Roper
FOR PUBLIC OPINION RESEARCH
C E N T E R

Country:	United States
Title:	Roper Fortune # 76: Beliefs on Higher Education; Goals Respondents Have for their Children
Survey Organization:	The Roper Organization
Sponsor:	Fortune Magazine
Field Dates:	April 25, 1949
Sample:	National Adult
Sample Size:	5,992
Sample Notes:	
Interview method:	Face to Face
Weight Location:	None
No. of records per respondent:	1

Usage Notes:	The data was converted from Binary to ASCII. The variable cross-reference file (VXREF) describes the column changes. Some cases had multiple responses when there shouldn't have been any.

	Variable Name	Deck	Input Col	Width (Punch)	Question	Output Column	Width
	=========	======	=====	=======	=========	========	======
1	D1C01W1	1	1	1		1	1
2	D1C02_1	1	2	P 1		2	1
3	D1C02_2	1	2	P 2		3	1
4	D1C02_3	1	2	P 3		4	1
5	D1C02_4	1	2	P 4		5	1
6	D1C02_5	1	2	P 5		6	1
7	D1C02_6	1	2	P 6		7	1
8	D1C02_7	1	2	P 7		8	1
9	D1C02_8	1	2	P 8		9	1
10	D1C02_9	1	2	P 9		10	1
11	D1C02_0	1	2	P 0		11	1
12	D1C02_11	1	2	P11		12	1
13	D1C03W1	1	3	1		13	1
14	D1C04_1	1	4	P 1		14	1
15	D1C04_2	1	4	P 2		15	1
16	D1C04_3	1	4	P 3		16	1
17	D1C04_4	1	4	P 4		17	1
18	D1C04_5	1	4	P 5		18	1
19	D1C04_6	1	4	P 6		19	1
20	D1C04_7	1	4	P 7		20	1
21	D1C04_8	1	4	P 8		21	1
22	D1C04_9	1	4	P 9		22	1
23	D1C04_0	1	4	P 0		23	1
24	D1C04_12	1	4	P12		24	1
25	D1C05W1	1	5	1		25	1
26	D1C06W1	1	6	1		26	1
27	D1C07_1	1	7	P 1		27	1
28	D1C07_2	1	7	P 2		28	1
29	D1C07_3	1	7	P 3		29	1
30	D1C07_4	1	7	P 4		30	1
31	D1C07_5	1	7	P 5		31	1
32	D1C07_6	1	7	P 6		32	1
33	D1C07_7	1	7	P 7		33	1
34	D1C07_8	1	7	P 8		34	1
35	D1C07_9	1	7	P 9		35	1
36	D1C07_0	1	7	P 0		36	1
37	D1C07_11	1	7	P11		37	1
38	D1C08_1	1	8	P 1		38	1
39	D1C08_2	1	8	P 2		39	1
40	D1C08_3	1	8	P 3		40	1
41	D1C08_4	1	8	P 4		41	1
42	D1C08_5	1	8	P 5		42	1
43	D1C08_6	1	8	P 6		43	1
44	D1C08_7	1	8	P 7		44	1
45	D1C08_8	1	8	P 8		45	1
46	D1C08_9	1	8	P 9		46	1
47	D1C08_0	1	8	P 0		47	1
48	D1C08_11	1	8	P11		48	1
49	D1C09W1	1	9	1	Q1_A	49	1
50	D1C10W1	1	10	1	Q1_B	50	1
51	D1C11W1	1	11	1	Q1_C	51	1
52	D1C12_1	1	12	P 1	Q1_C_1	52	1
53	D1C12_2	1	12	P 2	Q1_C_2	53	1
54	D1C12_3	1	12	P 3	Q1_C_3	54	1

	VARIABLE NAME	DECK	INPUT COL	WIDTH (PUNCH)	QUESTION	OUTPUT COLUMN	WIDTH
55	D1C12_4	1	12	P 4	Q1_C_4	55	1
56	D1C12_5	1	12	P 5	Q1_C_5	56	1
57	D1C12_11	1	12	P11	Q1_C_-	57	1
58	D1C12_12	1	12	P12	Q1_C_&	58	1
59	D1C13W1	1	13	1	Q1_D	59	1
60	D1C14_1	1	14	P 1	Q1_D_1	60	1
61	D1C14_2	1	14	P 2	Q1_D_2	61	1
62	D1C14_3	1	14	P 3	Q1_D_3	62	1
63	D1C14_4	1	14	P 4	Q1_D_4	63	1
64	D1C14_5	1	14	P 5	Q1_D_5	64	1
65	D1C14_6	1	14	P 6	Q1_D_6	65	1
66	D1C14_8	1	14	P 8	Q1_D_8	66	1
67	D1C14_9	1	14	P 9	Q1_D_9	67	1
68	D1C14_11	1	14	P11	Q1_D_-	68	1
69	D1C14_12	1	14	P12	Q1_D_&	69	1
70	D1C15W1	1	15	1	Q2_A	70	1
71	D1C16W1	1	16	1	Q2_B	71	1
72	D1C17W1	1	17	1	Q2_C	72	1
73	D1C18_1	1	18	P 1	Q2_C_1	73	1
74	D1C18_2	1	18	P 2	Q2_C_2	74	1
75	D1C18_3	1	18	P 3	Q2_C_3	75	1
76	D1C18_4	1	18	P 4	Q2_C_4	76	1
77	D1C18_5	1	18	P 5	Q2_C_5	77	1
78	D1C18_6	1	18	P 6	Q2_C_6	78	1
79	D1C18_11	1	18	P11	Q2_C_-	79	1
80	D1C18_12	1	18	P12	Q2_C_&	80	1
81	D1C19W1	1	19	1	Q2_D	81	1
82	D1C20_1	1	20	P 1	Q2_D_1	82	1
83	D1C20_2	1	20	P 2	Q2_D_2	83	1
84	D1C20_3	1	20	P 3	Q2_D_3	84	1
85	D1C20_4	1	20	P 4	Q2_D_4	85	1
86	D1C20_5	1	20	P 5	Q2_D_5	86	1
87	D1C20_6	1	20	P 6	Q2_D_6	87	1
88	D1C20_7	1	20	P 7	Q2_D_7	88	1
89	D1C20_8	1	20	P 8	Q2_D_8	89	1
90	D1C20_9	1	20	P 9	Q2_D_9	90	1
91	D1C20_11	1	20	P11	Q2_D_-	91	1
92	D1C20_12	1	20	P12	Q2_D_&	92	1
93	D1C21_1	1	21	P 1	Q3_A_1	93	1
94	D1C21_2	1	21	P 2	Q3_A_2	94	1
95	D1C21_3	1	21	P 3	Q3_A_3	95	1
96	D1C21_4	1	21	P 4	Q3_A_4	96	1
97	D1C21_5	1	21	P 5	Q3_A_5	97	1
98	D1C21_6	1	21	P 6	Q3_A_6	98	1
99	D1C21_7	1	21	P 7	Q3_A_7	99	1
100	D1C21_8	1	21	P 8	Q3_A_8	100	1
101	D1C21_9	1	21	P 9	Q3_A_9	101	1
102	D1C21_0	1	21	P 0	Q3_A_0	102	1
103	D1C21_11	1	21	P11	Q3_A_-	103	1
104	D1C22_1	1	22	P 1	Q3_B_1	104	1
105	D1C22_2	1	22	P 2	Q3_B_2	105	1
106	D1C22_3	1	22	P 3	Q3_B_3	106	1
107	D1C22_4	1	22	P 4	Q3_B_4	107	1
108	D1C22_5	1	22	P 5	Q3_B_5	108	1

	VARIABLE NAME	DECK	INPUT COL	WIDTH (PUNCH)	QUESTION	OUTPUT COLUMN	WIDTH
	=========	======	=====	=======	========	========	======
109	D1C22_6	1	22	P 6	Q3_B_6	109	1
110	D1C22_7	1	22	P 7	Q3_B_7	110	1
111	D1C22_8	1	22	P 8	Q3_B_8	111	1
112	D1C22_9	1	22	P 9	Q3_B_9	112	1
113	D1C22_0	1	22	P 0	Q3_B_0	113	1
114	D1C22_11	1	22	P11	Q3_B_-	114	1
115	D1C23_1	1	23	P 1	Q4_A_1	115	1
116	D1C23_2	1	23	P 2	Q4_A_2	116	1
117	D1C23_3	1	23	P 3	Q4_A_3	117	1
118	D1C23_4	1	23	P 4	Q4_A_4	118	1
119	D1C23_5	1	23	P 5	Q4_A_5	119	1
120	D1C23_6	1	23	P 6	Q4_A_6	120	1
121	D1C23_7	1	23	P 7	Q4_A_7	121	1
122	D1C23_8	1	23	P 8	Q4_A_8	122	1
123	D1C23_9	1	23	P 9	Q4_A_9	123	1
124	D1C23_0	1	23	P 0	Q4_A_0	124	1
125	D1C23_11	1	23	P11	Q4_A_-	125	1
126	D1C24_1	1	24	P 1	Q4_B_1	126	1
127	D1C24_2	1	24	P 2	Q4_B_2	127	1
128	D1C24_3	1	24	P 3	Q4_B_3	128	1
129	D1C24_4	1	24	P 4	Q4_B_4	129	1
130	D1C24_5	1	24	P 5	Q4_B_5	130	1
131	D1C24_6	1	24	P 6	Q4_B_6	131	1
132	D1C24_7	1	24	P 7	Q4_B_7	132	1
133	D1C24_8	1	24	P 8	Q4_B_8	133	1
134	D1C24_9	1	24	P 9	Q4_B_9	134	1
135	D1C24_0	1	24	P 0	Q4_B_0	135	1
136	D1C24_11	1	24	P11	Q4_B_-	136	1
137	D1C25_1	1	25	P 1	Q5_1	137	1
138	D1C25_2	1	25	P 2	Q5_2	138	1
139	D1C25_3	1	25	P 3	Q5_3	139	1
140	D1C25_4	1	25	P 4	Q5_4	140	1
141	D1C25_5	1	25	P 5	Q5_5	141	1
142	D1C25_6	1	25	P 6	Q5_6	142	1
143	D1C25_7	1	25	P 7	Q5_7	143	1
144	D1C25_8	1	25	P 8	Q5_8	144	1
145	D1C25_9	1	25	P 9	Q5_9	145	1
146	D1C25_0	1	25	P 0	Q5_0	146	1
147	D1C25_11	1	25	P11	Q5_-	147	1
148	D1C25_12	1	25	P12	Q5_&	148	1
149	D1C26_1	1	26	P 1	Q5_1	149	1
150	D1C26_2	1	26	P 2	Q5_2	150	1
151	D1C26_3	1	26	P 3	Q5_3	151	1
152	D1C26_4	1	26	P 4	Q5_4	152	1
153	D1C26_0	1	26	P 0	Q5_0	153	1
154	D1C26_11	1	26	P11	Q5_-	154	1
155	D1C26_12	1	26	P12	Q5_&	155	1
156	D1C27_1	1	27	P 1	Q6_1	156	1
157	D1C27_2	1	27	P 2	Q6_2	157	1
158	D1C27_3	1	27	P 3	Q6_3	158	1
159	D1C27_4	1	27	P 4	Q6_4	159	1
160	D1C27_5	1	27	P 5	Q6_5	160	1
161	D1C27_6	1	27	P 6	Q6_6	161	1

