farm.

(A) known (B) open (C) vital
(D) distasteful (E) foreign

8. Eugene Debs had asked the strikers to refrain from violence, but their anger was such that they could not be -------.

(F) disturbed (G) restrained (H) violent
(J) satisfied (L) frightened

9. Such courageous ------- as the President showed would have been called obstinacy in a lesser man.

(A) cheerfulness (B) reverence (C) impatience
(D) justification (E) determination

10. Wars have often had ------- causes; one was begun merely because a sailor's ear had been slashed!

(F) primary (G) hidden (H) insignificant
(J) unavoidable (L) multiple

11. Although the first battle of the war was won on the other side of the globe, Cuba was the ------- field of military operations.

(A) only (B) chief (C) complete
(D) open (E) opposite

12. If there are too many people in any area for the available natural resources to -------, there will be suffering and hardship.

(F) exist (G) contain (H) operate
(J) employ (L) support

13. Soil conservation is not entirely -------, for the Romans and Inca Indians both made some use of contouring and crop rotation.

(A) satisfactory (B) scientific (C) exhausted
(D) new (E) needed

14. To the pioneer, forests were a -------, for they hid his enemies and prevented his use of the land.

(F) menace (G) necessity (H) mystery
(J) resource (L) surprise

15. It would have been different perhaps if the dog had ever started fights or looked for trouble; but he had a ------- disposition.

(A) stubborn (B) suitable (C) gentle
(D) gloomy (E) strange

16. If you had told the artist Matisse that he drew and painted like a child, he would have felt -------, for he greatly admired the fresh and unsophisticated qualities of children's work.

(F) complimented (G) insulted (H) startled
(J) convulsed (L) concerned

17. The greatest disadvantage was the loss of my personal -------; when I was in high school I did not have to get permission to go to a show or a dance.

(A) liberty (B) friends (C) opinion
(D) income (E) beliefs

18. Since the problem facing milk and grain cooperatives is one of -------, a new outlet must be found or a new demand must be developed.

(F) scarcity (G) supply (H) labor
(J) agriculture (L) surplus

19. Jarvis did not please the critics, but he received many ------- from the public for his fine performance.

(A) commendations (B) resolutions
(C) admonitions (D) consolations (E) inquiries

20. The leaders of the nation were so divided in their opinions that agreement on a united program of action seemed -------.

(F) useless (G) apparent (H) near
(J) unlikely (L) unusual

21. Primitive man felt a need for ------- that could not always be attained by voice or gesture.

(A) possessions (B) security (C) speech
(D) notice (E) communication

22. The country soon learned that the President did not make ------- threats, for he was quick to act when his warnings were ignored.

(F) many (G) real (H) secret
(J) empty (L) open

23. It must have taken great ------- for early sailors to venture out on the sea, constantly fearing that they might sail off the edge of the earth.

(A) ships (B) skill (C) daring
(D) understanding (E) planning

24. Far from being the original home of life, the deep sea has probably been ------- for a relatively short time.

(F) active (G) explored (H) deserted
(J) created (L) inhabited

25. Lacking the ------- of wit, his lectures were more nourishing than appetizing.

(A) wisdom (B) flavoring (C) smoothness
(D) elegance (E) simplicity

26. Early calendar makers knew the appearance of the heavens, for they spent much time -------.

(F) awake (G) experimenting (H) calculating
(J) outdoors (L) flying

27. ------- countries have special trade problems, since they must either exchange products with their neighbors or move their goods across the lands of other nations to the outside world.

(A) Foreign (B) Agricultural (C) Backward
(D) Landlocked (E) Small

28. With the air of a ------- tied to the stake, Mr. Blandings extended a limp hand to the first guest.

(F) dog (G) cannibal (H) knight
(J) ship (L) martyr

29. So common had the automobile become by 1928 that the middle-class American family without one became almost a -------.

(A) disgrace (B) curiosity (C) fact
(D) fantasy (E) hardship

30. For me, wanting to be happy is a ------- ambition, for I find it very difficult to be unhappy.

(F) superfluous (G) permanent (H) primary
(J) dangerous (L) futile

STOP

IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON THIS PART ONLY.
DO NOT WORK ON ANY OTHER PART IN THE TEST.

DIRECTIONS FOR PART II

Each of the questions in Part II consists of one word in capital letters followed by five words or phrases in small letters. Read the word in capital letters. Then pick, from the words or phrases following it, the one whose meaning is closest to the word in capital letters. For example:

Sample Question

CHILLY

(A) tired
(B) nice
(C) dry
(D) cold
(E) sunny

In order to find the correct answer, you look at the word CHILLY and then look for a word or phrase below it that has the same or almost the same meaning. When you do this you see that cold is the answer because cold is closest in meaning to the word chilly. Next, on the answer sheet you find the line numbered the same as the question and blacken the space which has the same letter as the word you have selected as the correct one. Because cold is the correct answer to the sample question, the space marked (D) on the answer sheet is blackened. See how it has been marked on the answer sheet.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

Part II

1. ALLOW
   (A) descend
   (B) repeal
   (C) permit
   (D) trust
   (E) pretend

2. TRIPLE
   (F) genuine
   (G) bound
   (H) rapid
   (J) threefold
   (L) stumbling

3. SYMBOL
   (A) reason
   (B) gong
   (C) charm
   (D) quality
   (E) sign

ABSURD
   (F) foolish
   (G) hard
   (H) uneven
   (J) childlike
   (L) witty

5. REINFORCE
   (A) speak loudly
   (B) come again to
   (C) revise
   (D) apply again
   (E) make stronger

6. ALLEGIANCE
   (F) reading
   (G) legibility
   (H) protection
   (J) loyalty
   (L) fighting unit

7. NECESSITATE
   (A) make essential
   (B) continue indefinitely
   (C) vibrate
   (D) compete
   (E) barely survive

8. ADEQUATE
   (F) too much
   (G) very old
   (H) half right
   (J) enough
   (L) very able

9. SPECIFY
   (A) sort out
   (B) examine
   (C) state in detail
   (D) promise
   (E) be an authority

10. OBSOLETE
   (F) out of date
   (G) expressive
   (H) unpleasant
   (J) deserted
   (L) lacking sunlight

11. TOLERABLE
   (A) free
   (B) flexible
   (C) bearable
   (D) open-minded
   (E) inferior

12. HILARITY
   (F) drunkenness
   (G) shortsightedness
   (H) altitude
   (J) mockery
   (L) great amusement

13. BAFFLE
   (A) thrash
   (B) perplex
   (C) lock up
   (D) fill to the top
   (E) laugh at

14. CONTROVERSY
   (F) dispute
   (G) investigation
   (H) fullness
   (J) proof
   (L) quiet talk

15. CLARIFY
   (A) free from an accusation
   (B) alarm
   (C) explain
   (D) discover
   (E) divide into similar groups

16. INTEGRITY
   (F) rough surface
   (G) honesty
   (H) quantity more than zero
   (J) inequality
   (L) inherited wealth

17. SEVER
   (A) tie
   (B) twist
   (C) cut
   (D) endure
   (E) scold

18. PROTRUDE
   (F) insult
   (G) support
   (H) grow large
   (J) stick out
   (L) butt into

19. FUTILE
   (A) childish
   (B) breakable
   (C) useless
   (D) productive
   (E) evasive

20. PENDULUM
   (F) swinging body
   (G) weight
   (H) clock
   (J) dungeon
   (L) five-sided figure

21. STATUS
   (A) law
   (B) monument
   (C) union of states
   (D) dependability
   (E) condition

22. SOLICIT

(F) ask for
(G) make legal
(H) illuminate
(J) grant
(L) deserve

23. OPTIMISM

(A) best condition
(B) favorable view
(C) carelessness
(D) study of vision
(E) taking advantage

24. IMMACULATE

(F) fashionable
(G) distinguished
(H) tardy
(J) powerless
(L) spotless

25. HOMAGE

(A) baseness
(B) reverence
(C) food
(D) abode
(E) manhood

26. STIMULATE

(F) deceive
(G) recover
(H) spur on
(J) imitate
(L) copy

27. SHORTCOMING

(A) brief space of time
(B) lack of money
(C) lack of breath
(D) a sharp blow
(E) fault

28. TENDENCY

(F) attention
(G) trend
(H) sensitivity
(J) intention
(L) weakness

29. QUELL

(A) make trouble
(B) ring
(C) tremble
(D) overpower
(E) displace

30. QUALM

(F) duty
(G) feeling of shame
(H) state of rest
(J) misgiving
(L) shudder

STOP

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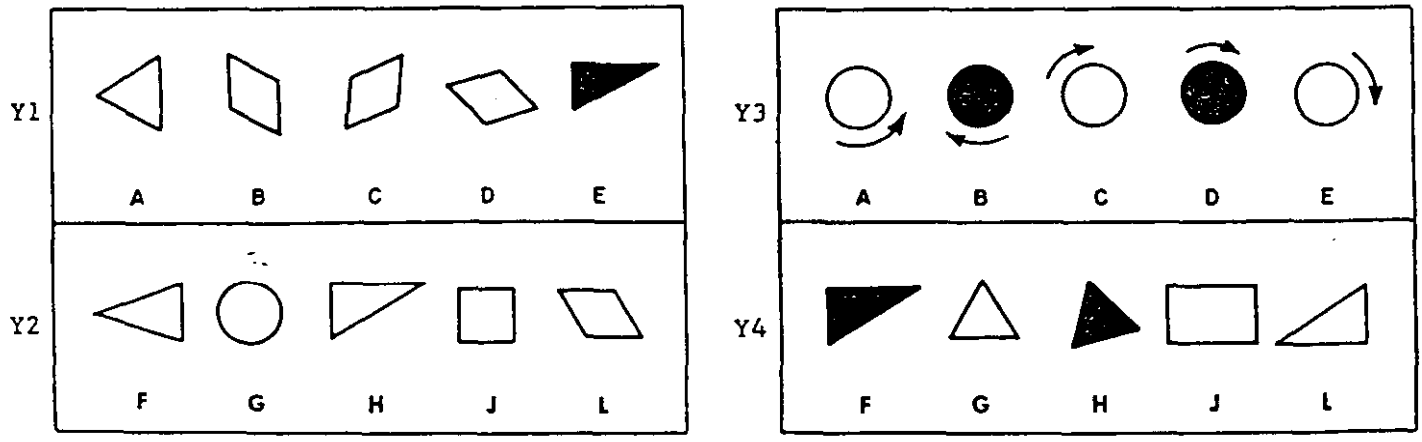
DIRECTIONS FOR PART III

In each group find the drawing that does not go with the others because it differs in some way from all of the other drawings in the row.

Sample Questions



Look at the first row of drawings, Y1. Drawing E is the right answer. It is black, and all of the others in the row are white. So, on Part III of the answer sheet, space E is blackened for question Y1. Look at the other sample questions to see if you can find the right answers. You will be told which answers are correct.

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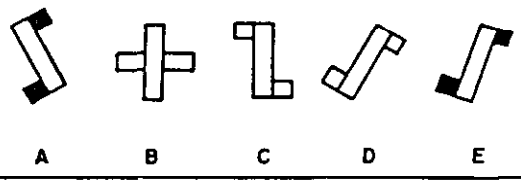
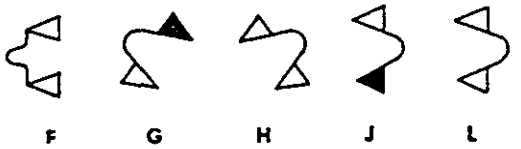
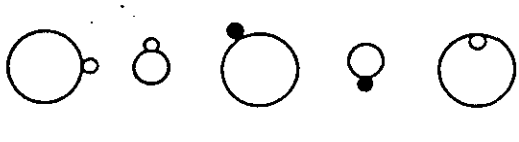
Part III

In each group of drawings find the one which does not go with the others.

1 

2 

3 

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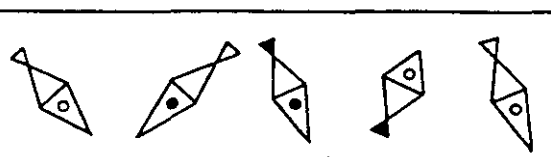
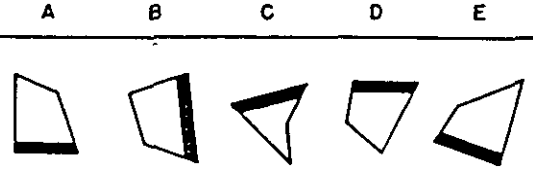
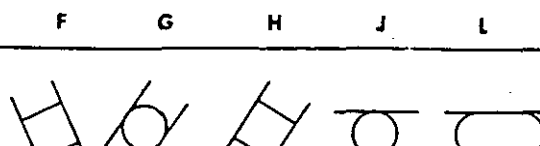
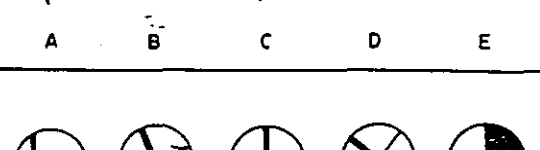
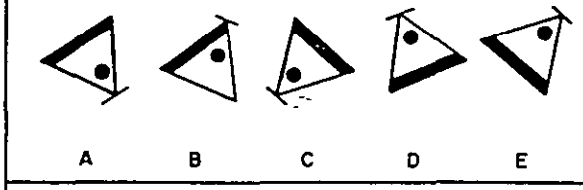
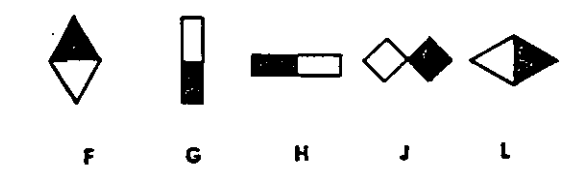
5 

6 

7 

8 

9 

10 

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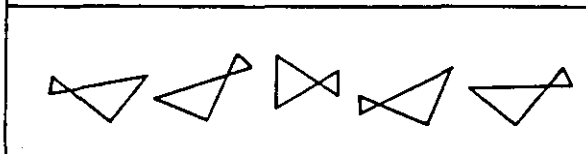
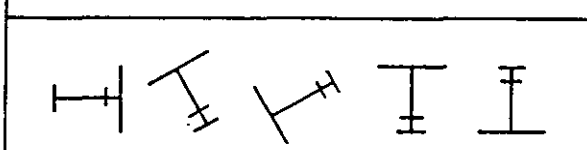
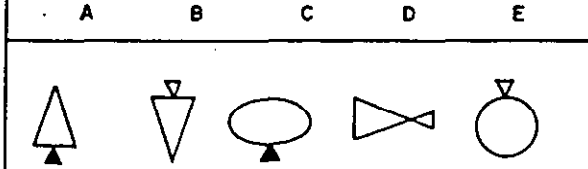
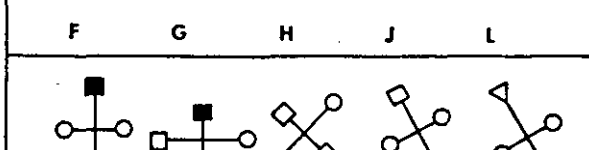
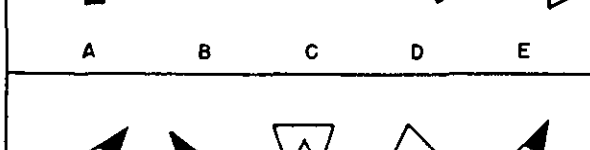
12 

13 

14 

15 

16 

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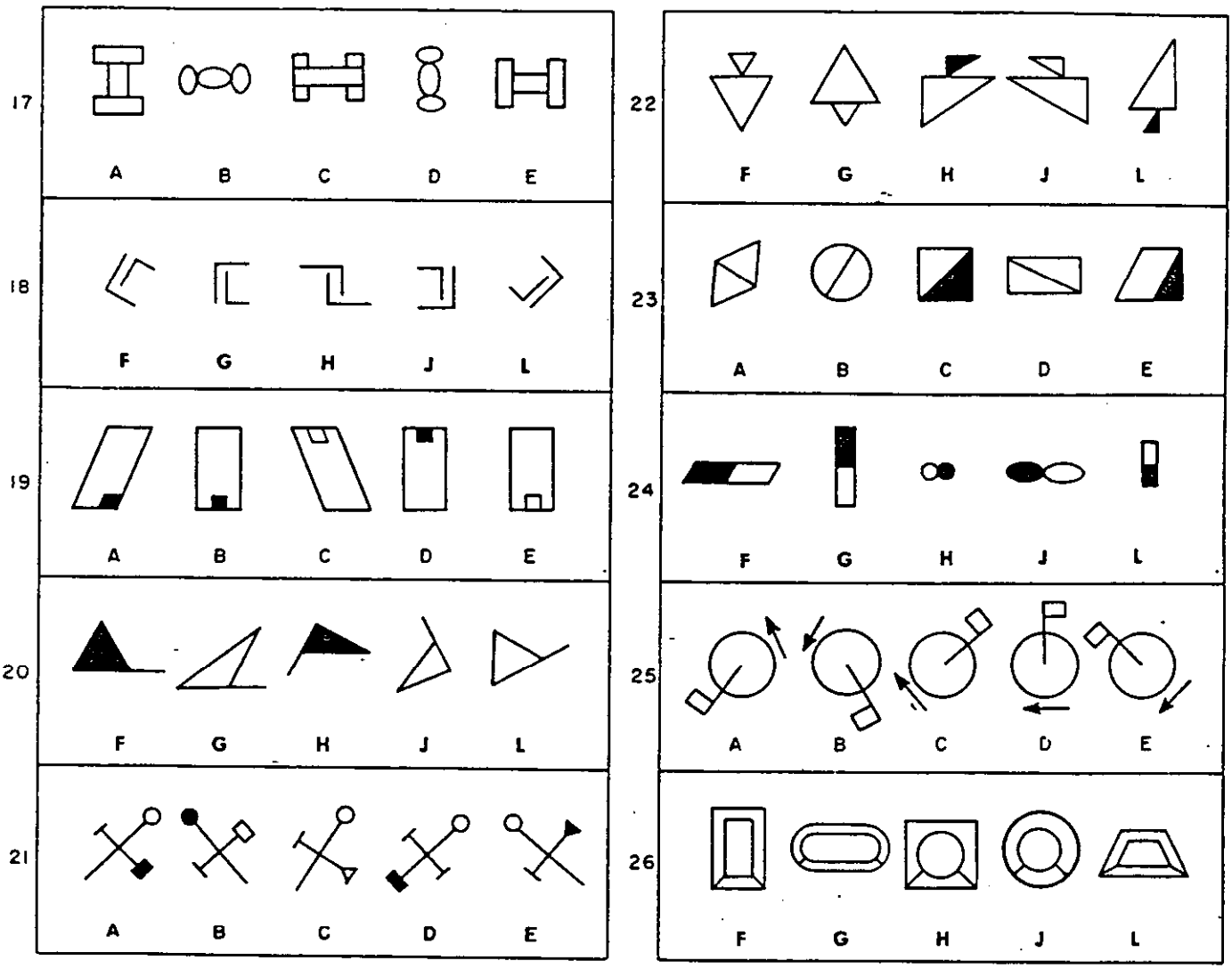

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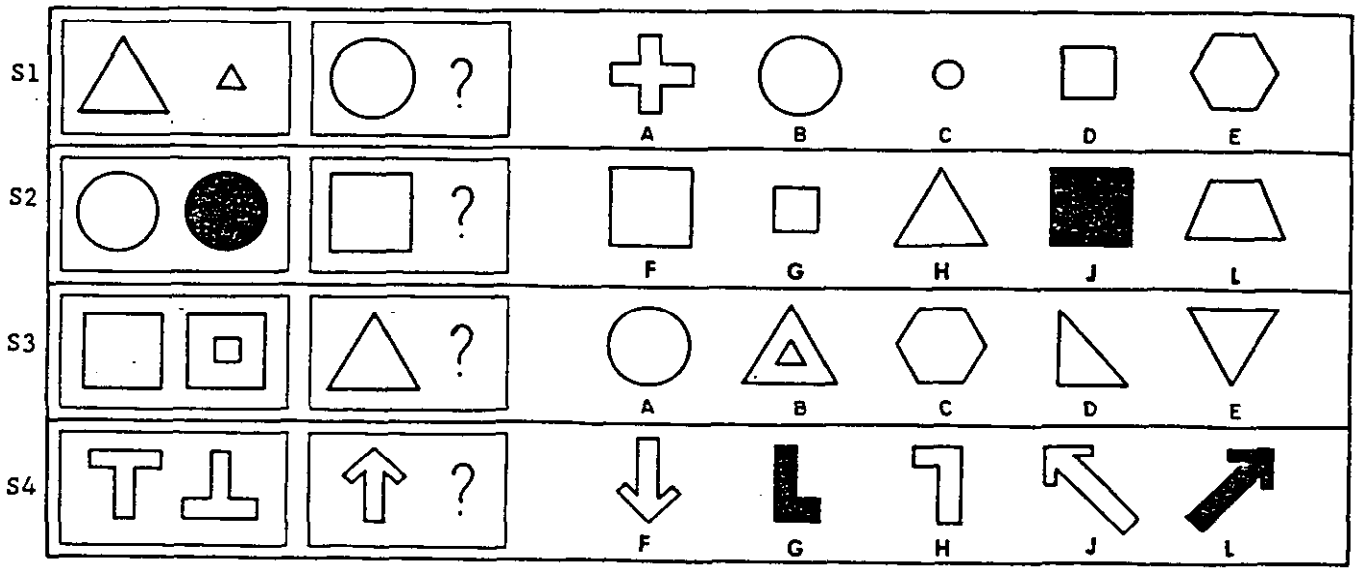
DIRECTIONS FOR PART IV

In each row find the drawing which will make the second pair of drawings like the first pair.

Sample Questions

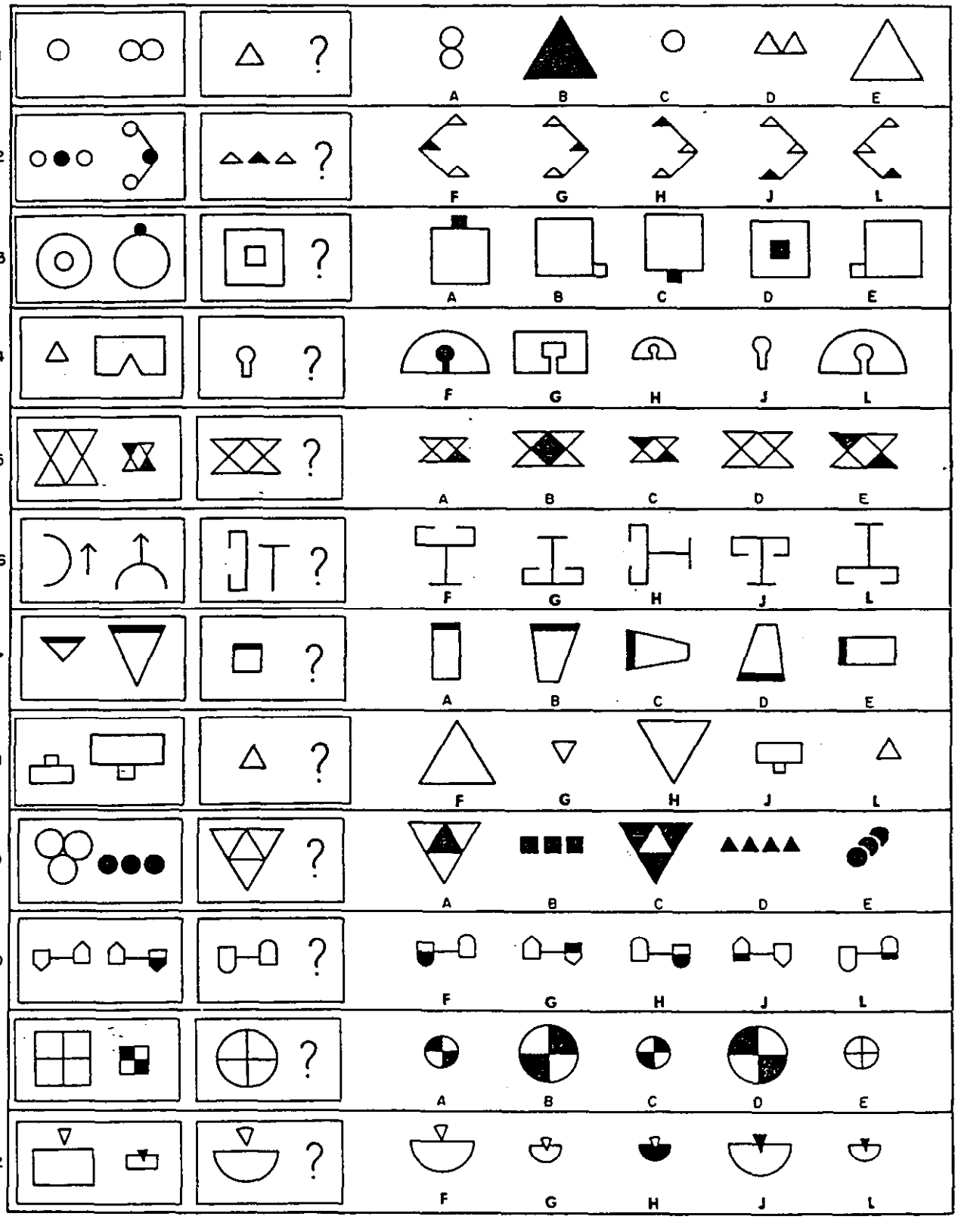


Look at the row of drawings for question S1. There is a pair of drawings in the box on the left, and one drawing of a second pair in the box on the right. You are to find a drawing which will make the second pair of drawings like the first pair. The first pair is big triangle, little triangle. The second pair should be big circle, little circle. So C is the right answer to give: big triangle, little triangle—big circle, little circle. See how the answer is marked on the answer sheet. Your teacher will explain the other sample questions.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

Part IV

In each row find the drawing which will make the second pair of drawings like the first pair.



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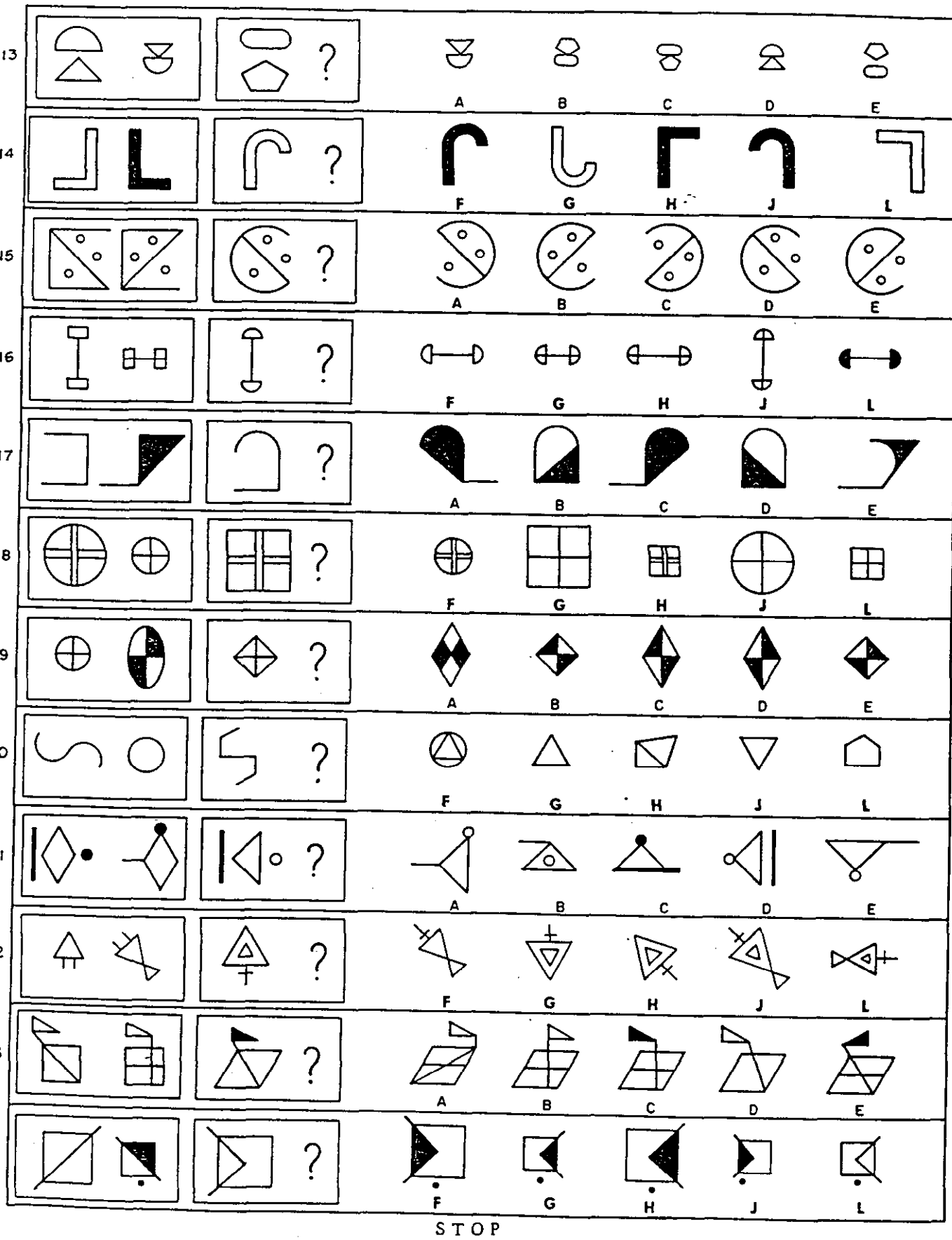

STOP

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DIRECTIONS FOR PART V

Each passage in this part is followed by questions based on the passage. Each of the questions or incomplete statements is followed by four suggested answers. You are to decide which one of these answers you should choose.

You must mark all of your answers on the separate answer sheet you have been given. You must mark your answer sheet by blackening the space that has the same letter as the answer you have chosen. For example:

0. Which one of the following is an animal?

   (A) Bed
   (B) Dog
   (C) Chair
   (D) Box

Since a dog is an animal, you should choose the answer lettered (B). On your answer sheet, you would first find the row of spaces numbered the same as the question—in the example above, it is 0. Then you would blacken the space in this row which has the same letter as the answers you have chosen. See how the example has been marked on your answer sheet.

Make your answer marks heavy and black. Mark only one answer for each question. If you change your mind about an answer, be sure to erase the first mark completely.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

Part V

Fifth Avenue
Athens, Georgia
June 11, 1955

Dear Mother:

(1) I am having a nice time down here at Aunt Dorrie's house. There are flowers called crepe myrtles and trees called magnolias with big blossoms, and there are short bushes in most of the yards. Sometimes there are vines growing up the trees. There is a hedge shaped like a big sailboat, and there is one shaped like a basket. There are some fig trees, and I have been getting ripe figs off them. They are better than the ones we have at home.

(2) We are making a tree house up in the big tree in the back yard. There are two little gray kittens here, and one pokes its nose in my ear and tickles me.

(3) There is a pretty water flower in Aunt Dorrie's pool that is light blue and its name is water hyacinth. There are two pools in the garden, and the water comes out of a little pipe into one pool and then runs over some stones into the other pool and makes a pretty waterfall.

(4) Marian has two little alligators, and she calls them Alice and Aleck. John got them for her at camp. They cost one dollar. I might get one but not one of the ones Marian has.

(5) I'm glad you told me about the zoo you visited. I liked to hear about animals. I'd like to see them, too. I didn't know what you meant at first about those china monkeys. I thought you meant they came from China!

Lots and lots of love,

Chandler

1. Of the following, Chandler writes LEAST about the

(A) tree house
(B) pools
(C) zoo
(D) trees

2. Chandler did not have to explain much about Marian in Paragraph 4 because

(E) he has mentioned her before in this letter
(F) John is clearly her brother
(G) his mother knows who she is
(H) he and Marian are brother and sister

3. Alice and Aleck were

(A) little gray kittens
(B) John's pets
(C) china monkeys
(D) little alligators

4. Chandler said he was glad to hear about the zoo. This was probably because he liked

(E) kittens
(F) china monkeys
(G) alligators
(H) most animals

5. Judging by this letter, we can suppose that Chandler wrote it because

(A) he knew he ought to write to his mother
(B) he wanted to tell his mother about his vacation
(C) his mother didn't know where he was
(D) he was lonesome and wanted to go home

GO ON TO THE NEXT PAGE.

Four Weeks at Summer Camp—Free

Two grand prizes—four weeks next summer at a beautiful camp in the Adirondack Mountains—will be awarded to the boy and girl submitting the best essays on the topic, "Crossing Streets Safely," in the Camp Honawaki Contest. First prizes include round-trip traveling expenses for the winning boy and girl. There are second prizes of $25.00 each for boys and girls, and third prizes of $10.00 each for boys and girls. The rules of the contest are simple. Every contestant has an equal chance. Here they are:

(1) Any boy or girl who is a student in a junior or senior high school in the United States or its possessions may enter the contest.

(2) The essay must be on the topic, "Crossing Streets Safely." It may be written on either lined or unlined paper and may be written in longhand or typed. The essay must be written on one side of the paper only. The writer's name, grade, age, school, and school address must be written at the top of each page, in the upper right-hand corner.

(3) A separate sheet of paper must accompany each entry, giving the name of the contestant's parents, or the name of his or her guardians, and their home address.

(4) All essays must be mailed not later than midnight, March 31, 1956. Winners will be announced on May 15, 1956.

Camp Honawaki, with separate divisions for boys and girls, is located in New York State, in the most beautiful mountain area in the eastern United States. Experienced counselors, opportunities for instruction in arts and crafts, overnight hikes, swimming in Silver Lake, and canoeing are among the features offered at Camp Honawaki.

Mail your entry to: Contest Director, Camp Honawaki, Rearing Falls, New York.

6. Which one of the following is the most likely meaning of "contestant" (line 10) ?

(E) A boy or girl who enters the contest
(F) A girl who enters the contest
(G) A boy or girl who inquires about the contest
(H) A boy who enters the contest

7. According to the final paragraph, boys and girls at the camp may

(A) hike all night if they wish
(B) go canoeing, but not on Silver Lake
(C) see beautiful mountain scenery
(D) give instruction in arts and crafts to others

8. Which of the following is the most likely reason for including the paragraph about the camp after the fourth rule?

(E) To let the teachers of the students know that this is a good camp
(F) To make students want to compete for the first prize
(G) To prove that this camp is better than any other
(H) To show that the camp is located in the eastern United States

9. Which of the following is the best thing about the way this announcement is written?

(A) It has seven short paragraphs.
(B) It makes the four rules very clear.
(C) It makes the essay sound interesting to write.
(D) It says that both boys and girls may enter the contest.

10. Which of the following additions to the description of the contest would do most to encourage junior high students to enter the contest?

(E) An offer to give honorable mention to boys and girls who come close to winning third prizes
(F) An award of fourth prizes of $1.00 each to a junior high school boy and girl
(G) A change of the essay topic to "Why People Should Vote"
(H) A statement that essays submitted by junior high school students will be judged separately from those of senior high students

GO ON TO THE NEXT PAGE.

(1) "Well, Jason," whispered Medea, "what do you think now of your prospect of winning the Golden Fleece?"

(2) Jason answered only by drawing his sword, and taking a step forward.

(3) "Stay, foolish youth," said Medea, grasping his arm. "Do not you see that you are lost without me as your good angel? In this gold box I have a magic potion, which will overcome the dragon more surely than your sword."

(4) The dragon had probably heard the voices; for swift as lightning, his black head and forked tongue came hissing among the trees again darting full forty feet at a stretch. As it approached, Medea tossed the contents of the gold box right down the monster's wide-open throat. Immediately, with an outrageous hiss and a tremendous wriggle—flinging his tail up to the tip-top of the tallest tree, and shattering all its branches as his tail crashed heavily down again—the dragon fell at full length upon the ground, and lay quite motionless.

(5) "It is only a sleeping potion," said the enchantress to Prince Jason. "One always finds a use for these mischievous creatures, sooner or later; so I did not wish to kill him outright. Quick! Snatch the prize, and let us be gone. You have won the Golden Fleece."

(6) By Jason's advice, his heroes had seated themselves on the benches of the galley, with their oars held level, ready to fall into the water. With one bound, he leaped aboard. At sight of the glorious radiance of the Golden Fleece, the nine and forty heroes gave a mighty shout, and Orpheus, striking his harp, sang a song of triumph, to the rhythm of which the galley flew over the water, homeward bound, as if possessed of wings!

11. Jason's first action was to

(A) kill the dragon
(B) speak to Medea
(C) leap aboard the galley
(D) draw his sword

12. The purpose of paragraph 2 is to show that Jason was

(E) angry
(F) brave
(G) unable to speak
(H) willing to follow Medea's advice

13. As revealed in paragraph 5, Medea could be called

(A) gentle
(B) mischievous
(C) cruel
(D) crafty

14. Vivid descriptions are found in

(E) paragraphs 3 and 5
(F) paragraphs 4 and 5
(G) paragraphs 4 and 6
(H) paragraphs 3 and 6

15. If you were to help the author improve this selection, which of the following would you do?

(A) Criticize the introduction of Medea as inadequate.
(B) Criticize the way in which the dragon was overcome.
(C) Suggest that Jason's men not be called heroes.
(D) Suggest that Jason's galley be described.

GO ON TO THE NEXT PAGE.

Like that of Gilbert and Sullivan's policeman, a veterinarian's lot is not always a happy one. And a good bit of the sorrow, the real heartfelt grief, that a veterinarian must encounter stems from the fact that the life expectancy of most pets is brief in comparison with that of man. A cat or dog is very old at the age of twelve and subject to practically all the ailments that might beset a man or woman in the seventies.

Proper care, however, can extend the span of a pet's life and usefulness.

An elderly lady came into the clinic recently carrying an elderly cocker spaniel in her arms. She was obviously and sincerely upset. "Doctor," she said. "I—I don't know what's wrong with Terum. He doesn't eat well any more. And—" She tried to smile; it wasn't too good an effort, but I noticed she had unusually smooth white teeth. "He has halitosis," she said. "Sometimes it's so bad I can scarcely have him around."

I took the cocker, put him on the table, and turned back his lips. He gave a hacking cough, and I was fairly sure, even before I looked, that his teeth were in bad shape.

"I've done everything I can for him," the lady was saying. "He's had the best of diet and the best of care. Still—"

"His teeth need attention," I said.

"And still he doesn't—" she stopped talking, staring at me. "His what?"

"Teeth," I said.

"Teeth?" she questioned.

"Yes, teeth. They often give a good deal of trouble, especially at Terum's age."

16. A twelve-year-old dog has aged about as much as a human being aged

(E) twelve
(F) twenty-four
(G) forty-six
(H) seventy-two

17. The author tells us that a pet is most likely to live longer if given

(A) plenty to eat
(B) dental attention
(C) proper care
(D) a balanced diet

18. The author is trying to show that

(E) pets and people can have the same ailments
(F) care of teeth is most important
(G) veterinarians are like policemen
(H) dogs must visit the veterinarian twice a year

19. The author has organized the passage by

(A) showing likenesses and differences of two pets
(B) stating an idea and giving logical arguments as its proof
(C) stating an idea and presenting an example to support it
(D) presenting a familiar idea and showing how an unfamiliar idea is similar

20. The purpose of the conversation in this passage is to

(E) show the need for having trained veterinarians
(F) point out one sign of old age in pets
(G) prove that dogs have halitosis
(H) point up the need for care of teeth

GO ON TO THE NEXT PAGE.

(1) I do not accept war as an unavoidable evil: I have seen that it is so evil that it must be avoided. It has no better side. It is equally demoralizing to both victor and vanquished. I believe we should give as much in human effort to avoid war as we give in fighting.

(2) The victors entered Borneo in January, 1942, and as victors they remained there until August, 1945.

(3) I was one of the vanquished then. When I went on the streets I was humiliated: spat at, ridiculed, my face slapped. When I remained in my home, the victors entered it. One month later, when I was placed in a prison camp, my state of subjection became complete. We were the vanquished: we had no rights.

(4) I have heard men say that they believe they profited in some ways by prison camp experience. This is not my case. It is true that I learned some things. I learned that I can do anything in this world that I have to do, until the final thing which kills me. . . . I learned that it is not enough to exist: one must have reason for existing. "Man shall not live by bread alone, but by every word that proceedeth out of the mouth of God." Never was this so true as in prison camp. This is the one worthwhile lesson that I learned. The word that proceeded out of the mouth of God for me was the warning not to be consumed by hate. Hate is a wasteful emotion.

21. The author believes that war is

(A) necessary
(B) only tolerable
(C) both good and bad
(D) avoidable

22. The author's main purpose is to

(E) seek out sympathy by describing her hardships
(F) make people understand that war is so evil it must be wiped out
(G) show that no one gains anything from a war
(H) tell people how terrible prison camps are

23. In paragraph 1, the author suggests that

(A) men do not try to prevent wars as much as they try to win wars
(B) the stronger forces in a war do not always win
(C) one side must lose more than the other
(D) men like to fight too much to try to prevent wars

24. If you were to divide the passage into three parts, the second part would end

(E) at the end of paragraph 1
(F) at the end of paragraph 2
(G) at the end of paragraph 3
(H) in the middle of paragraph 4

25. The quotation in paragraph 4 is effective because

(A) any quotation from the Bible is good
(B) it proves that men could profit from prison camp experience
(C) its use of the word "bread" makes us think of starvation in the prison camp
(D) it supports the statement, ". . . it is not enough to exist . . ."

GO ON TO THE NEXT PAGE.

The Piano

You touched the piano,
And the notes were all soft and clear. Clear were the notes as they fell from your cool fingers,
And the tune was right, and the time, and they praised it and called it good;
For the notes were clear and soft, water in a woodland stream, grass in green meadows.
They praised you, for the notes were soft.
And I played.
There was a storm in my heart; my heart was wind-tossed and free, and I cried aloud to the wind and the rain and the sea;
And the notes were wrong, but I did not care,
And the time was my own, but I did not care,
For I was the storm and the sea and the wind.
For I was the storm.
And when it was over, and the last wave had lashed the bleak cliffs, and the last roll of thunder had passed,
I knew the meaning of the song.
So shall it be forever.
You will touch life with cool fingers, and the notes will be woodland streams and green grass, and they will praise you, for your notes will be soft.
But I shall have the storm in my heart, and the wind, and the sea,
And the notes will be wrong, but I shall not care,
And the time will be my own, but I shall not care,
For I—oh, I shall be the storm!
And when it is over, and the last waves have lashed the bleak cliffs, and the last roll of thunder has passed,
I shall know the meaning of the song!

26. "They" in line 24 means

(E) grass
(F) fingers
(G) notes
(H) people

27. The poet uses the first 8 lines to

(A) describe life
(B) make what follows more effective by contrast
(C) introduce the person the poem is about
(D) show that most people like soft music better than loud music

28. The storm mentioned in the poem refers to the

(E) bad weather of a day
(F) wild quality of the music
(G) inner feelings of one player
(H) noise of the waves against the cliffs

29. In conversation, most people would have expressed this idea with

(A) fewer words
(B) more illustrations
(C) less mention of themselves
(D) more feeling

30. The poet assumes that he

(E) has to have praise
(F) can improve his playing
(G) plays more beautifully than "You"
(H) will not change

GO ON TO THE NEXT PAGE.

The short November day of the North Atlantic was rushing to its close. Far to the southward, only a deep red streak showed where the sun had set a few minutes before, beneath a horizon of grey, tumbling ocean. To north and east, the advancing night rose up like a black wall, thick with the promise of snow and storm. Under it, the leaden sea stretched, menacing. But near the zenith, one small, high cloud, solitary in the blue of the upper air, turned golden in the last rays of the departed sun and shed upon the waters below it a wild and eerie light which glistened on the foaming wave crests and gave a slimy shine to the grass-grown sides of the good ship Fair Adventure as she pitched and rolled upon her course before the strong southwest wind.

In this strange glare, each straining stay, each block and frayed sheet, and the many stains and patches on the swelling sails stood out clearly. On the lofty forecastle, the great brown beard of the lookout gleamed golden; the smooth cheeks of the youth who leaned upon the bulwarks near at hand glowed in sharp contrast with the wrinkled brown face of the old man at his side, whose thick white hair shone like spun silver.

31. The time of the story is

(A) late afternoon in early fall
(B) about 7:00 p.m. on a November day
(C) just after sunset on a day in November
(D) just before sunset on a fall day

32. Which of the following titles for this selection is best?

(E) "The Threatening North Atlantic"
(F) "A Short November Day"
(G) "The Strange End of the Fair Adventure"
(H) "The Brown-Bearded Youth and the White-Haired Old Man"

33. The author is trying primarily to

(A) describe the ship Fair Adventure
(B) give the scene of the story and introduce some characters
(C) give a picture of a storm at sea
(D) tell the reader that the ship is in danger of sinking

34. The order of the sentences in this passage is planned

(E) to arouse a feeling of anxiety
(F) to describe the characters
(G) to tell the progress of the storm
(H) to describe the parts of the ship

35. This passage is vivid because it contains

(A) a description of three persons
(B) long sentences
(C) many picture-making expressions
(D) a description of both persons and the sea

STOP

IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON THIS PART ONLY. DO NOT WORK ON ANY OTHER PART IN THE TEST.

DIRECTIONS FOR PART VI

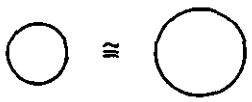
In this part solve each problem, using any available space on the page for scratchwork. Then indicate the one correct answer in the appropriate space on the answer sheet. All scratchwork must be done in the test book.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

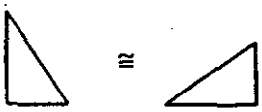
Part VI

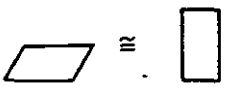
Bob became curious about some of the symbols used in his older brother's plane geometry book.

1. Bob read that the symbol ≅ means that two figures have the same size and shape. In which of the following is the symbol ≅ used correctly?