	VARIABLE NAME	DECK	INPUT COL	WIDTH (PUNCH)	QUESTION	OUTPUT COLUMN	WIDTH
162	D1C27_7	1	27	P 7	Q6_7	162	1
163	D1C27_8	1	27	P 8	Q6_8	163	1
164	D1C27_9	1	27	P 9	Q6_9	164	1
165	D1C27_0	1	27	P 0	Q6_0	165	1
166	D1C27_11	1	27	P11	Q6_-	166	1
167	D1C27_12	1	27	P12	Q6_&	167	1
168	D1C28_1	1	28	P 1	Q6_1	168	1
169	D1C28_2	1	28	P 2	Q6_2	169	1
170	D1C28_3	1	28	P 3	Q6_3	170	1
171	D1C28_4	1	28	P 4	Q6_4	171	1
172	D1C28_0	1	28	P 0	Q6_0	172	1
173	D1C28_11	1	28	P11	Q6_-	173	1
174	D1C28_12	1	28	P12	Q6_&	174	1
175	D1C29_1	1	29	P 1	Q7_1	175	1
176	D1C29_2	1	29	P 2	Q7_2	176	1
177	D1C29_3	1	29	P 3	Q7_3	177	1
178	D1C29_4	1	29	P 4	Q7_4	178	1
179	D1C29_5	1	29	P 5	Q7_5	179	1
180	D1C29_6	1	29	P 6	Q7_6	180	1
181	D1C29_7	1	29	P 7	Q7_7	181	1
182	D1C29_8	1	29	P 8	Q7_8	182	1
183	D1C29_9	1	29	P 9	Q7_9	183	1
184	D1C30_1	1	30	P 1	Q8_1	184	1
185	D1C30_2	1	30	P 2	Q8_2	185	1
186	D1C30_3	1	30	P 3	Q8_3	186	1
187	D1C30_4	1	30	P 4	Q8_4	187	1
188	D1C30_5	1	30	P 5	Q8_5	188	1
189	D1C30_6	1	30	P 6	Q8_6	189	1
190	D1C30_7	1	30	P 7	Q8_7	190	1
191	D1C30_8	1	30	P 8	Q8_8	191	1
192	D1C30_9	1	30	P 9	Q8_9	192	1
193	D1C31_1	1	31	P 1	Q9_A_1	193	1
194	D1C31_2	1	31	P 2	Q9_A_2	194	1
195	D1C31_3	1	31	P 3	Q9_A_3	195	1
196	D1C31_4	1	31	P 4	Q9_A_4	196	1
197	D1C31_5	1	31	P 5	Q9_A_5	197	1
198	D1C31_6	1	31	P 6	Q9_B_6	198	1
199	D1C31_7	1	31	P 7	Q9_B_7	199	1
200	D1C31_8	1	31	P 8	Q9_B_8	200	1
201	D1C31_9	1	31	P 9	Q9_B_9	201	1
202	D1C31_0	1	31	P 0	Q9_B_0	202	1
203	D1C32_1	1	32	P 1	Q10_A_1	203	1
204	D1C32_2	1	32	P 2	Q10_A_2	204	1
205	D1C32_3	1	32	P 3	Q10_A_3	205	1
206	D1C32_4	1	32	P 4	Q10_A_4	206	1
207	D1C32_5	1	32	P 5	Q10_A_5	207	1
208	D1C32_6	1	32	P 6	Q10_B_6	208	1
209	D1C32_7	1	32	P 7	Q10_B_7	209	1
210	D1C32_8	1	32	P 8	Q10_B_8	210	1
211	D1C32_9	1	32	P 9	Q10_B_9	211	1

	VARIABLE NAME	DECK	INPUT COL	WIDTH (PUNCH)	QUESTION	OUTPUT COLUMN	WIDTH
212	D1C32_0	1	32	P 0	Q10_B_0	212	1
213	D1C32_11	1	32	P11	Q10_B_-	213	1
214	D1C33W1	1	33	1	Q11	214	1
215	D1C34W1	1	34	1	Q12	215	1
216	D1C35_1	1	35	P 1	Q13_1_1	216	1
217	D1C35_2	1	35	P 2	Q13_1_2	217	1
218	D1C35_3	1	35	P 3	Q13_1_3	218	1
219	D1C35_4	1	35	P 4	Q13_1_4	219	1
220	D1C35_5	1	35	P 5	Q13_1_5	220	1
221	D1C35_7	1	35	P 7	Q13_1_7	221	1
222	D1C35_8	1	35	P 8	Q13_1_8	222	1
223	D1C35_9	1	35	P 9	Q13_1_9	223	1
224	D1C35_0	1	35	P 0	Q13_1_0	224	1
225	D1C35_11	1	35	P11	Q13_1_-	225	1
226	D1C35_12	1	35	P12	Q13_1_&	226	1
227	D1C36W1	1	36	1	Q13_2	227	1
228	D1C37W1	1	37	1	Q13_2&3&4	228	1
229	D1C38_1	1	38	P 1	Q14_1_1	229	1
230	D1C38_2	1	38	P 2	Q14_1_2	230	1
231	D1C38_3	1	38	P 3	Q14_1_3	231	1
232	D1C38_4	1	38	P 4	Q14_1_4	232	1
233	D1C38_5	1	38	P 5	Q14_1_5	233	1
234	D1C38_7	1	38	P 7	Q14_1_7	234	1
235	D1C38_8	1	38	P 8	Q14_1_8	235	1
236	D1C38_9	1	38	P 9	Q14_1_9	236	1
237	D1C38_0	1	38	P 0	Q14_1_0	237	1
238	D1C38_11	1	38	P11	Q14_1_-	238	1
239	D1C38_12	1	38	P12	Q14_1_&	239	1
240	D1C39W1	1	39	1	Q14_2	240	1
241	D1C40W1	1	40	1	Q14_2&3&4	241	1
242	D1C41_1	1	41	P 1	Q15_1	242	1
243	D1C41_2	1	41	P 2	Q15_2	243	1
244	D1C41_3	1	41	P 3	Q15_3	244	1
245	D1C41_4	1	41	P 4	Q15_4	245	1
246	D1C41_5	1	41	P 5	Q15_5	246	1
247	D1C41_6	1	41	P 6	Q15_6	247	1
248	D1C41_7	1	41	P 7	Q15_7	248	1
249	D1C41_8	1	41	P 8	Q15_8	249	1
250	D1C41_9	1	41	P 9	Q15_9	250	1
251	D1C41_0	1	41	P 0	Q15_0	251	1
252	D1C42_1	1	42	P 1	Q16_1	252	1
253	D1C42_2	1	42	P 2	Q16_2	253	1
254	D1C42_3	1	42	P 3	Q16_3	254	1
255	D1C42_4	1	42	P 4	Q16_4	255	1
256	D1C42_5	1	42	P 5	Q16_5	256	1
257	D1C42_6	1	42	P 6	Q16_6	257	1
258	D1C42_7	1	42	P 7	Q16_7	258	1
259	D1C42_8	1	42	P 8	Q16_8	259	1
260	D1C42_9	1	42	P 9	Q16_9	260	1
261	D1C42_0	1	42	P 0	Q16_0	261	1
262	D1C42_11	1	42	P11	Q16_-	262	1
263	D1C42_12	1	42	P12	Q16_&	263	1
264	D1C43_1	1	43	P 1	Q16_1	264	1
265	D1C43_2	1	43	P 2	Q16_2	265	1

	VARIABLE NAME	DECK	INPUT COL	WIDTH (PUNCH)	QUESTION	OUTPUT COLUMN	WIDTH
266	D1C43_3	1	43	P 3	Q16_3	266	1
267	D1C43_4	1	43	P 4	Q16_4	267	1
268	D1C43_5	1	43	P 5	Q16_5	268	1
269	D1C43_8	1	43	P 8	Q16_6	269	1
270	D1C44W1	1	44	1	Q17_A	270	1
271	D1C45W1	1	45	1	Q17_B	271	1
272	D1C46W1	1	46	1	Q17_C	272	1
273	D1C47_1	1	47	P 1	Q17_D_1	273	1
274	D1C47_2	1	47	P 2	Q17_D_2	274	1
275	D1C47_3	1	47	P 3	Q17_D_3	275	1
276	D1C47_4	1	47	P 4	Q17_D_4	276	1
277	D1C47_11	1	47	P11	Q17_D_-	277	1
278	D1C48W1	1	48	1	Q17_E	278	1
279	D1C49W1	1	49	1	Q18	279	1
280	D1C50_1	1	50	P 1	Q19_A_1	280	1
281	D1C50_2	1	50	P 2	Q19_A_2	281	1
282	D1C50_3	1	50	P 3	Q19_A_3	282	1
283	D1C50_4	1	50	P 4	Q19_B_4	283	1
284	D1C50_5	1	50	P 5	Q19_B_5	284	1
285	D1C50_6	1	50	P 6	Q19_B_6	285	1
286	D1C50_7	1	50	P 7	Q19_B_7	286	1
287	D1C51_1	1	51	P 1	Q20_1	287	1
288	D1C51_2	1	51	P 2	Q20_2	288	1
289	D1C51_3	1	51	P 3	Q20_3	289	1
290	D1C51_5	1	51	P 5	Q20_5	290	1
291	D1C51_0	1	51	P 0	Q20_0	291	1
292	D1C52_1	1	52	P 1	Q21_A_1	292	1
293	D1C52_2	1	52	P 2	Q21_A_2	293	1
294	D1C52_3	1	52	P 3	Q21_A_3	294	1
295	D1C52_4	1	52	P 4	Q21_B_4	295	1
296	D1C52_5	1	52	P 5	Q21_B_5	296	1
297	D1C52_6	1	52	P 6	Q21_B_6	297	1
298	D1C52_7	1	52	P 7	Q21_B_7	298	1
299	D1C53_1	1	53	P 1	Q22_1	299	1
300	D1C53_2	1	53	P 2	Q22_2	300	1
301	D1C53_3	1	53	P 3	Q22_3	301	1
302	D1C53_5	1	53	P 5	Q22_5	302	1
303	D1C53_8	1	53	P 8	Q22_8	303	1
304	D1C53_0	1	53	P 0	Q22_0	304	1
305	D1C54_1	1	54	P 1	Q23_A_1	305	1
306	D1C54_2	1	54	P 2	Q23_A_2	306	1
307	D1C54_3	1	54	P 3	Q23_A_3	307	1
308	D1C54_4	1	54	P 4	Q23_B_4	308	1
309	D1C54_5	1	54	P 5	Q23_B_5	309	1
310	D1C54_6	1	54	P 6	Q23_B_6	310	1
311	D1C54_7	1	54	P 7	Q23_C_7	311	1
312	D1C54_8	1	54	P 8	Q23_C_8	312	1
313	D1C54_9	1	54	P 9	Q23_C_9	313	1
314	D1C55_1	1	55	P 1	Q23_D_1	314	1
315	D1C55_2	1	55	P 2	Q23_D_2	315	1
316	D1C55_3	1	55	P 3	Q23_D_3	316	1
317	D1C55_4	1	55	P 4	Q23_E_4	317	1
318	D1C55_5	1	55	P 5	Q23_E_5	318	1
319	D1C55_6	1	55	P 6	Q23_E_6	319	1

	VARIABLE NAME	DECK	INPUT COL	WIDTH (PUNCH)	QUESTION	OUTPUT COLUMN	===== WIDTH
	=========	======	=====	=======	========	========	======
320	D1C55_7	1	55	P 7	Q23_F_7	320	1
321	D1C55_8	1	55	P 8	Q23_F_8	321	1
322	D1C55_9	1	55	P 9	Q23_F_9	322	1
323	D1C56_1	1	56	P 1	Q23_G_1	323	1
324	D1C56_2	1	56	P 2	Q23_G_2	324	1
325	D1C56_3	1	56	P 3	Q23_G_3	325	1
326	D1C56_4	1	56	P 4	Q23_H_4	326	1
327	D1C56_5	1	56	P 5	Q23_H_5	327	1
328	D1C56_6	1	56	P 6	Q23_H_6	328	1
329	D1C56_7	1	56	P 7	Q23_I_7	329	1
330	D1C56_8	1	56	P 8	Q23_I_8	330	1
331	D1C56_9	1	56	P 9	Q23_I_9	331	1
332	D1C57_1	1	57	P 1	Q23_J_1	332	1
333	D1C57_2	1	57	P 2	Q23_J_2	333	1
334	D1C57_3	1	57	P 3	Q23_J_3	334	1
335	D1C57_4	1	57	P 4	Q23_K_4	335	1
336	D1C57_5	1	57	P 5	Q23_K_5	336	1
337	D1C57_6	1	57	P 6	Q23_K_6	337	1
338	D1C57_7	1	57	P 7	Q23_L_7	338	1
339	D1C57_8	1	57	P 8	Q23_L_8	339	1
340	D1C57_9	1	57	P 9	Q23_L_9	340	1
341	D1C58W1	1	58	1	Q24	341	1
342	D1C59_1	1	59	P 1	Q24_A_1	342	1
343	D1C59_2	1	59	P 2	Q24_A_2	343	1
344	D1C59_3	1	59	P 3	Q24_A_3	344	1
345	D1C59_4	1	59	P 4	Q24_A_4	345	1
346	D1C59_5	1	59	P 5	Q24_A_5	346	1
347	D1C59_6	1	59	P 6	Q24_A_6	347	1
348	D1C59_7	1	59	P 7	Q24_A_7	348	1
349	D1C59_8	1	59	P 8	Q24_A_8	349	1
350	D1C59_9	1	59	P 9	Q24_A_9	350	1
351	D1C59_0	1	59	P 0	Q24_A_0	351	1
352	D1C59_11	1	59	P11	Q24_A_-	352	1
353	D1C59_12	1	59	P12	Q24_A_&	353	1
354	D1C60_1	1	60	P 1	Q24_B_1	354	1
355	D1C60_2	1	60	P 2	Q24_B_2	355	1
356	D1C60_3	1	60	P 3	Q24_B_3	356	1
357	D1C60_4	1	60	P 4	Q24_B_4	357	1
358	D1C60_5	1	60	P 5	Q24_B_5	358	1
359	D1C60_12	1	60	P12	Q24_B_&	359	1
360	D1C61_1	1	61	P 1	Q24_C_1	360	1
361	D1C61_2	1	61	P 2	Q24_C_2	361	1
362	D1C61_3	1	61	P 3	Q24_C_3	362	1
363	D1C61_4	1	61	P 4	Q24_C_4	363	1
364	D1C61_5	1	61	P 5	Q24_C_5	364	1
365	D1C61_6	1	61	P 6	Q24_C_6	365	1
366	D1C61_7	1	61	P 7	Q24_C_7	366	1
367	D1C61_8	1	61	P 8	Q24_C_8	367	1
368	D1C61_9	1	61	P 9	Q24_C_9	368	1
369	D1C61_0	1	61	P 0	Q24_C_0	369	1
370	D1C61_11	1	61	P11	Q24_C_-	370	1
371	D1C61_12	1	61	P12	Q24_C_&	371	1
372	D1C62_1	1	62	P 1	Q24_D_1	372	1

	VARIABLE NAME	DECK	INPUT COL	WIDTH (PUNCH)	QUESTION	OUTPUT COLUMN	WIDTH
	=========	======	=====	=======	========	========	======
373	D1C62_2	1	62	P 2	Q24_D_2	373	1
374	D1C62_3	1	62	P 3	Q24_D_3	374	1
375	D1C62_4	1	62	P 4	Q24_D_4	375	1
376	D1C62_5	1	62	P 5	Q24_D_5	376	1
377	D1C63_1	1	63	P 1	Q25_1	377	1
378	D1C63_2	1	63	P 2	Q25_2	378	1
379	D1C63_3	1	63	P 3	Q25_3	379	1
380	D1C63_4	1	63	P 4	Q25_4	380	1
381	D1C63_5	1	63	P 5	Q25_5	381	1
382	D1C63_6	1	63	P 6	Q25_6	382	1
383	D1C63_7	1	63	P 7	Q25_7	383	1
384	D1C63_8	1	63	P 8	Q25_8	384	1
385	D1C63_9	1	63	P 9	Q25_9	385	1
386	D1C63_0	1	63	P 0	Q26_0	386	1
387	D1C63_11	1	63	P11	Q26_-	387	1
388	D1C64W1	1	64	1	Q27_A	388	1
389	D1C65W1	1	65	1	Q27_B	389	1
390	D1C66W1	1	66	1	Q28	390	1
391	D1C67W1	1	67	1	Q29	391	1
392	D1C68W1	1	68	1	Q30	392	1
393	D1C69_1	1	69	P 1	SEX_1	393	1
394	D1C69_2	1	69	P 2	SEX_2	394	1
395	D1C69_3	1	69	P 3	AGE_3	395	1
396	D1C69_4	1	69	P 4	AGE_4	396	1
397	D1C69_5	1	69	P 5	AGE_5	397	1
398	D1C69_6	1	69	P 6	ECO_6	398	1
399	D1C69_7	1	69	P 7	ECO_7	399	1
400	D1C69_8	1	69	P 8	ECO_8	400	1
401	D1C69_9	1	69	P 9	ECO_9	401	1
402	D1C69_0	1	69	P 0	RAC-0	402	1
403	D1C69_11	1	69	P11	RAC_-	403	1
404	D1C70W1	1	70	1	NOT_COMP	404	1
405	D1C71W1	1	71	1		405	1
406	D1C72W1	1	72	1		406	1
407	D1C80W1	1	80	1		407	1

DCB CHARACTERISTICS FOR NEW FILE: RECFM FB   LRECL 407   BLKSIZE 32560

ASK EVERYONE

1a. If you had a boy graduating from high school, would you personally like to have him go on to college, or would you rather have him do something else?