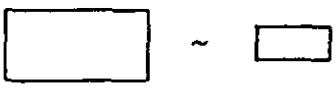
(A) 

(B)

(C) 

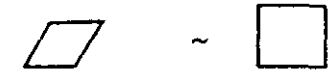
(D) 

2. Bob also read that the symbol ~ means that two figures have the same shape. In which of the following is the symbol ~ used correctly?

(E) 

(F)

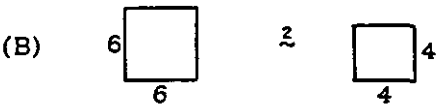
(G)

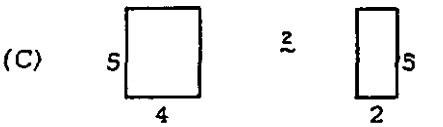
(H) 

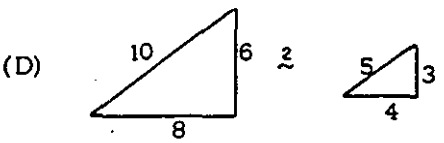
3. Bob invented a new symbol, $\overset{2}{\sim}$. He defined his symbol as meaning that two figures have the same shape, but that each side of the first figure is twice as long as the corresponding side of the second. In which of these is the symbol $\overset{2}{\sim}$ used correctly?

Note: Figures not drawn to scale.

(A)

(B) 

(C) 

(D) 

4. Bob found that symbols were used in different ways to express a relationship, to tell you to perform an operation, and to label a quantity. Which one of the following symbols tells you to perform an operation?

(E) ÷ as in 9 ÷ 3
(F) − as in -6° F
(G) ¢ as in 30¢
(H) $^{\circ}$ as in 70° F

5. He discovered that > means "is greater than," < means "is less than," and = means "equals." If MN > PQ, and RS = TV, then

(A) MN + RS < PQ + TV
(B) MN + RS > PQ + TV
(C) MN + RS = PQ + TV
(D) MN + RS < or = PQ + TV

GO ON TO THE NEXT PAGE.

...th-grade class is studying health.

...ss learned that $\frac{1}{2}$ pint of milk supplies 12% ...rotein needed by a person each day. About ... ...ny quarts of milk would supply all the pro- ...ds of a person each day?

... (F) $\frac{1}{2}$ (G) 1 (H) 2

...me people suggest that the following formula be ... to determine the number of hours of sleep ... during every 24-hour period by a person ... the ages of 3 and 18:

$$H = 14 - \frac{A}{3}$$

... H is the number of hours of sleep needed and ... age of the person in years. According to ...rmula, for each year older a person gets, he ...

... $\frac{1}{3}$ hour less sleep
... 1 hour less sleep
... $\frac{1}{3}$ hour more sleep
... 1 hour more sleep

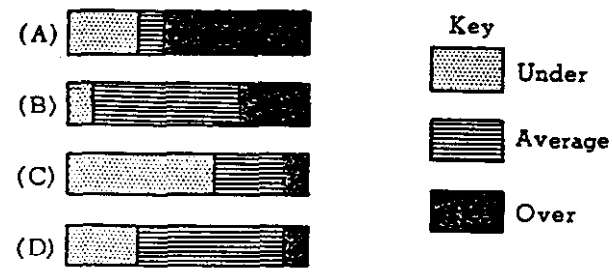
... teacher gave the class the formula ... = 5.5(h − 60) + 110 for finding the average ...eight w in pounds for a given height h in inches ...henever h is more than 60. According to this ...rmula, an increase of one inch in height cor- ...sponds to what change in weight?

... An increase of 5 pounds
... An increase of 5.5 pounds
... An increase of 55 pounds
... An increase of 59 pounds

9. The class made the following summary of their weights:

	No. of Students
Underweight	3
Average	18
Overweight	9

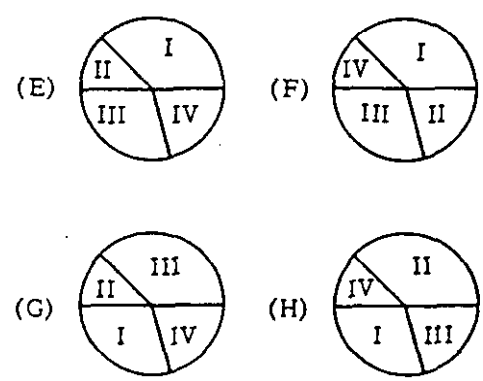
Which of the following graphs presents these data correctly?



10. One boy in the class made a circle graph to show his daily schedule:

I. Sleep . . . . . 9 hours
II. Recreation . . . . . 3 hours
III. School . . . . . 7 hours
IV. Miscellaneous . . . . . 5 hours

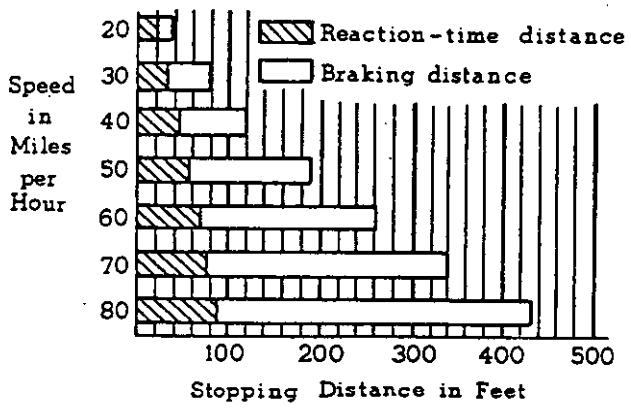
In which one of these graphs are the areas correctly labeled?



GO ON TO THE NEXT PAGE.

When John applied for a permit to learn to drive, he was given a safety manual. The manual contained the following graph showing the number of feet it takes to stop a car traveling at different speeds on a dry pavement.

HOW MANY FEET BEFORE YOU CAN STOP ?



11. The distance traveled during the reaction time

(A) is the same at all speeds
(B) increases as the speed increases
(C) decreases as the speed increases
(D) increases as the speed decreases

12. Which of these is the best guess of the top safe speed for stopping within a maximum distance of 200 feet?

(E) 40 miles per hour
(F) 50 miles per hour
(G) 160 miles per hour
(H) 170 miles per hour

13. John's father rounded a curve at 30 miles per hour and saw a truck stalled in the road. In how many feet could he stop his car?

(A) 40 (B) 60 (C) 70 (D) 80

14. At 40 miles per hour, which of the following best compares the braking distance Q with the reaction-time distance R ?

(E) Q equals R.
(F) Q equals 2 times R.
(G) Q equals 3 times R.
(H) Q equals 4 times R.

15. For a speed of 90 miles per hour, the reaction-time distance is about

(A) 60 feet
(B) 80 feet
(C) 100 feet
(D) 120 feet

Mildred and her mother were preparing a turkey for roasting.

16. Their turkey weighed 14 pounds. A turkey this size should be roasted for 20 minutes per pound. Which of the following is the best time to start roasting this turkey in order to have dinner ready by 6 p.m. ?

(E) 1 p.m.
(F) 2 p.m.
(G) 3 p.m.
(H) 4 p.m.

17. The cookbook recommends that $\frac{1}{8}$ teaspoon of salt be used for each pound of turkey. To find how much salt is needed for the 14-pound turkey, Mildred should

(A) divide 14 by $\frac{1}{8}$

(B) multiply 14 by $\frac{1}{8}$

(C) multiply 14×8

(D) divide 8 by 14

18. An average serving of turkey is $\frac{3}{4}$ of a pound including meat and bones. How many people can be served with the 14-pound turkey?

(E) Fewer than 10 people
(F) Between 10 and 15 people
(G) Between 15 and 20 people
(H) More than 20 people

19. If they planned to serve dinner for 8 people, how much of their 14-pound turkey would be left over? Assume an average serving of $\frac{3}{4}$ pound.

(A) $3\frac{1}{2}$ pounds
(B) 6 pounds
(C) 8 pounds
(D) $10\frac{1}{2}$ pounds

GO ON TO THE NEXT PAGE.

Elliott Smith helps his father care for their lawn and garden.

20. The Smiths' lawn is 30 feet wide and 50 feet long. The lawn mower cuts a strip 18" wide. What is the minimum number of trips from one end of the lawn to the other that must be taken to mow the lawn?

(E) 12 (F) 20 (G) 34 (H) 40

21. Elliot can cut the lawn alone in two hours. His father takes only one hour. How long would it take them if they worked together?

(A) Less than 1 hour
(B) 1 hour
(C) Between 1 and 2 hours
(D) 2 hours or more

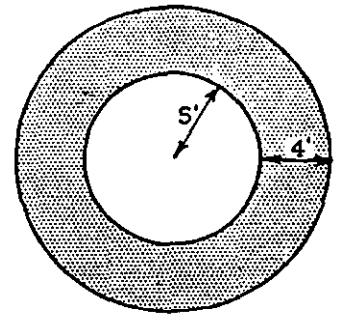
22. Last year, Elliot's father planted 6 tomato plants in the garden. The average yield per plant was 40 tomatoes. This year he plans to grow 12 plants. With 12 plants, his average yield per plant is likely to

(E) double
(F) increase by 6 tomatoes
(G) increase by 12 tomatoes
(H) remain the same

23. A gardeners' manual recommends that trees be given 3 pounds of plant food for each inch of trunk diameter. About how many pounds of plant food should Elliot's father use to feed a tree with a circumference of 22 inches? ($c = \pi d$)

(A) 7 (B) 21 (C) 25 (D) 65

24. In the diagram, the shaded area represents a walk around one of Mr. Smith's flower beds.



The area of this walk is about how many square feet? ($A = \pi r^2$)

(E) 12 (F) 50 (G) 176 (H) 255

25. About how many tulips can Elliot's mother plant around the edge of another circular flower bed, 14 feet in diameter, if they are to be spaced 2 feet apart? ($C = \pi d$)

(A) 7 (B) 22 (C) 28 (D) 44

STOP

IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON THIS PART ONLY.
DO NOT WORK ON ANY OTHER PART IN THE TEST.

Part VII

Directions: Each of the questions or incomplete statements below is followed by four suggested answers or completions. Select the one which is best in each case and then blacken the corresponding space on the answer sheet.

1. Etiquette refers to

   (A) good manners
   (B) cooking
   (C) child care
   (D) interior decorating

2. Taps, assembly, and reveille are usually played on which of the following musical instruments?

   (E) The flute
   (F) The glockenspiel
   (G) The bassoon
   (H) The bugle

3. A general safety rule when using a jackknife is to

   (A) keep your thumb on the back of the blade
   (B) grease the knife blade before using it
   (C) use only the tip of the blade
   (D) cut away from yourself

4. In our country, the man who heads the government of each state is called a

   (E) governor
   (F) president
   (G) senator
   (H) judge

5. How much do most human babies weigh at birth?

   (A) 12 to 14 pounds
   (B) 9 to 11 pounds
   (C) 6 to 8 pounds
   (D) 3 to 5 pounds

6. A wind tunnel is usually associated with

   (E) the study of hurricanes
   (F) underground travel
   (G) airplanes
   (H) the study of cyclones

7. The muffler on an automobile is used to

   (A) make the engine run smoother
   (B) insulate the motor
   (C) reduce the noise of the engine
   (D) increase gas mileage

8. Which of the following books is fiction?

   (E) The Autobiography of Benjamin Franklin
   (F) Marco Polo's Travels
   (G) A History of the United States
   (H) National Velvet

9. Rickrack is a kind of

   (A) decoration
   (B) game
   (C) vehicle
   (D) food

10. All the following nations have communist governments EXCEPT

    (E) the Soviet Union
    (F) Poland
    (G) Czechoslovakia
    (H) Holland

11. Which of the following tools is NOT used for the same general purpose as the others?

    (A) A saw
    (B) A chisel
    (C) A hammer
    (D) An ax

12. A weather map shows all the following EXCEPT

    (E) altitude
    (F) wind speed
    (G) air pressure
    (H) temperature

13. Which of the following is NOT a citrus fruit?

    (A) An apricot
    (B) A tangerine
    (C) A grapefruit
    (D) A lime

14. The story of a person's life which is written by another person is called

    (E) an autobiography
    (F) a biography
    (G) a bibliography
    (H) a history

15. Which of the following would be most likely to have a dull finish?

    (A) Enamel
    (B) Whitewash
    (C) Shellac
    (D) Varnish

GO ON TO THE NEXT PAGE.

16. Which of the following countries has the largest population?

(E) Italy
(F) The United States
(G) China
(H) Germany

17. Of the following, the fiber most likely to be used in a drip-dry material is

(A) linen
(B) rayon
(C) dacron
(D) silk

18. Animals which lay their eggs in the water but spend most of their time on land are

(E) reptiles
(F) mammals
(G) primates
(H) amphibians

19. Why does a gas burner have a pilot light?

(A) To provide a night light
(B) To keep the burner dry
(C) To enable one to light the burner without a match
(D) To improve the flow of gas

20. Music which is in a minor key often sounds

(E) martial
(F) sad
(G) loud
(H) happy

21. The roots of which of the following are NOT used for food?

(A) Sweet potatoes
(B) String beans
(C) Carrots
(D) Turnips

22. The main headquarters of the United Nations is in

(E) New York
(F) Geneva
(G) The Hague
(H) Washington

23. Which of the following is LEAST likely to be used to join two pieces of wood together?

(A) A peg
(B) A nail
(C) A screw
(D) A rivet

24. Which of the following birds never builds its own nest but lays its eggs in other birds' nests?

(E) A cowbird
(F) A hummingbird
(G) A robin
(H) A swallow

25. Lanolin is a kind of

(A) oily substance
(B) floor covering
(C) plastic coating
(D) cologne or perfume

26. All the following are wood-wind instruments EXCEPT the

(E) flute
(F) clarinet
(G) viola
(H) oboe

27. Andirons are used in

(A) fireplaces
(B) flower arrangements
(C) framing pictures
(D) making draperies

28. In the United States, there is NO national holiday in the month of

(E) July
(F) August
(G) September
(H) December

29. Which of the following metals is softest?

(A) Steel
(B) Chromium
(C) Iron
(D) Lead

30. Injections of vaccine can protect you against all of the following diseases EXCEPT

(E) poliomyelitis
(F) whooping cough
(G) rheumatism
(H) rabies

31. What is the voltage of an ordinary flashlight battery?

(A) $1\frac{1}{2}$ volts
(B) 6 volts
(C) 12 volts
(D) 110 volts

GO ON TO THE NEXT PAGE.

32. Which of the following did NOT establish colonies in North America?

(E) England
(F) France
(G) Germany
(H) Holland

33. Which of the following would NOT be used to make a man's suit?

(A) Worsted
(B) Flannel
(C) Dimity
(D) Tweed

34. Nutcracker, Swan Lake, and Sleeping Beauty are

(E) operas
(F) ballets
(G) musical comedies
(H) plays

35. Tatting is associated with

(A) sailing
(B) manicuring
(C) lace making
(D) drawing

36. The AFL-CIO is

(E) a labor organization
(F) an athletic commission
(G) a congressional committee
(H) a political party

37. "A. C." is a common abbreviation for

(A) antenna coil
(B) alternating cable
(C) alternating current
(D) activated circuit

38. In the United States when dark clouds gather on the horizon in the west, one can expect

(E) rain or snow
(F) clearing weather
(G) rising temperatures
(H) high winds

39. A dowel is used in connection with

(A) painting
(B) plumbing
(C) carpentry
(D) electrical wiring

40. Upon passing the bar examination, one would become a

(E) minister
(F) lawyer
(G) doctor
(H) fireman

41. A colander is a

(A) cooking vessel
(B) type of grater
(C) kind of strainer
(D) water jar

42. The carburetor of an automobile engine helps to

(E) supply fuel to the engine
(F) lubricate the engine
(G) keep the engine cool
(H) generate electricity

43. Why does an insect shed its skin?

(A) To frighten its enemies
(B) To clean itself
(C) To allow room for growth
(D) To allow young to be born

44. Paisley refers to a kind of

(E) weaving
(F) stitch
(G) fringe
(H) pattern

45. The cost of living rises when we have

(A) inflation
(B) deflation
(C) free trade
(D) ratification

46. A tine is part of a

(E) fork
(F) stairway
(G) drum
(H) can opener

47. Which of the following is one of Stephen Foster's best known songs?

(A) "De Camptown Races"
(B) "My Bonnie Lies Over the Ocean"
(C) "Skip to My Lou"
(D) "Turkey in the Straw"

GO ON TO THE NEXT PAGE.

48. To hang a heavy mirror on a plaster wall, one should try to fasten it to a

(E) quarter-round
(F) baseboard
(G) stud
(H) window sash

49. DDT is used to

(A) kill weeds
(B) improve gasoline
(C) kill insects
(D) cure diseases

50. Which of the following foods would you NOT recommend for a "soft food" diet?

(E) Corn-on-the-cob
(F) Scrambled eggs
(G) Vanilla pudding
(H) Mashed potatoes

51. A witness in court who refuses to answer questions on the ground that his answer may incriminate him is relying on the

(A) Bill of Rights
(B) Emancipation Proclamation
(C) Rights of Man
(D) Articles of Confederation

52. The proper tool to use in sharpening a saw is a

(E) cold chisel
(F) file
(G) grindstone
(H) whetstone

53. How long is a United States senator's term in office?

(A) Two years
(B) Four years
(C) Five years
(D) Six years

54. Bouillon is a kind of

(E) soup
(F) pudding
(G) gravy
(H) cake

55. Hormones are produced by the

(A) kidneys
(B) heart
(C) intestines
(D) glands

56. An aid to cutting boards at an angle is

(E) a square
(F) a level
(G) a miterbox
(H) an angle iron

57. An artist lays out and mixes his paints on

(A) an easel
(B) a palette
(C) a spatula
(D) a canvas

58. Which of the following is a common sugar substitute?

(E) Cinnamon
(F) Saccharin
(G) Cornstarch
(H) Licorice

59. The fuel used in commercial jet airplanes is

(A) helium
(B) hydrogen
(C) powdered charcoal
(D) kerosene

60. Which of the following was a silversmith?

(E) Benjamin Franklin
(F) Nathan Hale
(G) Paul Revere
(H) Benedict Arnold

61. Which of the following would take the longest cooking time?

(A) Broiling a 2-pound steak
(B) Frying 6 hamburgers
(C) Roasting a 2-pound pork roast
(D) Hard-boiling 6 eggs

62. The author of a new book, wishing to protect his interests, would apply for a

(E) copyright
(F) trademark
(G) patent
(H) license

63. Before sawing a used piece of lumber, one should

(A) sand it
(B) check it for nails
(C) soak it in water
(D) knock out the knots

GO ON TO THE NEXT PAGE.

64. Which of the following was a famous writer of fables?

(E) Aesop
(F) Apollo
(G) Socrates
(H) Homer

65. Which of the following is usually the most suitable indoor temperature for a home?

(A) 80°F
(B) 70°F
(C) 60°F
(D) 50°F

66. Which of the following cities is the largest?

(E) Chicago
(F) Paris
(G) London
(H) Los Angeles

67. A scaffold is used most often by

(A) lumberjacks
(B) house painters
(C) truck drivers
(D) trainmen

68. Of the following, the plant with seeds most likely to be carried by the wind is

(E) wheat
(F) dandelion
(G) apple
(H) raspberry

69. Which of the following kinds of meat is normally prepared by roasting?

(A) Lamb chops
(B) A leg of lamb
(C) A club steak
(D) Bacon

70. Which of the following is most famous for his military marches?

(E) John Philip Sousa
(F) George Gershwin
(G) P. T. Barnum
(H) Glenn Miller

71. Which of the following is NOT a part of the ignition system in an automobile?

(A) Spark plug
(B) Exhaust pipe
(C) Spark coil
(D) Distributor

72. Household appliances are most commonly designed to operate on a voltage of

(E) 110 volts
(F) 60 volts
(G) 15 volts
(H) 4 volts

73. Discoloration on copper pots can be removed with

(A) soap and water
(B) vinegar and soda
(C) a mild detergent
(D) an egg paste

74. If a recipe says to "cream," it means

(E) to beat until light and smooth
(F) to chill until slightly thickened
(G) to drain off the liquid
(H) to add milk or cream

75. The number of members that each state has in the House of Representatives is determined by

(A) the president of the United States
(B) the number of popular votes cast in each state
(C) a law passed by Congress each year
(D) the population of each state

76. Which of the following would you be most likely to use when gluing two boards together?

(E) An anvil
(F) A C-clamp
(G) A mallet
(H) A bit and brace

77. Insect spray would be useful in controlling all of the following EXCEPT

(A) fungi
(B) house flies
(C) mosquitoes
(D) silverfish

78. Which of the following is LEAST likely to be used in making a drawer for an expensive wood desk?

(E) Nails
(F) Glue
(G) A saw
(H) A plane

79. A painting of a bowl of fruit is called a

(A) still life
(B) portrait
(C) landscape
(D) monochrome

GO ON TO THE NEXT PAGE.

80. Which of the following materials is NOT a "pile" fabric?

(E) Corduroy
(F) Plush
(G) Taffeta
(H) Velvet

81. A cornice is a kind of

(A) sculpture
(B) decorative overhang
(C) roof
(D) cement mixture

82. The Scottish tune "Auld Lang Syne" is most closely associated with

(E) Christmas
(F) New Year's Eve
(G) Memorial Day
(H) Thanksgiving

83. A petit four is

(A) a sugary candy
(B) an ice cream mold
(C) a small frosted cake
(D) a pie filling

84. What is the most important thing to do for someone injured in an automobile accident?

(E) Keep him warm
(F) Make him comfortable
(G) Stop severe bleeding
(H) Raise his head above his feet

85. Which of the following is NOT chiefly a manufacturing nation?

(A) Great Britain
(B) Indonesia
(C) Japan
(D) West Germany

86. A plumb line is used to determine

(E) true horizontal
(F) true vertical
(G) the distance between two fixed points
(H) angles which are smaller than 90^{o}

87. Mark Twain was the pen name for

(A) Nathaniel Hawthorne
(B) Henry Wadsworth Longfellow
(C) Edgar Allan Poe
(D) Samuel Clemens

88. Which of the following would usually be ironed with the hottest iron?

(E) Cotton
(F) Rayon
(G) Silk
(H) Linen

89. What is another name for a woodchuck?

(A) Chipmunk
(B) Ground hog
(C) Prairie dog
(D) Squirrel

90. If only one edge of a car's front tire is wearing out, the trouble is probably caused by

(E) tire pressure that is too high
(F) tire pressure that is too low
(G) faulty wheel alignment
(H) unbalanced wheels

91. A form of government in which power is in the hands of one person is called a

(A) democracy
(B) republic
(C) parliament
(D) dictatorship

92. Chinese Chippendale is a kind of

(E) furniture style
(F) tea ceremony
(G) Oriental bird
(H) costume

93. Which of the following American writers made a practice of using a surprise ending in his short stories?

(A) Ring Lardner
(B) Mark Twain
(C) Bret Harte
(D) O. Henry

94. What is in the cooling coils of a refrigerator?

(E) Electrical current
(F) Water
(G) A gas
(H) Ice

95. Which of the following is NOT an antibiotic?

(A) Penicillin
(B) Chloromycetin
(C) Aureomycin
(D) Sulfanilamide

STOP

IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON THIS PART ONLY.
DO NOT WORK ON ANY OTHER PART IN THE TEST.

(X) Does Not Match Grade 12 Record layout

Part VIII Questionnaire Grade 9

Mark the space on the answer sheet corresponding to the answer that is correct for you for each question. Mark only one answer for each question. You may leave out any question you prefer not to answer, but we hope you will answer all of them.

Using the list below, mark the spaces on the answer sheet corresponding to the correct answers for questions 1 and 2.

1. Where were you born? 324-329
2. Where was your mother born? 330-335

Record location

01. Alabama
02. Alaska
03. Arizona
04. Arkansas
05. California
06. Colorado
07. Connecticut
08. Delaware
09. District of Columbia
10. Florida
11. Georgia
12. Hawaii
13. Idaho
14. Illinois
15. Indiana
16. Iowa
17. Kansas
18. Kentucky
19. Louisiana
20. Maine
21. Maryland
22. Massachusetts
23. Michigan
24. Minnesota
25. Mississippi
26. Missouri
27. Montana
28. Nebraska
29. Nevada
30. New Hampshire
31. New Jersey
32. New Mexico
33. New York
34. North Carolina
35. North Dakota
36. Ohio
37. Oklahoma
38. Oregon
39. Pennsylvania
40. Rhode Island
41. South Carolina
42. South Dakota
43. Tennessee
44. Texas
45. Utah
46. Vermont
47. Virginia
48. Washington
49. West Virginia
50. Wisconsin
51. Wyoming
52. U. S. possession (American Samoa, Canal Zone, Guam, and Virgin Islands)
53. Puerto Rico
54. Mexico
55. Canada
56. Country other than the U. S. and its possessions, Puerto Rico, Canada, or Mexico
57. Don't know

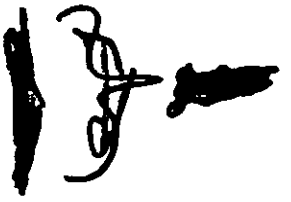
GO ON TO THE NEXT PAGE.

3. Are you a male or a female?

(A) Male
(B) Female

4. How old were you on your last birthday?

(A) 12 or younger
(B) 13
(C) 14
(D) 15
(E) 16
(F) 17
(G) 18 or older



5. Where have you spent most of your life?

(A) In this city, town, or county
(B) In this state but outside this city, town, or county
(C) In another state in the U. S.
(D) In Puerto Rico or another U. S. possession
(E) In Mexico
(F) In Canada
(G) In a country other than the U. S., Canada, or Mexico

6. In what type of community have you spent most of your life? (Give your best estimate if you are not sure.)

(A) In the open country or in a farming community
(B) In a small town (less than 10,000 people) that was not a suburb
(C) Inside a medium size city (10,000 to 100,000 people)
(D) In a suburb of a medium size city
(E) Inside a large city (100,000 to 500,000 people)
(F) In a suburb of a large city
(G) In a very large city (over 500,000 people)
(H) In a suburb of a very large city

7. Which of the following best describes you?

(A) Negro
(B) White
(C) American Indian
(D) Oriental
(E) Other

8. Are you of Puerto Rican or Mexican American background?

(A) Puerto Rican
(B) Mexican American
(C) Neither of these

9. How many people live in your home, including yourself, parents, brothers, sisters, relatives, and others who live with you?

(A) 2
(B) 3
(C) 4
(D) 5
(E) 6
(F) 7
(G) 8
(H) 9
(I) 10
(J) 11 or more

10. How many brothers and sisters do you have altogether? Include stepbrothers and stepsisters and half brothers and half sisters, if any.

(A) None
(B) 1
(C) 2
(D) 3
(E) 4
(F) 5
(G) 6
(H) 7
(I) 8
(J) 9 or more

11. How many brothers and sisters do you have who are older than you are? Include stepbrothers and stepsisters and half brothers and half sisters, if any.

(A) None
(B) 1
(C) 2
(D) 3
(E) 4
(F) 5
(G) 6
(H) 7
(I) 8
(J) 9 or more

GO ON TO THE NEXT PAGE.

15 12. How many of your older brothers and sisters left high school before finishing?

(A) Have no older brothers or sisters
(B) None
(C) 1
(D) 2
(E) 3
(F) 4
(G) 5
(H) 6
(I) 7
(J) 8 or more

346 13. Does anyone in your home speak a language other than English most of the time? (Spanish, Italian, Polish, German, etc.)

(A) Yes 1, 2
(B) No

47 14. Do you speak a foreign language other than English outside of school?

(A) Yes, frequently 1 - 4
(B) Yes, occasionally
(C) Yes, rarely
(D) No

48 15. How many rooms are there in your home? Count only the rooms your family lives in. Count the kitchen (if separate) but not bathrooms.

(A) 1
(B) 2
(C) 3
(D) 4
(E) 5
(F) 6
(G) 7
(H) 8
(I) 9
(J) 10 or more

349 16. Who is now acting as your father? If you are adopt consider your adoptive father as your real father.

(A) My real father, who is living at home
(B) My real father, who is not living at home
(C) My stepfather
(D) My foster father 1-8
(E) My grandfather
(F) Another relative (uncle, etc.)
(G) Another adult
(H) No one

350 17. Who is now acting as your mother? If you are adopted, consider your adoptive mother as your real mother.

(A) My real mother, who is living at home
(B) My real mother, who is not living at home
(C) My stepmother
(D) My foster mother 1-8
(E) My grandmother
(F) Another relative (aunt, etc.)
(G) Another adult
(H) No one

GO ON TO THE NEXT PAGE.

Please answer all questions about your parents in terms of your answers to questions 16 and 17. In situations where no one is now acting as mother or father, answer questions about your parents in terms of your real father and mother whether they are living or dead.

18. What work does your father do? You probably will not find his exact job listed, but check the one that comes closest. If he is now out of work or if he's retired, mark the one that he usually did. Mark only his main job if he works on more than one.

351-352

(A) Technical—such as draftsman, surveyor, medical or dental technician, etc.
(B) Official—such as manufacturer, officer in a large company, banker, government official or inspector, etc.
(C) Manager—such as sales manager, store manager, office manager, factory supervisor, etc.
Proprietor or owner—such as owner of a small business, wholesaler, retailer, contractor, restaurant owner, etc.
(D) Semiskilled worker—such as factory machine operator, bus or cab driver, meat cutter, etc.
Clerical worker—such as bankteller, bookkeeper, sales clerk, office clerk, mail carrier, messenger, etc.
Service worker—such as barber, waiter, etc.
Protective worker—such as policeman, detective, sheriff, fireman, etc.
(E) Salesman—such as real estate or insurance salesman, factory representative, etc.
(F) Farm or ranch manager or owner
(G) Farm worker on one or more than one farm
(H) Workman or laborer—such as factory or mine worker, fisherman, filling station attendant, longshoreman, etc.
(I) Professional—such as accountant, artist, clergyman, dentist, doctor, engineer, lawyer, librarian, scientist, college professor, social worker, etc.
(J) Skilled worker or foreman—such as baker, carpenter, electrician, enlisted man in the armed forces, mechanic, plumber, plasterer, tailor, foreman in a factory or mine, etc.
(K) Don't know

1-6 in 351

1-5 in 352

19. How far in school did your father go?

353
(A) None, or some grade school
(B) Completed grade school
(C) Some high school, but did not graduate
(D) Graduated from high school
(E) Technical or business school after high school
(F) Some college but less than 4 years
(G) Graduated from a 4 year college
(H) Attended graduate or professional school
(I) Don't know

1-9

20. How far in school did your mother go?

354
(A) None, or some grade school
(B) Completed grade school
(C) Some high school, but did not graduate
(D) Graduated from high school
(E) Technical, nursing, or business school after high school
(F) Some college but less than 4 years
(G) Graduated from a 4 year college
(H) Attended graduate or professional school
(I) Don't know

1-9

21. In what type of community did your mother live when she was about your age? (Give your best estimate if you are not sure.)

355
(A) In the open country or in a farming community
(B) In a small town (less than 10,000 people) that was not a suburb
(C) Inside a medium size city (10,000 to 100,000 people)
(D) In a suburb of a medium size city
(E) Inside a large city (100,000 to 500,000 people)
(F) In a suburb of a large city
(G) In a very large city (over 500,000 people)
(H) In a suburb of a very large city
(I) Don't know

1-9

22. Where does most of the money come from that pays for your food, house, and clothing?

356
(A) My father's work
(B) My mother's work
(C) My stepfather or male relative's work
(D) My stepmother or female relative's work
(E) Someone not listed above
(F) Don't know

1-6

23. Does your mother have a job outside your home?

357
(A) Yes, full-time
(B) Yes, part-time
(C) No

1-3

GO ON TO THE NEXT PAGE.

358 24. How good a student does your mother want you to be in school? 1-5

(A) One of the best students in my class
(B) Above the middle of the class
(C) In the middle of my class
(D) Just good enough to get by
(E) Don't know

359 25. How good a student does your father want you to be in school? 1-5

(A) One of the best students in my class
(B) Above the middle of the class
(C) In the middle of my class
(D) Just good enough to get by
(E) Don't know

360 26. How often do you and your parents talk about your school work? 1-4

(A) Just about every day
(B) Once or twice a week
(C) Once or twice a month
(D) Never or hardly ever

27. How much education does your father want you to have? 1-8

(A) Doesn't care if I finish high school or not
(B) Finish high school only
(C) Technical, nursing, or business school after high school
(D) Some college but less than 4 years
(E) Graduate from a 4 year college
(F) Professional or graduate school
(G) Father is not at home
(H) Don't know

362 28. How much education does your mother want you to have? 1-8

(A) Doesn't care if I finish high school or not
(B) Finish high school only
(C) Technical, nursing, or business school after high school
(D) Some college but less than 4 years
(E) Graduate from a 4 year college
(F) Professional or graduate school
(G) Mother is not at home
(H) Don't know

363 29. About how often last year did your mother or father attend parent association meetings such as the PTA? 1-6

(A) Not at all
(B) Once in a while
(C) About half the meetings
(D) Most or all of the meetings
(E) There isn't a parent association at this school
(F) Don't know

364 30. Did anyone at home read to you when you were small, before you started school? 1-5

(A) No
(B) Once in a while
(C) Many times but not regularly
(D) Many times and regularly
(E) Don't remember

GO ON TO THE NEXT PAGE.

The items listed below are things your family may have. Mark A if your family has it. Mark B if your family does not have it.

365 31. Television set
(A) Yes
(B) No
1-2

364 32. Telephone
(A) Yes
(B) No
1-2

361 33. Record player, hi fi, or stereo
(A) Yes
(B) No
1-2

368 34. Electric or gas refrigerator
(A) Yes
(B) No
1-2

369 35. Dictionary
(A) Yes
(B) No
1-2

370 36. Encyclopedia
(A) Yes
(B) No
1-2

571 37. Automobile
(A) Yes
(B) No
1-2

372 38. Vacuum cleaner
(A) Yes
(B) No
1-2

373 39. Daily newspaper
(A) Yes
(B) No
1-2

374 40. How often do you go to a public library or bookmobile (not your school library)?
1-4
(A) Once a week or more
(B) 2 or 3 times a month
(C) Once a month or less
(D) Never

Reference to Grade 12 Record Layout + Variables

X 44

45

Grade 9 Variable Numbers

375 41. How many magazines do you and your family get regularly at home?
1-5
(A) None
(B) 1 or 2
(C) 3 or 4
(D) 5 or 6
(E) 7 or more

376 42. How many books are in your home?
1-5
(A) None or very few (0 to 9)
(B) A few (10 to 24)
(C) One bookcase full (25 to 99)
(D) Two bookcases full (100 to 249)
(E) Three or more bookcases full (250 or more)

377 43. Which one of the following best describes the program or curriculum you are enrolled in?
1-8
(A) General
(B) College preparatory
(C) Commercial or business
(D) Vocational
(E) Agriculture
(F) Industrial arts
(G) Other
(H) Don't know yet

378 44. Did you go to kindergarten before you started the first grade?
1-2
(A) Yes
(B) No

46

379 45. Did you go to nursery school before you went to kindergarten?
1-3
(A) Yes
(B) No
(C) Don't remember

47

57

380 46. About how many times have you changed schools since you started the first grade (not counting promotions from one school to another)?
1-5
(A) Never
(B) Once
(C) Twice
(D) Three times
(E) Four times or more

GO ON TO THE NEXT PAGE.

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

(A) I have not changed schools
(B) Less than a year ago
(C) About one year ago
(D) About two years ago
(E) About three years ago
(F) About four years ago
(G) About five or more years ago

48. How far do you want to go in school?

(A) I do not want to finish high school
(B) I want to finish high school only
(C) I want to go to technical, nursing, or business school after high school
(D) Some college training, but less than 4 years
(E) I want to graduate from a 4 year college
(F) I want to do professional or graduate work after I finish college

49. In your classes last year, how many students were white?

(A) None
(B) Less than half
(C) About half
(D) More than half
(E) All

50. How many of your teachers last year were white?

(A) None
(B) Less than half
(C) About half
(D) More than half
(E) All

51. Since you began school, how many of the students in your classes were white?

(A) None
(B) Less than half
(C) About half
(D) More than half
(E) All

52. Since you began school, how many of your teachers were white?

(A) None
(B) Less than half
(C) About half
(D) More than half
(E) All

53. Are you planning to go to college?

(A) Definitely yes
(B) Probably yes
(C) Probably not
(D) Definitely not

54. How many books did you read (not including those required for school) over the past summer? Do not count magazines or comic books.

(A) None
(B) 1 to 5
(C) 6 to 10
(D) 11 to 15
(E) 16 to 20
(F) 21 or more

55. On an average school day, how much time do you spend watching TV outside of school?

(A) None or almost none
(B) About $\frac{1}{2}$ hour a day
(C) About 1 hour a day
(D) About $1\frac{1}{2}$ hours a day
(E) About 2 hours a day
(F) About 3 hours a day
(G) 4 or more hours a day

56. If something happened and you had to stop school now, how would you feel?

(A) Very happy—I'd like to quit
(B) I wouldn't care one way or the other
(C) I would be disappointed
(D) I'd try hard to continue
(E) I would do almost anything to stay in school

57. How good a student do you want to be in school?

(A) One of the best students in my class
(B) Above the middle of the class
(C) In the middle of my class
(D) Just good enough to get by
(E) I don't care

58. On an average school day, how much time do you spend studying outside of school?

(A) None or almost none
(B) About $\frac{1}{2}$ hour a day
(C) About 1 hour a day
(D) About $1\frac{1}{2}$ hours a day
(E) About 2 hours a day
(F) About 3 hours a day
(G) 4 or more hours a day

59. About how many days were you absent from school last year?

(A) None
(B) 1 or 2 days
(C) 3 to 6 days
(D) 7 to 15 days
(E) 16 or more days

GO ON TO THE NEXT PAGE.

63 During the last school year, did you ever stay away from school just because you didn't want to come?
394 1-5
(A) No
(B) Yes, 1 or 2 days
(C) Yes, 3 to 6 days
(D) Yes, 7 to 15 days
(E) Yes, 16 or more days

64 Think now of your close friends. How many of them are white?
395 1-5
(A) None
(B) Less than half
(C) About half
(D) More than half
(E) All

65 If you could have anyone you wanted for your close friends, how many would be white?
396 1-6
(A) None
(B) Less than half
(C) About half
(D) More than half
(E) All
(F) Don't care

66 63. If you could be in the school you wanted, how many of the students would you want to be white?
397 1-6
(A) None
(B) Less than half
(C) About half
(D) More than half
(E) All
(F) Don't care

67 64. If you could be in the school you wanted, how many of the teachers would you want to be white?
398 1-6
(A) None
(B) Less than half
(C) About half
(D) More than half
(E) All
(F) Don't care

68 65. Are you a member of a club for future teachers?
399 1-3
(A) Yes
(B) No
(C) There is not one in this school

69 66. What was the first grade you attended with students from another race in your classes?
400 1-4
(A) 1st, 2nd, or 3rd
(B) 4th, 5th, or 6th
(C) 7th, 8th, or 9th
(D) I have not had classes with students of another race

70 67. Were you on any school athletic team last year as a player or manager?
401 1-3
(A) Yes
(B) No
(C) We didn't have any athletic teams in my school

71 68. Were you a member of the Student Council last year?
402 1-3
(A) Yes
(B) No
(C) We didn't have a student council

72 69. Did you participate in any debating, dramatics, or musical clubs last year?
403 1-4
(A) No
(B) Yes, I was an active member
(C) Yes, but I wasn't very active
(D) Our school does not have such clubs

73 70. Did you participate in any hobby clubs at school last year, such as photography, model building, crafts, etc.?
404 1-4
(A) No
(B) Yes, I was an active member
(C) Yes, but I wasn't an active member
(D) Our school does not have such clubs

GO ON TO THE NEXT PAGE.

For each of the following subject matter fields, mark Yes if you are now enrolled in a course in that field or No if you are not enrolled in such a course.

71. Science courses such as biology, chemistry, general science, and physics
(A) Yes
(B) No

72. Foreign language courses such as French, German, and Latin
(A) Yes
(B) No

73. Social studies courses such as history, civics, and economics
(A) Yes
(B) No

74. English courses including literature, drama, speech, and journalism
(A) Yes
(B) No

75. Mathematics courses such as algebra, geometry, trigonometry. Do not count commercial arithmetic or shop mathematics.
(A) Yes
(B) No

76. Industrial arts courses such as general shop, woodworking, metalworking, drafting. Do not include job training courses.
(A) Yes
(B) No

77. Vocational education, trade education, and job-training courses such as auto mechanics, foundry, distributive education, and health occupations
(A) Yes
(B) No

78. Commercial courses such as typing, shorthand, and bookkeeping
(A) Yes
(B) No

79. Agriculture courses
(A) Yes
(B) No

80. Home economics courses
(A) Yes
(B) No

81. What is the average grade that you made in your English courses during the last two years? If your school does not use letter grades, estimate as closely as possible.
(A) A (either A-, A, or A+)
(B) B (either B-, B, or B+)
(C) C (either C-, C, or C+)
(D) D (either D-, D, or D+)
(E) Failed
(F) Haven't taken any courses in English

82. What is the average grade that you made in your mathematics courses during the last two years? If your school does not use letter grades, estimate as closely as possible.
(A) A (either A-, A, or A+)
(B) B (either B-, B, or B+)
(C) C (either C-, C, or C+)
(D) D (either D-, D, or D+)
(E) Failed
(F) Haven't taken any courses in mathematics

83. What ability group or track are you in in your English class?
(A) The highest group or track
(B) The middle group
(C) The lower group
(D) Our school does not have ability grouping or tracks
(E) Don't know

84. Are you now repeating an English course that you took last year?
(A) Yes
(B) No

85. What is your grade average for your last year's school work? (Do not include summer school.)
(A) A (either A-, A, or A+)
(B) B (either B-, B, or B+)
(C) C (either C-, C, or C+)
(D) D (either D-, D, or D+)
(E) Don't know

GO ON TO THE NEXT PAGE.

98. If I could change, I would be someone different from myself.

(A) Agree
(B) Not sure
(C) Disagree

99. I sometimes feel that I just can't learn.

(A) Agree
(B) Not sure
(C) Disagree

100. I would do better in school work if teachers didn't go so fast.

(A) Agree
(B) Not sure
(C) Disagree

101. The tougher the job, the harder I work.

(A) Agree
(B) Not sure
(C) Disagree

102. I am able to do many things well.

(A) Agree
(B) Not sure
(C) Disagree

103. People like me don't have much chance to be successful in life.

(A) Agree
(B) Not sure
(C) Disagree

104. About how long does it take you to get from your home in the morning to school?

(A) 10 minutes or less
(B) 20 minutes
(C) 30 minutes
(D) 45 minutes
(E) One hour or more

105. How do you usually come to school in the morning?

(A) By automobile
(B) Walk or bicycle
(C) School bus
(D) Train, trolley, subway, or bus other than school bus
(E) Other

106. When you finish your education, what sort of a job do you think you will have?

(A) Technical—such as draftsman, surveyor, medical or dental technician, etc.
(B) Official—such as manufacturer, officer in a large company, banker, government official or inspector, etc.
(C) Manager—such as sales manager, store manager, office manager, factory supervisor, etc.
Proprietor or owner—such as owner of a small business, wholesaler, retailer, contractor, restaurant owner, etc.
(D) Semiskilled worker—such as factory machine operator, bus or cab driver, meat cutter, etc.
Clerical worker—such as bankteller, bookkeeper, sales clerk, office clerk, mail carrier, messenger, etc.
Service worker—such as barber, waiter, etc.
Protective worker—such as policeman, detective, sheriff, fireman, etc.
(E) Salesman—such as real estate or insurance salesman, factory representative, etc.
(F) Farm or ranch manager or owner
(G) Farm worker on one or more than one farm
(H) Workman or laborer—such as factory or mine worker, fisherman, filling station attendant, longshoreman, etc.
(I) Professional—such as accountant, artist, clergyman, dentist, doctor, engineer, lawyer, librarian, scientist, college professor, social worker, etc.
(J) Skilled worker or foreman—such as baker, carpenter, electrician, enlisted man in the armed forces, mechanic, plumber, plasterer, tailor, foreman in a factory or mine, etc.
(K) Don't know

107. What kind of school did you attend when you were in the eighth grade?

(A) A public school
(B) A private Catholic school
(C) A private Jewish school
(D) A private Protestant school
(E) Another private school including military school

IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON THIS PART ONLY.
DO NOT WORK ON ANY OTHER PART IN THE TEST.