*Go to college 9–1

*Go to college if could afford it (vol.)..........2   (Ask c)

*Go to college if he can get in, or is "college material" (vol.) 3

Do something else ....4 (Ask d)

Depends on boy, what he wants to do...........5   (Ask b)

Don't know 6

b. (If "depends on boy" or "don't know" in 1a) Well, would you personally like to have him go to college if he wanted to or would you rather have him do something else?

*Would like to have him go..................10–1 (Ask c)

Would not like to have him go.................2 (Ask d)

Don't know ....3 (Skip 3, 5, 7, 9, 11)

c. (If "go to college" in 1a or "would like to have him go" in 1b) Why would you like to have a son of yours go to college? What would you want him to get out of it?

_____

_____

_____11–

_____12–

Don't know..........12–Y

d. (If "do something else" in 1a or "would not like to have him go" in 1b) What are some of the reasons why you don't want him to go to college?

_____13–

_____14–

Don't know..........14–Y

ASK EVERYONE

2a. If you had a girl graduating from high school, would you personally like to have her go on to college, or would you rather have her do something else?

*Go to college 15–1

*Go to college if could afford it (vol.)..........2   (Ask c)

*Go to college if she can get in, or is "college material" (vol.) 3

Do something else ....4 (Ask d)

Depends on girl, what she wants to do...........5   (Ask b)

Don't know 6

b. (If "depends on girl" or "don't know" in 2a) Well, would you personally like to have her go to college if she wanted to or would you rather have her do something else?

*Would like to have her go..................16–1 (Ask c)

Would not like to have her go.................2 (Ask d)

Don't know ....3 (Skip 4, 6, 8, 10, 12)

c. (If "go to college" in 2a or "would like to have her go" in 2b) Why would you like to have a daughter of yours go to college? What would you want her to get out of it?

_____

_____

_____17–

_____18–

Don't know..........18–Y

d. (If "do something else" in 2a or "would not like to have her go" in 2b) What are some of the reasons why you don't want her to go to college?

_____19–

_____20–

Don't know..........20–Y

ONLY ASK QUESTIONS 3, 5, 7, 9, 11 IF WANT BOY TO "GO TO COLLEGE" IN 1a OR "WOULD LIKE TO HAVE HIM GO" IN 1b.—THE RECORDINGS WITH ASTERISKS(*)

3a. Here is a list of things most people would like their children to get some time during their life, but people don't always agree on which of the things they think a college should do for their children. Which three things on the list would you think were most important of all for college to give your son? (HAND RESPONDENT CARD)

b. Which ones would you think were least important?

	a. Most imp.	b. Least imp.
A. Desire and ability to be a more useful citizen	21–1	22–1
B. Preparation for marriage and family life	2	2
C. Training for a particular occupation or profession	3	3
D. Learning how to get along with all sorts of people	4	4
E. A better appreciation of such things as literature, art, and music	5	5
F. A broader knowledge of the world and world problems	6	6
G. A sharper, better trained mind in dealing with all sorts of problems	7	7
H. Development of a good moral character	8	8
I. A better chance to get ahead in the world	9	9
J. The intelligence and wisdom necessary to live a full life	0	0
Don't know	X	X

ONLY ASK QUESTIONS 4, 6, 8, 10, 12, IF WANT GIRL TO "GO TO COLLEGE" IN 2a OR "WOULD LIKE TO HAVE HER GO" IN 2b.—THE RECORDINGS WITH ASTERISKS(*)

4a. Here is a list of things most people would like their children to get some time during their life, but people don't always agree on which of the things they think a college should do for their children. Which three things on the list would you think were most important of all for college to give your daughter? (HAND RESPONDENT CARD)

b. Which ones would you think were least important?

	a. Most imp.	b. Least imp.
A. Desire and ability to be a more useful citizen	23–1	24–1
B. Preparation for marriage and family life	2	2
C. Training for a particular occupation or profession	3	3
D. Learning how to get along with all sorts of people	4	4
E. A better appreciation of such things as literature, art, and music	5	5
F. A broader knowledge of the world and world problems	6	6
G. A sharper, better trained mind in dealing with all sorts of problems	7	7
H. Development of a good moral character	8	8
I. A better chance to get ahead in the world	9	9
J. The intelligence and wisdom necessary to live a full life	0	0
Don't know	X	X

5. In grade school almost all students are required to study subjects like arithmetic, spelling, and geography. Now in college, are there any subjects you think all boys should be required to study, no matter what they are going to do afterwards? *(If "yes")* What subjects?

....

....25–

....26–

No 26–X

Don't know 26–Y

6. In grade school almost all students are required to study subjects like arithmetic, spelling, and geography. Now in college, are there any subjects you think all girls should be required to study, no matter what they are going to do afterwards? *(If "yes")* What subjects?

....

.... 27–

.... 28–

No 28–X

Don't know 28–Y

7. So far as you are concerned, would you lean toward having a son of yours go to ....?

a. A college for boys only 29–1
    OR
    To one that has both boy and girl students 2
    Don't know, or don't care, or depends 3

b. A college with a large number of students
    (more than a thousand) 4
    OR
    To a small college 5
    Don't know, or don't care, or depends 6

c. A college that has the kind of social clubs
    called fraternities 7
    OR
    To a college that does not have them 8
    Don't know, or don't care, or depends 9

8. So far as you are concerned, would you lean toward having a daughter of yours go to ....?

a. A college for girls only 30–1
    OR
    To one that has both boy and girl students 2
    Don't know, or don't care, or depends 3

b. A college with a large number of students
    (more than a thousand) 4
    OR
    To a small college 5
    Don't know, or don't care, or depends 6

c. A college that has the kind of social clubs
    called sororities 7
    OR
    To a college that does not have them 8
    Don't know, or don't care, or depends 9

9. Here is a card on which two different kinds of college education are described. I'd like you to read it, and then I want to ask you a question. (HAND RESPONDENT CARD)

(IF RESPONDENT SAYS HE DOES NOT UNDERSTAND WORD "RESOURCEFULNESS" ON CARD READ THE FOLLOWING STATEMENT. "RESOURCEFULNESS MEANS THE ABILITY TO DEAL SUCCESSFULLY WITH ALL SORTS OF SITUATIONS HE MIGHT MEET IN LIFE.")

a. Which would you like a son of yours to do: spend all his time in college on general, liberal arts education, all of it on professional education, or some of it on both?

All liberal arts 31–1
All professional 2
Some on both 3
Depends on child (vol.)............4
Don't know 5

b. *(If "some on both" in "a")* About what share of his time in college would you like to see him spend on general, liberal arts education; a quarter, a half, or three quarters?

A quarter 31–6
A half 7
Three quarters 8
Depends on child (vol.)............9
Don't know 0

10. Here is a card on which two different kinds of college education are described. I'd like you to read it, and then I want to ask you a question. (HAND RESPONDENT CARD)

(IF RESPONDENT SAYS HE DOES NOT UNDERSTAND WORD "RESOURCEFULNESS" ON CARD READ THE FOLLOWING STATEMENT. "RESOURCEFULNESS MEANS THE ABILITY TO DEAL SUCCESSFULLY WITH ALL SORTS OF SITUATIONS SHE MIGHT MEET IN LIFE.")

a. Which would you like a daughter of yours to do: spend all her time in college on general, liberal arts education, all of it on professional education, or some of it on both?

All liberal arts 32–1
All professional 2
Some on both 3
Depends on child (vol.).........4
Don't know 5

b. *(If "some on both" in "a")* About what share of her time in college would you like to see her spend on general, liberal arts education; a quarter, a half, or three quarters?

A quarter 32–6
A half 7
Three quarters 8
Depends on child (vol.) 9
Don't know 0

11. Roughly how much do you think it would cost a year for the tuition and expenses of a son of yours at college?

$0-249 33–1
$250-749 2
$750-1249 3
$1250-1749 4
$1750-2249 5
$2250-2749 6
$2750-3249 7
Over $3250 8
Don't know 9

12. Roughly how much do you think it would cost a year for the tuition and expenses of a daughter of yours at college?

$0-249 34–1
$250-749 2
$750-1249 3
$1250-1749 4
$1750-2249 5
$2250-2749 6
$2750-3249 7
Over $3250 . 8
Don't know .. 9

13. If you had to pick one college or university in the United States where a boy could get the best education, regardless of cost, what one would you pick?

Location and Type of College

~~College~~ .... 35—

College .... 36—

~~Location~~ .... 37—

Depends on what boy wants to do ....37—X

Don't know ....37—Y

14. If you had to pick one college or university in the United States where a girl could get the best education, regardless of cost, what one would you pick?

College .... 38—

.... 39—

Location ....40—

Depends on what girl wants to do ....40—X

Don't know ....40—Y

15a. It has been proposed that the Federal Government in Washington provide money to send qualified high school students to college who otherwise couldn't afford to go. Now, here is a card which lists arguments some people give in favor of the plan and also arguments other people give against it. I'd like you to read all of these arguments and then tell me whether you would be in favor of, or against, such a plan. (HAND RESPONDENT CARD)

b. *(Unless "Don't know" to "a")* Can you tell me which one of the three arguments for (against) the plan had the most influence on your decision?

	a.	b.

Arguments in favor of the plan to provide Federal money for sending qualified high school students to college:

In favor......41—1

A. There are lots of qualified high school graduates who. can't afford to go to college, but who should have the chance........ 2

B. Colleges need the extra money, since they can't rely on gifts from rich men as much as they used to do............................. 3

C. The Federal Government would help out students and colleges in the parts of the country that need help most......................... 4

Arguments against the plan to provide Federal money for sending qualified high school students to college:

Against..............5

A. The Federal Government can't afford it; it's spending too much money now............... 6

B. In the long run it would mean that the Federal Government would have too much influence on what the colleges teach........ 7

C. If any part of Government is going to pay for student expenses it should be the state government, not the Federal government. 8

Don't know 9 0

16. Here is a list of words, and I'd like you to look them over and pick the three or four that best describe your idea of what the average college student is actually like. (By that I don't mean what they should be). (HAND RESPONDENT CARD)

Immoral ....42—1

Hard-working 2

Radical 3

Intelligent 4

Well-informed 5

Soft 6

Time-wasting 7

Well-mannered 8

Over-worked 9

Conservative 0

Hard-drinking X

Snobbish ....Y

Ambitious ....43—1

Democratic 2

Don't know 3

17. Should colleges have classes that take up the subject of (racial and religious prejudice, etc.), or should (racial and religious prejudice. etc.) be discussed in classes only when students ask about it, or would it be better not to discuss it at all?

	Have classes	Only when students ask	No dis-cussion	Don't know
a. Racial and religious prejudice	44—1	2	3	4
b. Sex education	45—1	2	3	4
c. How to be a good parent	46—1	2	3	4
d. Religious beliefs	47—1	2	3	4
e. Communism	48—1	2	3	4

18. Here are several different ways in which a college can deal with the subject of socialism and capitalism in class discussions with students. Which way do you think is best? (HAND RESPONDENT CARD)

1. Allow the professors to give only the arguments in favor of capitalism to students ....49—1

2. Require any professor who discusses the subject to give the arguments for both sides, but let him express his own opinion only if it is favorable to capitalism 2

3. Require any professor to give the arguments for both sides, then let him express his own opinion whatever it is, but try to have professors with differing opinions on the faculty 3

4. Require any professor to give the arguments for both sides, but do not allow him to express any opinion of his own 4

5. Don't know what socialism and/or capitalism is (vol.)..........5

Don't know..........6

19a. As you know, businessmen and rich people help support private colleges with gifts. Do you think these wealthy people ever try to influence what these colleges teach students about capitalism and socialism, or not?

Yes ....50—1

No 2

Don't know 3

b. *(If "yes")* Would you say these wealthy people actually do have a good deal, a little, or no influence at all on what these colleges teach students about capitalism and socialism?

Good deal ....50—4

Little 5

No influence 6

Don't know 7

20. Do you think a man who gives a large sum of money to a college should or should not have a right to some say on what the college teaches its students about capitalism and socialism?

Yes, should ....51—1

No, should not 2

Don't know 3

21a. As you know, state legislatures control the amount of money a state university gets. Do you think members of the state legislature ever try to influence what the state universities teach students about capitalism or socialism, or not?

Yes ....52—1

No 2

Don't know 3

b. *(If "yes")* Do you think members of the state legislature do have a good deal, a little, or no influence at all on what the state universities teach about capitalism and socialism?

Good deal ....52—4

Little 5

No influence 6

Don't know 7

22. Do you think members of the state legislature should or should not have the right to control what the state university teaches its students about capitalism and socialism?

Yes, should .... 53—1

No, should not 2

Don't know 3

23. Some experts believe the following statements are true, while other experts believe they are false. I'd like to read them to you and get your opinion. The first (next) one is .... Would you say this statement was more true than false, or more false than true?

	More true	More false	Don't know
a. You've got to have a college education these days if you want to get ahead in the world	54–1	2	3
b. Most college graduates can't even write a good letter	54–4	5	6
c. Most college professors are not practical enough to run a business successfully	54–7	8	9
d. A college education is just as important for a girl who wants to get married right after graduation as for a girl who wants to have a career	55–1	2	3
e. There's a lot of communism being taught in the colleges today	55–4	5	6
f. The average student in a private college pays for about half of what his education actually costs and then the college pays the rest	55–7	8	9
g. It would be a good idea for all college students to work for at least part of their college expenses	56–1	2	3
h. Since there are business and professional men on most boards of trustees that run colleges, there ought to be labor union officials who are trustees also	56–4	5	6
i. If a college turns out first-rate football teams, it's a pretty good sign that it will also provide its students with a good all-around education	56–7	8	9
j. There are lots of young people in our colleges now that shouldn't be there	57–1	2	3
k. There are lots of young people not now in college who should be there	57–4	5	6
l. A Jewish student has a harder time getting into most colleges than a non-Jewish student with the same high school marks	57–7	8	9

24. Do you have any children? *(Ask appropriate questions to determine number, sex, and age. For children over 18, determine whether one or more are now in, or have ever been to college)*

No children 58–1

Number of boys

Age	1	2	3 or more
0 - 7 years	59–1	2	3
8 - 13 years	59–4	5	6
14 - 18 years	59–7	8	9
19 years and over	59–0	X	Y

Have one or more boys with college experience 60–1

Number of girls

Age	1	2	3 or more
0 - 7 years	61–1	2	3
8 - 13 years	61–4	5	6
14 - 18 years	61–7	8	9
19 years and over	61–0	X	Y

Have one or more girls with college experience 62–1

25. What was the last grade of school you finished — not including special courses like art or secretarial or so on?

No schooling 63–1
Grade school (1-8) 2
High school (9-11) 3
High school graduate (12)......4
1st year college (13)................5
2nd year college (14)..............6
3rd year college (15)...............7
College graduate (16) 8
Post Graduate (17 and over)....9

26. *(Ask only if neither respondent nor children have had college experience in 24 or 25)* Do you have a wife (husband), a brother, or a sister that attended a college?

Yes 63–0
No X

27a. What is your occupation?

Professional — concerned with education (teacher, school principal, college president, professor, etc.) .....64–1 (Skip to 28)

Professional — other ....2 ⎫
Salaried — executive ....3 ⎬ (Ask b)
Proprietor — other ....4 ⎭

Proprietor — farm ....5 ⎫
Salaried — minor ....6 ⎪
Wages — factory ....7 ⎪
Wages — farm ....8 ⎬ (Skip to 28)
Wages — other ....9 ⎪
Homemaker ....0 ⎪
Student ....X ⎪
Other ....Y ⎭

b. *(If "professional — other," "proprietor — other" or "salaried — executive" in "27a").* Do you think the following statement is more true than false, or more false than true: "A boy or girl fresh out of college is not much use to an employer until he has unlearned a lot of the things the professors taught him?"

More True 65–1
More False 2
Don't know 3

28. Were you born in the United States? *(If "yes")* Were both of your parents born in the United States?

Born in United States, both parents native 66–1
Born in United States, one or both parents foreign born..............2
Foreign born 3
Refused 4

29. Are you or is any member of your family who lives with you a member of a labor union?

Union member 67–1
Union member in household 2
No union member in household............3

30. What is your religion?

Protestant 68–1
Catholic 2
Jewish 3
Other or none...........4
Refused 5

Sex
Male 69–1
Female 2

Age
25 - 34 69–3
35 - 49 4
50 and over 5

Economic Level
A 69–6
B 7
C 8
D 9

Race
White 69–0
Negro X

Not completed
Non-English speaking...70–1
Refused at question
_____ due to
(write in)
non-interest 2

Interviewer's Initials _____

Columns 1, 2, 3, 4 are used to identify the questionnaire.

Geographic Divisions (Census)

Column 5-1 New England
       2 Middle Atlantic
       3 East North Central
       4 West North Central
       5 South Atlantic
       6 East South Central
       7 West South Central
       8 Mountain
       9 Pacific

Size of Place

Column 6-1 Over 1,000,000
       2 100,000 to 1,000,000
       3 25,000 to 100,000
       4 2500 to 25,000
       5 Under 2500 and Rural Non-Farm
       6 Farm

1c and 2c. (If "go to college" in a or "would like to have him, her go" in b)—
Why would you like to have a son, daughter of yours go to college? What would you want him , her to get out of it?

Column	Row	
1c: 12	1	Preparation for a better job, a trade or profession, greater earning power
2c: 18		
	2	Better fitted to lead a full life, a broader view of world
	3	Knowledge, education
	4	Social poise, adjustibility, contacts
	5	Culture, appreciation of the arts
	6	Preparation for marriage, homemaking
	X	All Other
	Y	Don't Know (precoded)

1d and 2d

(If "do something else" in 1a, 2a or "would not like to have him go" in 1b, 2b)

What are some of the reasons why you don't want him, her to go to college?

Code		
Col.	Row	It's a waste of time and money – would rather have (him, her) do something else (sum of rows 1 to 5)
1d:14	1	It's a waste of time and money – would rather have (him, her) do something else
2d:20		
	2	Would rather have him, her go to work
	3	Want him, her to go into family business – stay on the farm
	4	Would want him, her to learn a trade, skill
	5	Other (would rather have him, her do something else)
	6	Costs too much money – can't afford it
	7	Girls get married, don't have to support a family – they don't need the education
	8	Colleges aren't any good – provide bad moral influences, teach useless and silly things
	9	Boys, girls don't like to go to school
	X	All Other
	Y	Don't Know

The following information was gang punched as follows:

Column 60-2   One or more boys of High School age (59-7 to 9)

      3   One or more boys not yet of High School age
           (and none of High School age) (59-1 to 6)

      4   One or more boys beyond High School age
           (and none in other age groups) (59-0 to Y)

      5   No Sons (58-1 or 61-1 to Y that are not 59-1 to Y)

  62-2   One or more daughters of High School age (61-7 to 9)

      3   One or more daughters not yet of High School age
           (and none of High School age) (61-1 to 6)

      4   One or more daughters beyond High School age
           (and none in other age groups) (61-0 to Y)

      5   No daughters (58-1 or 59-1 to Y that are not 61-1 to Y)

The gang punchings in columns 60 or 62 are mutually exclusive groups.