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Grade

12th Grade Study

Equality of Educational Opportunity (Coleman) Study

12th Grade File

Record Layout

VARIABLE	LOCATION
Part VII (General Information) Total #Right	91-93
Part VII (General Information) Total #Wrong	94-96
(blank)	106-168
Part V (Reading Comprehension) Item Responses	169-203
Part VI (Math Achievement) Item Responses	204-228
Part VII (General Information) Item Responses	229-323

Grade 12

QUESTION # AND IDENTIFICATION	LOCATION	
Batch	1-3	
Category	4	
Student Serial Number	5-10	
Side	11	
Scribe Number	12-17	
School Serial Number	18-21	
USOE School Code	22-32	(33-36 not used)
Verbal Ability Test (#Right) } Parts 1+2	37-39	
Verbal Ability Test (#Wrong) } Parts 1+2	40-42	
Non-Verbal Ability Test (#Right) } Parts 3+4	43-45	
Non-Verbal Ability Test (#Wrong) } Parts 3+4	46-48	
Reading Comprehension (#Right) } Part 5	49-51	
Reading Comprehension (#Wrong) } Part 5	52-54	
Math Achievement (#Right) } Part 6	55-57	
Math Achievement (#Wrong) } Part 6	58-60	
Gen'l Information #1 (#Right)	61-63	
Gen'l Information #1 (#Wrong)	64-66	
Gen'l Information #2 (#Right)	67-69	
Gen'l Information #2 (#Wrong)	70-72	
Gen'l Information #3 (#Right)	73-75	
Gen'l Information #3 (#Wrong)	76-78	
Gen'l Information #4 (#Right)	79-81	
Gen'l Information #4 (#Wrong)	82-84	
Gen'l Information #5 (#Right)	85-87	
Gen'l Information #5 (#Wrong) } Part 7	88-90	
Scale Score (Verbal Ability)	97-99	
(Reading Comp)	100-102	
(Math Achievement)	103-105	

Grade 12

Part 8

QUESTION # AND IDENTIFICATION		MASTER	AGGREGATE	OPERATION	ITEM
1.	Where were you born?	324-329			
2.	Where was your mother born?	330-335			
3.	Sex 1 = M, 2 = F	336	72-74	1/1+2	Male
4.	Age 1 = <14, 2=15, 3=16, 4=17, 5=18, 6=19, 7>20	337	171-175	14-20	Avg.
5.	Where spent life? 1-7	338			
6.	Type community where spent life? 1-8	339			
7.	Race 1-5	340	48-71	See Section B	
8.	Puerto Rican or Mex. American? 1-3	341	48-71	See Section B	
9.	# people living at home? 1-9,0	342	176-180	2-11	Avg.
10.	#siblings 1-9, 0	343	181-185	0-9	Avg.
11.	# older siblings? 1-9, 0	344			
12.	# older siblings without H.S. Dip.? 1-9, 0	345			
13.	Anyone speak foreign language? 1, 2	346			
14.	Student speak foreign language? 1-4	347			
15.	# rooms in house? 1-9, 0	348	186-190	1-10	
16.	Acting as father? 1-8	349	75-77	1/1-8	Real father
17.	Acting as mother? 1-8	350	78-80	1/1-8	Real mother
18.	Father's occupation? 1-6; 1-5,	351-352	note A		
19.	Father's education? 1-9	353	191-195	1-8	Avg.
20.	Mother's education? 1-9	354	196-200	1-8	Avg.
21.	Mother's type of community? 1-9	355			
22.	Major monetary supporter? 1-6	356	81-83	1/1-5	Father
23.	Mother has job? 1-3	357	84-86	3/1-3	no
24.	How good a student does mother want? 1-5	358	201-205	4-1	Avg.
25.	How good a student does father want? 1-5	359	206-210	4-1	
26.	Frequency of family talks about school? 1-4	360	211-215	4-1	
27.	How much education father wants? 1-8	361	216-220	1-6	

Grade 12

QUESTION # AND IDENTIFICATION		MASTER	AGGREGATE	OPERATION	ITEM
28.	How much education mother wants? 1-8	362	221-225	1-6	Avg.
29.	# PTA meetings parents attended? 1-6	363	226-230	1-4	Avg.
30.	Anyone read before school? 1-5	364			
31.	Television set? 1-2	365	87-89	1/1+2	Yes
32.	Telephone?	366	90-92	1/1+2	Yes
33.	Record player?	367	93-95	1/1+2	Yes
34.	Refrigerator?	368	96-98	1/1+2	Yes
35.	Dictionary?	369	99-101	1/1+2	Yes
36.	Encyclopedia?	370	102-104	1/1+2	Yes
37.	Automobile?	371	105-107	1/1+2	Yes
38.	Vacuum cleaner?	372	108-110	1/1+2	Yes
39.	Daily newspaper?	373	111-113	1/1+2	Yes
40.	Public library? 1-4	374			
41.	# of magazines? 1-5	375	236-240	5-1	Avg.
42.	# of books? 1-5	376	241-245	5-1	Avg.
43.	Type of curriculum? 1-7	377			
44.	Did you choose own program? 1-3	378			
45.	Went to kindergarten? 1-2	379			
46.	Went to nursery? 1-3	380			
47.	# times change schools? 1-5	381			
48.	Time of last school change? 1-6	382			
49.	How far you go in school? 1-6	383	246-250	1-6	Avg.
50.	% of your class white? (last year) 1-5	384	251-255	1-5	Avg.
51.	% of your teachers white (last year) 1-5	385	256-260	1-5	Avg.
52.	Overall 12 yrs % white students? 1-5 60	386	261-265	1-5	Avg.

Grade 12

QUESTION # AND IDENTIFICATION		MASTER	AGGREGATE	OPERATION	ITL.
53.	Overall 12 yrs % white teachers 1-5	387	266-270	1-5	Avg.
54.	Ever read college catalogue? 1-2	388			
55.	Ever written or talked to coll. rep. 1-2	389			
56.	Plan to go to college? 1-4	390			
57.	# books read? 1-6	391	271-275	1-6	Avg.
58.	Television watched? (House) 1-7	392			
59.	How feel if had stop school? 1-5	393	276-280	1-5	Avg.
60.	How good student you want? 1-5	394	281-285	5-1	Avg.
61.	# hrs homework? 1-6	395	286-290	1-7	Avg.
62.	# days absent last year? 1-5	396			
63.	Ever play hooky? 1-5	397	291-295	5-1	Avg.
64.	# friends white? 1-5	398	296-300	1-5,0	Avg.
65.	If had choice % friends white? 1-6	399	301-305	1-5	Avg.
66.	If had choice # of students white? 1-6 7	400	306-310	1-5	Avg.
67.	If had choice % teachers white? 1-6	401	311-315	1-5	Avg.
68.	Member future teacher's club? 1-5	402	30-47		
69.	First class with other race? 1-5 7	403	12-20		
70.	School athletic team member? 1-3	404	114-116	1/1+2	
71.	Student council member? 1-3	405	117-119	1/1+2	
72.	Debate, drama, or music club member? 1-4	406	120-122	2+3/1-3	
73.	Hobby club member? 1-4	407	123-125	2+3/1-3	
74.	Science Courses? ~~1-4~~ 1-9,0	408	316-320	0-9	Avg.
75.	Foreign Language 1-9, 0	409	321-325	0-9	Avg.
76.	Social Studies 1-9, 0	410	326-330	0-9	Avg.
77.	English 1-9, 0	411	331-335	0-9	Avg.

Grade 12

QUESTION # AND DESCRIPTION		MASTER	AGGREGATE	OPERATION	TITLE
78. Math	1-9, 0	412	336-340	0-9	Avg.
79. Indus. Arts	1-9, 0	413	341-345	0-9	Avg.
80. Vocational, Trade	1-9, 0	414	346-350	0-9	Avg.
81. Commercial	1-9, 0	415	351-355	0-9	Avg.
82. Agriculture	1-9, 0	416	356-360	0-9	Avg.
83. Home Economics	1-9, 0	417	361-365	0-9	Avg.
84. Avg. English Grade Last 2 Yrs.	1-6	418	366-370	1-5	Avg.
85. Avg. Math Grades Last 2 yrs.	1-6	419	371-375	1-5	Avg.
86. What verbal ability group are you in?	1-5	420			
87. Repeat any English course?	1-2	421	129-131	1/1+2	yes
88. Overall H.S. grade average?	1-5	422	376-380	1-4	Avg.
89. # hrs. of paid work?	1-6	423			
90. Social standing of your group?	1-4	424	381-385	1-4	Avg.
91. Self-estimated brightness?	1-5	425	386-390	1-5	Avg.
92. Are guidance counselors available?	1-3	426			
93. # times saw guidance couns. last year?	1-6	427			
94. Been encouraged to further schooling?	1-5	428			
95. If had choice - enroll in vocational?	1-3	429			
96. Job training prog. you are in?	NOTE B	430-432			
97. # 1/2 yrs. completed for job being trained?	1-5	433			
98. Work-study program?	1-2	434			
99. Is job training for job you really like?	1-5	435			
100. How good student teachers expect?	1-5	436			
101. Self 1 Resignation	1-3	437	132-134	3/1-3	no
102. Self 2 Luck	1-3	438	135-137	3/1-3	no
103. Self 3 Obstacle	1-3	439	138-140	3/1-3	no

Grade 12

QUESTION # AND IDENTIFICATION		MASTER	AGGREGATE	OPERATION	ITEM
104. Self 4 Blame	1-3	440	141-143	3/1-3	no
105. Self 5 Job Trouble	1-3	441	144-146	3/1-3	no
106. Self 6 Sacrifice	1-3	442	147-149	3/1-3	no
107. Self 7 Change self	1-3	443	150-152	3/1-3	no
108. Self 8 Can't learn	1-3	444	153-155	3/1-3	no
109. Self 9 Teacher's fast	1-3	445	156-158	3/1-3	no
110. Self 10 No chance	1-3	446	159-161	3/1-3	no
111. Self 11 Hard work	1-3	447	162-164	3/1-3	no
112. Self 12 Can do things	1-3	448	165-167	3/1-3	no
113. Time to get to school	1-5	449			
114. Mode of transportation to school	1-5	450			
115. What job do you think you'll have?	NOTE A	451-452			
116. Kind of 8th grade school?	1-5	453			

* General Information:
# 1: Girls, Practical Arts
# 2: Boys, Practical Arts
# 3: Natural Science
# 4: Social Studies
# 5: Humanities

** Scale Score = raw # right + 220

note A Fathers Occ and Kid Occ exp
A-F is coded 1-6 in 351
G-K is coded 1-5 in 352

note B Job Training
1-10 coded 1-0 in 430
11-20 coded 1-0 in 431
21-28 coded 1-8 in 432

Educational Opportunities Survey | FORM NCR

Tom Brown
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SCHOOL SURVEY TESTS

12

GRADE

159

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DIRECTIONS FOR PART I

Each question in Part I consists of a sentence in which one word is missing; a blank indicates where the word has been removed from the sentence. Beneath each sentence are five words, one of which is the missing word. You are to select the missing word by deciding which one of the five words best fits in with the meaning of the sentence.

Sample Question

We had worked hard all day so that by evening we were quite -------.

(A) small (B) tired (C) old
(D) untrained (E) intelligent

If you understand the sample sentence you will realize that tired is the missing word because none of the other words fits in with the meaning of the sentence. Next, on the answer sheet, you find the line numbered the same as the question and blacken the space which has the same letter as the missing word. Because tired is the correct word to use in the sample sentence, and its letter is (B), the space marked (B) on the answer sheet is blackened. See how it has been marked on the answer sheet.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

Part 1

1. In order not to ------- what he had to buy he repeated the list as he walked to the store.

(A) take (B) carry (C) forget
(D) change (E) lose

2. The zoo's present success in keeping hummingbirds alive is due to the discovery of the proper -------, which contains milk, honey, and vitamin concentrate.

(F) care (G) environment (H) consumption
(J) treatment (L) diet

3. After they had hidden the treasure they drew a map, and with great ceremony Peter tore it and gave Bobby half; they were almost authentic -------.

(A) playmates (B) pirates (C) explorers
(D) youngsters (E) students

4. I have ------- upon no one and therefore am indebted to no one.

(F) relied (G) trod (H) waited
(J) descended (L) looked

5. The "Eighth Wonder of the World" has been applied to so many minor scenic wonders that the phrase has become -------.

(A) specific (B) respected (C) meaningless
(D) timely (E) exclusive

6. On returning from abroad he looked up his former acquaintances, particularly those he knew to be in -------, and whose aid he might need.

(F) residence (G) retirement (H) disfavor
(J) power (L) retreat

7. The final attainment of the successful locomotive was the result of a long series of experiments by many contrivers; Stephenson in 1830 ------- rather than invented it.

(A) publicized (B) evolved (C) supervised
(D) popularized (E) perfected

8. Although there were more than fifty printers in the shop, he was ------- because of his speed.

(F) distinguished (G) tired (H) mediocre
(J) idle (L) careless

9. One could tell from his ------- brow that he had banished anger from his thoughts.

(A) wrinkled (B) blackened (C) reddened
(D) furrowed (E) smoothed

10. Rather than be ------- we played the game although it didn't interest us.

(F) busy (G) bored (H) idle
(J) contented (L) friendly

11. It would be difficult to name a field in which a knowledge of human nature and skill in motivating it would not be an important -------.

(A) ideal (B) asset (C) revelation
(D) incentive (E) opportunity

12. Among the audience were four kings and seven princes, all attempting to ------- one another in the splendor of their retinues.

(F) regale (G) attract (H) follow
(J) excel (L) interest

13. We seem to have an inbred notion that peoples who are below us in latitude are ------- also in virtue.

(A) inferior (B) primitive (C) narrow
(D) southern (E) eccentric

14. It was an ------- rather than an ordinary everyday circumstance.

(F) illustration (G) outgrowth (H) accident
(J) actuality (L) attitude

15. Always ------- of the powers of the central government, states'-rights men rejoiced at the whittling down of federal authority.

(A) students (B) suspicious (C) solicitous
(D) admirers (E) respectful

16. The ------- man is always dependent upon popular favor.

(F) educated (G) successful (H) just
(J) honest (L) elected

17. The Eastern factory owners, fearing that migration would make labor scarce and wages high, looked upon the abundance of land open to settlement as a ------- to themselves.

(A) reference (B) mandate (C) concession
(D) disadvantage (E) necessity

18. In the South, it had become apparent that profit lay in raising only one staple crop, whereas in the North the crops were -------.

(F) cultivated (G) unified (H) poor
(J) similar (L) diversified

GO ON TO THE NEXT PAGE.

19. If virtue were -------, policemen and jailers would disappear and lawyers would have little or nothing to do.

(A) admired (B)necessary (C) possible
(D) protected (E) universal

20. Since he felt that the war was ------- he ascribed its cause to fate.

(F) unavoidable (G) unnecessary (H) coming
(J) evil (L) justified

21. Despite the many bribes they offered him, they did not once succeed in ------- his integrity.

(A) discovering (B) revealing (C) corrupting
(D) enhancing (E) discouraging

22. A fortunate minority of people work at tasks which are in themselves ------- and are not performed chiefly for the return which they bring.

(F) useless (G) necessary (H) duties
(J) pleasurable (L) contributions

23. Some beliefs are obviously false even though there is little evidence to ------- them.

(A) disprove (B) substantiate (C) clarify
(D) understand (E) verify

24. An estimate of the incidence of measles in a community is -------, not because of poor statistical techniques but because the disease is not well reported.

(F) variable (G) unreliable (H) disturbing
(J) made (L) essential

25. The local or state health department has the responsibility in each community of determining when the need is sufficiently great to ------- dipping into the relatively small reservoir.

(A) justify (B) prevent (C) anticipate
(D) continue (E) chance

26. Because of its volume and carrying power, the clavier was the solo instrument most capable of maintaining its ------- when supported by an accompanying body of strings.

(F) tempo (G) individuality (H) position
(J) stability (L) compatibility

27. The frontier settlements, cutting across colonial boundary lines as they did, tended to break down local peculiarities and to lay the foundations of a truly ------- point of view.

(A) pioneer (B) agricultural (C) general
(D) national (E) political

28. There are rumors and highly ------- suppositions, that the Phoenicians may have sailed as far north as the Baltic, though of course there are no written records or definite traces of any such visits.

(F) contradictory (G) plausible (H) improbable
(J) legendary (L) deceptive

29. A writer who has worked years for a magazine which nowadays can pay its authors no more than it did a decade ago, because it has to pay its typographers and shipping men so much more, is not likely to be ------- about the lot of the man of letters today.

(A) complacent (B) biased (C) uneasy
(D) concerned (E) consulted

30. Culture originally meant not the ------- of cultivation but the process of cultivation, not the crop but the raising of the crop.

(F) type (G) act (H) means
(J) method (L) product

STOP

IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON THIS PART ONLY.
DO NOT WORK ON ANY OTHER PART IN THE TEST.

no p. 6

DIRECTIONS FOR PART II

Each of the questions in Part II consists of one word in capital letters followed by five words or phrases in small letters. Read the word in capital letters and then pick, from the words or phrases following it, the one that is closest in meaning to the capitalized word. For example:

Sample Question

CHILLY

(A) tired
(B) nice
(C) dry
(D) cold
(E) sunny

In order to find the correct answer, you look at the word chilly and then look for a word or phrase below it that has the same or almost the same meaning. When you do this you see that cold is the answer because cold is closest in meaning to the word chilly. Next, on the answer sheet you find the line numbered the same as the question and blacken the space which has the same letter as the word you have selected as the correct one. Because cold is the correct answer to the sample question, the space marked (D) on the answer sheet is blackened. See how it has been marked on the answer sheet.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

Part II

1. IRRITATE
   (A) dislike
   (B) uncover
   (C) annoy
   (D) authorize
   (E) subdue

2. DUNE
   (F) sand hill
   (G) legislative body
   (H) sentence
   (J) administrator
   (L) haven

3. ANALYZE
   (A) criticize unfavorably
   (B) discriminate
   (C) experiment
   (D) comment on
   (E) study the parts of

4. SOLITARY
   (F) in low spirits
   (G) alone
   (H) unfriendly
   (J) quiet
   (L) monastic

5. BLUNDER
   (A) swagger
   (B) defect
   (C) vulgarity
   (D) deception
   (E) error

6. FLOG
   (F) stun
   (G) tread
   (H) bother
   (J) soak
   (L) beat

7. INDUCE
   (A) grant
   (B) prolong
   (C) mix
   (D) persuade
   (E) convict

8. TINGE
   (F) slight trace
   (G) feeling of regret
   (H) thin coating of metal
   (J) funeral song
   (L) increasing darkness

9. BEQUEATH
   (A) crawl under
   (B) leave in one's will
   (C) discharge without warning
   (D) conceal carefully
   (E) accumulate

10. ANTICIPATE
    (F) supplant
    (G) endorse
    (H) take part in
    (J) oppose
    (L) foresee

11. NOTORIOUS
    (A) very religious
    (B) easily discerned
    (C) negative
    (D) unfavorably known
    (E) criminally insane

12. RETORT
    (F) twisted statement
    (G) brief account
    (H) sharp reply
    (J) second attempt
    (L) second thought

13. HUMANE
    (A) scholarly
    (B) kind
    (C) witty
    (D) sensible
    (E) anthropoid

14. REPUDIATE
    (F) accuse
    (G) cancel
    (H) reject
    (J) distrust
    (L) evict

15. DIMINISH
    (A) flatten
    (B) default
    (C) undermine
    (D) finish
    (E) lessen

16. EMINENT
    (F) outstanding
    (G) candid
    (H) discreet
    (J) about to happen
    (L) coming from

17. PROPULSION
    (A) driving forward
    (B) attraction
    (C) rhythmic motion
    (D) movement upward
    (E) strong inward feeling

18. RADICAL
    (F) obstructionist
    (G) extremist
    (H) nonbeliever
    (J) arc
    (L) heating device

19. DEPICT
    (A) prove
    (B) flatter
    (C) obscure
    (D) describe
    (E) expose

20. ALIGNMENT
    (F) taking away
    (G) straightening
    (H) union
    (J) procession
    (L) configuration

21. ARBITRATE
    (A) act as a judge
    (B) seclude oneself
    (C) talk to oneself
    (D) witness a document
    (E) sign a contract

GO ON TO THE NEXT PAGE.

2. BIAS
(F) prejudice
(G) horizontal line
(H) basis
(J) ridicule
(L) restraint

25. ADAGE
(A) mental weakness
(B) later years
(C) proverb
(D) normal condition
(E) custom

28. GENEALOGY
(F) study of rocks
(G) study of the earth's formation
(H) study of family trees
(J) study of plant life
(L) study of social customs

3. CHRONIC
(A) cowardly
(B) recorded
(C) weak
(D) constant
(E) grouchy

26. RANSACK
(F) take inventory
(G) pack in bundles
(H) invade
(J) turn sour
(L) plunder

29. GRATIS
(A) harsh
(B) appreciative
(C) famous
(D) without payment
(E) pleasing

4. ASSENT
(F) protest
(G) agree
(H) deliver
(J) rest
(L) retard

27. REPELLENT
(A) poisonous
(B) aggressive
(C) unbending
(D) disagreeable
(E) horrifying

30. FORMIDABLE
(F) frightening
(G) incomplete
(H) arrogant
(J) taciturn
(L) properly made

STOP

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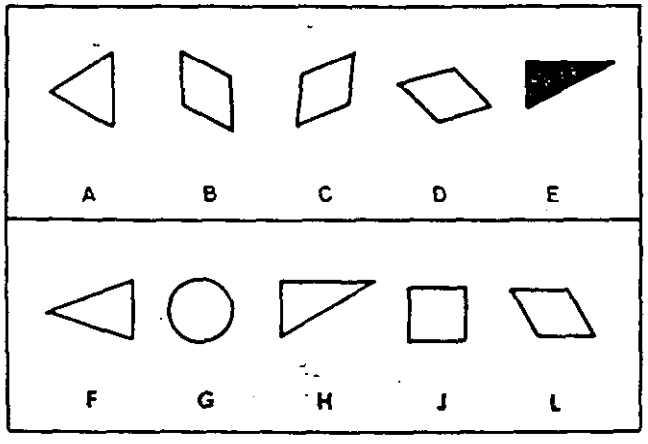
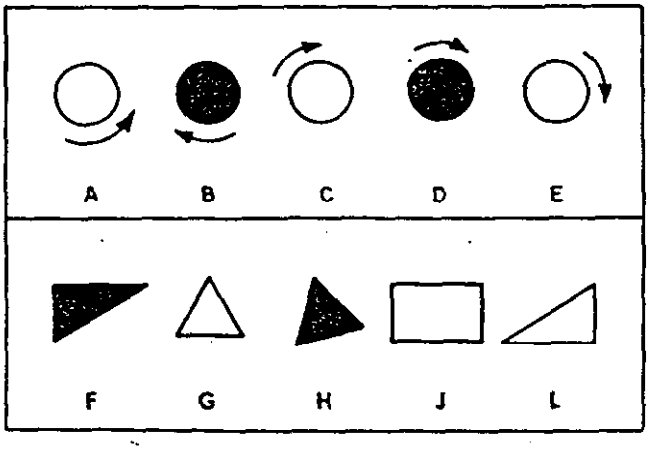
DIRECTIONS FOR PART III

each group find the drawing that does not go with the others because it differs in some way from all of the other awings in the row.

nple Questions





ok at the first row of drawings, Y1. Drawing E is the right answer. It is black, and all of the others in the row are te So, on Part III of the answer sheet, space E is blackened for question Y1. Look at the other sample questions f you can find the right answers. You will be told which answers are correct.

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Part III

In each group of drawings find the one which does not go with the others.

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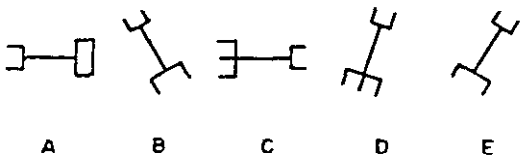

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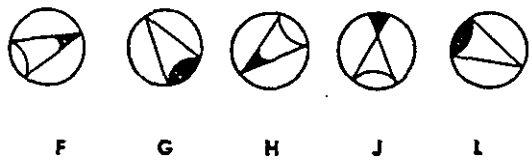

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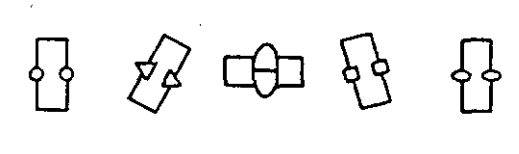

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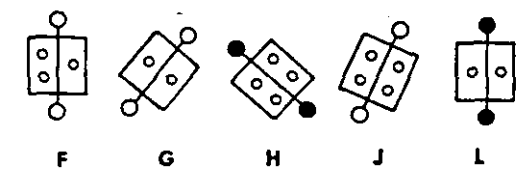

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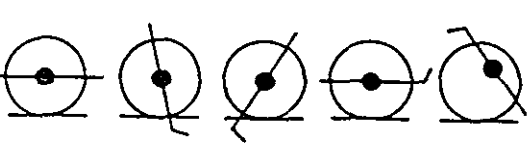

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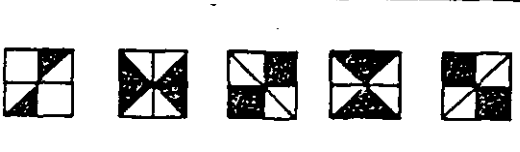

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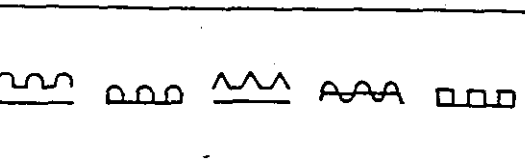

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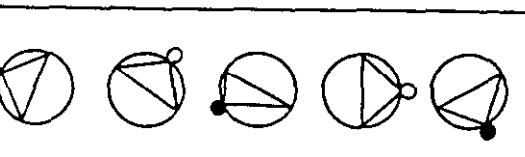

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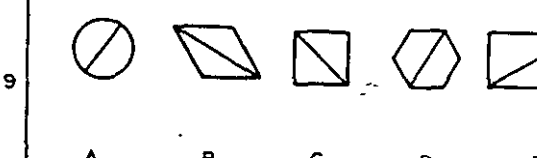

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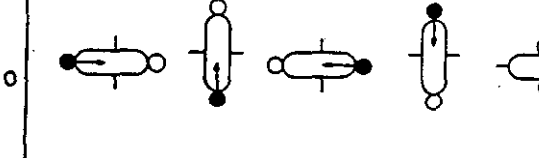

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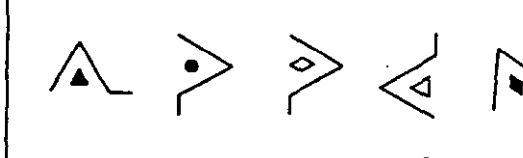

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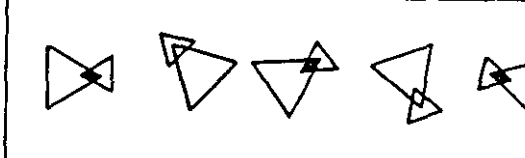

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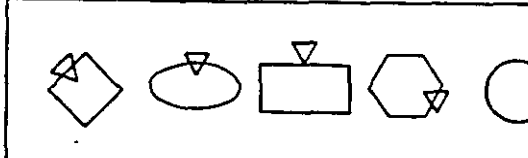

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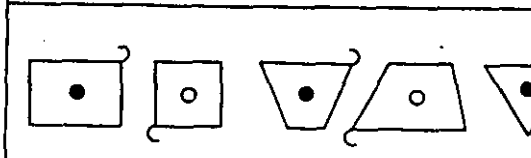

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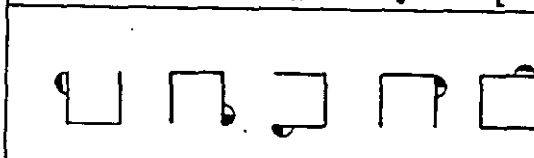

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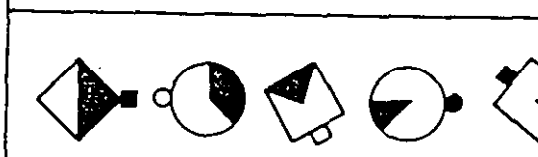

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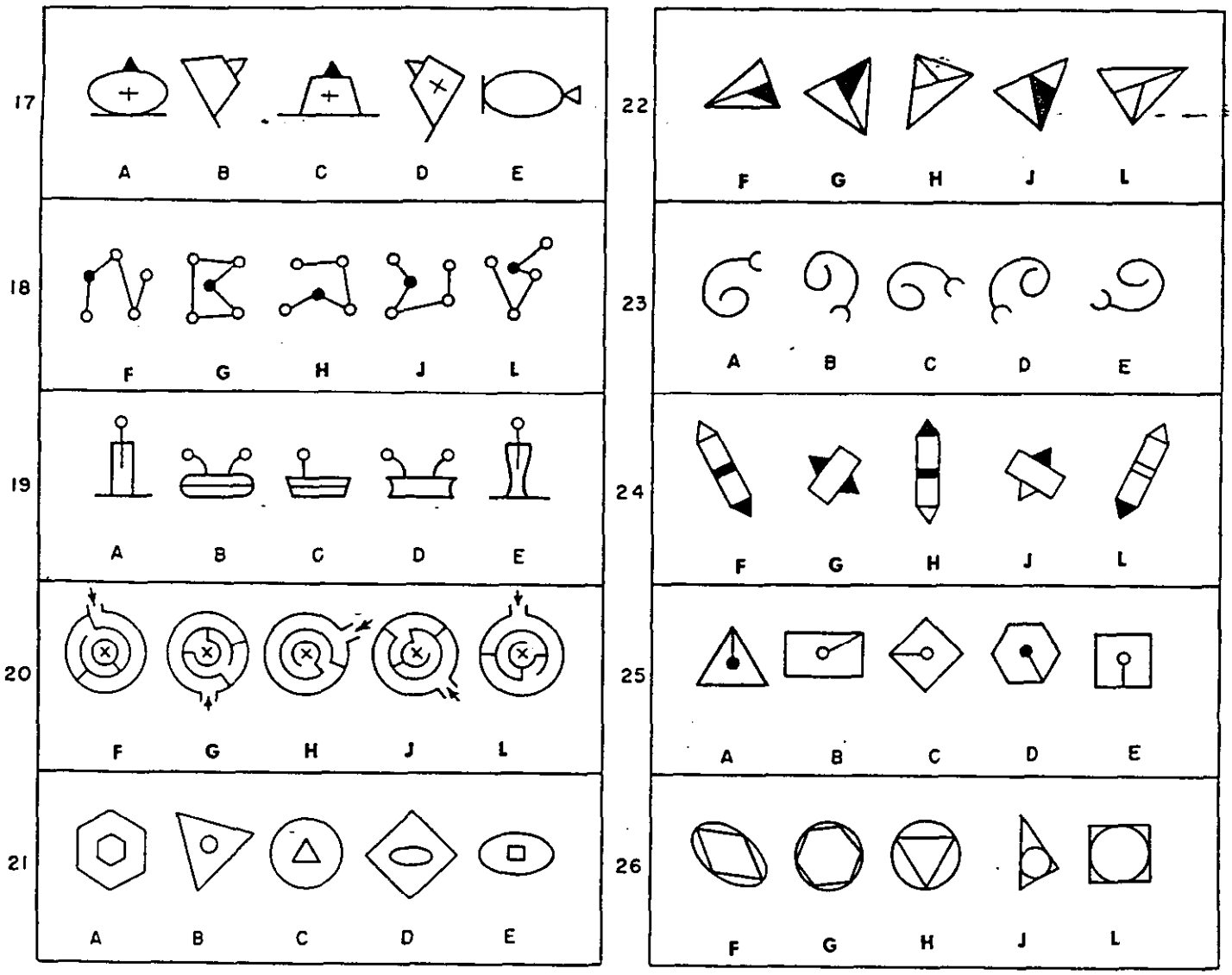

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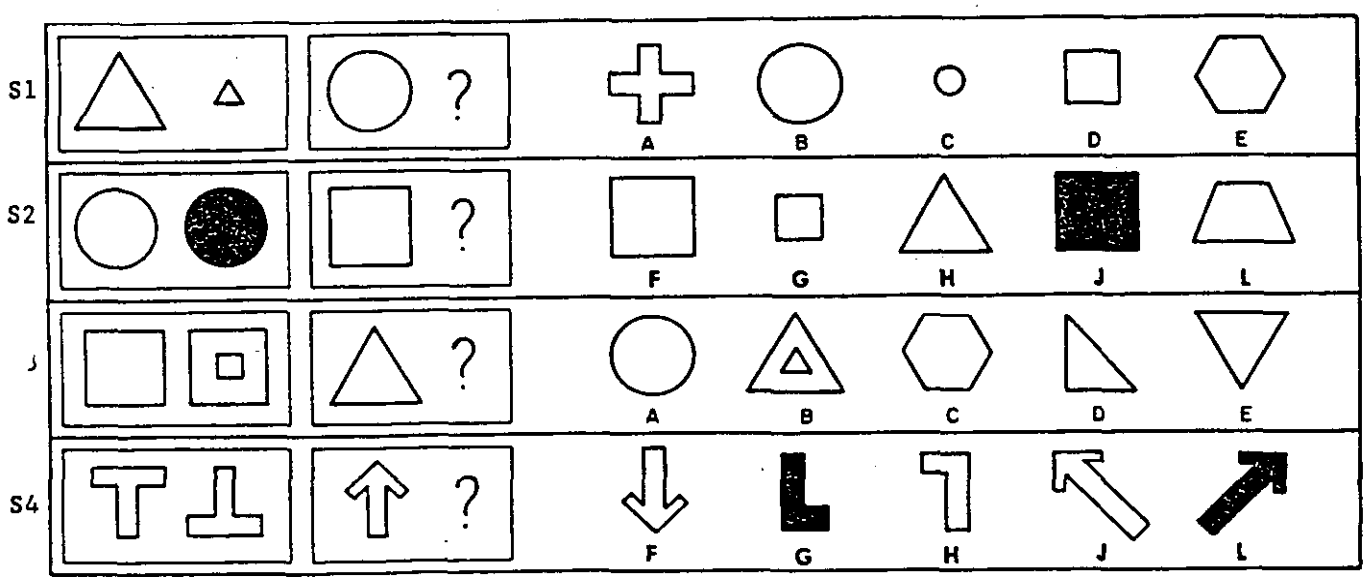
DIRECTIONS FOR PART IV

In each row find the drawing which will make the second pair of drawings like the first pair.

Sample Questions



Look at the row of drawings for question S1. There is a pair of drawings in the box on the left, and one drawing of a second pair in the box on the right. You are to find a drawing which will make the second pair of drawings like the first pair. The first pair is big triangle, little triangle. The second pair should be big circle, little circle. So C is the right answer to give: big triangle, little triangle—big circle, little circle. See how the answer is marked on the answer sheet. Your teacher will explain the other sample questions.

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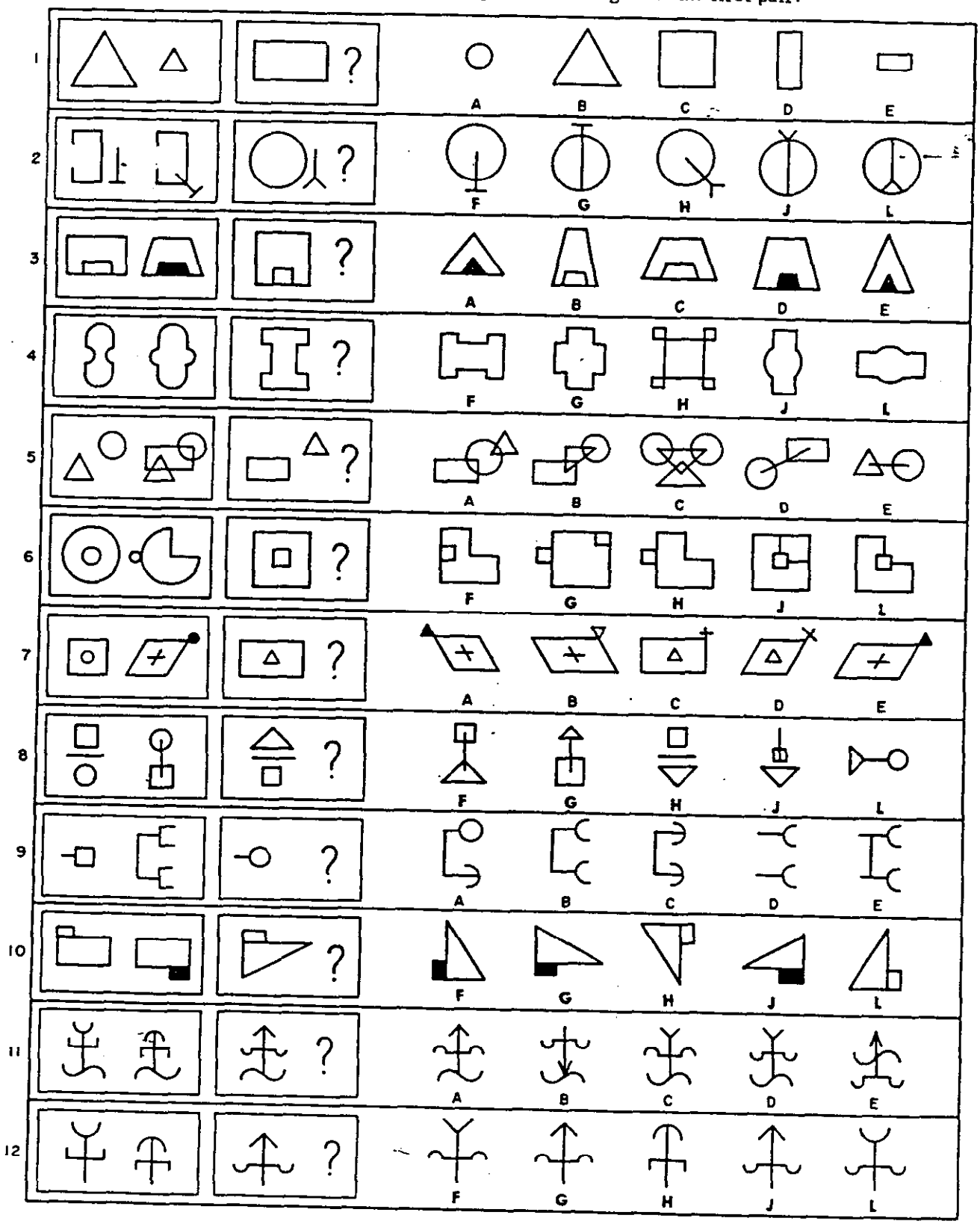
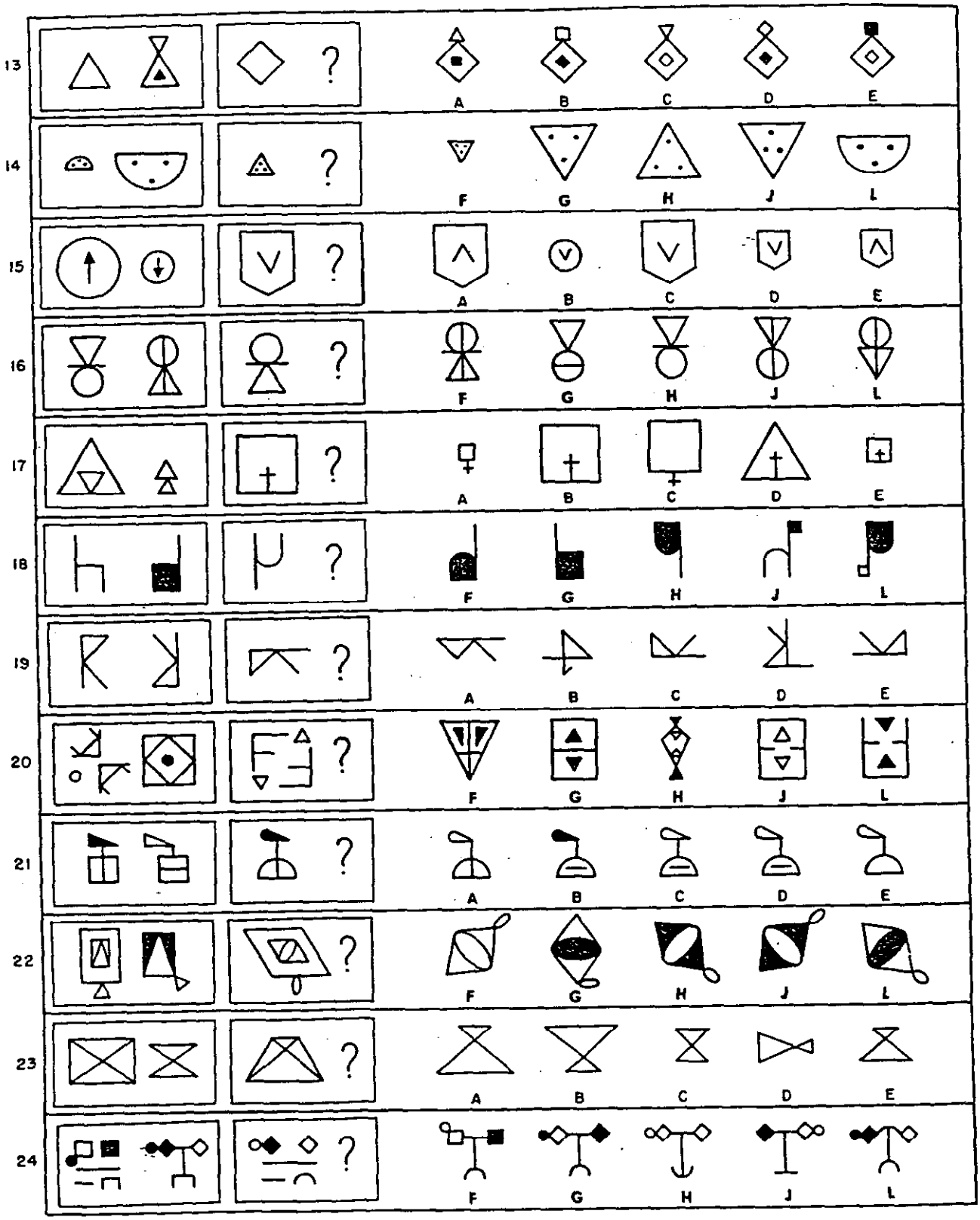
Part IV

In each row find the drawing which will make the second pair of drawings like the first pair.





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DIRECTIONS FOR PART V

Each passage in this part is followed by questions based on the passage. Each of the questions or incomplete statements is followed by four suggested answers. You are to decide which one of these answers you should choose.

You must mark all of your answers on the separate answer sheet you have been given. You must mark your answer sheet by blackening the space that has the same letter as the answer you have chosen. For example:

0. Which one of the following is an animal?

(A) Bed
(B) Dog
(C) Chair
(D) Box

Since a dog is an animal, you should choose the answer lettered (B). On your answer sheet, you would first find the row of spaces numbered the same as the question—in the example above, it is 0. Then you would blacken the space in this row which has the same letter as the answer you have chosen. See how the example has been marked on your answer sheet.

Make your answer marks heavy and black. Mark only one answer for each question. If you change your mind about an answer, be sure to erase the first mark completely.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

Part V

"To every thing there is a season," says the Bible. "A time to plant, and a time to pluck . . ." But what is "the time" for planting grass seed?

Experts don't get into squabbles on this point. In the South, spring is the time to plant. In the North, the situation is just the reverse. Here the ideal time is early fall—say between August 15 and September 15, depending upon when you expect the ground to freeze hard. Grasses planted at this time face little competition from weeds and have plenty of time to become strong and healthy so they can endure the heat of the following summer. If you can't get around to planting in the fall, however, you can still grow a good lawn if you'll hustle in early spring—just as soon as you can spade the ground.

If you live in the South and didn't finish your soil preparation in time for spring planting, let the yard alone until September. Then sow it with rye grass. The next spring, plant Bermuda grass, carpet grass, or whatever other kind of permanent grass you want. If you live in the North and face a similar situation, you may, just to give the yard a covering, plant rye grass right away and then spade it under the following fall and sow permanent grasses. When turned under, temporary grasses decay and add valuable humus to the soil.

Whether you live in the North or in the South, the principles of preparing the seedbed and sowing seed are about the same. A few days before you intend to plant, give the soil a liberal dose of commercial fertilizer and rake it well into the soil. Select any analysis which contains at least 20 pounds of nutrients per 100-pound bag and which is fairly high in nitrogen.

1. The author includes paragraph 4 because

   (A) the time for preparing the bed and planting the seed is the same in the North and the South
   (B) various types of seed require different soil content
   (C) the preparation of the soil is important to a lawn
   (D) a lawn needs constant care

2. The author states that in the North it is possible to plant grass seed

   (E) only in the fall
   (F) only in the spring
   (G) either in the spring or in the fall
   (H) in any season

3. In addition to the information given in the passage, anyone planting a lawn would need to know

   (A) the names of particular grasses
   (B) the amount of seed to use
   (C) the type of fertilizer to use
   (D) the time seed should be planted

4. The tone of this passage is

   (E) whimsical (F) brusque
   (G) condescending (H) informal

5. In this passage, the author's chief purpose is to

   (A) help the reader plant a good lawn
   (B) show the connection between planting grass and the biblical quotation
   (C) explain climatic differences between the North and the South
   (D) give a satisfactory formula for soil feeding

A paleontologist walks down a ravine or along the side of a bluff. A tiny point of bone catches his trained eyes. Then he begins to expose it. Perhaps that fragment may lead him to an entire skeleton, or half a dozen. I had exactly that experience in the Gobi Desert. While exploring a low sandstone ridge, I discovered a bit of bone, no larger than my finger, projecting above the surface. Carefully scraping away the loose sediment, I saw it was just the tip of a large, deeply embedded piece. That was enough, for I am too impatient to remove fossils properly. I called Dr. Walter Granger, our chief paleontologist. He began work, not with a shovel, but with a whisk broom, a camel's hair brush, and small steel implements. In a few hours he had exposed half a dozen bones. Eventually the deposit developed into a "quarry" where ten or fifteen dinosaurs had been swept into the backwater of a lake and their skeletons preserved. We worked there six weeks. All because I happened to discover that tiny point of bone. It is an axiom that a paleontologist seldom digs for bones unless he sees them.

6. In this passage, the author tells

   (E) how a bone fragment led to a collection of dinosaur fossils
   (F) what the training of a paleontologist is
   (G) where to look for fossils
   (H) what a dinosaur is

7. The author wrote this passage to show

   (A) how accidental some scientific discoveries are
   (B) the types of instruments used by paleontologists
   (C) how difficult exploration in the Gobi Desert is
   (D) how bones are preserved as fossils

8. To prove his axiom, the author uses

   (E) picturesque speech
   (F) quotations from authorities
   (G) definitions of terms
   (H) an illustration from his own experience

9. One point the passage fails to mention is

   (A) how much time it took to dig the fossils
   (B) whether training is needed for the work
   (C) what will happen to the uncovered fossils
   (D) who the head paleontologist is

10. Where did the author make his discovery?

    (E) In a ravine (F) In a quarry
    (G) On a ridge (H) On a lake shore

GO ON TO THE NEXT PAGE.