5 and 6

In grade school almost all students are required to study subjects like arithmetic, spelling and geography. Now in college, are there any subjects you think all (girls, boys) should be required to study, no matter what they are going to do afterwards? (If yes) What subjects?

Code Column	Row	
5:25 6: 27	1	English literature, grammar, public speaking, etc.
		Social Science (sum of rows 2-4)
	2	Political Science - civics, government etc.
	3	Economics
	4	Other (social science)
	5	History
	6	Mathematics - algebra, geometry, trig, etc.
	7	Psychology, mental hygiene
	8	Philosophy, religion, ethics
	9	Science - chemistry, physics etc.
	0	Foreign language(s)
	X	Commercial subjects - bookkeeping, typing etc.
	Y	The arts - music, art, the theatre etc.
26 28	1	Physical training - hygiene, athletics etc.
	2	Domestic science - marriage and the family etc.
	3	Arithmetic, spelling, geography
	0	All Other
	X	No
	Y	Don't know

13. If you had to pick one college or university in the United States where a boy could get the best education, regardless of cost, what one would you pick?

Column
36 37

36	37	
0	1	University of Michigan
0	2	Harvard University
0	3	West Point
0	4	Notre Dame
0	5	Cornell
0	6	Yale
0	7	Columbia University
0	8	University of Minnesota
0	9	Rutgers University
1	0	Leland Stanford University
1	1	University of Pennsylvania
1	2	Annapolis
1	3	Princeton
1	4	M. I. T..
1	5	University of Chicago
1	6	University of Kentucky
1	7	Northwestern University
1	8	Howard University
1	9	Tuskegee Institute
2	0	Dartmouth
2	1	University of Wisconsin
2	2	Georgia Tech
2	3	University of Southern California
2	4	U. C. L. A.
2	5	University of California

36	37	
2	6	Oklahama A. and M.
2	7	Kansas State
2	8	Iowa State
2	9	Ohio State
3	0	Purdue University
3	1	N. Y. U.
3	2	University of South Carolina
3	3	University of Illinois
3	4	University of Texas
3	5	Duke University
3	6	Fordham University
3	7	Amherst College
3	8	Western Reserve University
3	9	Reed (Oregon)
4	0	Georgetown University
4	1	All Other
	X	Depends on what boy wants to do (precoded)
	Y	Don't Know (precoded)

14. If you had to pick one college or university in the United States where a girl could get the best education, regardless of cost, what one would you pick?

Column
39 40

39	40	
0	1	University of Michigan
0	2	Smith College
0	3	Vassar College
0	4	Iowa State
0	5	Cornell University
0	6	Wellesley College
0	7	Columbia University – Barnard College
0	8	University of Minnesota
0	9	Mills College
1	0	Bryn Mawr
1	1	University of Pennsylvania
1	2	Bennington
1	3	Stephens College
1	4	St. Mary-of-the-woods
1	5	University of Chicago
1	6	University of Kentucky
1	7	Northwestern University
1	8	Howard University
1	9	Radcliffe College
2	0	Oberlin College
2	1	University of Wisconsin
2	2	Simmons College
2	3	University of Southern California
2	4	U. C. L. A.
2	5	University of California

Column

39	40	
2	6	College o: f the Pacific
2	7	Kansas State
2	8	Willim and Mary
2	9	Ohio State
3	0	Winthrop College (South Carolina)
3	1	Syracuse University
3	2	Sarah Lawrence College
3	3	University of Illinois
3	4	University of Texas
3	5	Randolph Macon College
3	6	Swarthmore College
3	7	Sweetbriar College
3	8	Skidmore College
3	9	University of Washington (St. Louis, Mo.)
4	0	University of Alabama
4	1	All Other
	X	Depends on what girl wants to do
	Y	Don't Know

13 and 14. Location of College

Column	Row	
13: 35	9	NORTHEAST
14: 38		Maine
		New Hampshire
		Vermont
		Massachusetts
		Rhode Island
		Connecticut
		New York
		New Jersey
		Pennsylvania

Column	Row	
35	0	MIDWEST
38		Ohio
		Indiana
		Illinois
		Michigan
		Wisconsin
		Minnesota
		Iowa
		Missouri
		North Dakota
		South Dakota
		Nebraska
		Kansas

35	X	SOUTH
38		Delaware
		Maryland
		Dist. of Columbia
		Virginia
		West Virginia
		North Carolina
		South Carolina
		Georgia
		Florida
		Kentucky
		Tennessee
		Alabama
		Mississippi
		Arkansas
		Louisiana
		Oklahoma
		Texas

35	Y	FAR WEST
38		Montana
		Idaho
		Wyoming
		Colorado
		New Mexico
		Arizona
		Utah
		Nevada
		Washington
		Oregon
		California

35,38-8   Location Unknown

13 and14. If you had to pick one college or university in the United States where
a boy, girl could get the best education, regardless of cost, what one would you pick?

Column Row

13: 35 1   Public

14: 38

                  Private (sum of rows 2-4)
                     Note: There is to be no double coding in this sum.

        2   Catholic

        3   Other Sectarian

        4   Other (private)

        5   All Other
                     Note: Only those colleges for which the above classification
                     is not available are coded here.

F ov. 76

SPECIFICATIONS - Job 532

Deadline: The deadline for this survey is Monday, April 25, 1949.

Purpose of Survey:

The purpose of this job is to find out how much, and what kind, of college education the people of America want for their children. It is to measure the nature of the American's belief in higher education (what he thinks college should do) and the intensity of his desire to have it for his children.

This is the first product of a "New Deal" on our Fortune Magazine jobs. The study is being conducted in a different manner than previous Fortune jobs and represents, to us at least, a tremendously exciting innovation.

Here is what has happened. After determining that the job was to concern college education, a committee of experts was formed to serve as consultants on the job. This committee numbers among its members:

    Frank Abrams, Chairman of the Board, Standard Oil Company (N. J.)
    James P. Baxter, President of Williams College
    Karl Bigelow, Professor of Higher Education, Teacher's College, Columbia University
    Sarah Blanding, President of Vassar College
    Russell Davenport, FORTUNE Magazine
    John Dickey, President of Dartmouth College
    Robert I. Gannon, former president of Fordham University
    Robert D. Leigh, Director of New York Public Library Board of Inquiry and
       former president of Bennington College
    T. R. McConnell, Dean of the College of Arts and Sciences, University of Minnesota
    Douglas MacGregor, President of Antioch College
    Elmo Roper
    Julian L. Woodward

Our first step was to do fifty depth interviews with people in different parts of the country. These interviews were written up, reproduced and distributed to our consultant committee. On the basis of these depth interviews and after further consultation with the committee we then fashioned a questionnaire draft. This draft has been revised and revised and revised again on the basis of suggestions from the committee and our own testing experience.

Some of your interviews with people who are relatively sophisticated concerning higher education will be time consuming. We expect that. You will find that a number of the questions on this survey are thought provoking and some people will want to do a lot of thinking before they give you an answer. However, we are certain that you will get very few beefs concerning the length of the interview from respondents. Nearly everyone is interested in college education in one way or another.

Among the less sophisticated, we found that education is a subject they have ideas and opinions on even if they don't know much about college education. They may occasionally give you an answer or two that you may feel is 'off the cuff' or completely uninformed. We expect some of these kinds of answers.

The problems faced by colleges are not simple. A few of the questions, we know, are difficult for simple people to answer. We have tried on this survey to compromise realistically and intelligently between presenting the issues with the complexity and difficult terms that are demanded by their very nature and presenting them in an oversimplified manner which would entirely destroy the usefulness of the results as far as the educational world is concerned. If we were to get anything of value we had to pose some fairly hard and complicated questions. We expect some of your less informed and intelligent respondents will have trouble in comprehending the issues involved in one or two of the questions. However, we doubt very much that you will ever get the feeling that any respondent is mentally squirming with impatience to conclude the interview. Our experience has been that, high and low, people are interested in the subject and will be willing to let you have all the time necessary to give you the very best interview they are capable of.

One caution. Do not have a subconscious eye cocked for informed, educated, alert or articulate respondents. Take them as they come. If they get beyond their depth, don't feel badly about checking them "Don't know." Don't know answers are always just as important and sometimes more important than other answers.

Questionnaire - general

You will note that the first two pages of the questionnaire are set up differently than usual. It is different, but not at all tricky. In fact, we are sure you will find it easier.

The odd-numbered questions on the first two pages--questions 1, 3, 5, 7, 9, and 11--are all on the left side of pages 1 and 2, and are asked concerning a son. The even-numbered questions--2, 4, 6, 8, 10, and 12--are all on the right side of pages 1 and 2, and are asked about a daughter.

You will note that exactly the same questions are asked about a son as are asked about a daughter. In 1a and b you find out if the respondent would like a son of his to go to college, and in 2a and b you find out if the respondent would like a daughter of his to go to college. Regardless of marital or parental status, you ask questions 1 and 2 of everyone. Depending on the answers you get to questions 1 and 2 you are to do one of four things:

1. If the respondent would like both a son and a daughter to go to college, then you ask each and every one of questions 3 through 12 in numerical order.

2. If respondent would like only a son to go to college, you ask the odd-numbered questions 3, 5, 7, 9, and 11, which are always on the lefthand side, one underneath the other.

3. If the respondent would like only a daughter to go to college, you ask the even-numbered questions 4, 6, 8, 10, 12, which are always on the righthand side of the page, one underneath the other.

4. If the respondent would like neither a son nor a daughter to go to college, you skip questions 3 through 12 and go immediately to question 13.

Be sure you ask each part of one question before going on to the next question. This means you ask 1a, b, c, or d, before going on to question 2 and you ask 3a and b before going on to 4a.

Questions 1a and 2a

You ask everyone both these questions. Regardless of answer to question 1 you always ask question 2. We have worded these questions so that you can ask everyone, regardless of their marital or parental status. Study questionnaire for exact sequence of asking after the "a" part of the question and remember that you ask parents of a boy about both a boy and a girl regardless of the fact they have no girl; you ask non-parents also about both a boy and a girl regardless of their childlessness.

The chief difficulty you will have with these questions is to decide where to place the kinds of answers that you may think fit into either No. 3 recording-- "Go to college if he (she) can get in or is college material (volunteered)" or No. 5 recording--"Depends on boy (girl), what he (she) wants to do." We want people

checked opposite "Depends on boy (girl), etc.," who believe in treating their boys (girls) with a "hands off" attitude and who think that it's entirely up to the children to make the decision as whether or not to go to college.

As you will recognize, what we are after in this question is what people would personally like for a son or daughter of theirs. In many instances the answer will have no immediate relation to the possible or practical. We want to find out how many people think they would want a college education for their sons and for their daughters, if they had a son or daughter of college age.

Questions 1b and 2b

Here we are trying to give those who answered "Depends on boy (girl)" or "Don't know" to the "a" part of the question another chance to tell us whether they personally would like a college education for a son or daughter of theirs. We found on test that some of the people who felt that such a decision as going to college, should be left entirely to the youngster, would admit that they themselves, would personally like to have a son or daughter of theirs go to college if he (she) wanted to.

Questions 1c and 2c

Ask these questions of those who prefer to have a son (daughter) go to college rather than have them do something else--all the asterisked recordings. This is one of the two or three key questions on the survey and is one which we hope to get a good deal out of. Give respondents plenty of time to think on these questions; don't hurry them on to the next question unnecessarily. Do not paraphrase or interpret any more than is absolutely necessary. Some respondents will have one reason, while others may have more than one. We want you to be sure to give respondents plenty of time to answer this.

Questions 1d and 2d

These questions are asked of respondents who do not want their sons (daughters) to go to college. Pretty much the same instructions as were given for 1c and 2c apply here also. Don't prod respondents but give them plenty of time to collect their thoughts. Remember we are eager to get the respondents' words rather than your interpretation of same.

Questions 3 and 4

This is the first of five card questions. Read the preliminary or introductory statement to question 3a very slowly and carefully emphasizing "sometime during their life" and "a college should do." It's extremely important that respondents understand that the three things on the list they pick are things they expect a college to do. Most people will agree that all these things are important and desirable, but we don't want a respondent to choose things solely on the basis of importance. We want him to choose items he thinks are most important for college to give his children.

In the "a" part of the question you check three items only. On test we had no difficulty getting people to pick three. If you can only get one or two, take what you can get. We would like three, if possible, but not more than three. If the respondent can't narrow down to three, or insists that they are all equally important, you will have to mark him "Don't know."

In the "b" part of the question check as many items as the respondent gives you. Don't, however, urge or push respondent into picking additional items after he has picked one or two.

Question 4 you handle the same way as question 3, except that you don't have to repeat the introduction. If you have already asked question 3, you can ask "4a" as follows: "Which three things on the list would you think were most important of all for college to give your daughter?"

Do not under any circumstances try to explain what the individual items "mean." Of course, this injunction is really not necessary since you all know that "explaining" questions is against the rules. But you will be tempted in this instance because respondents will want to discuss the different aims of college education with you. Please do not yield to temptation.

Questions 5 and 6

In this question we want respondents to build what the educators call "a core curriculum." For your information only, by subjects we mean geology, philosophy, calculus, English literature, Greek history, Spanish, etc. Do not suggest any subjects at all to respondents under any circumstances. If the only subjects they can think of are arithmetic, reading, civics, algebra, take down what they give you and do not suggest to them that such courses are usually given in grade school or high school. You will be surprised at some of the "subjects" you get, but take them anyway--and all of them the respondent wants to give you. If the respondent says that it depends on what kind of a college the student is going to, repeat the question, "Are there any subjects you think all boys (girls) should be required to study no matter what they are going to do afterwards. And if the respondent still gives you a "Depends" answer, check "No."

As in question 4a, when you ask question 6 after question 5, you can skip the introduction and begin, "Now in college, are there any subjects you think all girls, etc."

Questions 7 and 8

This question has three parts to it; one concerning the desirability of co-education versus separation of sexes, the second concerning the desirability of a large college versus a small college, and the third concerning the desirability of a college with fraternities (or sororities) versus a college without. We have worded these questions so that the choice does not necessarily have to be as strong as a preference. All we want is a "leaning toward." However, some respondents will firmly believe it does not matter whether or not a son of theirs goes to a coed college, a large college, or a college with fraternities. If a respondent has no preference whatsoever, or does not care, or replies that it depends entirely on the child, his personality, etc., then check "Don't know or don't care, or depends." Obviously, if

a respondent tells you he doesn't have any idea what fraternities or sororities are, you check him "Don't know."

Question 8 is handled exactly the same as question 7.

Questions 9 and 10

This is one of the two or three key questions on the survey and in some ways one of the toughest for some respondents to answer. While this may appear to you to be a bum question and one which is over the heads of some of the people whom you will talk to, make no mistake about the amount of time and effort that went into the phrasing of this question. The important thing in the question is that the respondents understand the card handed to them and the differences discussed thereon between a professional and technical education on one hand and a general or liberal arts education on the other. Among your less informed respondents the trouble will be their lack of understanding of some of the words we had to use to describe these two kinds of education. For such as these, we have included a definition of the word, "resourcefulness" which you can read in cases when, and only when, the respondent asks you what the word means. You must not engage in any other explanations as to meaning of any other words and phrases, or try to define liberal arts or technical education for the respondent yourself. Possibly some people will answer the question and give you a feeling that they really don't understand what you are asking them. If so, never mind; take down the answer they give. At best, the difference between these two types of education is difficult to describe.

The second kind of trouble you may have with this question will be among the relatively sophisticated people who have had college experience themselves. You may have some people worried because they would like to have their children have four years of liberal arts if they could also get professional training later on. By "Time in college" we are referring to the first 4 years after high school only. Therefore, your cue is to tell them that we are concerned in this question only with how they would like their children to spend the four undergraduate years and that the question of postgraduate education does not enter into it at all. If they would prefer a child of theirs to go on to postgraduate school after four years of liberal arts, then you check them as wanting their child to devote all his time in college to liberal arts.

Again in this question we would like you to try to get respondents checked in one of the first three recordings to "a", either "All liberal arts," "All professional," or "Some of both." If respondent tells you that it depends on the child you can repeat the question, emphasizing "Which would you like a son of yours to do?"

In "b" by "Time in college" we mean four years of undergraduate time and not more than four years.

As in several of the previous questions, when you ask question 10 about a daughter, you can omit the introductory part of the question and start in, "Which would you like a daughter of yours to do--spend all her time..., etc.?"

Questions 11 and 12

Most people have little idea of the costs of sending children to college unless they have recently had a boy or girl in college. By "tuition and expenses at college" we mean the total cost to the parents. If some respondents think that

the State or Federal government, or the son or daughter will bear part of the cost, then that amount should be subtracted before recording your figure. We want to know how much people think they would personally (or husbands or wives) have to shell out to give an offspring a year of college. With a little urging, most people will hazard a guess and if a guess is the best thing they can give, you take it down.

If a respondent gives you a "range" answer, i.e., "From $1000 to $1500," you should do some quick mental arithmetic and figure out the midpoint (in this case $1250) and record the answer as if it had been that amount.

Question 13

Everyone, regardless of how he answered questions 1 and 2, gets asked this and all following questions. In answer to this question, we want you to write in the name of only one college or university. If a respondent tells you that the choice of a "best" college depends entirely on what the boy wants to get out of college, you check recording, "Depends on what boy wants to do." In other words, if respondent says that if his son wants to be an engineer the best place is M.I.T., and if his son wants to be a journalist the best place is Northwestern, we do not want both taken down. We want you to try to get respondents to pick one college. If they give you a "depends, etc." answer, then rephrase the question as follows: "Where would you like your boy to go if it were left entirely up to you?" In other words try as best you can to get a college recorded and only use the "Depends on what boy wants to do" recording when absolutely necessary.

The recording space opposite "location" is for colleges that are small and not very well known. This recording is to enable us to locate colleges we haven't heard about before. You don't need to check anything here opposite "Location" if college respondent gives you is well-known, like Sweet Briar, University of Virginia, Texas A. & M., U.C.L.A., or Bowdoin.

Question 14

Handle this question in the same manner as in question 13.

Question 15

This is another card question. It has to do with Federal aid to education. This Federal aid business is something that is a very real and very hot issue among educators today. In this question we tried a rather unusual technique because we don't feel many people have given much thought one way or the other to this question. Therefore, you hand them a card which contains several of the arguments for and several of the arguments against proposed Federal aid to colleges.

In this question we want two things. In "a" we want to find out whether respondents think they would favor or oppose such a plan after they have had chance to read the arguments presented on the card. In "b" we want them to pick one argument that had the most influence on their decision—either to favor or oppose such a plan. Be sure respondents read all six arguments on the card before you take down their answer to "a." If respondent doesn't know whether he favors or opposes the plan in "a" obviously you can't ask "b." If respondent favors the plan in "a" then

you ask "b" as follows: "Can you tell me which one of the three arguments for the plan had the most influence on your decision?" If respondent is against the plan in "a" you ask about the argument against the plan that had the most influence on his decision. Obviously you do not ask both.