P. T. Barnum to General Ulysses S. Grant

(1) Honored Sir: The whole world honors and respects you. All are anxious that you should live happy and free from care. While they admire your manliness in declining the large sum recently tendered you by friends, they still desire to see you achieve financial independence in an honorable manner. Of the unique and valuable trophies with which you have been honored we all have read, and all have a laudable desire to see these evidences of love and respect bestowed upon you by monarchs, princes, and people throughout the globe.

(2) While you would confer a great and enduring favor on your fellowmen and women by permitting them to see these trophies, you could also remove existing embarrassments in a most satisfactory and honorable manner. I will give you one hundred thousand dollars cash, besides a proportion of the profits, if I may be permitted to exhibit these relics to a grateful and appreciative public, and I will give satisfactory bonds of half a million dollars for their safe-keeping and return.

(3) These precious trophies of which all your friends are so proud, would be placed before the eyes of your millions of admirers in a manner and style at once pleasing to yourself and satisfactory to the best elements of the entire community. Remembering that the mementoes of Washington, Napoleon, Frederick the Great, and many other distinguished men have given immense pleasure to millions who have been permitted to see them, I trust you will in the honorable manner proposed, gratify the public and thus inculcate the lesson of honesty, perseverance, and true patriotism so admirably illustrated in your career.

(4) I have the honor to be truly your friend and admirer,

P. T. Barnum

11. In writing the letter, Barnum wanted most to impress Grant with his

(A) admiration
(B) sympathy
(C) showmanship
(D) patronage

12. Barnum apparently hopes to influence Grant chiefly by

(E) being direct
(F) reminding him of his duty
(G) pleading his own cause
(H) flattering him

13. As an inducement to permit the exhibition of his relics, Barnum offers Grant

(A) a lump sum and part of the profits
(B) fame
(C) equal partnership
(D) government bonds worth $100,000

14. Barnum's proposal was probably prompted by

(E) his admiration of great personages
(F) his shrewd business sense
(G) a desire to display educational exhibits
(H) his wish to give the same prominence to Gra trophies as had been given to those of Wash ton and Napoleon

15. By "existing embarrassments" (in paragraph 2), Barnum means

(A) Grant's hesitation to appear conceited
(B) Grant's need of money
(C) Grant's need of a place to keep his trophies
(D) Grant's reluctance to display his mementoes

GO ON TO THE NEXT PA

One morning I walked into the office and the bookkeeper was putting on her hat and coat and tears were coming out of her eyes. It was April and what did I care if I was only a fifteen-dollar-a-week clerk. Didn't I have a new hat and a new pair of shoes and wasn't I going down to Monterey tomorrow?

I stopped whistling and looked around.

"Good morning, Mrs. Gilpley," I said.

"Good morning, Joe," she said.

Mrs. Gilpley was an old lady and she had a mustache and she was stoop-shouldered, and nobody liked Mrs. Gilpley, but it was April in the world and maybe I didn't exactly love her, but she was a goodhearted old lady, and I couldn't just go and hang up my hat and start another day.. I had to talk to her.

"Mrs. Gilpley," I said, "is something the matter?"

She pointed to the partly open door of Mr. Wylie's private office.

"Mrs. Gilpley," I said, "you haven't lost your job, have you?"

"I've resigned," she said.

Mrs. Gilpley's salary was twenty-seven-fifty per week. It was eight a week when she first started working for the company. They taught me to do Mrs. Gilpley's work. My salary was fifteen a week, so they were giving the old lady the gate. Well, I wanted to go down to Monterey and I felt fine in a new pair of three-dollar oes and a new hat, but I didn't like the idea of making Mrs. Gilpley cry at her age.

"Mrs. Gilpley," I said, "I came in this morning to quit my job. I got an uncle in Portland who's opening a grocery store and I'm going up there to handle his accounts for him."

"Joe," Mrs. Gilpley said, "you know you ain't got no uncle in Portland."

"Mrs. Gilpley," I said, "how do you think I feel? Coming in here and taking your job? It ain't right."

"Joe," Mrs. Gilpley said, "you go on now and hang up your hat and go to work."

I walked straight into Mr. Wylie's office. "Mr. Wylie," I said, "I'm quitting my job beginning this morning."

"What's that?" he said.

"I'm quitting," I said.

"What for?" he said.

"I ain't getting enough money," I said.

"How much do you want?" he said.

Boy, was I surprised? I figured I'd have to ask for plenty to make him throw me out, so I did.

"I want thirty dollars a week," I said.

"But you're only eighteen," he said. "Such a salary would be a little premature, but perhaps we can arrange it."

If I had tried to put over a thing like that, it never would have worked.

"No," I said, "I'm quitting."

"Why are you quitting?" he said. "I thought you liked your work."

"I used to," I said. "But I don't any more. Mr. Wylie," I said, "did you fire Mrs. Gilpley?"

Mr. Wylie leaned back in his chair and looked at me.

"Young man," he said, "a check will be made out for you in full this morning. You're fired!"

16. The real reason Joe quit his job was

(E) to go to Monterey
(F) to help Mrs. Gilpley
(G) to work for his uncle in Portland
(H) to force Mr. Wylie to pay him more

17. From Joe's actions, one may judge him to be

(A) a generous, impulsive young man
(B) a headstrong, rebellious young man
(C) an indifferent, lazy worker
(D) a stubborn fellow, unwilling to compromise

18. The author wants the reader to

(E) feel critical of Joe
(F) like Joe
(G) pity Joe
(H) condemn Joe

19. The author's underlying attitude is one of

(A) suspicion of people's motives
(B) enthusiasm for the human race
(C) interest in problems of capital and labor
(D) fascination with psychological analysis

20. The style of conversation is meant chiefly to be

(E) plain and blunt
(F) picturesque and arresting
(G) idiomatic and typical of office workers
(H) simple and natural

GO ON TO THE NEXT PAGE.

Sonnet

(1) There was an Indian, who had known no change,
Who strayed content along a sunlit beach
Gathering shells. He heard a sudden strange
Commingled noise; looked up; and gasped for speech.
(5) For in the bay, where nothing was before,
Moved on the sea, by magic, huge canoes,
With bellying cloths on poles, and not one oar,
And fluttering colored signs and clambering crews.
And he, in fear, this naked man alone,
(10) His fallen hands forgetting all their shells,
His lips gone pale, knelt low behind a stone,
And stared, and saw, and did not understand,
Columbus's doom-burdened caravels
Slant to the shore, and all their seamen land.

21. The reaction of the Indian is shown in

(A) lines 1-2
(B) lines 5-8
(C) lines 9-12
(D) lines 13-14

22. The "bellying cloths" (line 7) must have been

(E) full sails
(F) Columbus's ensign
(G) the seamen's laundry
(H) the Spanish flag

23. The details in the first sentence were chosen to create a feeling of

(A) suspense
(B) wonder
(C) peace
(D) delight

24. When the Indian saw the ships, he

(E) went on gathering shells
(F) hid behind a stone
(G) looked up
(H) went to greet the men

25. The author presents an unusual image in the words

(A) "There was an Indian" (line 1)
(B) "His lips gone pale" (line 11)
(C) "and did not understand" (line 12)
(D) "caravels/Slant to the shore" (lines 13-14)

The style of sporting-news stories is marked by the use of terms peculiar to the game or sport and often by the slang that is popular at the time, particularly the slang that is in vogue among those interested in each sport. Young reporters, and some older ones too, seem to think that they can best prove their knowledge of sports by using in their stories as much as possible of the slang current among the professionals and their followers in the sport. On the other hand, some of the recognized authorities on sports write interesting and readable accounts of contests without indulging in such sporting slang. A number of sports editors, in order to give variety to their daily reports of baseball games, have sought to coin new phrases and figures of speech, and the result has sometimes been so clever and amusing that these writers have established a considerable reputation for novelty of expression. Too frequently, however, the imitations of the work of the successful, clever few have not been effective, and consequently have not been so good as simple, direct reports. Originality of expression is as desirable in sporting-news stories as it is elsewhere, but a style that is marked by little more than cheap humor and vulgar slang has nothing to commend it.

26. In this passage, the style of the writing seems

(E) self-contradictory (F) inconsistent
(G) rigid (H) straightforward

27. Which one of the following headlines would the author most likely approve?

(A) State and Tech in Pigskin Parade
(B) Pigskin Maulers of State and Tech Clash
(C) Tech and State Tangle Today
(D) Tech and State Play Big Game

28. In order to develop his thesis, the author depends upon

(E) sarcasm (F) reasoning
(G) humor (H) all of these

29. It is the author's opinion that

(A) young sports reporters are more original than established writers
(B) young reporters should try to imitate older writers
(C) more clever expressions are needed in sporting-news stories
(D) simple, direct sports reporting is always desirable

30. A young reporter may assume from this paragraph that to write acceptably he should

(E) use good taste
(F) have a large vocabulary
(G) organize his material logically
(H) always be original

GO ON TO THE NEXT PAGE.

(Scene: The kitchen in the farmhouse of John Wright, who has been found murdered in his bedroom. The sheriff, the county attorney, Mr. and Mrs. Hale, and Mrs. Peters are moving about the disordered room. The men are seaching for evidence; the women, gathering clothing for Mrs. Wright, who is in jail charged with the crime.)

County Attorney: Here's a nice mess.
(The women draw nearer.)
Mrs. Peters (to the other woman): Oh, her fruit; it did freeze. She worried about that when it turned so cold.
Sheriff: Well, can you beat the women! Held for murder and worryin' about her preserves.
County Attorney: I guess before we're through she may have something more than preserves to worry about.
Hale: Well, women are used to worrying over trifles.
(The two women move a little closer together.)
County Attorney (with the gallantry of a young politician): And yet, for all their worries, what would we do without the ladies? (The women do not unbend. He looks about.) Dirty towels! Not much of a housekeeper, would you say, ladies?
Mrs. Hale: Those towels get dirty awful quick. Men's hands aren't always as clean as they might be.
County Attorney: Ah, loyal to your sex, I see. But you and Mrs. Wright were neighbors. I suppose you were friends, too.
Mrs. Hale (shaking her head): I've not seen much of her of late years. I've not been in this house—it's more than a year.
County Attorney: And why was that? You didn't like her?
Mrs. Hale: I liked her well enough. But—it never seemed a very cheerful place.
County Attorney: You mean they didn't get on very well?
Mrs. Hale: No, I don't mean anything. But I don't think a place'd be any cheerfuller for John Wright's being in it.

31. Mrs. Hale would have visited the Wrights if

(A) she had not been so busy in her own home
(B) John Wright had been more pleasant
(C) Mrs. Wright had stayed at home
(D) Mr. and Mrs. Wright had got along better

32. The stage direction in line 20 is effective because it shows that

(E) the women are hiding something from the men
(F) the kitchen is cold
(G) the women take sides against the men
(H) the women disagree with each other

33. What we know of the Wrights is brought out in the conversation between

(A) the sheriff and the county attorney
(B) Mr. Hale and the county attorney
(C) Mrs. Hale and the county attorney
(D) Mrs. Hale and the sheriff

34. In lines 23-24, "The women do not unbend" means that they do not

(E) change their attitude
(F) agree with the county attorney
(G) change their posture
(H) wish to be distracted

35. The author advances the plot by

(A) showing how the men felt about Mr. Wright
(B) suggesting that a struggle had taken place in the disordered kitchen
(C) showing that the county attorney mixed politics with work
(D) giving the reader a clue to the motive for murder

STOP

IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON THIS PART ONLY.
DO NOT WORK ON ANY OTHER PART IN THE TEST.

DIRECTIONS FOR PART VI

In this part solve each problem, using any available space on the page for scratchwork. Then indicate the one correct answer in the appropriate space on the answer sheet. All scratchwork must be done in the test book.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

Part VI

A new drive-in theater has been built just outside of town. The manager is interested in gathering information about his new theater.

1. To get some idea of the average number of passengers per car, the theater manager made the following tabulation of the number of passengers in every other car on opening night.

No. of Passengers Per Car	No. of Cars
1	100
2	300
3	400
4	200

For these 1000 cars, what was the average number of persons per car?

(A) 2.0 (B) 2.5 (C) 2.7 (D) 3.0

2. On opening night, a total of 2000 cars entered the theater, but the manager kept track of only 1000, as given in the table above. The manager wants to estimate the average number of passengers per car for the entire 2000 cars. Which of the following statements about such an estimate is correct?

(E) The correct answer to the preceding question is the best estimate.
(F) The average is twice the correct answer to the preceding question
(G) The average is half the correct answer to the preceding question.
(H) No estimate is reasonable.

3. Tickets, which are numbered consecutively, are distributed to each car as it is driven into the theater. The table below shows the number of the next ticket ready for sale at the beginning and at the end of each evening. How many cars were at the theater during this week?

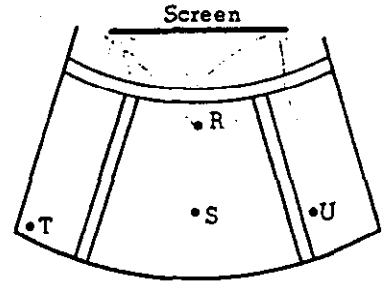
TICKET NUMBERS	
M	18362-19941
T	19941-20946
W	20946-21642
Th.	21642-22505
F	22505-24031
Sat.	24031-26132
Sun.	26132-27525

(A) 1393 (B) 9162 (C) 9163 (D) 9164

4. The ratio of width to height of the rectangular screen used in this theater is 2.5 to 1. How many square feet are contained in the screen if the height of the screen is 24 feet?

(E) 9.6 (F) 60.0 (G) 230 (H) 1440

5. Four of the cars are parked at locations R, S, T, and U as shown in the figure below.



In which car would a person have to turn his eyes through the greatest angle in order to look from the left-hand edge of the screen to the right-hand edge of the screen?

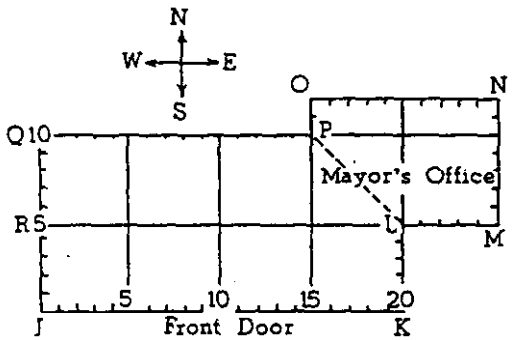
(A) R (B) S (C) T (D) U

6. Another large drive-in theater has 22 rows for cars. If 30 cars could be parked in the first row and if each of the following rows had 6 more car spaces than the preceding row, how many cars does this drive-in hold?

(E) 786 (F) 792 (G) 2046 (H) 2112

GO ON TO THE NEXT PAGE.

A new town hall is being constructed in Mansfield. Howard has collected information about the new building and is making a model of the first floor. Below is a sketch of the floor plan for his model.



Each unit represents 1 inch on model.

7. The mayor's office suite is in the northeast wing of the first floor as shown in the drawing. His receptionist is separated from the rest of the floor by a low railing extending from P to L. Which of the following words is a name for the geometric figure PLMNO ?

   (A) Trapezoid (B) Triangle
   (C) Square (D) Pentagon

8. What is the number of square inches in the first-floor area of the model?

   (E) 72 (F) 236 (G) 238 (H) 300

9. Howard wants to carve a model of the railing which extends from P to L separating the mayor's office from the rest of the main floor. About how many inches long should his model railing be?

   (A) 5.0 (B) 7.1 (C) 8.7 (D) 10.0

10. A statue will be placed on the first floor at some point that is equally distant from the northwest corner and the southwest corner. On his model, Howard should locate the corresponding miniature statue at which of the following positions?

    (E) Any point 5 inches from J
    (F) 2 inches from J and Q
    (G) Any point 5 inches from R
    (H) Somewhere on line RL

A new book in the school library gives some interesting facts about weather.

11. In 1915, New York City had its record snowstorm for April. 10.2 inches of snow fell at the rate of 0.42 inches per hour. About how many hours did the snowstorm last?

    (A) 4 (B) 24 (C) 42 (D) 125

12. The hottest temperature ever recorded in the United States was 134° in Death Valley. The coldest was −69.4° in Montana. How many degrees difference is there between these temperatures?

    (E) 64.6° (F) 164.6° (G) 203.4° (H) 828.0°

13. One of the largest hailstones ever found had a 17-inch circumference. Which of the following is the best estimate of this hailstone's diameter in inches?

    (A) $2\frac{1}{2}$ (B) 5 (C) $8\frac{1}{2}$ (D) 10

14. The book reported that in one hailstorm the difference in circumference between the largest and smallest hailstones found was 3 inches. What is the best estimate of the difference in their diameters?

    (E) Slightly less than 1 inch
    (F) Exactly 1 inch
    (G) Slightly more than 1 inch
    (H) Slightly more than 9 inches

15. Assume that the weight per cubic inch of two spherical hailstones is equal. If the radius of one is twice the radius of the other, the weight of the larger is how many times the weight of the smaller? (Volume of a sphere = $\frac{4}{3}\pi r^3$.)

    (A) 2 (B) 4 (C) 6 (D) 8

GO ON TO THE NEXT PAGE.

Mr. Smith has been considering several improvements for his home.

16. He investigated the cost of a refrigerated air-conditioning unit and found that 1 ton of refrigeration for every 400 square feet of floor space would cost $500. For each 1000 square feet the cost would be

(E) $200 (F) $1250 (G) $2000 (H) $2500

17. A salesman recommended to Mr. Smith a blower unit that would change the air in the room 10 times per hour. If the unit runs continuously, how many minutes does it take to make one change?

(A) $\frac{1}{6}$ (B) 5 (C) 6

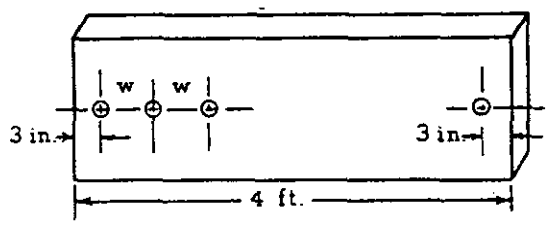
(D) Cannot be determined unless the dimensions of the room are known

18. Mr. Smith wants to paint the walls and ceiling of a room. He estimates that there are 950 square feet in the total area to be painted. If 1 gallon of paint covers 350 square feet, how much, to the nearest quart, should he purchase? (4 quarts = 1 gallon.)

(E) 2 gallons (F) 2 gallons 1 quart

(G) 3 gallons (H) 2 gallons 3 quarts

19. Mr. Smith wants to make a bracket to hold tools by drilling 8 holes, equally spaced between centers, in a block of wood 4 feet in length. If the center of each end hole is 3 inches from the end, which computation should be used to determine the distance w between the centers of the holes?



(A) $w = \frac{(4 \times 12) - (2 \times 3)}{8}$

(B) $w = \frac{(4 \times 12) - (2 \times 3)}{8 + 1}$

(C) $w = \frac{(4 \times 12) - (2 \times 3)}{8 - 1}$

(D) $w = \frac{4 \times 12}{8 - 1} - (2 \times 3)$

20. In preparing to make a new concrete driveway, Mr. Smith found that he should mix cement, sand, and gravel in the ratio 1:2:3, by volume. Which of the following statements about the volumes is true?

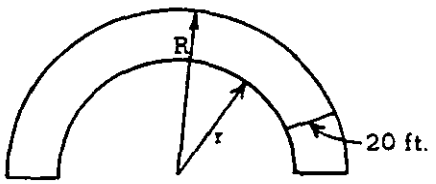
(E) One-third of the mixture is sand.

(F) There is $\frac{2}{3}$ as much gravel as sand.

(G) There is $\frac{2}{5}$ as much sand as gravel.

(H) Two-fifths of the mixture is sand.

21. Mr. Smith wanted to reduce the area of the driveway without changing its 20-foot width or its semicircular shape.



He could do this by

(A) reducing only the outer radius R
(B) increasing only the inner radius r
(C) reducing the outer radius R and increasing the inner radius r by the same amount
(D) reducing both radii by the same amount

Mrs. Fox went to the power and light company to check on her electricity bills and to obtain information about electrical equipment.

22. In discussing Mrs. Fox's electricity bills, the company representative pointed out that the cost of operating a lamp is directly proportional to the amount of time it is in use and the rate at which it consumes energy. The watt is a unit for measuring the rate at which electrical energy is used. As an example, he showed her the chart below giving the number of hours that each of three lamps was used during one week:

40-watt lamp	30 hours
60-watt lamp	20 hours
150-watt lamp	8 hours

Which lamp would have cost most to operate during that week?

(E) 40-watt lamp
(F) 60-watt lamp
(G) 150-watt lamp
(H) The cost is the same for each lamp.

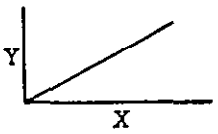
GO ON TO THE NEXT PAGE.

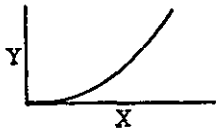
23. The company's monthly rates for the consumption of kilowatt-hours of electricity are:

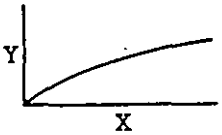
Kilowatt-hours Used	Cents per Kilowatt-hour
For the first 30	4
For the next 40	3
For the next 130	2

The shape of the graph comparing the amount of a customer's bill with the number of kilowatt-hours used would look like which of the following?

X = Kilowatt-hours Y = Amount

(A)


(C)


(B)


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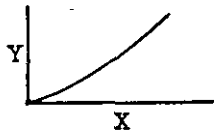

24. Part of her bill resulted from the use of electrical motors in her home. Some of the motors she had were those on a washing machine $\left(\frac{1}{3}\ hp.\right)$, a vacuum cleaner $\left(\frac{3}{8}\ hp.\right)$, and a shop lathe $\left(\frac{1}{4}\ hp.\right)$ What would be the arrangement of these horse-power ratings in order of increasing size?

(E) $\frac{1}{3}, \frac{3}{8}, \frac{1}{4}$ (F) $\frac{1}{4}, \frac{3}{8}, \frac{1}{3}$

(G) $\frac{1}{4}, \frac{1}{3}, \frac{3}{8}$ (H) $\frac{1}{3}, \frac{1}{4}, \frac{3}{8}$

25. In one year the total consumption of electricity in the United States was approximately 400,000,000,000 kilowatt-hours. At the rate of 2 cents per kilowatt-hour, what is the cost, in dollars, of this much electricity?

(A) 8×10^7 (B) 8×10^9

(C) 8×10^{11} (D) 8×10^{12}

STOP

IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON THIS PART ONLY.
DO NOT WORK ON ANY OTHER PART IN THE TEST.

Part VII

Directions: Each of the questions or incomplete statements below is followed by four suggested answers or completions. Select the one which is best in each case and then blacken the corresponding space on the answer sheet.

1. In the United States when dark clouds gather on the horizon in the west, one can expect

   (A) rain or snow
   (B) clearing weather
   (C) rising temperatures
   (D) high winds

2. Why does a gas burner have a pilot light?

   (E) To provide a night light
   (F) To keep the burner dry
   (G) To enable one to light the burner without a match
   (H) To improve the flow of gas

3. Which of the following is LEAST likely to be used to join two pieces of wood together?

   (A) A peg
   (B) A nail
   (C) A screw
   (D) A rivet

4. Which of the following was a silversmith?

   (E) Benjamin Franklin
   (F) Nathan Hale
   (G) Paul Revere
   (H) Benedict Arnold

5. Of the following, the fiber most likely to be used in a drip-dry material is

   (A) dacron
   (B) rayon
   (C) linen
   (D) silk

6. The AFL-CIO is

   (E) a labor organization
   (F) an athletic commission
   (G) a congressional committee
   (H) a political party

7. Which of the following metals is softest?

   (A) Steel
   (B) Lead
   (C) Iron
   (D) Chromium

8. Why does an insect shed its skin?

   (E) To frighten its enemies
   (F) To clean itself
   (G) To allow room for growth
   (H) To allow young to be born

9. What is the voltage of an ordinary flashlight battery?

   (A) $1\frac{1}{2}$ volts
   (B) 6 volts
   (C) 12 volts
   (D) 110 volts

10. Which of the following was a famous writer of fables?

    (E) Aesop
    (F) Apollo
    (G) Socrates
    (H) Homer

11. The roots of which of the following are NOT used for food?

    (A) Sweet potatoes
    (B) String beans
    (C) Carrots
    (D) Turnips

12. "A.C." is a common abbreviation for

    (E) antenna coil
    (F) alternating cable
    (G) alternating current
    (H) activated circuit

13. Upon passing the bar examination, one would become a

    (A) minister
    (B) lawyer
    (C) doctor
    (D) fireman

14. Lanolin is a kind of

    (E) oily substance
    (F) floor covering
    (G) plastic coating
    (H) cologne or perfume

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15. DDT is used to

(A) kill weeds
(B) improve gasoline
(C) kill insects
(D) cure diseases

16. Andirons are used in

(E) fireplaces
(F) flower arrangements
(G) framing pictures
(H) making draperies

17. Which of the following was the wife of King Arthur?

(A) Maid Marian
(B) Josephine
(C) Guinevere
(D) Marie

18. A dowel is used in connection with

(E) painting
(F) plumbing
(G) carpentry
(H) electrical wiring

19. The cost of living rises when we have

(A) inflation
(B) deflation
(C) free trade
(D) ratification

20. Which of the following would NOT be used to make a man's suit?

(E) Worsted
(F) Flannel
(G) Dimity
(H) Tweed

21. Hormones are produced by the

(A) kidneys
(B) heart
(C) intestines
(D) glands

22. The carburetor of an automobile engine helps to

(E) supply fuel to the engine
(F) lubricate the engine
(G) keep the engine cool
(H) generate electricity

23. Which of the following pairs of colors does NOT show the same relationship as the others?

(A) Red. . green
(B) Pink. . brown
(C) Purple. . yellow
(D) Orange. . blue

24. To hang a heavy mirror on a plaster wall, one should try to fasten it to a

(E) quarter-round
(F) baseboard
(G) stud
(H) window sash

25. A witness in court who refuses to answer questions on the ground that his answer may incriminate him is relying on the

(A) Bill of Rights
(B) Emancipation Proclamation
(C) Rights of Man
(D) Articles of Confederation

26. Tatting is associated with

(E) sailing
(F) manicuring
(G) lace making
(H) drawing

27. The chemical symbol for ordinary table salt is

(A) NH_4OH
(B) H_2SO_4
(C) NaCl
(D) HCl

28. The proper tool to use in sharpening a saw is a

(E) cold chisel
(F) file
(G) grindstone
(H) whetstone

29. What does the musical term a cappella mean?

(A) Full orchestra
(B) String ensemble
(C) Without accompaniment
(D) Folk opera

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30. A colander is a

(E) cooking vessel
(F) type of grater
(G) kind of strainer
(H) water jar

31. How long is a United States senator's term in office?

(A) Two years
(B) Four years
(C) Five years
(D) Six years

32. Paisley refers to a kind of

(E) weaving
(F) stitch
(G) fringe
(H) pattern

33. A linotype is used in

(A) printing
(B) surveying
(C) manufacturing linoleum
(D) manufacturing typewriters

34. An aid to cutting boards at an angle is

(E) a square
(F) a level
(G) a miterbox
(H) an angle iron

35. Mark Twain was the pen name for

(A) Nathaniel Hawthorne
(B) Henry Wadsworth Longfellow
(C) Edgar Allan Poe
(D) Samuel Clemens

36. The fuel used in commercial jet airplanes is

(E) helium
(F) hydrogen
(G) powdered charcoal
(H) kerosene

37. Companies that supply electricity, gas, water, and telephone service are called

(A) trusts
(B) utilities
(C) industrials
(D) authorities

38. A tine is part of a

(E) fork
(F) stairway
(G) drum
(H) can opener

39. What medicine is commonly used in treating malaria?

(A) Vitamin A
(B) ACTH
(C) Quinine
(D) Sodium bicarbonate

40. An advantage of copper tubing for plumbing is its

(E) low cost
(F) resistance to corrosion
(G) attractive color
(H) strength

41. A sculpture of paper or wire with parts that can easily be set in motion is called a

(A) bust
(B) mobile
(C) carving
(D) frieze

42. Which of the following foods would you NOT recommend for a "soft food" diet?

(E) Corn-on-the-cob
(F) Scrambled eggs
(G) Vanilla pudding
(H) Mashed potatoes

43. The agency of the United Nations which is most like the United States Senate is the

(A) General Assembly
(B) Security Council
(C) Secretariat
(D) International Court of Justice

44. A block and tackle may be used effectively in

(E) knitting and crocheting
(F) building construction
(G) surgery
(H) plowing

45. On a planet which has no atmosphere, the daylight sky is

(A) blue
(B) red
(C) black
(D) orange

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46. Bouillon is a kind of

(E) soup
(F) pudding
(G) gravy
(H) cake

47. Which of the following American writers made a practice of using a surprise ending in his short stories?

(A) Ring Lardner
(B) Mark Twain
(C) Bret Harte
(D) O. Henry

48. When concrete is "reinforced," it

(E) has metal rods in it
(F) is extra thick
(G) is backed with bricks
(H) has a wooden support

49. The Crusades were religious wars in which Christians fought against

(A) Hindus
(B) Moslems
(C) Hebrews
(D) Buddhists

50. Which of the following is a common sugar substitute?

(E) Cinnamon
(F) Saccharin
(G) Cornstarch
(H) Licorice

51. Muscle is composed chiefly of

(A) protein
(B) fat
(C) carbohydrate
(D) starch

52. Which of the following would take the longest cooking time?

(E) Broiling a 2-pound steak
(F) Frying 6 hamburgers
(G) Roasting a 2-pound pork roast
(H) Hard-boiling 6 eggs

53. The part of the Bible which consists of various songs said to be composed by David is

(A) The Song of Songs
(B) Ecclesiastes
(C) The Book of Proverbs
(D) The Book of Psalms

54. Most American-made cars have

(E) front-wheel drive
(F) back-wheel drive
(G) four-wheel drive
(H) forward drive in the back and reverse drive in the front wheels

55. The method used by special interest groups to influence legislation is called

(A) gerrymandering
(B) logrolling
(C) pork barreling
(D) lobbying

56. Which of the following is LEAST likely to be used in a kitchen?

(E) A colander
(F) A lorgnette
(G) A rotisserie
(H) A spatula

57. What is the most important thing to do for someone injured in an automobile accident?

(A) Keep him warm
(B) Make him comfortable
(C) Stop severe bleeding
(D) Raise his head above his feet

58. Which of the following would a baby usually learn first?

(E) To sit up
(F) To walk
(G) To stand
(H) To crawl

59. Norman Rockwell is famous for his

(A) magazine covers
(B) lithographs
(C) children's books
(D) statues

60. Which of the following tools is best for drilling a deep, straight hole in wood?

(E) A brace and bit
(F) A quarter-inch electric drill
(G) A push drill
(H) A drill press

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61. Which of the following is located in Washington, D. C. ?

(A) Grant's Tomb
(B) Independence Hall
(C) The Jefferson Memorial
(D) The Hall of Fame

62. Which of the following is LEAST likely to be used in making a drawer for an expensive wood desk?

(E) Nails
(F) Glue
(G) A saw
(H) A plane

63. What is another name for a woodchuck?

(A) Chipmunk
(B) Ground hog
(C) Prairie dog
(D) Squirrel

64. Discoloration on copper pots can be removed with

(E) soap and water
(F) vinegar and soda
(G) a mild detergent
(H) an egg paste

65. Which of the following terms is most closely associated with ceramics?

(A) Kiln
(B) Tempera
(C) Collage
(D) Fresco

66. A cornice is a kind of

(E) sculpture
(F) decorative overhang
(G) roof
(H) cement mixture

67. In the United States, which of the following is appointed or elected for the shortest term?

(A) A justice of the Supreme Court
(B) A member of the House of Representatives
(C) A senator
(D) The president

68. Which of the following might be found on a dessert menu?

(E) Parfait
(F) Toupee
(G) Consommé
(H) Filet

69. If all the following jewels were of the same size, which would probably be the most valuable?

(A) An amethyst
(B) An emerald
(C) A pearl
(D) A topaz

70. Which of the following would make the best heat insulator?

(E) A dead air space
(F) A pane of glass
(G) A heavy steel casing
(H) A layer of brick

71. The operetta entitled "H. M. S. Pinafore" was produced by the collaboration of

(A) Beaumont and Fletcher
(B) Rogers and Hammerstein
(C) Gilbert and Sullivan
(D) Lunt and Fontanne

72. Which of the following materials is NOT a "pile" fabric?

(E) Corduroy
(F) Plush
(G) Taffeta
(H) Velvet

73. The man who invaded England in 1066 was

(A) Charles the Great
(B) Richard the Lion-Hearted
(C) William the Conqueror
(D) Frederick the Great

74. A plumb line is used to determine

(E) true horizontal
(F) true vertical
(G) the distance between two fixed points
(H) angles which are smaller than 90^{o}

75. Which of the following is NOT an antibiotic?

(A) Penicillin
(B) Chloromycetin
(C) Aureomycin
(D) Sulfanilamide

76. A petit four is

(E) a sugary candy
(F) an ice cream mold
(G) a small frosted cake
(H) a pie filling

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77. Which of the following musical instruments is more likely to be found in a marching band than in a symphony orchestra?

(A) A piccolo
(B) A trombone
(C) A sousaphone
(D) A clarinet

78. If only one edge of a car's front tire is wearing out, the trouble is probably caused by

(E) tire pressure that is too high
(F) tire pressure that is too low
(G) faulty wheel alignment
(H) unbalanced wheels

79. India achieved independence at the same time as did

(A) Indonesia
(B) Nigeria
(C) Tunisia
(D) Pakistan

80. Which of the following would usually be ironed with the hottest iron?

(E) Cotton
(F) Rayon
(G) Silk
(H) Linen

81. Alchemists tried to change lead into gold by means of

(A) gravitation
(B) transmutation
(C) amalgamation
(D) condensation

82. What is in the cooling coils of a refrigerator?

(E) Electrical current
(F) Water
(G) A gas
(H) Ice

83. Which of the following is part of a theater?

(A) A clerestory
(B) A bridge
(C) A loge
(D) A solarium

84. Chinese Chippendale is a kind of

(E) furniture style
(F) tea ceremony
(G) Oriental bird
(H) costume

85. In the United States, April 15 is an important day because it is

(A) Inauguration Day
(B) Abraham Lincoln's birthday
(C) Flag Day
(D) a deadline for income tax returns

86. Linseed oil is rarely used to thin paints applied inside houses because it

(E) dries too slowly
(F) smells too strong
(G) is too expensive
(H) sets too quickly

87. The total amount of moisture in a given volume of air can be directly expressed in terms of

(A) dew point
(B) relative humidity
(C) absolute humidity
(D) vapor pressure

88. A riser is part of

(E) an airplane
(F) a floor
(G) a stairway
(H) a roof

89. Older boys' and men's shirts are usually bought according to

(A) chest measurement and collar size
(B) chest measurement and sleeve length
(C) collar size and sleeve length
(D) collar size and waist measurement

90. "Nō" plays are associated with the national drama of

(E) ancient China
(F) India
(G) Thailand
(H) Japan

91. Octane rating is a measure of

(A) the amount of oxygen in gasoline
(B) the antiknock properties of gasoline
(C) gasoline consumption
(D) horsepower

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92. If you wanted an evergreen shrub with showy flowers in your garden, you might plant

(E) rhododendron
(F) lilac
(G) bridal wreath
(H) holly

93. In communist countries the term "peoples' democracy" generally refers to a country

(A) run by the Communist party
(B) having freedom of speech
(C) having a labor government
(D) controlled by businessmen

94. Shellac should be thinned with

(E) mineral oil
(F) turpentine
(G) water
(H) alcohol

95. Frozen foods which have been thawed and then refrozen are likely to deteriorate because of changes in all of the following EXCEPT

(A) energy content
(B) cell structure
(C) enzymes
(D) bacterial substances

STOP

IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON THIS PART ONLY.
DO NOT WORK ON ANY OTHER PART IN THE TEST.

12

Part VIII Questionnaire

Mark the space on the answer sheet corresponding to the answer that is correct for you for each question. Mark only one answer for each question. You may leave out any question you prefer not to answer, but we hope you will answer all of them.

Using the list below, mark the spaces on the answer sheet corresponding to the correct answers for questions 1 and 2.

1. Where were you born? 1-6

2. Where was your mother born?

01. Alabama
02. Alaska
03. Arizona
04. Arkansas
05. California
06. Colorado
07. Connecticut
08. Delaware
09. District of Columbia
10. Florida
11. Georgia
12. Hawaii
13. Idaho
14. Illinois
15. Indiana
16. Iowa
17. Kansas
18. Kentucky
19. Louisiana
20. Maine
21. Maryland
22. Massachusetts
23. Michigan
24. Minnesota
25. Mississippi
26. Missouri
27. Montana
28. Nebraska
29. Nevada
30. New Hampshire
31. New Jersey
32. New Mexico
33. New York
34. North Carolina
35. North Dakota
36. Ohio
37. Oklahoma
38. Oregon
39. Pennsylvania
40. Rhode Island
41. South Carolina
42. South Dakota
43. Tennessee
44. Texas
45. Utah
46. Vermont
47. Virginia
48. Washington
49. West Virginia
50. Wisconsin
51. Wyoming
52. U. S. possession (American Samoa, Canal Zone, Guam, and Virgin Islands)
53. Puerto Rico
54. Mexico
55. Canada
56. Country other than the U. S. and its possessions, Puerto Rico, Canada, or Mexico
57. Don't know

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3. Are you a male or a female?

(A) Male
(B) Female

4. How old were you on your last birthday?

(A) 12 or younger
(B) 13
(C) 14
(D) 15
(E) 16
(F) 17
(G) 18 or older

5. Where have you spent most of your life?

(A) In this city, town, or county
(B) In this state but outside this city, town, or county
(C) In another state in the U. S.
(D) In Puerto Rico or another U. S. possession
(E) In Mexico
(F) In Canada
(G) In a country other than the U. S., Canada, or Mexico

6. In what type of community have you spent most of your life? (Give your best estimate if you are not sure.)

(A) In the open country or in a farming community
(B) In a small town (less than 10,000 people) that was not a suburb
(C) Inside a medium size city (10,000 to 100,000 people)
(D) In a suburb of a medium size city
(E) Inside a large city (100,000 to 500,000 people)
(F) In a suburb of a large city
(G) In a very large city (over 500,000 people)
(H) In a suburb of a very large city

7. Which of the following best describes you?

(A) Negro
(B) White
(C) American Indian
(D) Oriental
(E) Other

8. Are you of Puerto Rican or Mexican American background?

(A) Puerto Rican
(B) Mexican American
(C) Neither of these

9. How many people live in your home, including yourself, parents, brothers, sisters, relatives, and others who live with you?

(A) 2
(B) 3
(C) 4
(D) 5
(E) 6
(F) 7
(G) 8
(H) 9
(I) 10
(J) 11 or more

10. How many brothers and sisters do you have altogether? Include stepbrothers and stepsisters and half brothers and half sisters, if any.

(A) None
(B) 1
(C) 2
(D) 3
(E) 4
(F) 5
(G) 6
(H) 7
(I) 8
(J) 9 or more

11. How many brothers and sisters do you have who are older than you are? Include stepbrothers and stepsisters and half brothers and half sisters, if any.

(A) None
(B) 1
(C) 2
(D) 3
(E) 4
(F) 5
(G) 6
(H) 7
(I) 8
(J) 9 or more

GO ON TO THE NEXT PAGE.

12. How many of your older brothers and sisters left high school before finishing?

(A) Have no older brothers or sisters
(B) None
(C) 1
(D) 2
(E) 3
(F) 4
(G) 5
(H) 6
(I) 7
(J) 8 or more

13. Does anyone in your home speak a language other than English most of the time? (Spanish, Italian, Polish, German, etc.)

(A) Yes
(B) No

14. Do you speak a foreign language other than English outside of school?

(A) Yes, frequently
(B) Yes, occasionally
(C) Yes, rarely
(D) No

15. How many rooms are there in your home? Count only the rooms your family lives in. Count the kitchen (if separate) but not bathrooms.

(A) 1
(B) 2
(C) 3
(D) 4
(E) 5
(F) 6
(G) 7
(H) 8
(I) 9
(J) 10 or more

16. Who is now acting as your father? If you are adop consider your adoptive father as your real father.

(A) My real father, who is living at home
(B) My real father, who is not living at home
(C) My stepfather
(D) My foster father
(E) My grandfather
(F) Another relative (uncle, etc.)
(G) Another adult
(H) No one

17. Who is now acting as your mother? If you are adopted, consider your adoptive mother as your real mother.

(A) My real mother, who is living at home
(B) My real mother, who is not living at home
(C) My stepmother
(D) My foster mother
(E) My grandmother
(F) Another relative (aunt, etc.)
(G) Another adult
(H) No one

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Please answer all questions about your parents in terms of your answers to questions 16 and 17. In situations where no one is now acting as mother or father, answer questions about your parents in terms of your real father and mother whether they are living or dead.

18. What work does your father do? You probably will not find his exact job listed, but check the one that comes closest. If he is now out of work or if he's retired, mark the one that he usually did. Mark only his main job if he works on more than one.

(A) Technical—such as draftsman, surveyor, medical or dental technician, etc.
(B) Official—such as manufacturer, officer in a large company, banker, government official or inspector, etc.
(C) Manager—such as sales manager, store manager, office manager, factory supervisor, etc.
Proprietor or owner—such as owner of a small business, wholesaler, retailer, contractor, restaurant owner, etc.
(D) Semiskilled worker—such as factory machine operator, bus or cab driver, meat cutter, etc.
Clerical worker—such as bankteller, bookkeeper, sales clerk, office clerk, mail carrier, messenger, etc.
Service worker—such as barber, waiter, etc.
Protective worker—such as policeman, detective, sheriff, fireman, etc.
(E) Salesman—such as real estate or insurance salesman, factory representative, etc.
(F) Farm or ranch manager or owner
(G) Farm worker on one or more than one farm
(H) Workman or laborer—such as factory or mine worker, fisherman, filling station attendant, longshoreman, etc.
(I) Professional—such as accountant, artist, clergyman, dentist, doctor, engineer, lawyer, librarian, scientist, college professor, social worker, etc.
(J) Skilled worker or foreman—such as baker, carpenter, electrician, enlisted man in the armed forces, mechanic, plumber, plasterer, tailor, foreman in a factory or mine, etc.
(K) Don't know

19. How far in school did your father go?

(A) None, or some grade school
(B) Completed grade school
(C) Some high school, but did not graduate
(D) Graduated from high school
(E) Technical or business school after high school
(F) Some college but less than 4 years
(G) Graduated from a 4 year college
(H) Attended graduate or professional school
(I) Don't know

20. How far in school did your mother go?

(A) None, or some grade school
(B) Completed grade school
(C) Some high school, but did not graduate
(D) Graduated from high school
(E) Technical, nursing, or business school after high school
(F) Some college but less than 4 years
(G) Graduated from a 4 year college
(H) Attended graduate or professional school
(I) Don't know

21. In what type of community did your mother live when she was about your age? (Give your best estimate if you are not sure.)

(A) In the open country or in a farming community
(B) In a small town (less than 10,000 people) that was not a suburb
(C) Inside a medium size city (10,000 to 100,000 people)
(D) In a suburb of a medium size city
(E) Inside a large city (100,000 to 500,000 people)
(F) In a suburb of a large city
(G) In a very large city (over 500,000 people)
(H) In a suburb of a very large city
(I) Don't know

22. Where does most of the money come from that pays for your food, house, and clothing?

(A) My father's work
(B) My mother's work
(C) My stepfather or male relative's work
(D) My stepmother or female relative's work
(E) Someone not listed above
(F) Don't know

23. Does your mother have a job outside your home?

(A) Yes, full-time
(B) Yes, part-time
(C) No

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24. How good a student does your mother want you to be in school?

(A) One of the best students in my class
(B) Above the middle of the class
(C) In the middle of my class
(D) Just good enough to get by
(E) Don't know

25. How good a student does your father want you to be in school?

(A) One of the best students in my class
(B) Above the middle of the class
(C) In the middle of my class
(D) Just good enough to get by
(E) Don't know

26. How often do you and your parents talk about your school work?

(A) Just about every day
(B) Once or twice a week
(C) Once or twice a month
(D) Never or hardly ever

27. How much education does your father want you to have?

(A) Doesn't care if I finish high school or not
(B) Finish high school only
(C) Technical, nursing, or business school after high school
(D) Some college but less than 4 years
(E) Graduate from a 4 year college
(F) Professional or graduate school
(G) Father is not at home
(H) Don't know

28. How much education does your mother want you to have?

(A) Doesn't care if I finish high school or not
(B) Finish high school only
(C) Technical, nursing, or business school after high school
(D) Some college but less than 4 years
(E) Graduate from a 4 year college
(F) Professional or graduate school
(G) Mother is not at home
(H) Don't know

29. About how often last year did your mother or father attend parent association meetings such as the PTA

(A) Not at all
(B) Once in a while
(C) About half the meetings
(D) Most or all of the meetings
(E) There isn't a parent association at this school
(F) Don't know

30. Did anyone at home read to you when you were small, before you started school?

(A) No
(B) Once in a while
(C) Many times but not regularly
(D) Many times and regularly
(E) Don't remember

GO ON TO THE NEXT PAGE

The items listed below are things your family may have. Mark A if your family has it. Mark B if your family does not have it.

31. Television set
    (A) Yes
    (B) No

32. Telephone
    (A) Yes
    (B) No

33. Record player, hi fi, or stereo
    (A) Yes
    (B) No

34. Electric or gas refrigerator
    (A) Yes
    (B) No

35. Dictionary
    (A) Yes
    (B) No

36. Encyclopedia
    (A) Yes
    (B) No

37. Automobile
    (A) Yes
    (B) No

38. Vacuum cleaner
    (A) Yes
    (B) No

39. Daily newspaper
    (A) Yes
    (B) No

40. How often do you go to a public library or bookmobile (not your school library)?
    (A) Once a week or more
    (B) 2 or 3 times a month
    (C) Once a month or less
    (D) Never

41. How many magazines do you and your family get regularly at home?
    (A) None
    (B) 1 or 2
    (C) 3 or 4
    (D) 5 or 6
    (E) 7 or more

42. How many books are in your home?
    (A) None or very few (0 to 9)
    (B) A few (10 to 24)
    (C) One bookcase full (25 to 99)
    (D) Two bookcases full (100 to 249)
    (E) Three or more bookcases full (250 or more)

43. Which one of the following best describes the program or curriculum you are enrolled in?
    (A) General
    (B) College preparatory
    (C) Commercial or business
    (D) Vocational
    (E) Agriculture
    (F) Industrial arts
    (G) Other
    (H) Don't know yet

44. Did you go to kindergarten before you started the first grade?
    (A) Yes
    (B) No

45. Did you go to nursery school before you went to kindergarten?
    (A) Yes
    (B) No
    (C) Don't remember

46. About how many times have you changed schools since you started the first grade (not counting promotions from one school to another)?
    (A) Never
    (B) Once
    (C) Twice
    (D) Three times
    (E) Four times or more

GO ON TO THE NEXT PAGE.

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

(A) I have not changed schools
(B) Less than a year ago
(C) About one year ago
(D) About two years ago
(E) About three years ago
(F) About four years ago
(G) About five or more years ago

48. How far do you want to go in school?

(A) I do not want to finish high school
(B) I want to finish high school only
(C) I want to go to technical, nursing, or business school after high school
(D) Some college training, but less than 4 years
(E) I want to graduate from a 4 year college
(F) I want to do professional or graduate work after I finish college

49. In your classes last year, how many students were white?

(A) None
(B) Less than half
(C) About half
(D) More than half
(E) All

50. How many of your teachers last year were white?

(A) None
(B) Less than half
(C) About half
(D) More than half
(E) All

51. Since you began school, how many of the students in your classes were white?

(A) None
(B) Less than half
(C) About half
(D) More than half
(E) All

52. Since you began school, how many of your teachers were white?

(A) None
(B) Less than half
(C) About half
(D) More than half
(E) All

53. Are you planning to go to college?

(A) Definitely yes
(B) Probably yes
(C) Probably not
(D) Definitely not

54. How many books did you read (not including those required for school) over the past summer? Do not count magazines or comic books.

(A) None
(B) 1 to 5
(C) 6 to 10
(D) 11 to 15
(E) 16 to 20
(F) 21 or more

55. On an average school day, how much time do you spend watching TV outside of school?

(A) None or almost none
(B) About $\frac{1}{2}$ hour a day
(C) About 1 hour a day
(D) About $1\frac{1}{2}$ hours a day
(E) About 2 hours a day
(F) About 3 hours a day
(G) 4 or more hours a day

56. If something happened and you had to stop school now, how would you feel?

(A) Very happy—I'd like to quit
(B) I wouldn't care one way or the other
(C) I would be disappointed
(D) I'd try hard to continue
(E) I would do almost anything to stay in school

57. How good a student do you want to be in school?

(A) One of the best students in my class
(B) Above the middle of the class
(C) In the middle of my class
(D) Just good enough to get by
(E) I don't care

58. On an average school day, how much time do you spend studying outside of school?

(A) None or almost none
(B) About $\frac{1}{2}$ hour a day
(C) About 1 hour a day
(D) About $1\frac{1}{2}$ hours a day
(E) About 2 hours a day
(F) About 3 hours a day
(G) 4 or more hours a day

59. About how many days were you absent from school last year?

(A) None
(B) 1 or 2 days
(C) 3 to 6 days
(D) 7 to 15 days
(E) 16 or more days

GO ON TO THE NEXT PAGE

...school year, did you ever stay away ...because you didn't want to come?

399

- ...or 1 or 2 days
- ...3 to 6 days
- ...or 7 to 15 days
- ...or 16 or more days

...ow of your close friends. How many of them ...ite?

400

- (A) None
- (B) Less than half
- (C) About half
- (D) More than half
- (E) All

62. If you could have anyone you wanted for your close friends, how many would be white?

401

- (A) None
- (B) Less than half
- (C) About half
- (D) More than half
- (E) All
- (F) Don't care

63. If you could be in the school you wanted, how many of the students would you want to be white?

402

- (A) None
- (B) Less than half
- (C) About half
- (D) More than half
- (E) All
- (F) Don't care

64. If you could be in the school you wanted, how many of the teachers would you want to be white?

403

- (A) None
- (B) Less than half
- (C) About half
- (D) More than half
- (E) All
- (F) Don't care

65. Are you a member of a club for future teachers?

- (A) Yes
- (B) No
- (C) There is not one in this school

66. What was the first grade you attended with students from another race in your classes?

404

- (A) 1st, 2nd, or 3rd
- (B) 4th, 5th, or 6th
- (C) 7th, 8th, or 9th
- (D) I have not had classes with students of another race

67. Were you on any school athletic team last year as a player or manager?

- (A) Yes
- (B) No
- (C) We didn't have any athletic teams in my school

68. Were you a member of the Student Council last year?

- (A) Yes
- (B) No
- (C) We didn't have a student council

69. Did you participate in any debating, dramatics, or musical clubs last year?

- (A) No
- (B) Yes, I was an active member
- (C) Yes, but I wasn't very active
- (D) Our school does not have such clubs

70. Did you participate in any hobby clubs at school last year, such as photography, model building, crafts, etc.?

- (A) No
- (B) Yes, I was an active member
- (C) Yes, but I wasn't an active member
- (D) Our school does not have such clubs

GO ON TO THE NEXT PAGE.

For each of the following subject matter fields, mark Yes if you are now enrolled in a course in that field or No if you are not enrolled in such a course.

71. Science courses such as biology, chemistry, general science, and physics

(A) Yes
(B) No

72. Foreign language courses such as French, German, and Latin

(A) Yes
(B) No

73. Social studies courses such as history, civics, and economics

(A) Yes
(B) No

74. English courses including literature, drama, speech, and journalism

(A) Yes
(B) No

75. Mathematics courses such as algebra, geometry, trigonometry. Do not count commercial arithmetic or shop mathematics.

(A) Yes
(B) No

76. Industrial arts courses such as general shop, woodworking, metalworking, drafting. Do not include job training courses.

(A) Yes
(B) No

77. Vocational education, trade education, and job-training courses such as auto mechanics, foundry, distributive education, and health occupations

(A) Yes
(B) No

78. Commercial courses such as typing, shorthand, and bookkeeping

(A) Yes
(B) No

79. Agriculture courses

(A) Yes
(B) No

80. Home economics courses

(A) Yes
(B) No

81. What is the average grade that you made in your English courses during the last two years? If your school does not use letter grades, estimate as closely as possible.

(A) A (either A-, A, or A+)
(B) B (either B-, B, or B+)
(C) C (either C-, C, or C+)
(D) D (either D-, D, or D+)
(E) Failed
(F) Haven't taken any courses in English

82. What is the average grade that you made in your mathematics courses during the last two years? If your school does not use letter grades, estimate as closely as possible.

(A) A (either A-, A, or A+)
(B) B (either B-, B, or B+)
(C) C (either C-, C, or C+)
(D) D (either D-, D, or D+)
(E) Failed
(F) Haven't taken any courses in mathematics

83. What ability group or track are you in in your English class?

(A) The highest group or track
(B) The middle group
(C) The lower group
(D) Our school does not have ability grouping or tracks
(E) Don't know

84. Are you now repeating an English course that you took last year?

(A) Yes
(B) No

85. What is your grade average for your last year's school work? (Do not include summer school.)

(A) A (either A-, A, or A+)
(B) B (either B-, B, or B+)
(C) C (either C-, C, or C+)
(D) D (either D-, D, or D+)
(E) Don't know

GO ON TO THE NEXT PAGE.

423

86. During the last school year about how many hours a week did you work for pay? Do not include chores done around your own home.

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

87. How do you and your friends rate socially in this school?

(A) At the top
(B) Near the top
(C) About in the middle
(D) Near the bottom

88. How bright do you think you are in comparison with the other students in your grade?

(A) Among the brightest
(B) Above average
(C) Average
(D) Below average
(E) Among the lowest

89. Do you feel that you can get to see a guidance counselor when you want to or need to?

(A) Yes
(B) No
(C) We have no guidance counselor

90. Would you enroll in a vocational (job training) program if one that interested you were offered in high school?

424

(A) I am already enrolled in a vocational (job training) program
(B) Yes, I would enroll in such a program
(C) No, I would not enroll in such a program

91. How good a student do your teachers expect you to be?

425

(A) One of the best students in my class
(B) Above the middle of the class
(C) In the middle of my class
(D) Just good enough to get by
(E) Don't know

On each of the following items, mark A if you agree; mark B if you are not sure; and mark C if you disagree.

92. People who accept their condition in life are happier than those who try to change things.

(A) Agree
(B) Not sure
(C) Disagree

426

93. Good luck is more important than hard work for success.

(A) Agree
(B) Not sure
(C) Disagree

427

94. Every time I try to get ahead, something or somebody stops me.

(A) Agree
(B) Not sure
(C) Disagree

428

95. If a person is not successful in life, it is his own fault.

(A) Agree
(B) Not sure
(C) Disagree

429

96. Even with a good education, I'll have a hard time getting the right kind of job.

(A) Agree
(B) Not sure
(C) Disagree

430

97. I would make any sacrifice to get ahead in the world.

(A) Agree
(B) Not sure
(C) Disagree

431

GO ON TO THE NEXT PAGE.

98. If I could change, I would be someone different from myself.

(A) Agree
(B) Not sure
(C) Disagree

99. I sometimes feel that I just can't learn.

(A) Agree
(B) Not sure
(C) Disagree

100. I would do better in school work if teachers didn't go so fast.

(A) Agree
(B) Not sure
(C) Disagree

101. The tougher the job, the harder I work.

(A) Agree
(B) Not sure
(C) Disagree

102. I am able to do many things well.

(A) Agree
(B) Not sure
(C) Disagree

103. People like me don't have much chance to be successful in life.

(A) Agree
(B) Not sure
(C) Disagree

104. About how long does it take you to get from your home in the morning to school?

(A) 10 minutes or less
(B) 20 minutes
(C) 30 minutes
(D) 45 minutes
(E) One hour or more

105. How do you usually come to school in the morning?

(A) By automobile
(B) Walk or bicycle
(C) School bus
(D) Train, trolley, subway, or bus other than school bus
(E) Other

106. When you finish your education, what sort of a job do you think you will have?

(A) Technical—such as draftsman, surveyor, medical or dental technician, etc.
(B) Official—such as manufacturer, officer in a large company, banker, government official or inspector, etc.
(C) Manager—such as sales manager, store manager, office manager, factory supervisor, etc.
Proprietor or owner—such as owner of a small business, wholesaler, retailer, contractor, restaurant owner, etc.
(D) Semiskilled worker—such as factory machine operator, bus or cab driver, meat cutter, etc.
Clerical worker—such as bankteller, bookkeeper, sales clerk, office clerk, mail carrier, messenger, etc.
Service worker—such as barber, waiter, etc.
Protective worker—such as policeman, detective, sheriff, fireman, etc.
(E) Salesman—such as real estate or insurance salesman, factory representative, etc.
(F) Farm or ranch manager or owner
(G) Farm worker on one or more than one farm
(H) Workman or laborer—such as factory or mine worker, fisherman, filling station attendant, longshoreman, etc.
(I) Professional—such as accountant, artist, clergyman, dentist, doctor, engineer, lawyer, librarian, scientist, college professor, social worker, etc.
(J) Skilled worker or foreman—such as baker, carpenter, electrician, enlisted man in the armed forces, mechanic, plumber, plasterer, tailor, foreman in a factory or mine, etc.
(K) Don't know

107. What kind of school did you attend when you were in the eighth grade?

(A) A public school
(B) A private Catholic school
(C) A private Jewish school
(D) A private Protestant school
(E) Another private school including military school

IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON THIS PART ONLY.
DO NOT WORK ON ANY OTHER PART IN THE TEST.

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199

Gyrodyne

Teachers Study

Equality of Educational Opportunity (Coleman) Study

Teacher File

Record Layout

VARIABLE	LOCATION
Part II (Test) #Right	37-39
Part II (Test) #Wrong	40-42
(blank)	43-168
Part II (Test) Item Responses	169-198
Part I, Questionnaire Responses	199-303

Educational Opportunities Survey | FORM NCR

SCHOOL SURVEY TESTS

•

TEACHER QUESTIONNAIRE

202

EDUCATIONAL TESTING SERVICE—PRINCETON, N. J., BERKELEY, CALIF.

TEACHER QUESTIONNAIRE

This questionnaire should be completed by all persons in the schools in which students are tested who fall into either of the two following categories:

(a) teachers teaching one or more classes this year.
(b) anyone who spends more than five hours per week in guidance counseling.

Mark the space on the answer sheet that is correct for you for each question. Mark only one answer for each question. You may omit any question which you would prefer not to answer, but please answer them all if you possibly can.

PART I

1. What is your sex?

(A) Male
(B) Female

2. How old were you on your last birthday?

(A) Under 26
(B) 26 to 35
(C) 36 to 45
(D) 46 to 55
(E) 56 to 65
(F) 66 or older

3. Where have you spent most of your life?

(A) In this city, town, or county
(B) In this state outside this city, town, or county
(C) In another state in the U. S.
(D) In Puerto Rico or another U. S. possession
(E) In Mexico
(F) In Canada
(G) In a country other than the U. S., Canada, or Mexico

4. In what type of community have you spent most of your life? (Give your best estimate if you are not sure.)

(A) In the open country or in a farming community
(B) In a small town (less than 10,000 people) that was not a suburb
(C) Inside a medium size city (10,000 to 100,000 people)
(D) In a suburb of a medium size city
(E) Inside a large city (100,000 to 500,000 people)
(F) In a suburb of a large city
(G) In a very large city (over 500,000 people)
(H) In a suburb of a very large city

5. Are you . . . .

(A) Negro
(B) white
(C) American Indian
(D) Oriental
(E) other

6. Are you of Puerto Rican or Mexican American background?

(A) Puerto Rican
(B) Mexican American
(C) Neither of these

7. Where did you graduate from high school?

(A) A high school in this city, town, or county
(B) A high school in this state, but outside this city, town, or county
(C) A high school in another state in the U. S.
(D) A high school in Puerto Rico or another U. S. possession
(E) A high school in another country

GO ON TO THE NEXT PAGE.

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Questions were provided by the U. S. Office of Education.

223-741 O - 66 - 44

8. What work does (did) your father do? You probably will not find his exact job listed, but mark the answer space corresponding to the one that is closest.

(A) Technical—such as draftsman, surveyor, medical or dental technician, etc.
(B) Official—such as manufacturer, officer in a large company, banker, official or inspector, etc.
(C) Manager—such as sales manager, store manager, office manager, factory supervisor, etc.
Proprietor or owner—such as owner of a small business, wholesaler, retailer, contractor, restaurant owner, etc.
(D) Semiskilled worker—such as factory machine operator, bus or cab driver, meat cutter, etc.
Clerical worker—such as bankteller, bookkeeper, sales clerk, office clerk, mail carrier, messenger, etc.
Service worker—such as a barber, waiter, etc.
Protective worker—such as policeman, detective, sheriff, fireman, etc.
(E) Salesman—such as real estate or insurance salesman, factory representative, etc.
(F) Farm or ranch manager or owner
(G) Farm worker on one or more than one farm
(H) Workman or laborer—such as factory or mine worker, fisherman, filling station attendant, longshoreman, etc.
(I) Professional—such as accountant, artist, clergyman, dentist, doctor, engineer, lawyer, librarian, scientist, college professor, social worker, etc.
(J) Skilled worker or foreman—such as baker, carpenter, electrician, enlisted man in the armed forces, mechanic, plumber, plasterer, tailor, foreman in a factory or mine, etc.
(K) Don't know

9. How many years of school did your father complete?

(A) None, or some grade school
(B) Finished grade school
(C) Some high school
(D) Finished high school
(E) Technical or business school after high school
(F) Some college, but less than 4 years
(G) Graduated from a regular 4 year college
(H) Attended graduate or professional school
(I) Don't know

10. How many years of school did your mother complete?

(A) None, or some grade school
(B) Finished grade school
(C) Some high school
(D) Finished high school
(E) Technical or business school after high school
(F) Some college, but less than 4 years
(G) Graduated from a regular 4 year college
(H) Attended graduate or professional school
(I) Don't know

11. What is the highest earned college degree you hold? Do not report honorary degrees.

(A) No degree
(B) A degree or diploma based on less than 4 years work
(C) A Bachelor's degree
(D) A Master's degree
(E) Professional or Specialist diploma (Sixth year)
(F) A Doctor's degree

12. What was your major field of study in undergraduate school? If you had two majors, mark the one in which you took most work.

(A) Agriculture
(B) Biological Science
(C) Business—Commercial
(D) Elementary Education
(E) Engineering
(F) English or Journalism
(G) Foreign Language
(H) Home Economics
(I) Industrial Arts
(J) Mathematics
(K) Music—Art
(L) Philosophy
(M) Physical Education—Health
(N) Physical Science
(O) Psychology
(P) Social Sciences, including History
(Q) Vocational or Technical Education
(R) Special Education
(S) Other
(T) I did not go to college.

GO ON TO THE NEXT PAGE.

213 13. Which of the categories below best describes the institution where you took most of your undergraduate college courses? If you took equal course work in several institutions, answer in terms of the last institution attended.

(A) I did not go to college (Skip to question 25)
(B) Public—university or technological institution
(C) Public—normal school or teachers college
(D) Public—other (junior college, etc.)
(E) Private—university, college, or technological institution
(F) Private—normal school or teachers college
(G) Private—other (junior college, etc.)

NOTE: If you did not go to college, omit questions 14 through 24, and continue with question 25.

214 14. What was the highest degree offered by that institution when you were a student?

(A) Certificate only
(B) Bachelor's degree
(C) Master's degree
(D) Professional or specialist diploma (Sixth year)
(E) Doctor's degree

215 15. What is the location of that institution?

(A) In this city, town, or county
(B) In this state but outside this city, town, or county
(C) In another state in the U. S.
(D) In Puerto Rico or another U. S. possession
(E) In Mexico
(F) In Canada
(G) In a country other than the U. S. Canada, or Mexico

216 16. When you attended that institution, how many of the students were white?

(A) All
(B) 90-99%
(C) 75-89%
(D) 50-74%
(E) 25-49%
(F) 10-24%
(G) 1-9%
(H) None

Questions 17 through 23 ask you what your college was like when you went there. Answer for the same institution as in the questions above.

217 17. Was there keen competition among most of the students for high grades?

(A) Yes
(B) No

218 18. Did freshmen have to take orders from upperclassmen for a period of time?

(A) Yes
(B) No

219 19. Were most of the students of a very high calibre academically?

(A) Yes
(B) No

220 20. Did you often discuss with other students how to make money?

(A) Yes
(B) No

221 21. Were the students under a great deal of pressure to get good grades?

(A) Yes
(B) No

222 22. Did you say hello to students you didn't know?

(A) Yes
(B) No

223 23. How would you rate the academic level of your college among all the nation's colleges and universities? (Give your best estimate)

(A) Top 10%
(B) 11-20%
(C) 21-30%
(D) 31-40%
(E) 41-50%
(F) 51-60%
(G) 61-70%
(H) 71-80%
(I) 81-90%
(J) 91-100%

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224 24. How many credits of college work have you had beyond your highest degree?

(A) None
(B) 1 to 10 semester hours
(C) 11 to 20 semester hours
(D) 21 to 30 semester hours
(E) 31 or more semester hours

225 25. As of June 1965, what was the total number of years of full-time teaching experience you have had? (Consider counseling as teaching experience.)

(A) None
(B) 1 or 2
(C) 3 or 4
(D) 5 to 9
(E) 10 to 14
(F) 15 to 19
(G) 20 to 29
(H) 30 or more

226 26. As of June 1965, what was the number of years of full-time teaching experience you have had in this school? (Consider counseling as teaching experience.)

(A) None
(B) 1 or 2
(C) 3 or 4
(D) 5 to 9
(E) 10 to 14
(F) 15 to 19
(G) 20 to 29
(H) 30 or more

227 27. In the last school year (1964-65), how many school days were you absent from work?

(A) I was not a regular teacher or counselor last year
(B) None
(C) 1 or 2
(D) 3 to 6
(E) 7 to 15
(F) 16 or more

228 28. What type of state teaching certification do you have?

(A) Noncertified
(B) Temporary, provisional, or emergency certification
(C) Regular certification but less than the highest certification in this state
(D) The highest certification offered in this state (norinally life, permanent, or long-term)

229 29. How did you happen to be assigned to this particular school rather than some other school in this district?

(A) I asked to work in this school
(B) I was placed in this school

230 30. Have you ever attended any summer institutes sponsored by the National Science Foundation or financed by the National Defense Education Act or by the 1965 Elementary-Secondary Education Act?

(A) None
(B) 1
(C) 2 or 3
(D) 4 or more

231 31. Have you ever attended any summer institutes or comparable training programs that offer special training in teaching or counseling the culturally disadvantaged?

(A) No
(B) Yes, 1
(C) Yes, 2 or more

232 32. What will be your total annual salary from this school system this year? (Estimate supplements for extra services by using supplements from last year.)

(A) Below $3,000
(B) $3,000 to $3,999
(C) $4,000 to $4,999
(D) $5,000 to $5,999
(E) $6,000 to $6,999
(F) $7,000 to $7,999
(G) $8,000 to $8,999
(H) $9,000 to $9,999
(I) $10,000 or more

233 33. Overall, how would you rate students in your school on how hard they try in school?

(A) Excellent
(B) Good
(C) Average
(D) Fair
(E) Poor

234 34. Overall, how would you rate the academic ability level of the students in this school?

(A) Excellent
(B) Good
(C) Average
(D) Fair
(E) Poor

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235 35. What is your employment status in this school system?

(A) I am on a tenured appointment.
(B) I have a regular full-time appointment but not on tenure.
(C) I am a substitute teacher on temporary assignment.

236 36. Are you a member of any national honorary society such as Kappa Delta Pi or Phi Beta Kappa?

(A) Yes
(B) No

237 37. Suppose you could go back in time and start college again; in view of your present knowledge, would you enter the teaching profession?

(A) Definitely yes
(B) Probably yes
(C) Undecided
(D) Probably no
(E) Definitely no

238 38. If you could choose, would you be a faculty member in some other school rather than this one?

(A) Yes
(B) Maybe
(C) No

239 39. What kind of a high school would you most like to work in? (Answer even if you are not a high school teacher.)

(A) An academic school with strong emphasis on college preparation
(B) A comprehensive school
(C) A special curriculum school that is designed to serve the culturally disadvantaged
(D) Vocational, technical or trade school
(E) Commercial or business school

240 40. If you could take your choice of school settings, which would you select from among the following?

(A) All children of professional and white-collar workers
(B) Mostly children of professional and white-collar workers
(C) Children from a general cross section of the community
(D) Mostly children of factory and other blue-collar workers
(E) All children of factory and other blue-collar workers
(F) Children of rural families
(G) I have no preference

241 41. What kind of school do you prefer to work in, as far as ethnic composition is concerned?

(A) A school with predominantly Anglo Saxon students
(B) A school with a mixture of Anglo Saxons and minority ethnic groups
(C) A school with predominantly minority ethnic groups
(D) I have no preference

242 42. What kind of school do you prefer to work in, as far as racial composition is concerned?

(A) An all white school
(B) A mostly white school but with some nonwhite students
(C) A school that has about half white and half nonwhite students
(D) A mostly nonwhite school but with some white students
(E) A school with all nonwhites
(F) I have no preference

243 43. What type of class do you most like to teach or counsel?

(A) A high ability group
(B) An average ability group
(C) A low ability group
(D) A mixed ability group
(E) I have no preference

244 44. In your judgment, what is the general reputation of this school among teachers outside the school?

(A) Among the best
(B) Better than average
(C) About average
(D) Below average
(E) A poor school
(F) Don't know

245 45. About what percentage of the students you teach or counsel this year are white?

(A) None
(B) 1 to 9%
(C) 10 to 24%
(D) 25 to 49%
(E) 50 to 74%
(F) 75 to 89%
(G) 90 to 99%
(H) All

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46. Below is a list of current school issues on which we want the judgments of teachers throughout the country. Please answer each in terms of your judgment of the best educational practice.

a. Which of the following policies on neighborhood elementary schools represents the best educational practice, in your estimation?

(A) Neighborhood elementary schools should be maintained regardless of any racial imbalance produced.
(B) Neighborhood elementary schools should be maintained, but where possible a device, such as reducing the grade span of schools, "pairing" schools, or another practice, should be used to promote racial balance.
(C) The idea of neighborhood elementary schools can be abandoned without significant loss.

b. Which of the following policies on bussing of elementary school children represents the best educational practice in your estimation?

(A) Children should not be bussed to a school other than their neighborhood school.
(B) Children should be bussed to another school but only to relieve overcrowding.
(C) Nonwhite children should be bussed to another school in order to achieve racial balance.
(D) Both white and nonwhite children should be bussed into schools with a predominantly different racial composition, to achieve racial balance.

c. Do you believe there is a sound basis in educational policy for giving compensatory programs to culturally disadvantaged students at extra per pupil cost?

(A) Yes
(B) No
(C) Undecided

d. What type of faculty do you believe is best for a school with an all nonwhite or predominantly nonwhite student body?

(A) An all white faculty
(B) Predominantly white faculty
(C) About equal number of white and nonwhite faculty
(D) Predominantly nonwhite faculty
(E) All nonwhite faculty
(F) Doesn't matter
(G) Selected without regard to race
(H) Some degree of integration, but ratio doesn't matter

e. What type of faculty do you believe is best for a school with a racially heterogeneous student body?

(A) An all white faculty
(B) Predominantly white faculty
(C) About equal number of white and nonwhite faculty
(D) Predominantly nonwhite faculty
(E) All nonwhite faculty
(F) Doesn't matter
(G) Selected without regard to race
(H) Some degree of integration, but ratio doesn't matter

f. What type of faculty do you believe is best for a school with an all white or predominantly white student body?

(A) An all white faculty
(B) Predominantly white faculty
(C) About equal number of white and nonwhite faculty
(D) Predominantly nonwhite faculty
(E) All nonwhite faculty
(F) Doesn't matter
(G) Selected without regard to race
(H) Some degree of integration, but ratio doesn't matter

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47. Surveys of school problems show a number of things reported by teachers as reducing the effectiveness of the school. Below is a partial list of these problems. Mark Y (yes) for those situations that constitute a problem in your school. Mark N (no) for those that do not constitute a problem in your school.

a. The home environment of the students is not good.
b. Pupils are not well fed and well clothed.
c. The different races or ethnic groups don't get along together.
d. Parents attempt to interfere with the school.
e. There is too much competition for grades.
f. There is too much emphasis on athletics.
g. There are too many absences among students.
h. The classes are too large for effective teaching.
i. There should be a better mixture, the students are all too much of one type.
j. Too much time has to be spent on discipline.
k. The students aren't really interested in learning.
l. There is a lack of effective leadership from the school administration.
m. The parents put too much pressure on the students for good grades.
n. The teachers don't seem to be able to work well together.
o. Teachers have too little freedom in such matters as textbook selection, curriculum, and discipline.
p. There is too much student turnover.
q. The parents don't take enough interest in their childrens' school work.
r. We have poor instructional equipment: supplies, books, laboratory equipment, etc.
s. There are too many interruptions during class periods.
t. There is too much teacher turnover.
u. There is too much turnover of administrators.

48. Are you a member of any teachers' associations?

(A) No
(B) Yes, an officer
(C) Yes, an active worker
(D) Yes, a member but not an active worker

49. Do you read regularly any national educational or subject matter journals such as the NEA Journal, The Nation's Schools, The English Journal, etc.?

(A) No, not regularly
(B) Yes, 1 regularly
(C) Yes, 2 regularly
(D) Yes, 3 or more regularly

50. Do you expect to remain full-time in public education until you reach retirement age?

(A) Definitely yes
(B) Probably yes
(C) Probably no
(D) Definitely no

51. About how many hours a day do you spend outside of your scheduled work day in preparation for teaching or counseling?

(A) None
(B) 1
(C) 2
(D) 3
(E) 4 or more

52. How many hours a day do you spend in classroom teaching this year?

(A) None (Skip to question 63)
(B) 1
(C) 2
(D) 3
(E) 4
(F) 5
(G) 6 or more

NOTE: If you spend no time in classroom teaching, omit questions 53 through 62 and continue with question 63.

53. On the average, how many students do you have per class this year? If you teach only one class, answer for that one. Write the number in the spaces at the top of the answer area. If the number is less than 100, put a 0 in the first space, then write the number; if the number is less than 10, put 0's in the first and second spaces, then write the number in the third space. Now blacken the spaces below the three numbers you have written which correspond to those numbers.

54. (Omit if you teach only fifth grade or below.) How many different subjects are you teaching this term? Count different levels of a subject as different subjects. For example, 9th and 10th grade English are two subjects, and 3rd and 4th year French are two subjects.

(A) 1
(B) 2
(C) 3
(D) 4
(E) 5
(F) 6
(G) 7
(H) 8 or more

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55. Apart from any time on official assignment in guidance, how many hours a week do you spend in individual or group counseling, both formal and informal?

(A) None
(B) 1 or 2 hours per week
(C) 3 to 5 hours per week
(D) 6 to 10 hours per week
(E) 11 or more hours per week

56. (Omit if you teach only 5th grade or below.) For each area listed, indicate how many courses you are teaching in that area this year. NOTE: Courses at different levels should be counted separately: for example, first year French and second year French would be two foreign language courses.

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

a. Science courses such as biology, chemistry, general science, and physics
b. Foreign languages such as French, German, and Latin
c. Social studies such as history, civics, and economics
d. English including literature, drama, speech, and journalism
e. Mathematics such as algebra, geometry, trigonometry. Do not include commercial arithmetic or shop mathematics.
f. Industrial arts such as general shop, woodworking, metalworking, drafting. Do not include job training courses.
g. Vocational education, trade education, and job training such as auto mechanics, foundry, distributive education, and health occupations.
h. Commercial such as typing, shorthand, bookkeeping, and commercial arithmetic
i. Agriculture
j. Home economics
k. Health and physical education
l. Other such as art, music, orientation

57. Because of ability grouping of students in some schools, some teachers teach students at predominantly one ability level. Which of the categories below best fits your classes?

(A) All high ability groups
(B) All low ability groups
(C) Combination of various ability groups
(D) Ability grouping is not used in this school

58. What is the lowest grade in which you teach this year?

(A) Nursery or kindergarten
(B) 1
(C) 2
(D) 3
(E) 4
(F) 5
(G) 6
(H) 7
(I) 8
(J) 9
(K) 10
(L) 11
(M) 12

59. What is the highest grade in which you teach this year?

(A) Nursery or kindergarten
(B) 1
(C) 2
(D) 3
(E) 4
(F) 5
(G) 6
(H) 7
(I) 8
(J) 9
(K) 10
(L) 11
(M) 12

60. From a realistic viewpoint, there may be some jobs from which Negroes have been excluded. Do you personally feel that a teacher or guidance counselor should encourage Negro students to aspire to such jobs?

(A) Yes
(B) Yes, with a full discussion of the difficulties
(C) No
(D) No opinion

61. In general, what type of institution would be best for most Negroes who are going to college?

(A) Most Negroes will be better off going to a Negro college
(B) Most Negroes will be better off going to a predominantly white college
(C) It makes little or no difference either way

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62. *If you could choose only between these two kinds of students, which would you rather teach?*

(A) A student with average ability whose parents have given him a strong interest in school achievement.
(B) A student with high ability whose parents have not given him any interest in school achievement.

63. *Do you spend any of your time on assignment as a school guidance counselor? Do not count home room activities.*

(A) No (Skip to question 73)
(B) Yes, *less than 5 hours per week (Skip to question 73)*
(C) Yes, 5 hours per week (Skip to question 73)
(D) Yes, 6 to 10 hours per week
(E) Yes, 11 to 15 hours per week
(F) Yes, 16 to 20 hours per week
(G) Yes, 21 to 25 hours per week.
(H) Yes, *more than 25 hours per week*

NOTE: If you spend 5 hours or less each week as a guidance counselor (you answered option A, B, or C in question 63), *go to question 73.* If you spend more than 5 hours a week in counseling, please continue with questions 64 through 72.

64. What title best describes your official counseling position?

(A) Counselor
(B) Guidance counselor
(C) Adjustment counselor
(D) Vocational counselor
(E) Director of Guidance
(F) Dean
(G) Vice principal
(H) Other

65. *How many students are formally assigned to you in your capacity as guidance counselor?*

(A) Under 200
(B) 200-249
(C) 250-299
(D) 300-349
(E) 350-399
(F) 400-499
(G) 500-699
(H) 700 or more

66. *How many different students, on the average, do you counsel in a week?*

(A) Under 10
(B) 10-19
(C) 20-29
(D) 30-39
(E) 40-49
(F) 50-59
(G) 60-69
(H) 70 or more

For question 67, use the following scale by marking the appropriate space on the answer sheet.

(A) Under 5%
(B) 5-9%
(C) 10-14%
(D) 15-19%
(E) 20-24%
(F) 25-29%
(G) 30-34%
(H) 35-39%
(I) 40-44%
(J) 45-49%
(K) 50% or more

For each of the counseling areas listed below in question 67, indicate the approximate percentage of total counseling time with pupils that you devote to each over the whole school year:

67. a. Educational counseling: course selection, programming, etc.
b. Educational counseling: college choice, college major, etc.
c. Personal and/or emotional adjustment, etc.
d. Vocational, job selection, etc.

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68. As of June, 1965, how many years of experience had you had as a part- or full-time guidance counselor?

(A) None
(B) 1 or 2 years
(C) 3 or 4 years
(D) 5 to 9 years
(E) 10 to 14 years
(F) 15 to 19 years
(G) 20 or more years

69. Was guidance or a related discipline (e.g., psychology) your major area of study leading to your highest degree?

(A) Yes
(B) No

70. How many professional guidance counseling organizations do you belong to, such as American School Counselor Association, NVGA, APGA, etc.?

(A) None
(B) One
(C) Two
(D) Three
(E) Four
(F) Five
(G) Six or more

71. How many professional guidance counseling journals do you read regularly? (Personnel and Guidance Journal, National Vocational Guidance Quarterly, etc.)

(A) None
(B) One
(C) Two
(D) Three
(E) Four or more

72. If you had to choose a single one, which of the following sources of information do you think best predicts a pupil's success or failure in higher education?

(A) Teacher recommendation(s)
(B) Group or individual intelligence or scholastic aptitude test scores
(C) Other standardized test scores (e.g., personality and vocational inventories, etc.)
(D) School grades
(E) Other

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Loc. 37 - 39. (= Right)
40 - 42 = Words

PART II

The final part of the questionnaire consists of a short test of verbal facility. It is voluntary and anonymous, as is the remainder of the questionnaire. It is included to obtain a simple measure of the verbal facility of teachers throughout our nation. Here, as in the survey as a whole, your help is essential for assessing the educational opportunities of American children in 1965.

Most people finish these questions in fifteen minutes or less. Please do not refer to any book or discuss these questions with anyone before you answer them.

Each question consists of a sentence in which one word is missing; a blank indicates where the word has been removed from the sentence. Beneath each sentence are five words, one of which is the missing word. You are to select the missing word by deciding which one of the five words best fits in with the meaning of the sentence.

Sample Question

We had worked hard all day so that by evening we were quite -------.

(A) small (B) tired (C) old
(D) untrained (E) intelligent

If you understand the sample sentence you will realize that "tired" is the missing word because none of the other words fits in with the meaning of the sentence. Next, on the answer sheet, you find the space numbered the same as the question and blacken the space which has the same letter as the missing word.

169 73. Dick apparently had little ------- in his own ideas for he desperately feared being laughed at.

(A) interest (B) depth (C) confidence
(D) difficulty (E) continuity

170 74. No money should be wasted on luxuries until all ------- have been provided for.

(F) assets (G) opportunities (H) resources
(J) proceeds (K) necessities

171 75. France is still, if not the only country in the world where ------- is an art, at least the only one where the dressmaker and the milliner are artists.

(A) democracy (B) behavior (C) society
(D) dress (E) conversation

172 76. The ------- of the animals was astounding; they would sit unmoving as we walked about and took their pictures.

(F) stupidity (G) tameness (H) grace
(J) shyness (K) photography

173 77. He told the story apparently with indifference, yet with ------- enough to fix the words in his hearers' memory.

(A) jurisdiction (B) literacy (C) emphasis
(D) insight (E) ecstasy

174 78. Down with them all! I am taking my ------- for all the humiliation I endured in my youth.

(F) revenge (G) punishment (H) reward
(J) time (K) opportunity

175 79. At sea he was an amateur, not an expert, and thus for the first time became an ------- instead of a man of action.

(A) authority (B) instigator (C) onlooker
(D) outcast (E) inspiration

176 80. Science, art, literature, philosophy, and religion are the institutions that ------- great civilizations from mere groups of villages.

(F) regulate (G) extricate (H) distinguish
(J) release (K) save

177 81. As often happens to those in a bad humor, it seemed to him that everyone regarded him with ------- and that he was in everybody's way.

(A) aversion (B) curiosity (C) respect
(D) understanding (E) fear

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82. People in temperate climates, faced with many -------, gain resources within themselves which eventually lead to a greater prosperity than that possessed by people where living conditions are easier.

(F) obstacles (G) directions (H) advantages
(J) possibilities (K) experiences

83. He was fired from a job sorting oranges because he was not able to ------- well enough.

(A) produce (B) sample (C) walk
(D) discriminate (E) dye

84. During the course of the trial he exhausted every form of ------- in an attempt to prove his innocence.

(F) camouflage (G) intrigue (H) appeal
(J) credit (K) insistence

85. To make you understand my point I must go back a bit and seem to change the subject, but the ------- will soon be plain.

(A) correction (B) effect (C) origin
(D) controversy (E) connection

86. In pace, the industrial revolution has been not a revolution at all but a ------- change, dependent on the energy and ingenuity of individuals and limited by the scarcity of men possessing these qualities.

(F) gradual (G) sudden (H) deliberate
(J) doubtful (K) debatable

87. The shortage of wage labor in the farming districts ------- the invention of labor-saving devices.

(A) delayed (B) threatened (C) determined
(D) quickened (E) characterized

88. You deplore heresy only if you accept an orthodoxy; you talk of damnation only if you believe in the possibility of -------.

(F) recantation (G) salvation (H) heresy
(J) perfection (K) error

89. Because of the system of growing crops until the land was -------, cotton culture was ever on the move in quest of fresh and fertile soils.

(A) exhausted (B) cleared (C) reclaimed
(D) improved (E) satiated

90. The paper currency did not depreciate to a great degree, but it tended to ------- with the success or failure of allied armies and with the conditions of the crops and trade.

(F) balance (G) diminish (H) circulate
(J) stabilize (K) fluctuate

91. Himself a man who had vainly striven against -------, he readily accepted the dollar sign as the hallmark of success.

(A) graft (B) materialism (C) suppression
(D) defeat (E) poverty

92. To be dependent upon them would embitter my whole life; I should feel begging to be far less -------.

(F) criminal (G) degrading (H) restricting
(J) mistaken (K) crucial

93. Even when the profession is fairly lucrative, its gains are ------- by the fact that the work must all be done by the practitioner's own hand.

(A) obscured (B) exaggerated (C) increased
(D) developed (E) limited

94. The early Puritans sought to fortify themselves against ------- by acquiring the habit of self-denial.

(F) generosity (G) temptation (H) happiness
(J) life (K) persecution

95. Consumption of protein declines in periods of economic stress because it is the most ------- of all essential food elements.

(A) desirable (B) nutritious (C) concentrated
(D) stable (E) expensive

96. They could tell from the dark funnel-shaped cloud coming their way that a tornado was probably -------.

(F) present (G) crucial (H) normal
(J) over (K) imminent

GO ON TO THE NEXT PAGE.

97. The diplomatic remonstrance was so ------- that it was almost equivalent to a declaration of war.

(A) well-worded (B) astute (C) strong
(D) intentional (E) clever

98. When the ------- of universal suffrage based on universal ignorance was perceived, education was given a new significance.

(F) equality (G) danger (H) loss
(J) usefulness (K) success

99. The art of reading comes without undue pains to a great many of us, but it is a gift which is certainly not -------.

(A) exclusive (B) profitable (C) appreciated
(D) universal (E) refused

100. Assuming that most writing problems are within the scope of the sentence, the author concentrated on the ------- as the focal point of his freshman English textbook.

(F) paragraph (G) theme (H) sentence
(J) topic (K) grammar

101. The ------- of living, the arrangement of the day so that he might be on time everywhere and leave no detail unattended, absorbed the greater part of his vital energy.

(A) necessity (B) adventure (C) awareness
(D) exhaustion (E) mechanics

102. In trying to build up a new style of design in opposition to the technical potentialities of the century, he was just as much an ------- as the architect who disguises a modern town hall as a Greek temple.

(F) explorer (G) atheist (H) introvert
(J) escapist (K) optimist

THIS IS THE END OF THE QUESTIONNAIRE.
THANK YOU FOR YOUR COOPERATION.

199 — Pt. I (P. 3)

TEACHER QUESTIONNAIRE

Directions

This questionnaire should be completed by all persons in the school in which students are tested who fall into either of the two categories below:

a. teachers teaching one or more classes this year.

b. anyone who spends more than five hours a week in guidance counseling.

PLEASE INDICATE ALL OF YOUR ANSWERS ON THE SEPARATE ANSWER SHEET THAT HAS BEEN GIVEN TO YOU.

Be sure that all your answer marks are black and that they completely fill the spaces. Do not make any stray marks on your answer sheet. If you erase, do so completely; an incomplete erasure may be considered as an intended response. MARK ONLY ONE ANSWER TO EACH QUESTION.

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217

Testers

Principals Study

Equality of Educational Opportunity (Coleman) Study

Principal File

Record Layout

QUESTIONS	LOCATIONS
1-4	289-294
5-100	22-248
Special Measures (1-19)	249-288

E 2232 C-2

Budget Bureau No. 51-6518
approval expires June 30, 1966

PRINCIPALS' QUESTIONNAIRE

For each question mark the lettered space on the answer sheet that corresponds to the letter of your answer. Mark only one answer for each question. You may omit any question which you would prefer not to answer, but please answer them all if you possibly can.

1. What is the lowest grade included in your school? (If your school is primarily a secondary school, but nursery grade or kindergarten is run in conjunction with secondary home economics, answer for your secondary school only.)

(A) Nursery for ages 3-4
(B) Nursery for ages 4-5
(C) Kindergarten
(D) 1st
(E) 2nd
(F) 3rd
(G) 4th
(H) 5th
(I) 6th
(J) 7th
(K) 8th
(L) 9th
(M) 10th
(N) 11th
(O) 12th

2. What is the highest grade included in your school?

(A) 1st
(B) 2nd
(C) 3rd
(D) 4th
(E) 5th
(F) 6th
(G) 7th
(H) 8th
(I) 9th
(J) 10th
(K) 11th
(L) 12th

3. (Elementary schools only) Is there a free kindergarten in your school?

(A) Yes
(B) There is no kindergarten in this school
(C) There is a kindergarten in this school; a fixed fee is charged which is waived or reduced for those unable to pay
(D) There is a kindergarten in this school; a fixed fee is charged which is never waived or reduced
(E) There is a kindergarten with a sliding fee scale

4. (Elementary schools only) Is there a free nursery grade (prekindergarten) in your school?

(A) Yes
(B) There is no nursery grade in this school
(C) There is a nursery grade; a fixed fee is charged which is waived or reduced for those unable to pay
(D) There is a nursery grade; a fixed fee is charged which is never waived or reduced
(E) There is a nursery grade with a sliding fee scale

5. Is your school accredited by the state accrediting agency?

(A) Yes
(B) Yes, provisional
(C) Yes, probational
(D) No
(E) State accreditation is not available for schools at this grade level in this state

6. Is your school accredited by the regional accrediting agency?

(A) Yes
(B) Yes, provisional
(C) Yes, probational
(D) No
(E) Regional accreditation is not available for schools at this grade level in this region

7. How well is the compulsory school attendance law enforced for the children in your school district?

(A) There is no such law
(B) There is a compulsory school attendance law, but it is poorly enforced
(C) There is a compulsory school attendance law, and it is thoroughly and uniformly enforced

8. How many days was school in session during the past academic year (1964-65)? Include only days when both teachers and students were present.

Grid your answer. Refer to the back cover for the proper procedure.

220

GO ON TO THE NEXT PAGE.

This questionnaire has not been copyrighted.
Questions were provided by the U.S. Office of Education.

9. What is the area of your school plant site to the nearest whole acre?

(A) Less than 1 acre
(B) 1 acre
(C) 2 acres
(D) 3 acres
(E) 4 acres
(F) 5 acres
(G) 6 acres
(H) 7 acres
(I) 8 acres
(J) 9 acres or more

10. About how old is the main classroom building of your school plant?

(A) Less than 1 year old
(B) 1-4 years
(C) 5-9 years
(D) 10-19 years
(E) 20-29 years
(F) 30-39 years
(G) 40 years or older

11. Give the number of instructional rooms designed or remodeled for class instruction, including all classrooms, laboratories and shops. Exclude improvised, makeshift classrooms and general-use facilities.

Grid your answer. Refer to the back cover for the proper procedure.

12. Give the number of improvised or makeshift instructional rooms used for instruction, but not designed or remodeled for this usage; e.g., basements, hallways, etc.

Grid your answer

13. This set of questions deals with school facilities.

a. Does your school have a room set aside as a centralized school library?

(A) Yes
(B) No

b. How many catalogued volumes are there in your school library?

(A) None or less than 249
(B) 250-499
(C) 500-749
(D) 750-999
(E) 1,000-1,499
(F) 1,500-2,499
(G) 2,500-4,999
(H) 5,000-7,499
(I) 7,500-9,999
(J) 10,000 or more

c. Does your school have an auditorium which is used solely as an auditorium?

(A) Yes
(B) No

d. Does your school have a cafeteria which is used solely as a cafeteria?

(A) Yes
(B) No

e. Does your school have a gymnasium which is used solely as a gymnasium?

(A) Yes
(B) No

f. Does your school have a combination gymnasium-auditorium?

(A) Yes
(B) No

g. Does your school have a combination cafeteria-auditorium?

(A) Yes
(B) No

h. Does your school have a combination cafeteria-gymnasium?

(A) Yes
(B) No

i. Does your school have a combination cafeteria-gymnasium-auditorium?

(A) Yes
(B) No

j. Does your school have a shop with power tools?

(A) Yes
(B) No

k. Is space and equipment available for students to do laboratory work in biology?

(A) Yes
(B) Courses are taught without laboratory
(C) We offer no courses in biology

l. Is space and equipment available for students to do laboratory work in chemistry?

(A) Yes
(B) Courses are taught without laboratory
(C) We offer no courses in chemistry

GO ON TO THE NEXT PAGE

m. Is space and equipment available for students to do laboratory work in physics?

1 (A) Yes
2 (B) Courses are taught without laboratory
3 (C) We offer no courses in physics

n. Does your school have a foreign language laboratory with sound equipment?

1 (A) Yes, with equipment installed in a fixed location
2 (B) Yes, with portable equipment
3 (C) Courses are taught without laboratory
4 (D) We offer no courses in foreign language

o. Does your school have a room used only for typing instruction?

1 (A) Yes
2 (B) No
3 (C) We offer no courses in typing

p. Does your school have an athletic field on which baseball or football can be played?

1 (A) Yes, on our school property
2 (B) Yes, a community-wide facility
3 (C) Yes, on another school's property
4 (D) No athletic field

q. How many movie projectors with sound equipment does your school have?

50
1 (A) None
2 (B) 1
3 (C) 2
4 (D) 3 or more

r. Is there a kitchen in your school to prepare hot meals?

51
1 (A) Yes
2 (B) No, but hot lunches are brought to the school
3 (C) No, all students arrange their own lunches

52
14. What per cent of students in your school receive free lunches each day?

53-55
000 1 (A) None
005 1 (B) 1-9%
010 2 (C) 10-19%
020 3 (D) 20-29%
030 4 (E) 30-39%
040 5 (F) 40-49%
050 6 (G) 50-59%
060 7 (H) 60-69%
070 8 (I) 70-79%
080 9 (J) 80-89%
090 1 (K) 90-99%
100 2 (L) 100%

15. What per cent of students in your school receive free milk each day?

56-58
000 1 (A) None
005 2 (B) 1-9%
010 3 (C) 10-19%
020 4 (D) 20-29%
030 5 (E) 30-39%
040 6 (F) 40-49%
050 7 (G) 50-59%
060 8 (H) 60-69%
070 9 (I) 70-79%
080 1 (J) 80-89%
090 2 (K) 90-99%
100 3 (L) 100%

16. How are textbooks provided for your students? Check the response which best describes your program.

60
1 (A) All textbooks are free
2 (B) Rental plan with no waivers of rental fees
3 (C) Rental plan with fees waived or reduced for certain students
4 (D) All students buy their own books
5 (E) Certain students receive books free, but all others buy their books
6 (F) Students buy some books, receive others free

17. What is the average age of textbooks furnished to your students?

61
1 (A) We do not furnish textbooks
2 (B) Less than 4 years old
3 (C) 4-8 years old
4 (D) 9-12 years old
5 (E) 13-16 years old
6 (F) More than 16 years old

18. What is the copyright date of the regular class reading book used in your 3rd grade?

62
1 (A) No 3rd grade in this school
2 (B) 1964-65
3 (C) 1961-63
4 (D) 1958-60
5 (E) 1953-57
6 (F) 1948-52
7 (G) Before 1948

19. What is the copyright date of the basic biology te book used in your school?

63
1 (A) No biology taught here
2 (B) 1964-65
3 (C) 1961-63
4 (D) 1958-60
5 (E) 1953-1957
6 (F) 1948-1952
7 (G) Before 1948

GO ON TO THE NEXT PA

20. Are the textbooks used in your instructional program available in sufficient numbers in your school?

1 (A) Yes
2 (B) No

21. What percentage of your students attend school for less than full or normal school day? Do not count kindergarten or nursery school pupils.

66-68

000	1 (A) None
005	2 (B) 1-9%
015	3 (C) 10-19%
025	4 (E) 30-39%
035	5 (F) 40-49%
045	6 (G) 50-59%
055	7 (H) 60-69%
065	8 (I) 70-79%
075	9 (J) 80-89%
085	10 (K) 90-99%
095	11 (L) 100%
100	

22. Does your school give intelligence tests to students?

69

2 (A) Yes, in 1 grade only
3 (B) Yes, in 2 grades
4 (C) Yes, in 3 grades
5 (D) Yes, in 4 or more grades
1 (E) No

23. Does your school give standardized achievement tests to students?

70

1 (A) Yes, in 1 grade only
2 (B) Yes, in 2 grades
3 (C) Yes, in 3 grades
4 (D) Yes, in 4 grades
5 (E) Yes, in 5 grades
6 (F) Yes, in 6 grades
7 (G) Yes, in 7 grades
8 (H) Yes, in 8 grades
9 (I) Yes, in 9 or more grades
5 (J) No

24. Does your school give interest inventories to students?

71

2 (A) Yes, in 1 grade
3 (B) Yes, in 2 grades
4 (C) Yes, in 3 grades
5 (D) Yes, in 4 or more grades
1 (E) No

25. Do you have a room specifically used as an infirmary or health room for the care of sick children?

1 (A) Yes
2 (B) No

26. How many teachers are on your teaching staff this school year, not counting librarians, counselors and administrative personnel? Count part-time teachers according to full-time equivalents; for example, two half-time teachers would count as one full-time teacher.

73-75

Grid your answer

27. Based on the number of classroom teachers in your school as of September, 1964, what proportion left for reasons other than death or retirement.

76-78 7-

02	1 (A) Less than 5%
07	2 (B) 5 to 9%
12	3 (C) 10 to 14%
17	4 (D) 15 to 19%
24	5 (E) 20 to 29%
39	6 (F) 30 to 49%
54	7 (G) 50% or more

28. Is there an official tenure system for teachers in your school system?

79

1 (A) Contracts are on a yearly basis—no tenure
2 (B) Tenure is awarded to teachers on the recommendation of school officials
3 (C) If they meet all of the qualifications for the position, teachers are automatically placed on tenure after a certain fixed period of time established by school system or state regulations

29. Are National Teacher Examinations or equivalent local examinations used for appointing teachers to your school?

80

1 (A) Yes, used for all positions
2 (B) Yes, used for some positions
3 (C) No

30. Is there an art teacher for your school?

81

1 (A) No
2 (B) Yes, 1 day per week or less
3 (C) Yes, 2 days per week
4 (D) Yes, 3 days per week
5 (E) Yes, 4 or more days per week

31. Is there a music teacher for your school?

82

1 (A) No
2 (B) Yes, 1 day per week or less
3 (C) Yes, 2 days per week
4 (D) Yes, 3 days per week
5 (E) Yes, 4 or more days per week

GO ON TO THE NEXT PAGE.

32. Is there a speech correction teacher (speech therapist) for your school?

(A) No
(B) Yes, 1 day per week or less
(C) Yes, 2 days per week
(D) Yes, 3 days per week
(E) Yes, 4 or more days per week

33. What provisions are there for student mental health problems in your school?

(A) There is a psychologist at our school full-time
(B) There is a psychologist at our school part-time
(C) We have a referral arrangement with a mental health clinic
(D) Other
(E) None

34. In full-time equivalents, how many teachers do you have in your school who teach remedial reading classes?

(A) None
(B) One, less than full-time
(C) One full-time
(D) One full-time and one part-time
(E) Two
(F) Three
(G) Four or more

35. In full-time equivalents, how many guidance counselors do you have in your school?

(A) None
(B) One, less than full-time
(C) One full-time
(D) One full-time and one part-time
(E) Two
(F) Three
(G) Four
(H) Five
(I) Six
(J) Seven or more

36. Do you have a librarian in your school?

(A) No
(B) Yes, a teacher who also acts as librarian
(C) Yes, a part-time librarian
(D) Yes, a full-time librarian
(E) Yes, two or more full-time librarians

37. Do you have a nurse on duty in your school?

(A) No
(B) Yes, a teacher who also acts as a nurse
(C) Yes, a part-time nurse
(D) Yes, a full-time nurse

38. Does a school attendance officer (or home-school counselor) serve your school?

(A) No
(B) Yes, a teacher who also acts as a school attendance officer
(C) Yes, a part-time school attendance officer
(D) Yes, a full-time school attendance officer

39. Which one of the following best describes the practices for assignment of pupils to your school?

(A) All pupils in a particular geographic area attend this school with no or few transfers allowed
(B) Pupils in this particular geographic area are generally assigned to this school but transfe are frequently allowed
(C) Pupils are assigned to this school on the basi of intelligence, achievement, or their prog of study
(D) All pupils in this district may attend this school
(E) Some other practice is followed

40. What is the total enrollment in your school?

Grid your answer

41. (Senior high schools only) How many students graduated from the 12th grade during the 1964-6 school year?

Grid your answer

42. About what is the average daily percentage of attendance in your school?

(A) Over 98%
(B) 97-98%
(C) 95-96%
(D) 93-94%
(E) 91-92%
(F) 86-90%
(G) 85% or lower

43. About what percentage of your students are whi

(A) None
(B) 1-9%
(C) 10-19%
(D) 20-29%
(E) 30-39%
(F) 40-49%
(G) 50-59%
(H) 60-69%
(I) 70-79%
(J) 80-89%
(K) 90-99%
(L) All

44. What percentage of your students this year are transfers from another school? (Do not count students who had completed the highest grade in the school from which they came.)

108
- (A) 0-4%
- (B) 5-9%
- (C) 10-14%
- (D) 15-19%
- (E) 20-24%
- (F) 25% or more

45. About what percentage of the students who attended your school last year are now attending a different school? Do not count those who moved because of graduation or promotion.

- (A) 0-4%
- (B) 5-9%
- (C) 10-14%
- (D) 15-19%
- (E) 20-24%
- (F) 25% or more

46. What is the approximate percentage of all girls who enter your 10th grade but drop out before graduation? Do not include girls who transfer to another school in your calculations.

115-6
- (A) School does not have 10th grade
- (B) 0-4%
- (C) 5-9%
- (D) 10-14%
- (E) 15-19%
- (F) 20-29%
- (G) 30-39%
- (H) 40-49%
- (I) 50% or more

47. What is the approximate percentage of all boys who enter your 10th grade but drop out before graduation? Do not include boys who transfer to another school in your calculations.

- (A) School does not have 10th grade
- (B) 0-4%
- (C) 5-9%
- (D) 10-14%
- (E) 15-19%
- (F) 20-29%
- (G) 30-39%
- (H) 40-49%
- (I) 50% or more

48. For each of the following areas, indicate whether there are problems of discipline with the students in this school.

120 a. Is there a problem of destruction of school proper
- (A) Yes, severe
- (B) Yes, moderate
- (C) Yes, slight
- (D) None

b. Is there a problem of impertinence and discourtesy to teachers?

121
- (A) Yes, severe
- (B) Yes, moderate
- (C) Yes, slight
- (D) None

c. Is there a problem of tension between racial or ethnic groups?

122
- (A) Yes, severe
- (B) Yes, moderate
- (C) Yes, slight
- (D) None

d. Is there a problem of stealing of a serious nature (money, cars, etc.)?

123
- (A) Yes, severe
- (B) Yes, moderate
- (C) Yes, slight
- (D) None

e. Is there a problem of physical violence against teachers?

124
- (A) Yes, severe
- (B) Yes, moderate
- (C) Yes, slight
- (D) None

f. Is there a problem of using narcotics or stimulants

125
- (A) Yes, severe
- (B) Yes, moderate
- (C) Yes, slight
- (D) None

g. Is there a problem of drinking intoxicants on school property?

126
- (A) Yes, severe
- (B) Yes, moderate
- (C) Yes, slight
- (D) None

49. (Senior high schools only) About what percentage of your entire graduating class last year is now enrolled in a regular 2-year or 4-year college?

127-128

(A) 0%
(B) 1-9%
(C) 10-19%
(D) 20-29%
(E) 30-39%
(F) 40-49%
(G) 50-59%
(H) 60-69%
(I) 70-79%
(J) 80-89%
(K) 90-99%
(L) 100%

50. (Senior high schools only) About what percentage of your graduating class last year went on to some post-high-school education or training of some kind other than a junior college or 4-year college (for example, beauty school, technical-vocational school, or business school)? Do not include military service or post-graduate high school work.

131-132

(A) 0%
(B) 1-9%
(C) 10-19%
(D) 20-29%
(E) 30-39%
(F) 40-49%
(G) 50-59%
(H) 60-69%
(I) 70-79%
(J) 80-89%
(K) 90-99%
(L) 100%

51. (Senior high schools only) About what percentage of the nonwhite students who graduated last year are now enrolled in a regular 2-year or 4-year college?

135

(A) No nonwhite students in class
(B) 0%
(C) 1-9%
(D) 10-19%
(E) 20-29%
(F) 30-39%
(G) 40-49%
(H) 50-59%
(I) 60-69%
(J) 70-79%
(K) 80-89%
(L) 90-99%
(M) 100%

52. (Senior high schools only) About what percentage the nonwhites in your graduating class last year w on to some post-high-school education or training some kind other than a junior college or 4-year college (for example, beauty school, technical-vocational school, or business school)? Do not in clude military service or postgraduate high school work.

141-3 140

(A) No nonwhite students in class
(B) 0%
(C) 1-9%
(D) 10-19%
(E) 20-29%
(F) 30-39%
(G) 40-49%
(H) 50-59%
(I) 60-69%
(J) 70-79%
(K) 80-89%
(L) 90-99%
(M) 100%

53. Approximately how many all-Negro or predomin Negro colleges sent a representative to talk wit terested students in your high school last year?

145-6 144

(A) None
(B) 1 or 2
(C) 3 to 5
(D) 6 to 10
(E) 11 to 20
(F) 21 or more

54. Approximately how many all-white or predomin white colleges sent a representative to talk wit terested students in your high school last year?

148-9 147

(A) None
(B) 1 or 2
(C) 3 to 5
(D) 6 to 10
(E) 11 to 20
(F) 21 or more

55. When you were an undergraduate student, were enrolled in a college (or school) of education, 150 cluding normal schools and teachers colleges?

(A) Yes
(B) No

GO ON TO THE NEXT

56. As of June, 1965, how many years had you been a principal (or assistant principal) in any school?

151
1 (A) None
2 (B) 1 or 2
3 (C) 3 or 4
4 (D) 5 to 9
5 (E) 10 to 14
6 (F) 15 to 19
7 (G) 20 to 29
8 (H) 30 or more

57. As of June, 1965, how many years had you been principal in this school?

152
1 (A) None
2 (B) 1 or 2
3 (C) 3 or 4
4 (D) 5 to 9
5 (E) 10 to 14
6 (F) 15 to 19
7 (G) 20 to 29
8 (H) 30 or more

58. How old were you on your last birthday?

153-154
01 (A) Under 26
02 (B) 26 to 35
03 (C) 36-45
04 (D) 46-55
05 (E) 56-65
06 (F) 66 or over

59. What is your sex?

163
1 (A) Male
2 (B) Female

60. What is the highest earned college degree that you hold? Do not report honorary degrees.

163
1 (A) No degree
2 (B) A degree or diploma based on less than 4 years work
3 (C) Bachelor's degree
4 (D) Master's degree
5 (E) Professional or specialist diploma (sixth year)
6 (F) Doctor's degree

61. What was your major field of study in undergradua school? If you had two majors, mark the one in w you took the most work.

164-5
01 (A) Agriculture
02 (B) Biological Sciences
03 (C) Business—Commercial
04 (D) Elementary Education
05 (E) Engineering
06 (F) English or Journalism
07 (G) Foreign Language
08 (H) Home Economics
09 (I) Industrial Arts
10 (J) Mathematics
11 (K) Music—Art
12 (L) Philosophy
13 (M) Physical Education—Health
14 (N) Physical Science
15 (O) Psychology
16 (P) Social Science, including History
17 (Q) Vocational or Technical Education
18 (R) Special Education
19 (S) Other
20 (T) I did not go to college

62. Which of the categories below best describes th institution where you took most of your undergraduate college courses? If you took equal cours work in several institutions, answer in terms of the last institution attended.

166
1 (A) I did not go to college (Skip to 67)
6 (B) Public—university, college, or technological institution
4 (C) Public—normal school or teachers college
2 (D) Public—other (junior college, etc.)
7 (E) Private—university, college, or technologica institution
5 (F) Private—normal school or teachers college
2 (G) Private—other (junior college, etc.)

NOTE: If you did not go to college, please omit questions 63 through 66 and continue with question 67.

63. What was the highest degree offered by that instit tion when you were a student?

167
1 (A) Certificate only
2 (B) Bachelor's degree
3 (C) Master's degree
4 (D) Professional or specialist diploma (sixth yea
5 (E) Doctor's degree

GO ON TO THE NEXT PAG

64. What is the location of that institution?

(A) In this city, town, or county
(B) In this state but outside this city, town, or county
(C) In another state in the U.S.
(D) In Puerto Rico or another U.S. possession
(E) In Mexico
(F) In Canada
(G) In a country other than the U.S., Canada, or Mexico

65. When you attended that institution, how many of the students were white?

(A) All
(B) 90-99%
(C) 75-89%
(D) 50-74%
(E) 25-49%
(F) 10-24%
(G) 1-9%
(H) None

66. How many credits of college work have you had beyond your highest degree?

(A) None
(B) 1 to 10 semester hours
(C) 11 to 20 semester hours
(D) 21 to 30 semester hours
(E) 31 or more semester hours

67. Are you . . . .

(A) Negro
(B) white
(C) American-Indian
(D) Oriental
(E) other

Test on 68 first. If not A or B, test on 67.

68. Are you of Puerto Rican or Mexican-American background?

(A) Puerto Rican
(B) Mexican-American
(C) Neither of these

69. In your judgment, what is the general reputation of this school among educators in this area?

(A) Among the best
(B) Better than average
(C) About average
(D) Below average
(E) Inferior
(F) Don't know

70. About what per cent of your total school time do you devote to teaching?

(A) None
(B) 1-25%
(C) 26-50%
(D) 51-75%
(E) 76% or more

71. What will be the total annual salary that you rece from this school system this year? (Estimate s plements for extra service by using supplements from last year)

(A) Below $4,000
(B) $4,000 to $4,999
(C) $5,000 to $5,999
(D) $6,000 to $6,999
(E) $7,000 to $7,999
(F) $8,000 to $8,999
(G) $9,000 to $9,999
(H) $10,000 to $14,999
(I) $15,000 to $19,999
(J) $20,000 or more

72. Which best describes the location of your scho

(A) In a rural area
(B) In a residential suburb
(C) In an industrial suburb
(D) In a small town (5,000 or less)
(E) In a city of 5,000 to 50,000
(F) In a residential area of a larger city (over 50,000)
(G) In the inner part of a larger city (over 50

73. Which best describes the pupils served by this school?

(A) All children of professional and white-col workers
(B) Mostly children of professional and white collar workers
(C) Children from a general cross section of community
(D) Mostly children of factory and other blue workers
(E) All children of factory and blue-collar wo
(F) Children of rural families

74. Is there a public library of at least 5,000 boo within walking distance of your school?

(A) Yes
(B) No

GO ON TO THE NEXT

75. How many families of your students are represented at a typical meeting of the PTA or similar parent group?

(A) We have no parents' organization
(B) Only a few
(C) Less than half
(D) About half
(E) Over half
(F) Almost all of them

76. Approximately how long is the academic school day for pupils?

(A) 4 hours or less
(B) $4\frac{1}{2}$ hours
(C) 5 hours
(D) $5\frac{1}{2}$ hours
(E) 6 hours
(F) $6\frac{1}{2}$ hours
(G) 7 hours
(H) $7\frac{1}{2}$ hours
(I) 8 hours or more

77. What is the lowest grade in this school in which students take different courses from different teachers? (Do not include special teachers for art, music, physical education, or remedial programs.)

(A) 6th or earlier
(B) 7th
(C) 8th
(D) 9th
(E) 10th
(F) 11th
(G) 12th
(H) Not at all

78. (Senior high schools only) Which of the following curricula does your school have?

a. College preparatory

(A) Yes
(B) No

b. Commercial

(A) Yes
(B) No

c. General

(A) Yes
(B) No

d. Vocational

(A) Yes.
(B) No

e. Agriculture

(A) Yes
(B) No

f. Industrial Arts

(A) Yes
(B) No

79. (Senior high school) Check below the item that describes the classification of your school.

(A) An academic school with strong emphasis o college preparation
(B) A comprehensive school
(C) A special curriculum school that is designe to serve the culturally disadvantaged
(D) Vocational, technical, or trade school
(E) Commercial or business school

80. Does your school carry out grouping or trac students according to ability or achievement.

(A) Yes, for all students
(B) Yes, for highest achieving students only
(C) Yes, for lowest achieving students only
(D) No

81. If you checked A, B, or C above (Question 80) check which of the following best describes you system of grouping.

(A) Pupils are placed in a particular group and attend all classes within this group
(B) Pupils may be in different groups for differ subjects depending on their ability in that subject

82. What proportion of your students are in the hig track or group?

(A) Question doesn't apply
(B) 0-9%
(C) 10-19%
(D) 20-29%
(E) 30-39%
(F) 40-49%
(G) 50-59%
(H) 60-69%
(I) 70-79%
(J) 80% or more

GO ON TO THE NEXT PA

83. What proportion of your students are in the lowest track or group?

(A) Question doesn't apply
(B) 0-9%
(C) 10-19%
(D) 20-29%
(E) 30-39%
(F) 40-49%
(G) 50-59%
(H) 60-69%
(I) 70-79%
(J) 80% or more

84. About what percentage of students moved from one track to a higher track since September, 1964?

(A) Question doesn't apply
(B) None
(C) 1-4%
(D) 5-9%
(E) 10-14%
(F) 15-19%
(G) 20-39%
(H) 40-59%
(I) 60% or more

85. About what percentage of students moved from one track to a lower track since September, 1964?

(A) Question doesn't apply
(B) None
(C) 1-4%
(D) 5-9%
(E) 10-14%
(F) 15-19%
(G) 20-39%
(H) 40-59%
(I) 60% or more

86. Does your school provide an accelerated curriculum?

(A) Yes, in all academic subjects
(B) Yes, in several subjects
(C) Yes, in one or two subjects
(D) No

87. When did nonwhites first enter your school?

(A) This year
(B) Within the last 2 years
(C) 3 to 5 years ago
(D) 5 to 10 years ago
(E) More than 10 years ago
(F) This school has always been entirely nonwhite
(G) There are no nonwhites here

88. (Senior high school only). What opportunity is there for students in your school to obtain advanced placement or credit in college?

(A) We offer one or more courses of the College Board Advanced Placement Program
(B) We offer our own advanced courses
(C) No special courses, but students may qualify through Advanced Placement Examinations
(D) No opportunity

89. What is the policy in your school regarding promotion of slow learners?

(A) The pupil must repeat grades in which he has done failing work
(B) The pupil must repeat courses in which he has done failing work
(C) Pupils identified as slow learners are not enrolled or are transferred to other schools
(D) The pupil is promoted with his age group

90. Which of the following extracurricular activities are offered by your school? Mark A for each that is offered. Mark B for each that is not offered.

a. Student government
(A) Yes
(B) No

b. School newspaper
(A) Yes
(B) No

c. School magazine or annual
(A) Yes
(B) No

d. Interschool athletics for boys
(A) Yes
(B) No

e. Interschool athletics for girls
(A) Yes
(B) No

f. Intramural athletics for boys
(A) Yes
(B) No

g. Intramural athletics for girls
(A) Yes
(B) No

GO ON TO THE NEXT P

h. Orchestra and/or band
(A) Yes
(B) No

i. Glee club and/or chorus
(A) Yes
(B) No

j. National Honor Society
(A) Yes
(B) No

k. Subject-matter clubs (such as math club, Latin club, etc.)
(A) Yes
(B) No

l. Chess club
(A) Yes
(B) No

m. Hobby clubs (such as stamp club, Hi-Fi club, etc.)
(A) Yes
(B) No

n. Drama, plays
(A) Yes
(B) No

o. Debate team
(A) Yes
(B) No

p. Social dances
(A) Yes
(B) No

q. Military cadets (ROTC, NDCC, etc.)
(A) Yes
(B) No

r. Service club (such as Key Club, Hi-Y, etc.)
(A) Yes
(B) No

s. Religious clubs (such as Newman Club, etc.)
(A) Yes
(B) No

91. What is the average amount of homework per day which students in your school are expected to do? (If your school includes both elementary and secondary grade students, answer for secondary grade students only)

(A) Students are not usually given out-of-class assignments
(B) Less than 1 hour
(C) 1-2 hours
(D) 2-3 hours
(E) 3-4 hours
(F) 5 hours or more

92. What percentage of your students are taking cours or special class work in remedial arithmetic or remedial mathematics?

231-232	230	
02	1	(A) 0-4%
07	2	(B) 5-9%
12	3	(C) 10-14%
17	4	(D) 15-19%
22	5	(E) 20-24%
27	6	(F) 25% or more
00	0	(G) Not offered in this school

93. What percentage of your students are taking cc or special class work in remedial reading or remedial English?

234-5	233	
02	1	(A) 0-4%
07	2	(B) 5-9%
12	3	(C) 10-14%
17	4	(D) 15-19%
22	5	(F) 25% or more
27	6	(G) Not offered in this school
00	0	

GO ON TO THE NEXT PAGE

94. For each of the following groups, indicate whether your school provides separate classes, either during the regular school day or after school hours.

a. Low IQ or mentally retarded students
1 (A) Yes
2 (B) No

b. Behavior and adjustment problems
1 (A) Yes
2 (B) No

c. Non-English speaking students
1 (A) Yes
2 (B) No

d. Rapid learners
1 (A) Yes
2 (B) No

e. Special skills or talents (e. g., art, music)
1 (A) Yes
2 (B) No

f. Those with speech impairments
1 (A) Yes
2 (B) No

g. The physically handicapped?
1 (A) Yes
2 (B) No

Below is a list of current school issues on which we want the judgments of educational administrators throughout the country. Please answer each in terms of your judgment of the best educational practice.

95. Which of the following policies on neighborhood elementary schools represents the best educational practice, in your estimation?

1 (A) Neighborhood elementary schools should be maintained regardless of any racial imbalance produced
2 (B) Neighborhood elementary schools should be maintained, but where possible a device, such as reducing the grade span of schools, "pairing" schools, or another practice, should be used to promote racial balance
3 (C) The idea of neighborhood elementary schools can be abandoned without significant loss

96. Which of the following policies on bussing of elementary school children represents the best educational practice in your estimation?

1 (A) Children should not be bussed to a school other than their neighborhood school
2 (B) Children should be bussed to another school only to relieve overcrowding
3 (C) Nonwhite children should be bussed to another school in order to achieve racial balance
4 (D) Both white and nonwhite children should be bussed to schools with a predominantly different racial composition, to achieve racial balance

GO ON TO THE NEXT PAGE.

97. Do you believe there is a sound basis in educational policy for giving compensatory programs to culturally disadvantaged students at extra costs per pupil?

(A) Yes
(B) No
(C) Undecided

98. What type of faculty do you believe is best for a school with an all nonwhite or predominantly nonwhite student body?

(A) An all-white faculty
(B) Predominantly white faculty
(C) About equal number of white and nonwhite faculty
(D) Predominantly nonwhite faculty
(E) All nonwhite faculty
(F) Doesn't matter
(G) Selected without regard to race
(H) Some degree of integration, but ratio doesn't matter

99. What type of faculty do you believe is best for a school with a racially heterogeneous student body?

(A) An all-white faculty
(B) Predominantly white faculty
(C) About equal number of white and nonwhite faculty
(D) Predominantly nonwhite faculty
(E) All nonwhite faculty
(F) Doesn't matter
(G) Selected without regard to race
(H) Some degree of integration, but ratio doesn't matter

100. What type of faculty do you believe is best for a school with an all-white or predominantly white student body?

(A) An all-white faculty
(B) Predominantly white faculty
(C) About equal number of white and nonwhite faculty
(D) Predominantly nonwhite faculty
(E) All nonwhite faculty
(F) Doesn't matter
(G) Selected without regard to race
(H) Some degree of integration, but ratio doesn't matter

THANK YOU FOR YOUR COOPERATION.

em o.	Question	Old Tape Pos. Relative to Field -1		New Tape Postion	OLD CODE (new code) 1234567890b
.	faculty for nonwhite	341	173 FNW	246 FNW	as is
.	faculty for racially	342	174 FRA	247 FRA	as is
0.	faculty for whites	343	175 FW	248 FW	as is

ecial measures

pupils/room
SM1
SMC

item 40/item 11; new 093-096/030-031. This will be a two digit number. If greater than 99 give score of 99, and print out both numerator and denominator and USOE code. If less than 10, print out numerator and denominator and USOE code. If less than 1, give score of 1 and print out as above. Blank if either numerator or denominator is blank. Use 3 digits 249-251, rounded to one decimal.

. pupils/teacher
SM2

item 40/item 26 new 093-096/073-075. Instructions as above. Use postions 252-~~253~~ 254.

. Prop. of makeshift rooms
SM3

item 12/item 11 new 032-033/030-031. Answer should be between 0.00 and 1.00. If 1.00, round to 0.99. Use 2 digits, round to two decimals, between .00 and .99. If above or below these limits, give score of .99 or .00, and print out numerator and denominator, and USOE code. Positions ~~254-255~~. 255-256

. Specialized rooms and fields
SM4

item 13 c, d, e, f, g, h, i, p c d e
add 2 each to numerator for 036/1, 037/1, 038/1
add 202 each to denominator for 036/1 or 2, 037/1 or 2, 038/1 or 2 .
If not 1 on c or e, then:
Add 2 to numerator if 1 on f 039; but only add in 1 time.
Add 202 to denominator if 1 or 2 on 039, but add in only 1 time.
If not 1 on c or d, test g and add 2 to numerator if 1 on g; 2.02 to denominator if 1 on 2 on g.
If not 1 on d or e, test h and add 2 to numerator if 1 on h; 2.02 to denom. if 1 or 2 on f.
If not 1 on c or d or e, test i and add 2 to numerator if 1 on i; 2.02 to denom. if 1 or 2 on i. P
Then add 2 to numerator if 049/1, add 1 if 049/2 or 3.
Add 2.02 to denominator if 049/ 1, 2, 3, or 4.
Then test denominator. If b, give score of bb. Then divide numerator by denominator to get a score between 0.00 and 0.99. Use 2 digits ~~256-257~~. 257-258

. Science Lab facilities
SM5

item 13 k, l, m.
Add 1 each to numerator for 044/1, 045/1, 046/1; add 1.01 each to denominator for 044/1, 2, or 3, 045/1, 2, or 3, and 046/1, 2, or 3. Test for b on denominator, and if b give score of bb. Then divide to get a score between 0.00 and 0.99. Use 2 digits. ~~258-259~~. 259-260

235

5. No. volumes in library in hundreds.

SM 6

item 11 new position 034 Recode new code as follows

	034	0123456789b
261	~~060~~	0000000001b
262	~~261~~	0000123682b
263	~~262~~	1469303385b

261-263

7. Volumes/student

SM 7

item 11, new code ~~260-262~~ divided by item 40, new 093-096. This will give a number that should be a decimal between .00 and .99. If not between these, assign .00 or .99, and print out USOE code, and numerator and denominator. Put in positions ~~263-264~~.

264-265

8. Special teachers (art, music)

SM 8

items 30,30 (new postions 081-082). Add to numerator for each: 0 if 1; 1 if 2; 2 if 3; 3 if 4; 4 if 5; and add to denominator 4.04. Then test for b and proceed as in 5. above. Put in position ~~265-266~~ ~~a 1 on~~.

266-267

9. Extra-curricular activities

SM 9

~~a 1 on~~

Add 1 to numerator for each of items 90 a-s new positions 210-228. Add 1.01 to denominator for a 1 or 2 for each of these items. Then test denominator for b, and if b, give a score of bb. Give scores of 00 or 99 if not between these limits, and print out USOE code and numerator and denominator. Put in positions ~~267-268~~.

268-269

10. Separate classes for special cases

SM 10

item 94 a-g. New positions 236-242 as in 9. directly above. Put in positions ~~269-270~~.

270-271

11. Comprehensiveness of curriculum

SM 11

item 78 a-j. Add 1 to numerator for a 1 on each of items 78 a, b, or c, and a 1.01 to denominator if 1 or 2 for each of these. Add a 1 to numerator (only once) if 1 on any of d, e, or f, and a 1 to denominator if 1 or 2 on any of these. Then test for b as above, and divide. Put in positions ~~271-272~~.

272-273

12. Problems in school

SM 12

items 48 a-g (new positions 120-126) For each item, if 1, add 3; if 2, add 2; if 3, add to numerator, and add 1.01 to denominator for each item if 1-4 on that item. Then test for b and divide as in above. Put in positions 273-274.

274-275

13. Number of specialized teachers and other correctional person

SM 13

items 32-38 (new positions 083-086, and 089-091). Add a 1 to numerator if 1 on item 32 (083), 1 on item 34 (085), 0 on item 35 (086), 0 on item 36 (089), 1 on item 37 (090), 1 on item 38 (091), and if 4 or 5 on item 33 (084). Add a 1.01 to denominator if 083/1-5, 084/1-5, 085/0-8, 086/0-9; 089/0-6; 090/1-4; 091/1-4. Put in positions 275-276.

276

14. Transfers

SM 14

cuts

Add items 44 and 45 positions 109-110 and 112-113, and divide by 2. If either is b, divide by 1. If both are b, code bb. Put in position ~~277-278~~.

277-278

15. Drop ~~male~~ both sexes.

SM 15

items 46,47. New Positions 115-116, and 118-119. Proceed as for 14. above. Put in positions ~~279-280~~.

279-281

16. Prop. of college reps that were from Negro colleges

add items 53 (145-146) and 54 (148-149) and use as denominator. Item 53 (1450146) is numerator. If denominator is 0, code b. If numerator is b, code b. Use positions 0.00 to 1.00. Positions ~~281-283~~.

284

Testing: No. of types of test given

SM17

Add a Ø to numerator if 1 on item 22 (069)
Add a Ø to numerator if 1 on item 24 (071)
Add a Ø to numerator if 0 on item 23 (070)
Add a 1.01 to denominator if 1-5 on item 22
Add a 1.01 to denominator if 1-5 on item 24
Add a 1.01 to denominator if 0-9 on item 23
Test denominator for b and if b, give a score of bb.
Scores will be between .00 and .99. Put in positions 284-285. 285-286

Movement between tracks

SM18

add items 84 (201-202) and 85 (204-205). If one is bb, add the other to itself. If both are bb, code bb. If over 99, code as 99. Put in positions 286-287.

287-288

289

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)0100240014  003315    66  111111    0000000000
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OE—38000

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EQUALITY OF EDUCATIONAL OPPORTUNITY

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
John W. Gardner, *Secretary*
OFFICE OF EDUCATION, Harold Howe II, *Commissioner*

THE PRESIDENT OF THE UNITED STATES
THE PRESIDENT OF THE SENATE
THE SPEAKER OF THE HOUSE

The attached report is submitted in response to Section 402 of the Civil Rights Act of 1964:

SEC. 402. The Commissioner shall conduct a survey and make a report to the President and the Congress, within two years of the enactment of this title, concerning the lack of availability of equal educational opportunities for individuals by reason of race, color, religion, or national origin in public educational institutions at all levels in the United States, its territories and possessions, and the District of Columbia.

The survey requested in this legislation has been conducted. Its major findings will be found in brief form in the summary section of this report. For those desiring more detailed information, a comprehensive presentation is provided in the eight sections of the full report. The full report also describes in detail the survey design and procedures and the types of tests used; it contains copies of the questionnaires administered to superintendents, principals, teachers, and students as part of the study.

In carrying out the survey, attention was paid to six racial and ethnic groups: Negroes, American Indians, Oriental Americans, Puerto Ricans living in the continental United States, Mexican Americans, and whites other than Mexican Americans and Puerto Ricans often called "majority" or simply "white." These terms of identification are not used in the anthropological sense, but reflect social categories by which people in the United States identify themselves and are identified by others.

Stated in broadest terms, the survey addressed itself to four major questions.

The first is the extent to which the racial and ethnic groups are segregated from one another in the public schools.

The second question is whether the schools offer equal educational opportunities in terms of a number of other criteria which are regarded as good indicators of educational quality. The attempt to answer this elusive question involves describing many characteristics of the schools.

Some of these are tangible, such as numbers of laboratories, textbooks, libraries, and the like. Some have to do with the curriculums offered—academic, commercial, vocational—and with academic practices such as the administering of aptitude and achievement tests and "tracking" by presumed ability. Other of these aspects are less tangible. They include the characteristics of the teachers found in the schools—such things as their education, amount of teaching experience, salary level, verbal ability, and indications of attitudes. The characteristics of the student bodies are also assessed, so far as is possible within the framework of the study, so that some rough descriptions can be made of the socioeconomic backgrounds of the students, the education of their parents, and the attitudes the pupils have toward themselves and their ability to affect their own destinies, as well as their academic aspirations.

Only partial information about equality or inequality of opportunity for education can be obtained by looking at the above characteristics, which might be termed the schools' input. It is necessary to look also at their output—the results they produce. The third major question, then, is addressed to how much the students learn as measured by their performance on standardized achievement tests.

Fourth is the attempt to discern possible relationships between students' achievement, on the one hand, and the kinds of schools they attend on the other.

My staff members and the consultants who have assisted them on this project do not regard the survey findings as the last word on the lack of equal educational opportunities in the United States. But they do believe that sufficient care has gone into this survey and into the interpretation of its results to make the findings useful to those who are concerned with public education in the United States.

The report does not include any recommendations of what policies or programs should be mounted by Federal, State, or local government agencies in order to improve educational opportunity in the light of the findings. In the months ahead, the U.S. Office of Education will use its own staff and seek the help of advisors to determine how it can use the results of the survey to enhance the educational opportunities of all citizens of the United States. We encourage other public and private groups to do likewise, and we will gladly cooperate with others who are seeking constructive courses of action based on the survey reported here.

HAROLD HOWE II,
U.S. Commissioner of Education.

JULY 2, 1966.

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The Survey

In view of the fundamental significance of educational opportunity to many important social issues today, Congress requested the survey of educational opportunity reported in this document. The survey is, of course, only one small part of extensive and varied activities which numerous institutions and persons are pursuing in an effort to understand the critical factors relating to the education of minority children and hence to build a sound basis for recommendations for improving their education. Probably the main contribution of the survey to this large and long range effort will be in the fact that for the first time there is made available a comprehensive collection of data gathered on consistent specifications throughout the whole Nation.

Some brief analyses of the data have been made by the Office of Education in the few months available since the data were collected in the latter part of 1965. The results of this effort to determine some of the more immediate implications of the data are included in this report. A small staff in the Office of Education will carry out a continuing program of analysis. More importantly, the data will be made available to research workers everywhere so that they can perform their own analyses and can apply the data to their own special areas of investigation.

The survey was carried out by the National Center for Educational Statistics of the U.S. Office of Education. In addition to its own staff, the Center used the services of outside consultants and contractors. James Coleman of Johns Hopkins University had major responsibility for the design, administration, and analysis of the survey. Ernest Campbell of Vanderbilt University shared this responsibility, and particularly had major responsibility for the college surveys. Staff members of the Center assigned full time to the survey were Mrs. Carol Hobson, James McPartland, Frederic Weinfeld, and Robert York. Staff members assigned part time to the survey included Gordon Adams, Richard Barr, L. Bischoff, O. Jean Brandes, Keith Brunell, Marjorie Chandler, George J. Collins, Abraham Frankel, Jacqueline Gleason, Forrest Harrison, Eugene Higgins, Harry Lester, Francis Nassetta, Hazel Poole, Bronson Price, James K. Rocks, Frank L. Schick, Samuel Schloss, Ivan Seibert, Ellease Thompson, Edward Zabrowski, and Judith Zinter.

The Educational Testing Service of Princeton, N.J., was the contractor for the major public school survey under the direction of Robert J. Solomon and Joseph L. Boyd. It provided existing published tests for use in the survey and carried out the administration of these tests and of special questionnaires developed by the Center staff. Albert E. Beaton of Educational Testing Service conducted the computer analysis in accordance with specifications supplied by the staff of the Center.

Florida State University was the contractor for the nonenrollment study carried out by Charles Nam, Lewis Rhodes, and Robert Herriott. The Bureau of the Census administered this survey as part of its October 1965 Current Population Survey and processed the data.

Raymond W. Mack of Northwestern University directed the team of sociologists who did the case studies of education for minorities in the 10 American cities. The members of this team were Troy Duster, Michael Aiken, N. J. Demerath III, Margaret Long, Ruth Simms Hamilton, Herbert R. Barringer, Rosalind J. Dworkin, John Pease, Bonnie Remsberg, and A. G. Dworkin. G. W. Foster of the University of Wisconsin directed the team of lawyers who did case studies of the legal and political problems of *de facto* segregation in seven American cities. The members of this team were William G. Buss, Jr., John E. Coons, William Cohen, Ira Michael Heyman, Ralph Reisner, John Kaplan, and Robert H. Marden.

Other persons outside the Office of Education who contributed to the report were David Armor, Phillips Cutright, James Fennessey, Jeanette Hopkins, Nancy Karweit, Jimmer Leonard. John Tukey of Princeton University provided consulting assistance in the design of the regression analysis.

An advisory committee assisted in the design of the study and in developing procedures for carrying it out. The committee did not participate in the analysis of the data or the preparation of the final report. Its members were:

James E. Allen, Jr., New York State Commissioner of Education.
Anne Anastasi, Fordham University.
Vincent J. Browne, Howard University.
Benjamin E. Carmichael, Superintendent of Chattanooga Schools.
John B. Carroll, Harvard University.
Otis Dudley Duncan, University of Michigan.
Warren G. Findley, University of Georgia.
Edmund W. Gordon, Yeshiva University.
David A. Goslin, Russell Sage Foundation.
Carl F. Hansen, Superintendent of D.C. Public Schools.
James A. Hazlett, Superintendent of Kansas City Schools.
Theron A. Johnson, New York State Department of Education.
Sidney P. Marland, Superintendent of Pittsburgh Schools.
James M. Nabrit, President of Howard University.
Thomas F. Pettigrew, Harvard University.
Clinton C. Trillingham, Superintendent of Los Angeles County Schools.
Warren T. White, Superintendent of Dallas Public Schools.
Stephen J. Wright, President of Fisk University.

A large number of educators were consulted informally in the early stages of the design of the survey; no attempt will be made to list them here. At the same time, representatives of a number of organizations were consulted, particularly, Leroy Clark, John W. Davis, and June Shagaloff of the National Association for the Advancement of Colored People; Carl Rachlin, and Marvin Rich of the Congress of Racial Equality; Max Birnbaum, Lawrence Bloomgarden, and Isaiah Terman of the American Jewish Committee; Otis Finley, and Mahlon Puryear of the National Urban League; Harold Braverman of the Anti-Defamation League; Randolph Blackwell of the Southern Christian Leadership Conference; Rudy Ramos of the American G.I. Forum of the United States, Paul M. Deac of the National Confederation of American Ethnic Groups, and Elizabeth R. Cole of the U.S. Commission on Civil Rights.

By far the largest contribution to the survey resulted from the cooperative support and hard work of many hundreds of school officials at every level of education and almost 20,000 school teachers who administered the survey questionnaires in their classrooms throughout the Nation.

The Office of Education will make all the data gathered by this survey available to research workers. It must be done in the form of tabulations or statistics. No information can be revealed about an individual pupil, teacher, local or State school administrator, local or State school system.

ALEXANDER M. MOOD,
Assistant Commissioner
for Educational Statistics.

Summary Report

Segregation in the Public Schools

The great majority of American children attend schools that are largely segregated—that is, where almost all of their fellow students are of the same racial background as they are. Among minority groups, Negroes are by far the most segregated. Taking all groups, however, white children are most segregated. Almost 80 percent of all white pupils in 1st grade and 12th grade attend schools that are from 90 percent to 100 percent white. And 97 percent at grade 1, and 99 percent at grade 12, attend schools that are 50 percent or more white.

For Negro pupils, segregation is more nearly complete in the South (as it is for whites also), but it is extensive also in all the other regions where the Negro population is concentrated: the urban North, Midwest, and West.

More than 65 percent of all Negro pupils in the 1st grade attend schools that are between 90 and 100 percent Negro. And 87 percent at grade 1, and 66 percent at grade 12, attend schools that are 50 percent or more Negro. In the South, most students attend schools that are 100 percent white or Negro.

The same pattern of segregation holds, though not quite so strongly, for the teachers of Negro and white students. For the Nation as a whole the average Negro elementary pupil attends a school in which 65 percent of the teachers are Negro; the average white elementary pupil attends a school in which 97 percent of the teachers are white. White teachers are more predominant at the secondary level, where the corresponding figures are 59 and 97 percent. The racial matching of teachers is most pronounced in the South, where by tradition it has been complete. On a nationwide basis, in cases where the races of pupils and teachers are not matched, the trend is all in one direction: white teachers teach Negro children but Negro teachers seldom teach white children; just as, in the schools, integration consists primarily of a minority of Negro pupils in predominantly white schools but almost never of a few whites in largely Negro schools.

In its desegregation decision of 1954, the Supreme Court held that separate schools for Negro and white children are inherently unequal. This survey finds that, when measured by that yardstick, American public education remains largely unequal in most regions of the country, including all those where Negroes form any significant proportion of the population. Obviously, however, that is not the only yardstick. The next section of the summary describes other characteristics by means of which equality of educational opportunity may be appraised.

The Schools and Their Characteristics

The school environment of a child consists of many elements, ranging from the desk he sits at to the child who sits next to him, and including the teacher who stands at the front of his class. A statistical survey can give only fragmentary evidence of this environment.

Great collections of numbers such as are found in these pages—totals and averages and percentages—blur and obscure rather than sharpen and illuminate the range of variation they represent. If one reads, for example, that the average annual income per person in the State of Maryland is $3,000, there is a tendency to picture an average person living in moderate circumstances in a middle-class neighborhood holding an ordinary job. But that number represents at the upper end millionaires, and at the lower end the unemployed, the pensioners, the charwomen. Thus the $3,000 average income should somehow bring to mind the tycoon and the tramp, the showcase and the shack, as well as the average man in the average house.

So, too, in reading these statistics on education, one must picture the child whose school has every conceivable facility that is believed to enhance the educational process, whose teachers may be particularly gifted and well educated, and whose

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FIGURE 1

WHITE PUPILS—ALL REGIONS

~~GRADE 1~~ seniors

PERCENT OF WHITE STUDENTS IN SCHOOLS OF DIFFERING RACIAL COMPOSITION

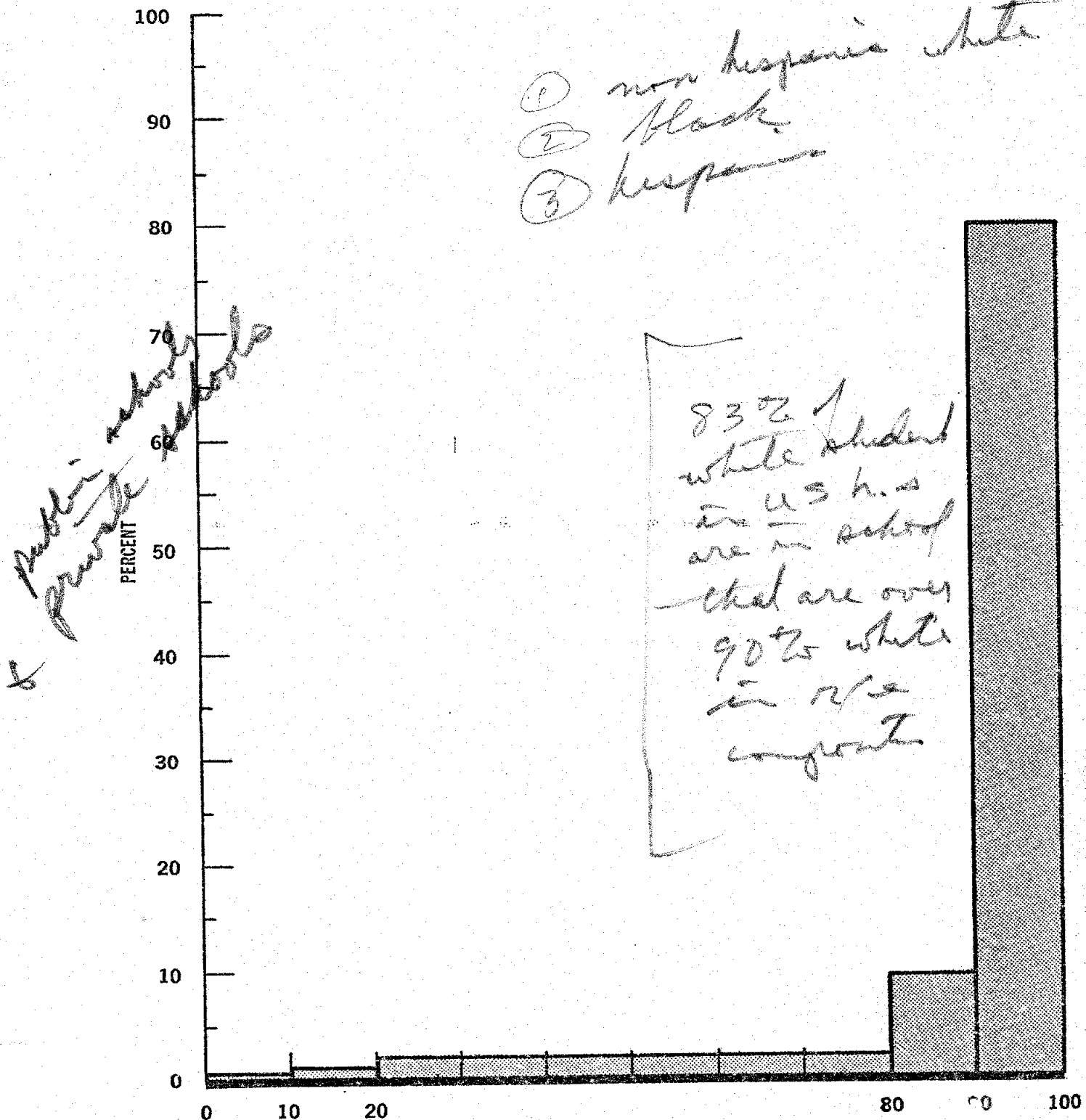


FIGURE 2

NEGRO PUPILS—ALL REGIONS

GRADE 1

PERCENT OF NEGRO STUDENTS IN SCHOOLS OF DIFFERING RACIAL COMPOSITION

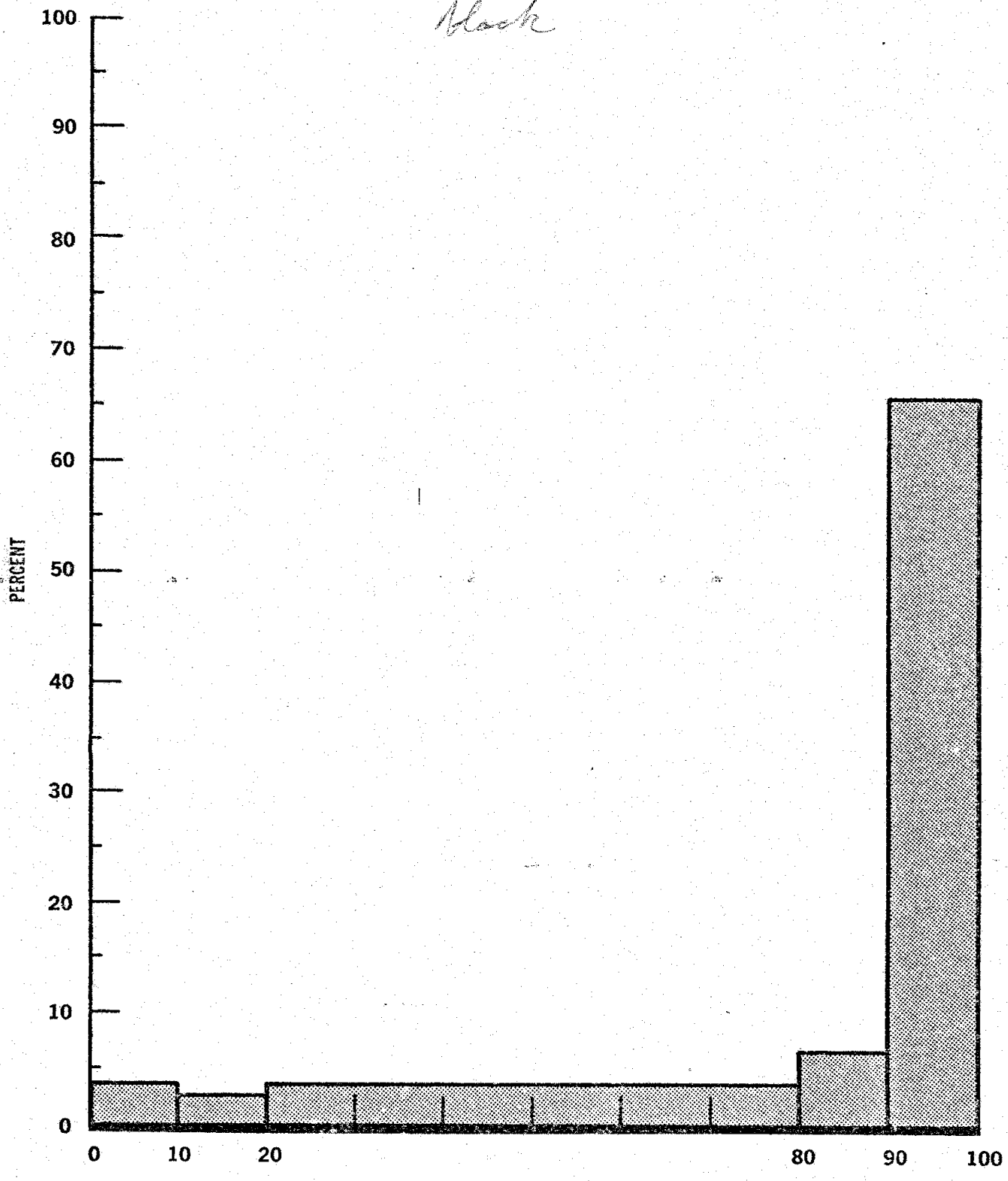


FIGURE 3

WHITE PUPILS—ALL REGIONS
GRADE 12

PERCENT OF WHITE STUDENTS IN SCHOOLS OF DIFFERING RACIAL COMPOSITION

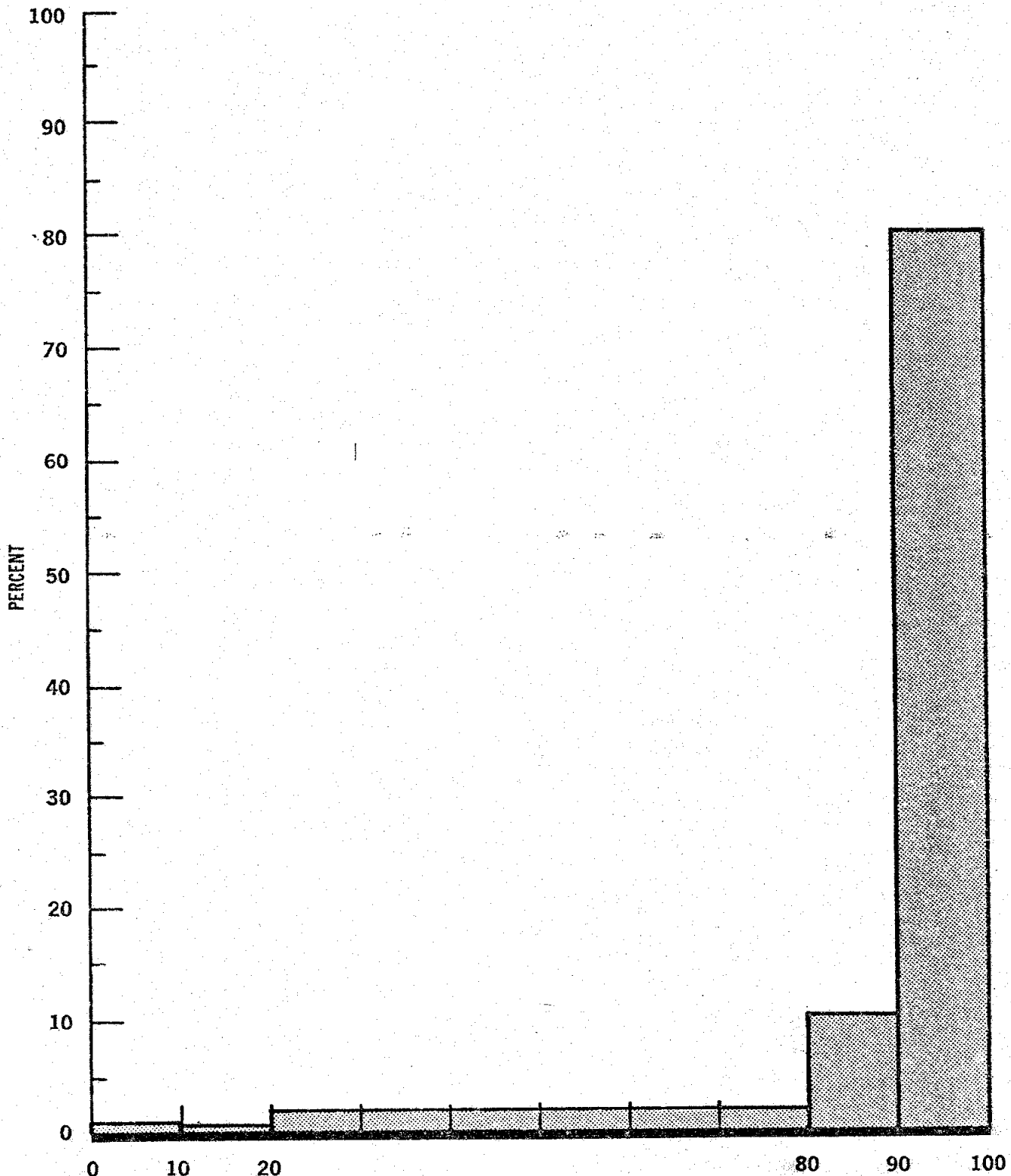
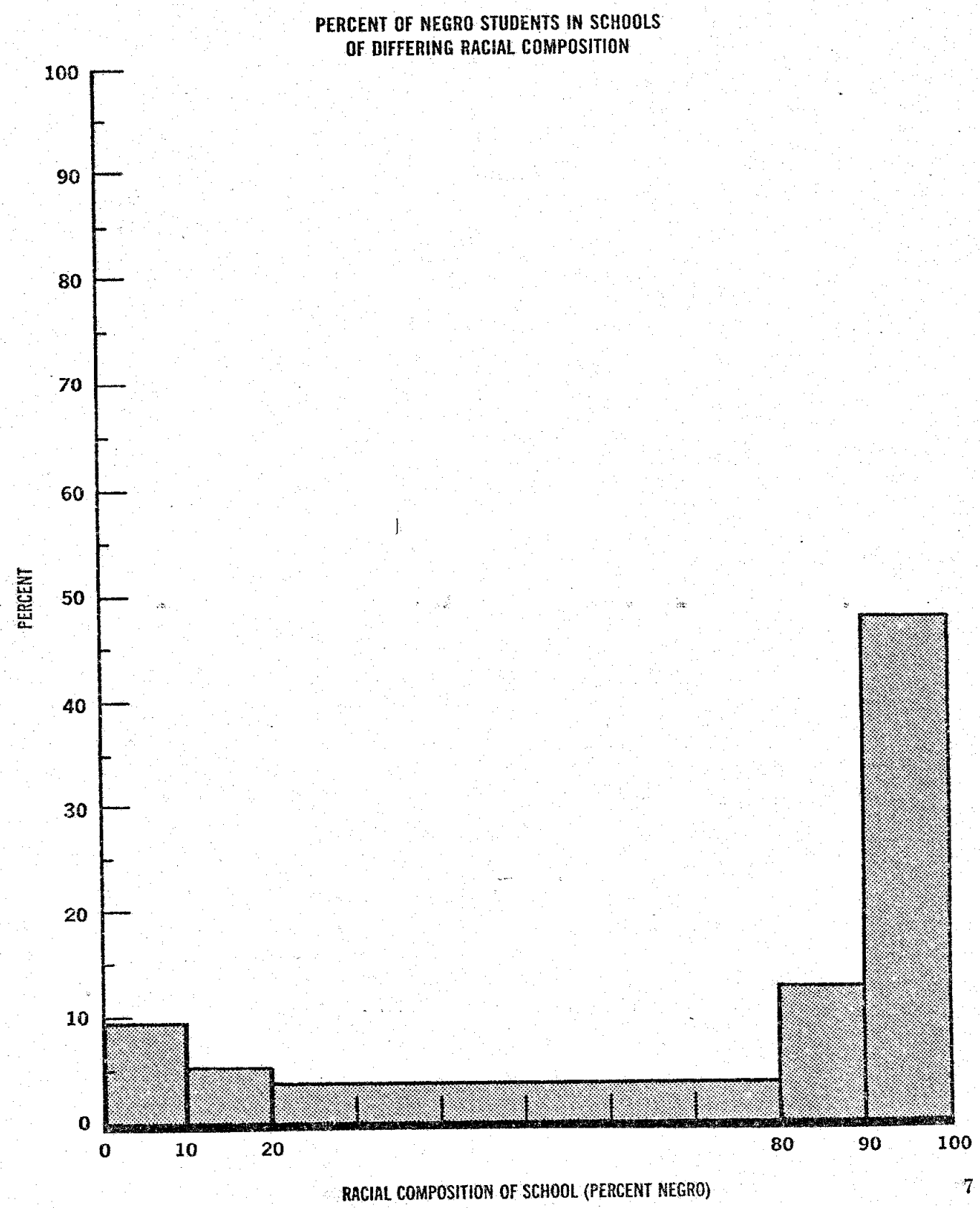


FIGURE 4

NEGRO PUPILS—ALL REGIONS
GRADE 12



home and total neighborhood are themselves powerful contributors to his education and growth. And one must picture the child in a dismal tenement area who may come hungry to an ancient, dirty building that is badly ventilated, poorly lighted, overcrowded, understaffed, and without sufficient textbooks.

Statistics, too, must deal with one thing at a time, and cumulative effects tend to be lost in them. Having a teacher without a college degree indicates an element of disadvantage, but in the concrete situation, a child may be taught by a teacher who is not only without a degree but who has grown up and received his schooling in the local community, who has never been out of the State, who has a 10th grade vocabulary, and who shares the local community's attitudes.

One must also be aware of the relative importance of a certain kind of thing to a certain kind of person. Just as a loaf of bread means more to a starving man than to a sated one, so one very fine textbook or, better, one very able teacher, may mean far more to a deprived child than to one who already has several of both.

Finally, it should be borne in mind that in cases where Negroes in the South receive unequal treatment, the significance in terms of actual numbers of individuals involved is very great, since 54 percent of the Negro population of school-going age, or approximately 3,200,000 children, live in that region.

All of the findings reported in this section of the summary are based on responses to questionnaires filled out by public school teachers, principals, district school superintendents, and pupils. The data were gathered in September and October of 1965 from 4,000 public schools. All teachers, principals, and district superintendents in these schools participated, as did all pupils in the 3d, 6th, 9th, and 12th grades. First grade pupils in half the schools participated. More than 645,000 pupils in all were involved in the survey. About 30 percent of the schools selected for the survey did not participate; an analysis of the nonparticipating schools indicated that their inclusion would not have significantly altered the results of the survey. The participation rates were: in the metropolitan North and West 72 percent, metropolitan South and Southwest 65 percent, nonmetropolitan North and West 82 percent, nonmetropolitan South and Southwest 61 percent.

All the statistics on the physical facilities of the schools and the academic and extracurricular programs are based on information provided by the teachers and administrators. They also provided information about their own education, experience, and philosophy of education, and described as they see them the socioeconomic characteristics of the neighborhoods served by their schools.

The statistics having to do with the pupils' personal socioeconomic background, level of education of their parents, and certain items in their homes (such as encyclopedias, daily newspapers, etc.) are based on pupil responses to questionnaires. The pupils also answered questions about their academic aspirations and their attitudes toward staying in school.

All personal and school data were confidential and for statistical purposes only; the questionnaires were collected without the names or other personal identification of the respondents.

Data for Negro and white children are classified by whether the schools are in metropolitan areas or not. The definition of a metropolitan area is the one commonly used by Government agencies: a city of over 50,000 inhabitants including its suburbs. All other schools in small cities, towns, or rural areas are referred to as nonmetropolitan schools.

Finally, for most tables, data for Negro and white children are classified by geographical regions. For metropolitan schools there are usually five regions defined as follows:

Northeast—Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont, Delaware, Maryland, New Jersey, New York, Pennsylvania, District of Columbia. (Using 1960 census data, this region contains about 16 percent of all Negro children in the Nation and 20 percent of all white children age 5 to 19.)

Midwest—Illinois, Indiana, Michigan, Ohio, Wisconsin, Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota (containing 16 percent of Negro and 19 percent of white children age 5 to 19).

South—Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia (containing 27 percent of Negro and 14 percent of white children age 5 to 19).

Southwest—Arizona, New Mexico, Oklahoma, Texas (containing 4 percent of Negro and 3 percent of white children age 5 to 19).

West—Alaska, California, Colorado, Hawaii, Idaho, Montana, Nevada, Oregon, Utah, Washington, Wyoming (containing 4 percent of Negro and 11 percent of white children age 5 to 19).

The nonmetropolitan schools are usually classified into only three regions:

South—as above (containing 27 percent of Negro and 14 percent of white children age 5 to 19).

Southwest—as above (containing 4 percent of Negro and 2 percent of white children age 5 to 19).

North and West—all States not in the South and Southwest (containing 2 percent of Negro and 17 percent of white children age 5 to 19).

Data for minority groups other than Negroes are presented only on a nationwide basis because there were not sufficient cases to warrant a breakdown by regions.

Facilities

The two tables which follow (table 1, for elementary schools, and table 2, for secondary) list certain school characteristics and the percentages of pupils of the various races who are enrolled in schools which have those characteristics. Where specified by "average" the figures represent actual numbers rather than percentages. Reading from left to right, percentages or averages are given on a nationwide basis for the six groups; then comparisons between Negro and white access to the various facilities are made on the basis of regional and metropolitan-nonmetropolitan breakdowns.

Thus, in table 1, it will be seen that for the Nation as a whole white children attend elementary schools with a smaller average number of pupils per room (29) than do any of the minorities (which range from 30 to 33). Farther to the right are the regional breakdowns for whites and Negroes, and it can be seen that in some regions the nationwide pattern is reversed: in the nonmetropolitan North and West and Southwest for example, there is a smaller average number of pupils per room for Negroes than for whites.

The same item on table 2 shows that secondary school whites have a smaller average number of pupils per room than minorities, except Indians. Looking at the regional breakdown, however, one finds much more striking differences than the national average would suggest: in the metropolitan Midwest, for example, the average Negro has 54 pupils per room—probably reflecting considerable frequency of double sessions—compared with 33 per room for whites. (Nationally, at the high school level the average white has one teacher for every 22 students and the average Negro has one for every 26 students.)

It is thus apparent that the tables must be studied carefully, with special attention paid to the regional breakdowns, which often provide more meaningful information than do the nationwide averages. Such careful study will reveal that there is not a wholly consistent pattern—that is, minorities are not at a disadvantage in every item listed—but that there are nevertheless some definite and systematic directions of differences. Nationally, Negro pupils have fewer of some of the facilities that seem most related to academic achievement: they have less access to physics, chemistry, and language laboratories; there are fewer books per pupil in their libraries; their textbooks are less often in sufficient supply. To the extent that physical facilities are important to learning, such items appear to be more relevant than some others, such as cafeterias, in which minority groups are at an advantage.

Usually greater than the majority-minority differences, however, are the regional differences. Table 2, for example, shows that 95 percent of Negro and 80 percent of white high school students in the metropolitan Far West attend schools with language laboratories, compared with 48 percent and 72 percent respectively, in the metropolitan South, in spite of the fact that a higher percentage of Southern schools are less than 20 years old.

Finally, it must always be remembered that these statistics reveal only majority-minority average differences and regional average differences; they do not show the extreme differences that would be found by comparing one school with another.

Programs

Tables 3 and 4 summarize some of the survey findings about the school curriculum, administration, and extracurricular activities. The tables are organized in the same way as tables 1 and 2 and should be studied in the same way, again with particular attention to regional differences.

The pattern that emerges from study of these tables is similar to that from tables 1 and 2. Just as minority groups tend to have less access to physical facilities that seem to be related to

Table 1.—Percent (except where average specified) of pupils in elementary schools having the school characteristic named at left

Characteristic	Whole Nation						Nonmetropolitan						Metropolitan									
	M–A	PR	I–A	O–A	Neg	Maj	North and West		South		Southwest		Northeast		Midwest		South		Southwest		West	
							Neg	Maj	Neg	Maj	Neg	Maj	Neg	Maj	Neg	Maj	Neg	Maj	Neg	Maj	Neg	Maj
Age of main building:																						
Less than 20 yrs.	59	57	66	61	63	60	48	54	72	34	73	40	31	59	28	63	77	75	52	89	76	80
20 to 40 yrs.	18	18	20	20	17	20	35	13	21	43	17	28	23	23	18	18	11	20	27	10	14	9
At least 40 yrs.	22	24	13	18	18	18	17	32	4	20	9	29	43	18	53	18	12	4	21	1	7	7
Average pupils per room	33	31	30	33	32	29	25	28	34	26	21	31	33	30	34	30	30	31	39	26	37	31
Auditorium	20	31	18	21	27	19	3	5	16	40	14	19	56	40	27	10	20	21	11	1	47	12
Cafeteria	39	43	38	30	38	37	41	33	46	64	47	54	41	45	24	22	34	32	48	38	34	14
Gymnasium	19	27	20	14	15	21	9	8	15	31	15	21	46	49	36	19	6	5	13	17	0	8
Infirmary	59	62	64	77	71	68	52	52	49	44	38	39	74	90	74	79	81	76	59	48	93	96
Full-time librarian	22	31	22	24	30	22	4	13	32	22	5	11	46	43	22	15	38	50	11	12	19	13
Free textbooks	80	82	80	85	84	75	73	56	70	73	99	98	100	98	72	54	84	82	83	65	98	100
School has sufficient number of textbooks	90	87	91	93	84	96	97	99	76	94	97	96	90	97	97	99	74	98	82	84	95	90
Texts under 4 yrs. old	66	68	60	52	67	61	66	51	60	60	47	85	57	56	67	59	71	91	76	53	77	77
Central school library	69	71	72	83	73	72	44	58	74	77	48	75	83	89	57	70	79	69	59	33	81	95
Free lunch program	64	73	66	52	74	59	61	50	87	94	83	70	50	43	42	48	90	85	74	82	65	47

Table 2.—Percent (except where average specified) of pupils in secondary schools having the school characteristic named at left

Characteristic	Whole Nation						Nonmetropolitan						Metropolitan									
	M-A	PR	I-A	O-A	Neg	Maj	North and West		South		Southwest		Northeast		Midwest		South		Southwest		West	
							Neg	Maj	Neg	Maj	Neg	Maj	Neg	Maj	Neg	Maj	Neg	Maj	Neg	Maj	Neg	Maj
Age of main building:																						
Less than 20 yrs	48	40	49	41	60	53	64	35	79	52	76	44	18	64	33	43	74	84	76	43	53	79
20 to 40 yrs	40	31	35	32	26	29	15	26	13	33	22	46	41	20	38	37	18	14	16	56	46	19
At least 40 yrs	11	28	15	26	12	18	21	38	3	15	3	10	40	15	29	20	3	0	6	1	2	3
Average pupils per room	32	33	29	32	34	31	27	30	35	28	22	20	35	28	54	33	30	34	28	42	31	30
Auditorium	57	68	49	66	49	46	32	27	21	36	56	68	77	72	51	44	49	40	67	57	72	45
Cafeteria	72	80	74	81	72	65	55	41	65	78	78	97	88	73	55	54	77	97	75	63	77	79
Gymnasium	78	88	70	83	64	74	51	52	38	63	71	71	90	90	75	76	52	80	70	77	99	95
Shop with power tools	96	88	96	98	89	96	97	96	85	90	88	91	67	97	99	100	89	90	92	97	100	100
Biology laboratory	95	84	96	96	93	94	99	87	85	88	93	96	83	94	100	99	95	100	100	97	100	100
Chemistry laboratory	96	94	99	99	94	98	98	97	85	91	92	95	99	99	100	100	94	100	100	97	100	100
Physics laboratory	90	83	90	97	80	94	80	90	63	83	74	93	92	99	94	96	83	100	96	97	76	100
Language laboratory	57	45	58	75	49	56	32	24	17	32	38	19	47	79	68	57	48	72	69	97	95	80
Infirmary	65	77	77	69	70	75	47	56	53	45	23	47	96	99	70	83	83	83	74	85	71	87
Full-time librarian	84	93	85	98	87	83	53	58	69	76	67	61	97	99	99	94	96	99	71	63	100	99
Free textbooks	74	79	78	88	70	62	42	53	51	43	94	92	98	91	67	39	58	34	98	97	99	86
Sufficient number of textbooks	92	89	90	96	85	95	99	99	79	91	97	100	94	99	98	100	69	97	94	57	96	96
Texts under 4 yrs. old	58	68	65	55	61	62	77	56	64	54	73	66	55	59	51	67	56	65	99	82	59	67
Average library books per pupil	8.1	6.2	6.4	5.7	4.6	5.8	4.5	6.3	4.0	6.1	8.1	14.8	3.8	5.3	3.5	4.8	4.5	5.7	5.6	3.7	6.5	6.3
Free lunch program	66	80	63	75	74	62	58	54	89	88	61	82	66	52	74	63	79	79	89	52	47	54

Table 3.—Percent of pupils in elementary schools having the characteristic named at left

Characteristic	Whole Nation						Nonmetropolitan						Metropolitan									
	M-A	PR	I-A	O-A	Neg	Maj	North and West		South		Southwest		Northeast		Midwest		South		Southwest		West	
							Neg	Maj	Neg	Maj	Neg	Maj	Neg	Maj	Neg	Maj	Neg	Maj	Neg	Maj	Neg	Maj
Regionally accredited schools	21	27	25	22	27	28	38	29	16	22	59	39	34	24	52	49	21	35	42	23	22	9
Music teacher	31	34	41	33	24	35	22	43	26	17	37	42	34	49	38	32	21	17	23	61	9	13
Remedial reading teacher	41	45	35	41	39	39	37	46	15	11	12	26	73	58	60	17	28	31	18	29	66	70
Accelerated curriculum	34	32	42	37	29	40	47	26	28	24	32	13	34	47	21	28	19	41	34	76	43	73
Low IQ classes	43	44	44	56	54	48	54	48	30	29	47	25	60	51	73	45	48	33	63	66	77	75
Speech impairment classes	41	44	42	58	41	51	34	49	13	11	27	22	59	73	86	67	20	41	34	23	86	82
Use of intelligence test	93	77	90	95	88	95	85	93	80	91	92	90	73	91	97	99	92	100	97	98	98	99
Assignment practice other than area or open	6	11	9	5	12	6	6	1	27	20	26	2	7	4	1	2	12	22	0	0	4	1
Use of tracking	37	47	40	34	44	36	36	28	38	25	38	23	66	50	40	38	45	35	50	48	36	40
Teachers having tenure	68	68	69	79	70	64	70	64	34	49	7	36	100	98	94	76	51	58	64	39	92	90
Principal salary $9,000 and above	51	52	56	69	51	51	45	34	12	12	22	36	95	86	92	72	30	26	35	14	98	99
School newspaper	23	29	35	37	28	29	39	43	25	26	8	6	28	31	31	24	29	27	22	11	31	31
Boys interscholastic athletics	55	44	51	47	41	43	71	62	51	51	59	72	22	22	43	46	38	22	43	54	34	22
Girls interscholastic athletics	35	29	36	32	26	26	37	35	39	38	40	44	19	14	17	17	2	6	29	43	25	18
Band	71	63	64	76	66	72	82	81	39	40	54	76	67	73	77	86	66	85	52	33	95	94
Drama club	26	37	32	33	38	29	43	33	50	31	25	25	34	32	36	29	35	23	33	2	37	36
Debate team	6	4	4	7	5	4	0	3	14	6	10	6	1	3	0	0	3	6	16	8	0	2

Table 4.—Percent of pupils in secondary schools having the characteristic named at left

Characteristic	Whole Nation						Nonmetropolitan						Metropolitan									
	M-A	PR	I-A	O-A	Neg	Maj	North and West		South		Southwest		Northeast		Midwest		South		Southwest		West	
							Neg	Maj	Neg	Maj	Neg	Maj	Neg	Maj	Neg	Maj	Neg	Maj	Neg	Maj	Neg	Maj
Regionally accredited schools	77	78	71	86	68	76	69	65	40	59	30	62	74	74	75	86	72	81	92	86	100	100
Music teacher, full-time	84	94	88	96	85	88	87	87	65	61	85	77	95	97	96	96	87	100	91	82	99	97
College prep. curriculum	95	90	96	98	88	96	98	95	74	92	81	83	93	99	99	100	87	100	89	82	100	100
Vocational curriculum	56	50	55	68	56	55	49	64	51	62	52	34	42	35	60	60	58	21	89	80	65	65
Remedial reading teacher	57	76	55	81	53	52	35	32	24	20	4	9	81	66	62	57	46	65	63	62	100	97
Accelerated curriculum	67	60	66	80	61	66	42	46	46	58	25	25	60	82	64	78	72	81	87	55	74	73
Low IQ classes	54	56	50	85	54	49	44	47	23	20	46	12	75	62	86	59	37	34	64	14	98	98
Speech impairment classes	28	58	28	51	21	31	18	33	10	6	1	11	43	44	48	42	0	10	14	3	45	57
Use of intelligence test	91	57	84	86	80	89	87	93	83	90	97	100	59	87	86	86	78	100	94	75	89	92
Assignment practice other than area or open	4	20	9	3	19	4	5	0	32	14	2	0	14	5	0	0	36	9	4	0	0	0
Use of tracking	79	88	79	85	75	74	41	48	55	57	21	24	94	92	74	90	80	80	92	82	99	98
Teachers having tenure	65	86	71	85	61	72	47	73	33	41	2	3	100	98	97	83	50	79	24	15	96	88
Principal's salary $9,000 and above	73	89	73	91	66	72	54	64	31	37	59	63	99	99	76	91	61	46	86	18	100	100
School newspaper	89	95	86	97	80	89	71	72	50	81	67	71	95	93	99	97	87	100	66	94	100	100
Boys interscholastic athletics	94	90	98	99	95	98	99	99	97	100	96	93	80	95	100	97	93	100	95	100	100	100
Girls interscholastic athletics	58	33	59	37	57	54	32	32	80	69	89	81	51	60	50	43	45	80	89	97	38	35
Band	92	88	92	98	91	95	90	97	80	76	84	81	92	97	100	100	93	100	99	100	100	100
Drama club	95	93	89	92	92	93	75	91	87	75	91	88	92	88	93	99	94	94	100	97	100	100
Debate team	51	32	46	50	39	52	43	48	27	36	80	67	27	46	49	69	42	58	68	63	37	48

academic achievement, so too they have less access to curricular and extracurricular programs that would seem to have such a relationship.

Secondary school Negro students are less likely to attend schools that are regionally accredited; this is particularly pronounced in the South. Negro and Puerto Rican pupils have less access to college preparatory curriculums and to accelerated curriculums; Puerto Ricans have less access to vocational curriculums as well. Less intelligence testing is done in the schools attended by Negroes and Puerto Ricans. Finally, white students in general have more access to a more fully developed program of extracurricular activities, in particular those which might be related to academic matters (debate teams, for example, and student newspapers).

Again, regional differences are striking. For example, 100 percent of Negro high school students and 97 percent of whites in the metropolitan Far West attend schools having a remedial reading teacher (this does not mean, of course, that every student uses the services of that teacher, but simply that he has access to them) compared with 46 and 65 percent, respectively, in the metropolitan South—and 4 and 9 percent in the nonmetropolitan Southwest.

Principals and teachers

The following tables (5, 6a, and 6b) list some characteristics of principals and teachers. On table 5, figures, given for the whole Nation of all minorities and then by region for Negro and white, refer to the percentages of students who attend schools having principals with the listed characteristics. Thus, line 1 shows that 1 percent of white elementary pupils attend a school with a Negro principal, and that 56 percent of Negro children attend a school with a Negro principal.

Tables 6a and 6b (referring to teachers' characteristics) must be read differently. The figures refer to the percentage of teachers having a specified characteristic in the schools attended by the "average" pupil of the various groups. Thus, line 1 on table 6a: the average white student goes to an elementary school where 40 percent of the teachers spent most of their lives in the same city, town, or county; the average Negro pupil goes to a school where 53 percent of the teachers have lived in the same locality most of their lives.

Both tables list other characteristics which offer rough indications of teacher quality, including the types of colleges attended, years of teaching experience, salary, educational level of mother, and a score on a 30-word vocabulary test. The average Negro pupil attends a school where a greater percentage of the teachers appears to be somewhat less able, as measured by these indicators, than those in the schools attended by the average white student.

Other items on these tables reveal certain teacher attitudes. Thus, the average white pupil attends a school where 51 percent of the white teachers would not choose to move to another school, whereas the average Negro attends a school where 46 percent would not choose to move.

Student body characteristics

Tables 7 and 8 present data about certain characteristics of the student bodies attending various schools. These tables must be read the same as those immediately preceding. Looking at the sixth item on table 7, one should read: the average white high school student attends a school in which 82 percent of his classmates report that there are encyclopedias in their homes. This does not means that 82 percent of all white pupils have encyclopedias at home, although obviously that would be approximately true. In short, these tables attempt to describe the characteristics of the student bodies with which the "average" white or minority student goes to school.

Clear differences are found on these items. The average Negro has fewer classmates whose mothers graduated from high school; his classmates more frequently are members of large rather than small families they are less often enrolled in a college preparatory curriculum, they have taken a smaller number of courses in English, mathematics, foreign language, and science.

On most items, the other minority groups fall between Negroes and whites, but closer to whites, in the extent to which each characteristic is typical of their classmates.

Again, there are substantial variations in the magnitude of the differences, with the difference usually being greater in the Southern States.

Achievement in the Public Schools

The schools bear many responsibilities. Among the most important is the teaching of certain intellectual skills such as reading, writing, calculating, and problem-solving. One way of assessing the educational opportunity offered by the schools is to measure how well they perform this task.

Table 5.—Percent of pupils in elementary and secondary schools having principals with characteristics named at left

Characteristic	Whole Nation						Nonmetropolitan						Metropolitan									
	M-A	PR	I-A	O-A	Neg	Maj	North and West		South		Southwest		Northeast		Midwest		South		Southwest		West	
							Neg	Maj	Neg	Maj	Neg	Maj	Neg	Maj	Neg	Maj	Neg	Maj	Neg	Maj	Neg	Maj
Elementary schools:																						
Negro principal	16	27	11	12	56	1	13	0	86	2	69	1	9	1	28	0	94	2	64	0	3	0
Majority principal	79	71	80	77	39	95	79	90	7	91	24	97	86	97	69	94	1	97	29	100	95	99
Principal at least M.A	85	84	77	86	84	80	69	69	65	64	86	91	98	90	98	92	83	74	95	85	96	94
Principal would keep neighborhood school despite racial imbalance	62	52	58	52	45	65	58	67	39	67	58	67	38	53	61	80	48	71	78	67	29	53
Principal approves compensatory education	66	68	61	70	72	59	63	60	61	46	52	58	76	64	82	63	67	46	75	52	92	76
Principal would deliberately mix faculty for:																						
Pupils mostly minority	40	48	38	47	48	43	31	44	41	43	43	35	56	37	51	40	43	44	52	45	61	57
Pupils mixed	34	46	31	42	44	35	46	40	37	35	35	26	50	32	50	34	40	28	46	23	52	42
Pupils almost all majority	17	30	15	25	35	14	19	13	29	3	18	3	48	18	42	15	34	7	33	1	41	37
Secondary schools:																						
Negro principal	9	12	7	3	61	1	8	0	85	0	68	0	22	0	36	4	97	0	82	0	10	0
Majority principal	89	81	91	76	37	95	79	87	10	94	25	98	75	99	64	95	3	100	18	100	90	99
Principal at least M.A	91	97	94	94	96	93	89	85	92	90	90	90	97	97	100	100	97	93	94	86	100	100
Principal would keep neighborhood school despite racial imbalance	49	37	50	33	32	56	54	49	41	73	27	52	25	53	48	55	18	91	80	64	14	28
Principal approves compensatory education	80	83	73	94	78	71	73	59	66	55	81	49	75	79	71	79	80	57	100	80	100	100
Principal would deliberately mix faculty for:																						
Pupils mostly minority	56	47	61	70	54	58	50	53	41	49	57	43	41	50	46	71	53	42	85	86	92	65
Pupils mixed	35	41	45	57	46	40	40	39	36	19	37	7	37	37	18	56	57	32	47	46	82	55
Pupils almost all majority	22	32	23	43	39	14	17	9	23	1	32	1	35	20	14	29	48	0	70	1	78	26

Table 6a.—For the elementary schools attended by the average white and minority pupil—percent of teachers with characteristic named at left

Characteristic	Whole Nation						Nonmetropolitan						Metropolitan									
	M-A	PR	I-A	O-A	Neg	Maj	North and West		South		Southwest		Northeast		Midwest		South		Southwest		West	
							Neg	Maj	Neg	Maj	Neg	Maj	Neg	Maj	Neg	Maj	Neg	Maj	Neg	Maj	Neg	Maj
Percent teachers who spent most of life in present city, town, or county	37	54	35	39	53	40	34	40	54	55	40	31	64	51	55	39	69	37	35	18	24	24
Average teacher verbal score	22	22	22	23	20	23	23	24	17	22	20	22	22	23	22	23	19	23	21	24	22	24
Percent teachers majored in academic subjects	19	18	17	21	17	16	16	18	12	14	16	22	19	17	17	15	18	16	9	7	23	22
Percent teachers who attended college not offering graduate degrees	39	41	37	32	53	37	48	38	63	47	44	30	45	38	39	40	72	46	44	26	22	21
Percent teachers who attended college with white students enrolled	79	70	85	83	39	97	81	99	9	97	28	93	73	97	75	97	7	95	43	98	82	96
Average education level of teacher's mother (score)	3.7	3.5	3.7	3.8	3.5	3.7	3.4	3.5	2.9	3.5	3.6	3.7	3.6	3.7	3.7	3.6	3.5	4.2	3.8	3.8	4.1	4.2
Average highest degree earned	3.1	3.1	3.1	3.1	3.2	3.0	2.8	2.8	3.1	3.0	3.4	3.3	3.2	3.1	3.1	3.0	3.2	3.0	3.5	3.2	3.3	3.1
Average teacher years experience	13	12	12	12	13	12	12	13	14	16	14	13	11	11	11	11	14	10	13	11	11	10
Average teacher salary ($1,000's)	5.9	6.0	6.1	6.6	6.0	6.0	5.8	5.7	4.7	5.0	5.5	5.4	7.2	7.1	7.0	6.5	5.2	5.0	5.9	5.1	7.8	7.3
Average pupils per teacher	30	30	30	28	20	28	26	25	32	27	23	26	27	26	29	28	28	30	30	42	30	31
Percent teachers would not choose to move to another school	58	57	59	59	55	65	56	60	49	73	57	64	53	64	49	63	61	76	63	59	55	66
Percent teachers plan to continue until retirement	44	42	41	39	45	37	42	35	50	51	57	55	31	32	34	31	51	34	48	46	41	34
Percent teachers prefer white pupils	27	21	26	20	7	37	22	32	6	57	10	45	8	18	12	37	1	57	12	48	8	31
Percent teachers approved compensatory education	56	59	56	64	61	56	53	56	55	47	53	44	69	66	65	55	59	49	56	54	73	66

Table 6b.—For the secondary schools attended by the average white and minority pupil—percent of teachers with characteristic named at left

Characteristic	Whole Nation						Nonmetropolitan						Metropolitan									
	M-A	PR	I-A	O-A	Neg	Maj	North and West		South		Southwest		Northeast		Midwest		South		Southwest		West	
							Neg	Maj	Neg	Maj	Neg	Maj	Neg	Maj	Neg	Maj	Neg	Maj	Neg	Maj	Neg	Maj
Percent teachers who spent most of life in present city, town, or county	31	55	31	36	41	34	20	23	38	48	35	28	62	49	34	31	52	41	37	19	22	25
Average teacher verbal score	23	22	23	23	21	23	23	24	19	23	22	24	22	23	22	23	21	23	21	24	23	24
Percent teachers *majored* in academic subjects	37	40	39	40	38	40	39	36	37	35	30	32	40	46	35	41	42	41	25	36	38	41
Percent teachers who attended college not offering graduate degrees	26	27	27	20	44	31	33	31	52	44	32	17	25	29	38	34	64	42	42	22	16	13
Percent teachers who attended college with white students enrolled	90	86	92	86	44	48	90	99	15	99	31	98	85	98	75	97	8	97	29	99	90	95
Average education level of teacher's mother (score)	3.8	3.5	3.8	3.7	3.6	3.8	3.6	3.8	3.3	3.8	3.7	3.8	3.5	3.5	3.7	3.8	3.8	4.3	3.4	3.7	4.1	4.0
Average highest degree earned	3.4	3.5	3.4	3.6	3.3	3.4	3.2	3.2	3.2	3.2	3.4	3.4	3.5	3.5	3.4	3.4	3.2	3.3	3.4	3.3	3.6	3.5
Average teacher years experience	11	11	10	11	11	10	9	10	10	12	11	11	12	11	11	10	12	8	11	9	11	11
Average teacher salary ($1,000's)	6.8	7.6	6.8	7.7	6.4	6.6	6.0	6.3	4.9	5.2	5.6	5.8	7.8	7.6	7.2	7.2	5.5	5.4	6.1	5.5	8.8	8.3
Average pupils per teacher	23	22	23	24	26	22	20	20	30	25	20	21	24	20	25	24	26	25	25	26	23	23
Percent teachers would not choose to move to another school	49	48	48	48	46	51	39	42	42	59	48	63	51	55	45	49	50	62	55	51	42	47
Percent teachers plan to continue until retirement	36	41	34	40	38	33	25	28	35	36	43	43	44	38	37	31	36	23	37	30	44	41
Percent teachers prefer white pupils	26	13	24	13	8	32	28	28	8	58	15	48	8	14	11	31	2	52	7	38	10	21
Percent teachers approve compensatory education	61	67	60	68	66	60	55	62	60	49	59	50	72	67	67	58	67	54	67	49	72	70

Table 7.—For the average minority or white pupil, the percent of fellow pupils with the specified characteristics

Characteristic	Whole Nation						Nonmetropolitan						Metropolitan									
	M-A	PR	I-A	O-A	Neg	Maj	North and West		South		Southwest		Northeast		Midwest		South		Southwest		West	
							Neg	Maj	Neg	Maj	Neg	Maj	Neg	Maj	Neg	Maj	Neg	Maj	Neg	Maj	Neg	Maj
Elementary schools:																						
Mostly white classmates last year	59	52	66	63	19	89	59	91	17	91	19	72	33	87	26	91	7	91	27	91	20	86
All white teachers last year	75	68	77	74	53	88	71	89	53	87	57	84	60	89	52	88	49	89	51	89	52	85
Encyclopedia in home	62	57	64	70	54	75	62	72	36	65	48	64	71	84	60	80	51	80	57	72	64	83
Secondary schools:																						
Mostly white classmates last year	72	56	72	57	10	91	77	96	12	94	23	88	41	90	40	89	4	95	14	96	35	81
All white teachers last year	73	57	75	57	25	89	79	93	11	93	23	90	44	84	45	88	3	92	16	95	46	79
Encyclopedia in home	77	76	75	82	69	82	76	78	52	75	66	75	82	87	80	86	67	88	73	83	78	83
Mother high school graduate or more	49	47	50	53	40	58	51	58	23	45	44	48	51	63	49	63	37	58	41	49	53	65
Taking college preparatory course	36	38	35	41	32	41	29	35	22	33	28	32	39	53	43	46	34	44	29	31	34	46
Taking some vocational course	27	30	28	32	27	23	22	24	23	20	25	20	30	20	28	25	27	16	37	38	35	30
2½ yrs. or more of science	36	38	38	38	39	42	41	41	41	38	47	39	43	55	32	38	43	43	42	31	26	34
1½ yrs. or more of language	37	41	35	43	35	40	29	30	25	26	19	23	49	60	36	44	38	44	34	23	37	50
3½ yrs. or more of English	77	73	80	76	69	83	68	78	66	89	75	84	79	91	73	79	67	89	71	87	62	72
2½ yrs. or more of math	47	45	44	47	44	49	40	39	43	46	50	52	47	63	41	50	46	55	58	45	37	47

Table 8.—For the average minority or white pupil, the percent of fellow pupils with the specified characteristics

Characteristics	Whole Nation						Nonmetropolitan						Metropolitan									
	M–A	PR	I–A	O–A	Neg	Maj	North and West		South		Southwest		Northeast		Midwest		South		Southwest		West	
							Neg	Maj	Neg	Maj	Neg	Maj	Neg	Maj	Neg	Maj	Neg	Maj	Neg	Maj	Neg	Maj
Mother not reared in city	45	33	44	33	45	42	58	50	64	65	53	61	25	19	35	32	45	42	48	60	34	33
Real father at home	77	71	75	84	64	83	80	84	65	84	64	85	67	83	70	84	58	84	55	84	62	74
Real mother at home	90	88	90	89	85	92	90	92	82	93	82	94	88	92	90	92	83	92	83	94	86	88
5 or more brothers and sisters	28	27	30	27	44	20	30	24	56	23	54	23	25	15	34	19	48	13	47	17	36	21
Mother expects best in class	48	49	45	42	62	43	47	39	71	55	67	54	50	41	49	38	69	49	71	51	53	41
Parents daily discuss school	47	46	44	42	49	47	44	44	51	51	52	54	50	52	44	45	53	53	51	43	43	44
Father expects at least college graduation	38	34	35	37	38	37	36	32	33	37	39	44	33	39	36	38	39	44	45	45	37	40
Mother expects at least college graduation	41	39	39	41	44	41	41	35	42	40	48	45	38	42	43	41	48	45	52	50	43	44
Parents attend PTA	36	38	34	37	51	37	36	40	59	37	50	34	43	37	45	36	61	44	42	26	36	30
Parents read to child regularly before he started school	25	28	24	24	30	26	26	24	30	25	32	23	32	31	27	27	33	29	31	21	26	27

Table 9.—Nationwide median test scores for first- and twelfth-grade pupils

Test	Racial or ethnic group					
	Puerto Ricans	Indian-Americans	Mexican-Americans	Oriental-Americans	Negro	Majority
First grade:						
Nonverbal	45.8	53.0	50.1	56.6	43.4	54.1
Verbal	44.9	47.8	46.5	51.6	45.4	53.2
Twelfth grade:						
Nonverbal	43.3	47.1	45.0	51.6	40.9	52.0
Verbal	43.1	43.7	43.8	49.6	40.9	52.1
Reading	42.6	44.3	44.2	48.8	42.2	51.9
Mathematics	43.7	45.9	45.5	51.3	41.8	51.8
General information	41.7	44.7	43.3	49.0	40.6	52.2
Average of the 5 tests	43.1	45.1	44.4	50.1	41.1	52.0

Standard achievement tests are available to measure these skills, and several such tests were administered in this survey to pupils at grades 1, 3, 6, 9, and 12.

These tests do not measure intelligence, nor attitudes, nor qualities of character. Furthermore, they are not, nor are they intended to be, "culture-free." Quite the reverse: they are culture-bound. What they measure are the skills which are among the most important in our society for getting a good job and moving up to a better one, and for full participation in an increasingly technical world. Consequently, a pupil's test results at the end of public school provide a good measure of the range of opportunities open to him as he finishes school—a wide range of choice of jobs or colleges if these skills are very high; a very narrow range that includes only the most menial jobs if these skills are very low.

Table 9 gives an overall illustration of the test results for the various groups by tabulating nationwide median scores (the score which divides the group in half) for 1st-grade and 12th-grade pupils on the tests used in those grades. For example, half of the white 12th-grade pupils had scores above 52 on the nonverbal test and half had scores below 52. (Scores on each test at each grade level were standardized so that the average over the national sample equaled 50 and the standard deviation equaled 10. This means that for all pupils in the Nation, about 16 percent would score below 40 and about 16 percent above 60.)

With some exceptions—notably Oriental Americans—the average minority pupil scores distinctly lower on these tests at every level than the average white pupil. The minority pupils' scores are as much as one standard deviation below the majority pupils' scores in the first grade. At the 12th grade, results of tests in the same verbal and nonverbal skills show that, in every case, the minority scores are *farther below* the majority than are the 1st graders. For some groups, the relative decline is negligible; for others, it is large.

Furthermore, a constant difference in standard deviations over the various grades represents an increasing difference in grade level gap. For example, Negroes in the metropolitan Northeast are about 1.1 standard deviations below whites in the same region at grades 6, 9, and 12. But at grade 6 this represents 1.6 years behind, at grade 9, 2.4 years, and at grade 12, 3.3 years. Thus, by this measure, the deficiency in achievement is progressively greater for the minority pupils at progressively higher grade levels.

For most minority groups, then, and most particularly the Negro, schools provide no opportunity at all for them to overcome this initial deficiency; in fact, they fall farther behind the white majority in the development of several skills which are critical to making a living and participating fully in modern society. Whatever may be the combination of nonschool factors—poverty, community attitudes, low educational level of parents—which put minority children at a disadvantage in verbal and nonverbal skills when they enter the first grade, the fact is the schools have not overcome it.

Some points should be borne in mind in reading the table. First, the differences shown should not obscure the fact that some minority children perform better than many white children. A difference of one standard deviation in median scores means that about 84 percent of the children in the

lower group are below the median of the majority students—but 50 percent of the white children are themselves below that median as well.

A second point of qualification concerns regional differences. By grade 12, both white and Negro students in the South score below their counterparts—white and Negro—in the North. In addition, Southern Negroes score farther below Southern whites than Northern Negroes score below Northern whites. The consequences of this pattern can be illustrated by the fact that the 12th grade Negro in the nonmetropolitan South is 0.8 standard deviation below—or in terms of years, 1.9 years behind—the Negro in the metropolitan Northeast, though at grade 1 there is no such regional difference.

Finally, the test scores at grade 12 obviously do not take account of those pupils who have left school before reaching the senior year. In the metropolitan North and West, 20 percent of the Negroes of ages 16 and 17 are not enrolled in school, a higher dropout percentage than in either the metropolitan or nonmetropolitan South. If it is the case that some or many of the Northern dropouts performed poorly when they were in school, the Negro achievement in the North may be artificially elevated because some of those who achieved more poorly have left school.

Relation of Achievement to School Characteristics

If 100 students within a school take a certain test, there is likely to be great variation in their scores. One student may score 97 percent, another 13; several may score 78 percent. This represents variability in achievement *within* the particular school.

It is possible, however, to compute the average of the scores made by the students within that school and to compare it with the average score, or achievement, of pupils within another school, or many other schools. These comparisons then represent variations *between schools*.

When one sees that the average score on a verbal achievement test in School X is 55 and in School Y is 72, the natural question to ask is: What accounts for the difference?

There are many factors that in combination account for the difference. This analysis concentrates on one cluster of those factors. It attempts to describe what relationship the school's characteristics themselves (libraries, for example, and teachers and laboratories and so on) seem to have to the achievement of majority and minority groups (separately for each group on a nationwide basis, and also for Negro and white pupils in the North and South).

The first finding is that the schools are remarkably similar in the effect they have on the achievement of their pupils when the socioeconomic background of the students is taken into account. It is known that socioeconomic factors bear a strong relation to academic achievement. When these factors are statistically controlled, however, it appears that differences between schools account for only a small fraction of differences in pupil achievement.

The schools *do* differ, however, in the degree of impact they have on the various racial and ethnic groups. The average white student's achievement is less affected by the strength or weakness of his school's facilities, curricula, and teachers than is the average minority pupil's. To put it another way, the achievement of minority pupils depends more on the schools they attend than does the achievement of majority pupils. Thus, 20 percent of the achievement of Negroes in the South is associated with the particular schools they go to, whereas only 10 percent of the achievement of whites in the South is. Except for Oriental Americans, this general result is found for all minorities.

The conclusion can then be drawn that improving the school of a minority pupil will increase his achievement more than will improving the school of a white child increase his. Similarly, the average minority pupil's achievement will suffer more in a school of low quality than will the average white pupil's. In short, whites, and to a lesser extent Oriental Americans, are less affected one way or the other by the quality of their schools than are minority pupils. This indicates that it is for the most disadvantaged children that improvements in school quality will make the most difference in achievement.

All of these results suggest the next question: What are the school characteristics that account for most variation in achievement? In other words, what factors in the school are most important in affecting achievement?

It appears that variations in the facilities and curriculums of the schools account for relatively little variation in pupil achievement insofar as this is measured by standard tests. Again, it is

for majority whites that the variations make the least difference; for minorities, they make somewhat more difference. Among the facilities that show some relationship to achievement are several for which minority pupils' schools are less well equipped relative to whites. For example, the existence of science laboratories showed a small but consistent relationship to achievement, and table 2 shows that minorities, especially Negroes, are in schools with fewer of these laboratories.

The quality of teachers shows a stronger relationship to pupil achievement. Furthermore, it is progressively greater at higher grades, indicating a cumulative impact of the qualities of teachers in a school on the pupils' achievement. Again, teacher quality is more important for minority pupil achievement than for that of the majority.

It should be noted that many characteristics of teachers were not measured in this survey; therefore, the results are not at all conclusive regarding the specific characteristics of teachers that are most important. Among those measured in the survey, however, those that bear the highest relationship to pupil achievement are first, the teacher's score on the verbal skills test, and then his educational background—both his own level of education and that of his parents. On both of these measures, the level of teachers of minority students, especially Negroes, is lower.

Finally, it appears that a pupil's achievement is strongly related to the educational backgrounds and aspirations of the other students in the school. Only crude measures of these variables were used (principally the proportion of pupils with encyclopedias in the home and the proportion planning to go to college). Analysis indicates, however, that children from a given family background, when put in schools of different social composition, will achieve at quite different levels. This effect is again less for white pupils than for any minority group other than Orientals. Thus, if a white pupil from a home that is strongly and effectively supportive of education is put in a school where most pupils do not come from such homes, his achievement will be little different than if he were in a school composed of others like himself. But if a minority pupil from a home without much educational strength is put with schoolmates with strong educational backgrounds, his achievement is likely to increase.

This general result, taken together with the earlier examinations of school differences, has important implications for equality of educational opportunity. For the earlier tables show that the principal way in which the school environments of Negroes and whites differ is in the composition of their student bodies, and it turns out that the composition of the student bodies has a strong relationship to the achievement of Negro and other minority pupils.

* * * * * * *

This analysis has concentrated on the educational opportunities offered by the schools in terms of their student body composition, facilities, curriculums, and teachers. This emphasis, while entirely appropriate as a response to the legislation calling for the survey, nevertheless neglects important factors in the variability between individual pupils within the same school; this variability is roughly four times as large as the variability between schools. For example, a pupil attitude factor, which appears to have a stronger relationship to achievement than do all the "school" factors together, is the extent to which an individual feels that he has some control over his own destiny. Data on items related to this attitude are shown in table 10 along with data on other attitudes and aspirations. The responses of pupils to questions in the survey show that minority pupils, except for Orientals, have far less conviction than whites that they can affect their own environments and futures. When they do, however, their achievement is higher than that of whites who lack that conviction.

Furthermore, while this characteristic shows little relationship to most school factors, it is related, for Negroes, to the proportion of whites in the schools. Those Negroes in schools with a higher proportion of whites have a greater sense of control. Thus such attitudes, which are largely a consequence of a person's experience in the larger society, are not independent of his experience in school.

Other Surveys and Studies

A number of studies were carried out by the Office of Education in addition to the major survey of public elementary and secondary schools. Some of these were quite extensive investigations with book-length final reports; certain of them will be published in full as appendixes to the main report. There will be other appendixes containing more detailed analyses of the public school data than could be included in the main report. Still other appendixes will contain detailed tabulation

Table 10.—Percent of twelfth-grade pupils having certain attitudes and aspirations

Item	Whole Nation						Nonmetropolitan						Metropolitan									
	M-A	PR	I-A	O-A	Neg	Maj	North and West		South		Southwest		Northeast		Midwest		South		Southwest		West	
							Neg	Maj	Neg	Maj	Neg	Maj	Neg	Maj	Neg	Maj	Neg	Maj	Neg	Maj	Neg	Maj
Do anything to stay in school	37	35	36	44	46	45	43	44	49	50	46	50	47	47	44	43	48	54	50	47	35	44
Desires to be best in class	33	36	38	46	58	33	48	35	69	46	68	48	48	36	48	33	63	45	70	45	50	35
3 or more hours per day study outside of school	22	21	17	42	31	23	26	21	32	23	36	23	33	27	27	19	33	27	33	22	27	23
No willful absence	59	53	60	76	76	66	72	65	84	75	86	73	68	61	73	66	78	69	77	69	64	56
Read at least 1 book last summer	69	72	73	74	80	75	76	74	83	73	82	75	81	79	75	74	83	73	80	72	76	75
Desires to finish college	43	43	42	46	46	45	43	38	42	41	51	47	43	49	46	47	52	52	57	45	42	51
Definitely planning to attend college next year	26	26	27	53	34	40	22	35	30	35	41	50	31	46	33	37	35	41	43	40	48	55
Have read a college catalog	46	45	50	70	54	61	51	57	49	50	54	64	59	73	55	59	57	67	59	63	54	65
Have consulted college officials	22	25	26	33	25	37	26	33	22	38	23	38	32	46	25	35	24	44	26	30	25	30
Believes self to be brighter than average	31	37	31	51	40	49	41	48	42	45	44	51	37	48	36	50	40	48	46	51	43	56
"I just can't learn"	38	37	44	38	27	39	31	39	24	37	21	35	29	39	34	40	23	37	25	39	28	38
"I would do better if teacher didn't go so fast"	28	31	26	26	21	24	23	23	22	25	19	24	22	22	22	24	20	24	19	25	20	25
"Luck more important than work"	11	19	11	8	11	4	14	4	15	4	14	4	9	4	9	4	10	4	11	4	10	4
"When I try, something or somebody stops me"	23	30	27	18	22	14	24	14	22	16	26	14	21	13	23	15	19	14	23	13	21	12
"People like me don't have much of a chance"	12	19	14	9	12	6	15	6	11	6	11	5	12	5	13	6	10	6	11	4	13	6
Expect professional career	18	21	21	43	27	37	26	34	25	31	26	38	31	46	31	37	27	37	28	37	22	38

of the data gathered in the survey so that research workers will have easy access to them.

Opportunity in Institutions of Higher Education

The largely segregated system of higher education in the South has made comparison between colleges attended mainly by Negro students and mainly by majority students easy in that region. Elsewhere it has not been possible in the past to make comparison between educational opportunities because of the general policy in Federal and State agencies of not collecting data on race. In the fall of 1965, however, the Office of Education reversed this policy as a result of the interest of many agencies and organizations in the progress of minority pupils in gaining access to higher education. The racial composition of freshmen of all degree-seeking students was obtained from nearly all of the colleges and universities in the Nation.

These racial compositions have been cross-tabulated against a variety of characteristics of the institutions in the report itself. Here we present only three such cross-tabulations which relate particularly to the overall quality of the institutions. First, there are presented three tables (11, 12, 13), showing the distribution of Negro students in number and by percentages over eight regions of the Nation. Over half of all Negro college students attend the largely segregated institutions in the South and Southwest. About 4.6 percent of all college students are Negro.

Following the three distribution tables are three cross-tabulations showing, respectively: student-faculty ratio, percent of faculty with earned doctorate, and average faculty salary. Looking at table 14, the upper column headings classify the institution by percent of Negro students in the total enrollment; for each of these the next column headings show the number of such institutions in the category at the left of the table and the average number of students per faculty member; the average is weighted (abbreviated in table head "Wtd. avg.") by the number of students in an institution, so that large colleges have large influence on the average. For example, the numbers 8 and 22 in the top line of the 0 percent column mean that there were 8 institutions in the North Atlantic region with no Negro students, and that there were on the average 22 students per faculty member in these 8 institutions. The bottom line shows that whereas the bulk of the institutions (1104 in the 0–2 percent column) have on the average 20 students per faculty member, those with predominantly Negro enrollment (the 96 in the 50–100 percent column) have on the average 16 students per faculty member. Table 15 provides the same categories of information on the percent of faculty with Ph. D. degree. Negro students are proportionally in colleges with lower proportions of Ph. D. faculty (bottom line of table 15) this is generally but not always true in the various regions.

Table 16 shows the average annual salary in dollars for faculty members in the same format as before. Negro students are in colleges with substantially lower faculty salaries. The institutions in the South and Southwest generally pay lower salaries than those in other regions, and the colleges serving primarily the Negro students are at the bottom of this low scale.

Other findings of the study are that—(1) in every region Negro students are more likely to enter the State College system than the State University system, and further they are a smaller proportion of the student body of universities than any other category of public institutions of higher education, (2) Negro students are more frequently found in institutions which have a high dropout rate, (3) they attend mainly institutions with low tuition cost, (4) they tend to major in engineering, agriculture, education, social work, social science, and nursing.

Future teachers

Since a number of investigations of teacher qualification in the past few years have indicated that teachers of Negro children are less qualified than those who teach primarily majority children, this survey investigated whether there might be some promise that the situation may be changed by college students now preparing to become teachers. To this end, questionnaire and achievement test data were secured from about 17,000 college freshmen and 5,500 college seniors in 32 teacher training colleges in 18 States that in 1960 included over 90 percent of the Nation's Negro population. Some of the findings of this survey are:

1. At both the freshman and senior levels, future teachers are very similar to students in their

Table 11.—Estimated number of college students by race and region

	New England	Mideast	Great Lakes	Plains	South	Southwest	Rocky Mountains	Far West	Total
Majority	313, 514	781, 112	821, 999	375, 043	778, 472	434, 005	175, 000	552, 153	4, 232, 098
Negro	2, 216	30, 226	30, 870	8, 500	101, 648	20, 620	1, 605	11, 631	207, 316
Other minority	1, 538	6, 542	10, 822	2, 885	4, 996	7, 012	1, 968	16, 092	51, 855
Total	317, 268	817, 880	863, 691	386, 428	885, 116	461, 637	179, 373	579, 876	4, 491, 269

Table 12.—Percent distribution of college students by race across region

	New England	Mideast	Great Lakes	Plains	South	Southwest	Rocky Mountains	Far West	Total
Majority	7. 41	18. 46	19. 42	8. 86	18. 39	10. 26	4. 15	13. 05	100
Negro	1. 07	14. 58	14. 89	4. 10	49. 03	9. 95	. 77	5. 61	100
Other minority	2. 97	12. 62	20. 87	5. 56	9. 63	13. 52	3. 80	31. 03	100

Table 13.—Percent distribution of college students by race within region

	New England	Mideast	Great Lakes	Plains	South	Southwest	Rocky Mountains	Far West
Majority	98. 82	95. 50	95. 17	97. 05	87. 95	94. 01	98. 01	95. 22
Negro	. 69	3. 70	3. 57	2. 20	11. 48	4. 47	. 89	2. 00
Other minority	. 48	. 80	1. 25	. 75	. 56	1. 52	1. 10	2. 78
Total	99. 99	100. 00	99. 99	100. 00	99. 99	100. 00	100. 00	100. 00

Table 14.—Student-faculty ratio

	Negro enrollment											
	0 percent		0–2 percent		2–5 percent		5–10 percent		10–50 percent		50–100 percent	
	No. inst.	Wtd. avg.	No. inst.	Wtd. avg.	No. inst.	Wtd. avg.	No. inst.	Wtd. avg.	No. inst.	Wtd. avg.	No. inst.	Wtd. avg.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Public institutions:												
North Atlantic	8	22	64	21	15	23	5	21	2	69	6	16
Great Lakes and Plains	41	22	91	21	27	22	7	21	10	33	2	23
South	24	18	66	19	13	19	21	22	3	21	28	17
Southwest	3	26	46	23	24	27	8	28	------	------	3	20
Rocky Mountains and Far West	12	21	83	26	22	32	8	40	2	36	------	------
Private institutions:												
North Atlantic	70	12	265	20	58	16	11	25	14	13	2	11
Great Lakes and Plains	54	13	249	16	59	17	20	27	8	21	1	20
South	86	18	117	16	15	18	4	14	1	18	48	15
Southwest	9	19	33	18	10	18	1	22	------	------	6	16
Rocky Mountains and Far West	17	15	90	17	20	19	4	25	1	2	------	------
All public institutions	88	21	350	22	101	25	49	25	17	35	39	17
All private institutions	236	16	754	18	162	17	40	25	24	18	57	15
All institutions	324	18	1, 104	20	263	22	89	25	41	31	96	16

Table 15.—Percent faculty with earned doctorate

(1)	Negro enrollment											
	0 percent		0–2 percent		2–5 percent		5–10 percent		10–50 percent		50–100 percent	
	No. inst. (2)	Wtd. avg. (3)	No. inst. (4)	Wtd. avg. (5)	No. inst. (6)	Wtd. avg. (7)	No. inst. (8)	Wtd. avg. (9)	No. inst. (10)	Wtd. avg. (11)	No. inst. (12)	Wtd. avg. (13)
Public institutions:												
North Atlantic	3	47	47	38	5	54	2	30	------	------	6	22
Great Lakes and Plains	2	46	49	41	12	28	2	23	2	42	2	34
South	12	29	49	30	12	32	3	26	1	17	18	19
Southwest	2	22	25	37	8	39	1	45	------	------	3	26
Rocky Mountains and Far West	4	37	32	40	2	27	1	32	------	------	------	------
Private institutions:												
North Atlantic	13	25	175	37	31	35	7	17	3	30	2	26
Great Lakes and Plains	10	32	179	30	35	26	6	23	4	29	1	27
South	31	32	78	32	12	23	2	28	1	33	28	29
Southwest	1	41	24	34	5	27	------	------	------	------	3	31
Rocky Mountains and Far West	8	22	67	38	15	35	3	25	------	------	------	------
All public institutions	23	36	202	37	39	35	9	28	3	34	29	21
All private institutions	63	30	523	34	98	31	18	20	8	30	34	29
All institutions	86	34	725	36	137	34	27	25	11	31	63	24

Table 16.—Average salary full professor through instructor

(1)	Negro enrollment											
	0 percent		0–2 percent		2–5 percent		5–10 percent		10–50 percent		50–100 percent	
	No. inst. (2)	Wtd. avg. (3)	No. inst. (4)	Wtd. avg. (5)	No. inst. (6)	Wtd. avg. (7)	No. inst. (8)	Wtd. avg. (9)	No. inst. (10)	Wtd. avg. (11)	No. inst. (12)	Wtd. avg. (13)
Public institutions:												
North Atlantic	3	8, 577	38	8, 607	6	10, 601	2	11, 514	------	------	5	8, 152
Great Lakes and Plains	2	8, 268	43	8, 777	11	9, 417	2	8, 687	1	10, 005	2	8, 185
South	11	7, 296	45	7, 992	13	7, 838	3	6, 959	1	6, 784	19	6, 583
Southwest	2	7, 041	24	8, 176	7	7, 777	1	7, 419	------	------	2	6, 806
Rocky Mountains and Far West	2	6, 436	28	8, 893	2	9, 641	------	------	------	------	------	------
Private institutions:												
North Atlantic	7	6, 513	156	8, 268	27	8, 867	6	8, 040	3	5, 947	1	8, 309
Great Lakes and Plains	7	6, 336	147	7, 781	30	7, 872	5	7, 145	4	7, 895	------	------
South	25	6, 421	63	7, 543	8	6, 340	3	6, 047	------	------	19	5, 974
Southwest	1	5, 816	23	6, 770	5	5, 784	------	------	------	------	2	5, 473
Rocky Mountains and Far West	1	5, 470	50	8, 448	9	7, 107	1	7, 302	------	------	------	------
All public institutions	20	7, 573	178	8, 491	39	9, 112	8	9, 248	2	8, 754	28	6, 824
All private institutions	41	6, 379	439	7, 964	79	8, 175	15	7, 640	7	7, 352	22	6, 652
All institutions	61	7, 165	617	8, 279	118	8, 756	23	8, 643	9	7, 795	50	6, 773

colleges who are following other career lines. (It should be remembered that these comparisons are limited to students in colleges that have a primary mission in the training of teachers, and is not, of course, a random sample of all colleges.)

2. Majority students being trained at the college level to enter teaching have a stronger preparation for college than have Negro students; that is, they had more courses in foreign languages, English, and mathematics, made better grades in high school, and more often were in the highest track in English.

3. Data from the senior students suggest that colleges do not narrow the gap in academic training between Negro and majority pupils; indeed, there is some evidence that the college curriculum increases this difference, at least in the South.

4. Substantial test score differences exist between Negro and white future teachers at both freshman and senior levels, with approximately 15 percent of Negroes exceeding the average score of majority students in the same region. (This figure varies considerably depending on the test, but in no case do as many as 25 percent of Negroes exceed the majority average.)

5. The test data indicate that the gap in test results widens in the South between the freshman and senior years. The significance of this finding lies in the fact that most Negro teachers are trained in the Southern States.

6. The preferences of future teachers for certain kinds of schools and certain kinds of pupils raise the question of the match between the expectations of teacher recruits and the characteristics of the employment opportunities.

The preferences of future teachers were also studied. Summarized in terms of market conditions, it seems apparent that far too many future teachers prefer to teach in an academic high school; that there is a far greater proportion of children of blue-collar workers than of teachers being produced who prefer to teach them; that there is a very substantial number of white teachers-in-training, even in the South, who prefer to teach in racially mixed schools; that very few future teachers of either race wish to teach in predominantly minority schools; and finally, that high-ability pupils are much more popular with future teachers than low-ability ones. The preferences of Negro future teachers are more compatible with the distribution of needs in the market than are those of the majority; too few of the latter, relative to the clientele requiring service, prefer blue-collar or low-ability children or prefer to teach in racially heterogeneous schools, or in special curriculum, vocational, or commercial schools. These data indicate that under the present organization of schools, relatively few of the best prepared future teachers will find their way into classrooms where they can offset some of the environmental disadvantage suffered by minority children.

School enrollment and dropouts

Another extensive study explored enrollment rates of children of various ages, races, and socioeconomic categories using 1960 census data. The study included also an investigation of school dropouts using the October 1965 Current Population Survey of the Bureau of the Census. This survey uses a carefully selected sample of 35,000 households. It was a large enough sample to justify reliable nationwide estimates for the Negro minority but not for other minorities. In this section the word "white" includes the Mexican American and Puerto Rican minorities.

According to the estimates of the Current Population Survey, approximately 6,960,000 persons of ages 16 and 17 were living in the United States in October 1965. Of this number 300,000 (5 percent) were enrolled in college, and therefore, were not considered by this Census Bureau study. Of the remaining, approximately 10 percent, or 681,000 youth of 16 and 17 had left school prior to completion of high school.

The bottom line of table 17 shows that about 17 percent of Negro adolescents (ages 16 and 17) have dropped out of school whereas the corresponding number for white adolescents is 9 percent. The following table 18 shows that most of this difference comes from differences outside the South; in the South the White and Negro nonenrollment rates are much the same.

Table 19 is directed to the question of whether the dropout rate is different for different socioeconomic levels. The data suggest that it is, for whereas the nonenrollment rate was 3 percent for those 16- and 17-year-olds from white-collar families, it was more than four times as large (13 percent) in the case of those from other than white-collar families (where the head of household

was in a blue-collar or farm occupation, unemployed, or not in the labor force at all). Furthermore, this difference in nonenrollment by parental occupation existed for both male and female, Negro and white adolescents.

The racial differences in the dropout rate are thus sharply reduced when socioeconomic factors are taken into account. Then the difference of 8 percentage points between all Negro and white adolescent dropouts becomes 1 percent for those in white-collar families, and 4 percent for those in other than white-collar families.

Table 20 breaks the data down by metropolitan and nonmetropolitan areas as well as by South and non-South. The largest differences between Negro and white dropout rates are seen in the urban North and West; in the nonurban North and West there were too few Negro households in the sample to provide a reliable estimate. In the South there is the unexpected result that in the urban areas, white girls drop out at a greater rate than Negro girls, and in the nonurban area white boys drop out at a substantially greater rate than Negro boys.

Effects of integration on achievement

An education in integrated schools can be expected to have major effects on attitudes toward members of other racial groups. At its best, it can develop attitudes appropriate to the integrated society these students will live in; at its worst, it can create hostile camps of Negroes and whites in the same school. Thus there is more to "school integration" than merely putting Negroes and whites in the same building, and there may be more important consequences of integration than its effect on achievement.

Yet the analysis of school effects described earlier suggests that in the long run, integration should be expected to have a positive effect on Negro achievement as well. An analysis was carried out to examine the effects on achievement which might appear in the short run. This analysis of the test performance of Negro children in integrated schools indicates positive effects of integration, though rather small ones. Results for grades 6, 9, and 12 are given in table 21 for Negro pupils classified by the proportion of their classmates the previous year who were white. Comparing the averages in each row, in every case but one the highest average score is recorded for the Negro pupils where more than half of their classmates were white. But in reading the rows from left to right, the increase is small and often those Negro pupils in classes with only a few whites score lower than those in totally segregated classes.

Table 22 was constructed to observe whether there is any tendency for Negro pupils who have spent more years in integrated schools to exhibit higher average achievement. Those pupils who first entered integrated schools in the early grades record consistently higher scores than the other groups, although the differences are again small.

No account is taken in these tabulations of the fact that the various groups of pupils may have come from different backgrounds. When such account is taken by simple cross-tabulations on indicators of socioeconomic status, the performance in integrated schools and in schools integrated longer remains higher. Thus although the differences are small, and although the degree of integration within the school is not known, there is evident even in the short run an effect of school integration on the reading and mathematics achievement of Negro pupils.

Tabulations of this kind are, of course, the simplest possible devices for seeking such effects. It is possible that more elaborate analyses looking more carefully at the special characteristics of the Negro pupils, and at different degrees of integration within schools that have similar racial composition, may reveal a more definite effect. Such analyses are among those that will be presented in subsequent reports.

Case studies of school integration

As part of the survey, two sets of case studies of school integration were commissioned. These case studies examine the progress of integration in individual cities and towns, and illustrate problems that have arisen not only in these communities but in many others as well. The complete case studies are maintained on file at the Office of Education. In addition, publication of all or some of the reports by their authors will be carried out through commerical publishers.

In the main report, excerpts from these case studies are presented to illustrate certain recurrent problems. A paragraph which introduces each of these excerpts is given below, showing the kinds of problems covered.

Table 17.—Enrollment status of persons 16 and 17 years old not in college by sex and race, for the United States: October 1965

[Numbers in thousands. Figures are rounded to the nearest thousand without being adjusted to group totals, which are independently rounded]

Enrollment status	Total	Both sexes		Male		Female	
		White	Negro	White	Negro	White	Negro
Total not in college, 16–17 years	6,661	5,886	775	3,001	372	2,885	403
Enrolled:							
Private school	588	562	26	281	11	281	15
Public school	5,198	4,588	610	2,363	299	2,225	311
Not enrolled:							
High school graduate	194	183	11	66	2	117	9
Non-high-school graduate	681	553	128	291	60	262	68
Nonenrollment rate*	10	9	17	10	16	9	17

*Percent "not enrolled, non-high-school graduates" are of "total not in college, 16–17 years."

Table 18.—Enrollment status of persons 16 and 17 years old not in college by sex, race, and region of residence, for the United States: October 1965

[Numbers in thousands]

Enrollment status and region of residence	Total	Both sexes		Male		Female	
		White	Negro	White	Negro	White	Negro
SOUTH							
Total not in college, 16–17 years	2,141	1,676	465	847	238	829	227
Enrolled:							
Private school	108	89	19	45	11	44	8
Public school	1,666	1,297	369	669	195	628	174
Not enrolled:							
High school graduate	36	29	7	8	0	21	7
Non-high-school graduate	331	261	70	125	32	136	38
Nonenrollment rate*	15	16	15	15	13	16	17
NORTH AND WEST							
Total not in college, 16–17 years	4,520	4,210	310	2,154	134	2,056	176
Enrolled:							
Private school	480	473	7	236	0	237	7
Public school	3,532	3,291	241	1,694	104	1,597	137
Not enrolled:							
High school graduate	158	154	4	58	2	96	2
Non-high-school graduate	350	292	58	166	28	126	30
Nonenrollment rate*	8	7	19	8	21	6	17

*Percent "not enrolled, non-high-school graduates" are of "total not in college, 16–17 years."

Table 19.—Enrollment status of persons 16 and 17 years old by sex, race, and occupation of household head, for the United States: October 1965

[Numbers in thousands. Percent not shown where base is less than 50,000]

Enrollment status and occupation of household head	Total	Both sexes		Male		Female	
		White	Negro	White	Negro	White	Negro
WHITE COLLAR							
Total not in college, 16–17 years	2,065	2,017	48	1,081	31	936	17
Enrolled:							
Private school	275	257	18	135	11	122	7
Public school	1,680	1,654	26	893	18	762	8
Not enrolled:							
High school graduate	44	42	2	14	2	28	0
Non-high-school graduate	65	63	2	39	0	24	2
Nonenrollment rate*	3	3	4	4	----	3	----
NOT WHITE COLLAR							
Total not in college, 16–17 years	4,596	3,869	727	1,920	341	1,949	386
Enrolled:							
Private school	313	305	8	146	0	159	8
Public school	3,517	2,933	584	1,470	281	1,463	303
Not enrolled:							
High school graduate	150	141	9	52	0	89	9
Non-high-school graduate	616	490	126	252	660	238	66
Nonenrollment rate*	13	13	17	13	18	12	17

*Percent "not enrolled, non-high-school graduates" are of "total not in college, 16–17 years".

Table 20.—Nonenrollment rates of persons 16 and 17 years old not in college by sex, race, type of area, and region of residence, for the United States: October 1965

[Numbers in thousands. Percent not shown where base is less than 50,000]

Nonenrollment rate, type of area, and region of residence	Total	Both sexes		Male		Female	
		White	Negro	White	Negro	White	Negro
Urbanized South:							
Total not in college, 16–17 years	715	545	170	295	95	250	75
Nonenrollment rate*	10	9	12	4	14	16	11
Urbanized North and West:							
Total not in college, 16–17 years	2,576	2,301	275	1,237	124	1,064	151
Nonenrollment rate*	8	6	20	7	23	6	17
Nonurbanized South:							
Total not in college, 16–17 years	1,426	1,131	295	552	143	579	152
Nonenrollment rate*	18	19	17	21	13	17	20
Nonurbanized North and West:							
Total not in college, 16–17 years	1,944	1,909	35	917	10	992	25
Nonenrollment rate*	8	8	----	9	----	7	----

*Percent "not enrolled, non-high-school graduates" are of "total not in college, 16–17 years."

Table 21.—Average test scores of Negro pupils

Grade	Region	Reading comprehension, proportion of white classmates last year				Math achievement, proportion of white classmates last year			
		None	Less than half	Half	More than half	None	Less than half	Half	More than half
12	Metropolitan Northeast	46.0	43.7	44.5	47.5	41.5	40.6	41.1	44.5
12	Metropolitan Midwest	46.4	43.2	44.0	46.7	43.8	42.6	42.9	44.8
9	Metropolitan Northeast	44.2	44.8	44.8	47.1	43.1	43.5	43.7	47.2
9	Metropolitan Midwest	45.3	45.2	45.3	46.4	44.4	44.3	44.1	46.6
6	Metropolitan Northeast	46.0	45.4	45.8	46.6	44.0	43.4	43.6	45.6
6	Metropolitan Midwest	46.0	44.7	44.9	45.1	43.8	42.8	42.9	44.1

Table 22.—Average test scores of Negro pupils

Grade	Region	First grade with majority pupils	Proportion of majority classmates last year				Total
			None	Less than half	Half	More than half	
9	Metropolitan Northeast	1, 2 or 3	45.9	46.7	46.9	48.1	46.8
		4, 5 or 6	45.2	43.3	44.4	44.4	44.8
		7, 8 or 9	43.5	42.9	44.6	45.0	44.0
		Never	43.2				43.2
9	Metropolitan Midwest	1, 2 or 3	45.4	46.6	46.4	48.6	46.7
		4, 5 or 6	44.4	44.1	45.3	46.7	44.5
		7, 8 or 9	44.4	43.4	43.3	45.2	43.7
		Never	46.5				46.5
12	Metropolitan Northeast	1, 2 or 3	40.8	43.6	45.2	48.6	46.2
		4, 5 or 6	46.7	45.1	44.9	46.7	45.6
		7, 8 or 9	42.2	43.5	43.8	49.7	48.2
		10, 11 or 12	42.2	41.1	43.2	46.6	44.1
		Never	40.9				40.9
12	Metropolitan Midwest	1, 2 or 3	47.4	44.3	45.6	48.3	46.7
		4, 5 or 6	46.1	43.0	43.5	46.4	45.4
		7, 8 or 9	46.6	40.8	42.3	45.6	45.3
		10, 11 or 12	44.8	39.5	43.5	44.9	44.3
		Never	47.2				47.2

Lack of racial information.—In certain communities, the lack of information as to the number of children of minority groups and of minority group teachers, their location and mobility, has made assessment of the equality of educational opportunity difficult. In one city, for example, after a free transfer plan was initiated, no records as to race of students were kept, thereby making any evaluation of the procedure subjective only. Superintendents, principals, and school boards sometimes respond by declaring racial records themselves to be a mark of discrimination.

A narrative of "the racial headcount problem" and the response to the search for a solution is given in the excerpt from the report on San Francisco.

Performance of minority group children.—One of the real handicaps to an effective assessment of equality of education for children of minority groups is the fact that few communities have given systematic testing and fewer still have evaluated the academic performance and attitudes of these children toward education. Yet quality of education is to be estimated as much by its consequences as by the records of the age of buildings and data on faculty-student ratio. A guide to cities now planning such assessment is a pupil profile conducted in Evanston, Ill.

In 1964, the Director of Research and Testing for District 65 gathered and analyzed data on "ability" and "achievement" for 136 Negro children who had been in continuous attendance at

either Central, Dewey, Foster, or Noyes school through the primary years. A group of 132 white children in continuous attendance for the same period at two white primary schools was compared. Seven different measures from kindergarten through seventh grade were correlated and combined by reducing all measures to stanines. The excerpt from the Evanston report examines in detail the performance of these two groups of children.

Compliance in a small community.—Many large metropolitan areas North and South are moving toward resegregation despite attempts by school boards and city administrations to reverse the trend. Racial housing concentration in large cities has reinforced neighborhood school patterns of racial isolation while, at the same time, many white families have moved to the suburbs and other families have taken their children out of the public school system, enrolling them instead in private and parochial schools. Small towns and medium-sized areas, North and South, on the other hand, are to some extent desegregating their schools.

In the Deep South, where there has been total school segregation for generations, there are signs of compliance within a number of school systems. The emphasis on open enrollment and freedom of choice plans, however, has tended to lead to token enrollment of Negroes in previously white schools. In school systems integrated at some grade levels but not at others, the choice of high school grades rather than elementary grades has tended further to cut down on the number of Negroes choosing to transfer because of the reluctance to take extra risks close to graduation.

The move toward compliance is described in the excerpt from the report on one small Mississippi town.

A voluntary transfer plan for racial balance in elementary schools.—The public schools are more rigidly segregated at the elementary level than in the higher grades. In the large cities, elementary schools have customarily made assignments in terms of neighborhood boundaries. Housing segregation has, therefore, tended to build a segregated elementary school system in most cities in the North and, increasingly, in the South as well, where *de facto* segregation is replacing *de jure* segregation.

Various communities have been struggling to find ways to achieve greater racial balance while retaining the neighborhood school. Bussing, pairing, redistricting, consolidation, and many other strategies have been tried. Many have failed; others have achieved at least partial success. In New Haven, Conn., considerable vigor has been applied to the problem: Whereas pairing was tried at the junior high level introducing compulsory integration, a voluntary transfer plan was implemented at the elementary level. Relief of overcrowding was given as the central intent of the transfer plan, but greater racial balance was achieved since it was the Negro schools that were overcrowded. With the provision of new school buildings, however, this indirect stimulus to desegregation will not be present. In New Haven the transfer plan was more effective than in many other communities because of commitment of school leadership, active solicitation of transfers by door-to-door visits, provision of transportation for those transferring, teacher cooperation, heterogeneous grouping in the classrooms, and other factors.

The original plan provided that a student could apply to any one of a cluster of several elementary schools within a designated "cluster district," and the application would be approved on the basis of availability of space, effect on racial balance and certain unspecified educational factors; that students "presently enrolled" at a particular school would be given priority; and that transportation would be provided where necessary.

Desegregation by redistricting at the junior high school level.—The junior high schools, customarily grades 7 to 9, have been the focus of considerable effort and tension in desegregation plans in many communities. With most areas clinging to the neighborhood school at the elementary level with resultant patterns of racial concentration, and with high schools already more integrated because of their lesser reliance upon neighborhood boundaries and their prior consolidation to achieve maximum resources, junior high schools have been a natural place to start desegregation plans. Like the elementary schools, they have in the past been assigned students on the basis of geography; but on the other hand, they tend to represent some degree of consolidation in that children from several elementary schools feed one junior high school. Further, parental pressures have been less severe for the maintenance of rigid neighborhood boundaries than at the elementary level.

Pairing of two junior high schools to achieve greater racial balance has been tried in a number of communities. Redistricting or redrawing the

boundaries of areas that feed the schools has been tried in other areas. In Berkeley, Calif., after considerable community tension and struggle, a plan was put into effect that desegregated all three junior high schools (one had been desegregated previously). All the ninth graders were sent to a single school, previously Negro, and the seventh- and eighth-graders were assigned to the other two schools. The new ninth grade school was given a new name to signal its new identity in the eyes of the community. The excerpt describes the period following initiation of this plan and the differential success of integration in the different schools.

A plan for racial balance at the high school level.—In a number of communities, students are assigned to high schools on the basis of area of residence and hence racial imbalance is continued. In Pasadena, Calif., a plan was initiated to redress this imbalance by opening places in the schools to allow the transfer of Negroes to the predominantly white high school. A measure of success was achieved but only after much resistance. Of interest particularly in this situation was the legal opinion that attempts to achieve racial balance were violations of the Constitution and that race could not be considered as a factor in school districting. Apparently previous racial concentration, aided by districting, had not been so regarded, yet attempts at desegregation were. The school board found its task made more difficult by such legal maneuvering. The excerpt describes the deliberations and controversy in the school board, and the impact of the court decision, which finally upheld the policy of transfers to achieve racial balance.

Segregation at a vocational school.—The Washburne Trade School in Chicago seems to be effectively segregated by virtue of the practices and customs of the trade unions, whose apprenticeship programs have been characterized by racial isolation. Washburne has presented the same picture since its founding in 1919 after the passage of the Smith-Hughes Act by Congress. That Act provides for the creation of apprenticeship programs in which skilled workers are trained both in school and on the job. For example, a young man who wishes to be certificated as a plumber may work at his job 4 days a week and attend a formal training program 1 day or more or evenings.

The apprenticeship programs are heavily financed and regulated by the Federal Government through the Department of Labor and the Department of Health, Education, and Welfare. In recent years the regulations have focused increasingly upon racial segregation within the union structures. One of the causes for this concern has been the rather discouraging racial pattern in the apprenticeship schools. Washburne seems to preserve that pattern. In 1960 an informal estimate showed that fewer than 1 percent of the 2,700 Washburne students were Negroes. Half of the apprenticeship programs conducted at the school had no Negroes whatsoever. This excerpt describes the state of racial segregation at Washburne and at Chicago's vocational schools.

Relation of a university to school desegregation.—Education is a continuum—from kindergarten through college—and increasingly public school desegregation plans are having an impact on colleges in the same area, particularly those colleges which are city or State supported. Free tuition, as in the New York City colleges, has no meaning for members of minority groups who have dropped out of school in high school and little meaning for those whose level of achievement is too low to permit work at the college level. A number of colleges, through summer tutorials and selective admittance of students whose grades would otherwise exclude them, are trying to redress this indirect form of racial imbalance.

In Newark, Del., the pressures for desegregation in the public schools have had an effect on the nearby University of Delaware indicated by the following excerpt:

> There are striking parallels in reactions to integration among Newark's civic agencies, school district, and the University of Delaware. Because the university plays such a large part in Newark's affairs, this excerpt examines its problems with school integration.

* * * * *

This section concludes the summary report on the survey; the summary report is the first section of the full report, and it is also printed separately for those who desire only an overview of the main findings of the survey. The full report contains a great deal of detailed data from which a small amount has been selected for this summary. It also contains a full dexcription of the statistical analysis which explored the relationships between educational achievement and school characteristics.