In "b" we have only one "Don't know" recording regardless of which set of arguments you ask part "b" about. Check the "Don't know" recording if respondent can't make up his mind as to the most influential of the arguments.

Question 16

This is another card question. Here we want three or four words chosen which describe the respondent's idea of what the average college student or most college students are actually like. We are after the stereotype in the minds of people concerning college students. Do people think of college students as pictured by Hollywood--cavorting in a ceaseless round of gaiety, or do they think most college students are like the neighbor boy with the thick-rimmed glasses who is a greasy grind. We would like three or four words checked, but if only one or two suit respondent, take what you can get.

You may have some difficulty getting respondents to accept the idea of the "average" student. Some will say there is no such thing. If a respondent won't play ball on this, and won't think in terms of the typical college student, you will have to record him "Don't know."

Question 17

This question has five parts to it and it is necessary to repeat the entire question for each part. Here are five subjects which may be regarded in some circles as controversial. Some people may think that it is not the place of the college to take up one or more of these subjects, but they should be taught somewhere else, in grade school, the church or at home. Others may think that there is no place where one or more of the subjects should be discussed. We have three categories in which to place people. Those who believe a subject should be taken up formally--that provision should be made in the curriculum for it, either in a required course or in an optional course--go into "have classes." Those who think it is something that the professors should not "duck" if the students ask about it, but not something the college should make provision for teaching, go into "Only when students ask." Those who would like to have no college discussion of the subject at all go into the third category--either believing that it is not a college's job to discuss the subject or that the subject is something on which young people should not have any instruction or knowledge at all.

All this is to help you understand the purpose of the question, not for the respondent. He has to reply to the question as it is worded.

Question 18

This is your last card question. The issue in this question is academic freedom, not belief in economic creeds. We are using economics--socialism and capitalism--as a means or vehicle to find out people's attitudes toward the question

•of academic freedom. The card that you hand respondents has four choices on it.

Statement "1" says in effect, "The hell with academic freedom, indoctrinate students with a belief in capitalism since capitalism is the American way. It's bad to let young people know other systems of economics";

Statement "2" says it's best to let students have an idea of the arguments on both sides but the only professors who should be allowed to teach (or at least express opinions) are those who believe firmly in the superiority of the capitalistic system;

Statement "3" says that the best way to educate students is to expose them to a variety of points of view, that it's inevitable that some personal bias of professors will enter into teaching but it is essential to have students exposed to differing opinions and biases. In other words, all opinions should be represented on the faculty and the student will have the sense to pick the wheat from the chaff.

Statement "4" says sure, let's expose students to varying ideas and philosophies but let them be presented completely objectively and do not ever allow professors to give their personal views or opinions.

All the above is for your information only. Don't interpret for respondents.

The recording "Don't know what socialism and/or capitalism is" is for respondents who don't know or have no idea at all of what socialism or capitalism is, and say so. Obviously, people who think "socialism" is just being social won't give a meaningful answer to this question on academic freedom. The "Don't know" recording is for those who can't make a choice among the four statements on the card. Remember that this question is not concerned with people's opinions concerning capitalism and socialism. We are merely using these things as illustrations of controversial subjects and want to find out how people think colleges should deal with such subjects. We only want those checked opposite "Don't know what socialism and/or capitalism is" who confess themselves ignorant and uninformed on these terms. If they have some idea of these terms, however vague, get them to answer the question, if possible. But in any case do not check this recording unless respondent tells you he does not know what the terms mean, or asks you to define them.

Questions 19, 20, 21, and 22

In question 19, and also the following three questions, you will have to check as "Don't know" those people who have indicated in the previous question 18 that they are hopelessly ignorant of the terms "capitalism" and "socialism." Therefore, in such cases you don't ask these people questions 19, 20, 21 and 22, but you do check "Don't know" for each of these questions.

Again, in these questions we are using "capitalism and socialism" purely as an illustration. What we are after in questions 19 and 20 is "Do people think donors to private colleges influence what a college teaches and should they have a right to influence what the college teaches, and similarly for state legislatures and universities" in questions 21 and 22.

In question 19 you only ask the "b" part of those who have said that donors or wealthy givers sometimes or often "try to influence" what private colleges teach. In the "b" part you find out how much influence respondents think these wealthy people have on a college's teaching.

You ask everybody question 20. This is a straight opinion question and is dependent on no information a respondent may or may not have. If a respondent says "Well, he has some rights" or "He should have a little to say" on what the college teaches, then check him "Yes, should." Remember that we are talking about what the college teaches. If a person tells you that a man should have some right to determine how his money is spent, you must repeat the question, emphasizing "some say on what the college teaches its students about capitalism and socialism." The person who insists that a donor who wants to give money for a library should be able to direct that his money be used for a library, is not answering the question. Again, we repeat that the question concerns academic freedom and influence on teaching rather than the right of donors to specify what they want their gifts to go for.

Question 21 concerns control of state universities by state legislatures. If respondents think some state legislatures "try to influence what the state university teaches on capitalism and socialism" you check "Yes." Only check "No" if respondent thinks members of state legislatures never try to influence university teaching. Again, in the "b" part of the question, you only ask respondents who have answered "Yes" to 21a.

Question 22 is intentionally worded different from question 20. Here instead of "...a right to some say" we have "...the right to control." If you get quibbles such as "Well, it depends on what you mean by control" and after a repetition of the question, a respondent still persists in reservations, then check him "Don't know."

Question 23

This is a long question and in many cases will take a good deal of time to get a respondent through it. However, our experience has been that respondents like this question and do not get restless or disturbed by its length. Our introduction, "Some experts believe the following statements are true while other experts believe they are false" is calculated to get people to do a little thinking before they give their opinions. For your information only, there are some of these statements that no experts would agree with. We have just used the word "expert" as a device to get people to take their personal answers seriously.

For the first part of the question you read the introduction carefully and slowly and then say "The first one is, 'you have got to have a college education these days if you want to get ahead in the world.' Would you say this statement was more true than false or more false than true?" After recording respondent's answer you can go on to the next one and say, "The next one is, 'Most college graduates can't......, etc.'" This is a long list of statements but we want you to be sure not to skip any. Don't hurry respondents through these statements. Give them plenty of time to answer each before going on to the next. Our experience was that around the middle of the list there was a tendency to speed up the asking and hurry respondents a little. Watch such a tendency carefully.

Question 24

We want you to get a good deal of information in this question. We have not written out all the questions it will be necessary for you to ask to get the information we want. You start out by asking "Do you have any children?" If respondents have no children at all, check recording "No children" and then go on to question 25. If they have children you must find out the ages, number, and sex of same. If a respondent has a boy 4 years of age and a boy 12 years of age, make two checks under "1" opposite the

.appropriate age groups. If respondent has two girls, one 12 and the other 9, you make only one recording under "2" opposite the age group "8-13." If respondent has any children over 18, you then must ask an additional question or questions to determine whether these children are now in college or have, at some time in the past, attended a college. If respondent has a son 40 who went to college for a year you check, "have one or more boys with college experience." If respondent has both a son and a daughter over 18, you must ask about the college experience of both. If children over 18 have not had any college experience, you do not record anything as we have no space for recording this information.

Question 25

This is the usual question on education. However, for this job it has very special importance. We will use this as our most important breakdown. The recordings are slightly different than usual as we have high school experience broken into "One to less than 4 years," and "Four years." Check those who say they have gone all through high school as "High school graduate (12)." Handle the recording "College graduate (16)" in a similar manner. Remember we want the last grade finished or completed successfully. In other words, if a person quit school during his second (sophomore) year in college, check "First year college (13)."

In getting this information, you simply ask the respondent what was the last grade he or she completed in school or college. If the answer is "no schooling," or if the answer is anywhere from the first grade through the eighth, you mark an "X" opposite "Eighth grade or less." If the answer is freshman (9th grade), sophomore (10th grade), OR junior (11th grade), in high school, you mark an "X" opposite the appropriate year of high school.

Don't get confused by someone answering 1st year junior high. Translate this into the proper grade of school, whichever is correct for your respondent. Do the same with any other schools which may substitute for the regular school system. An occasional respondent might say he attended school in a foreign country and doesn't know how his last grade would correspond in our school system. Simply find out how many years he attended and translate accordingly.

Ignore special courses and special schools like art, drama, music--we only want to know how far they went in "regular" or traditional education.

Question 26

This question is asked only of those who have neither gone to college themselves nor have had any children with college experience. You will have to examine your recordings for both questions 24 and 25 to tell whether or not you should ask this question. The objective in this and the previous questions is to be able to separate those who have themselves gone to college or have had someone in their family go to college from those who have had no experience or firsthand knowledge about college students at all.

As this information is vital to the success of the job, we want you to take extra caution to ask the questions of everyone you should and to make correct recordings.

Question 27a

The occupation of each respondent should be asked and recorded opposite one occupational classification. If any respondent has two jobs, record him according to the one at which he spends most of his time. If he insists that he divides his time equally between two occupations, arbitrarily mark him under only one.

Be sure you do not confuse occupation with economic levels, in any sense. They are entirely separate. A person may be an A, B, C, or D, and be in any of the occupational classifications.

Professional-concerned with education: is self explanatory.

Professional-other: includes doctors, lawyers, ministers, architects, engineers who have studied the profession of engineering, chemists, registered nurses, pharmacists, optometrists, artists and musicians (if this is the person's livelihood and not a hobby).

Proprietor--farm: includes anyone who owns and operates or rents and operates a farm, except sharecroppers, who are classified under "wages--farm."

Proprietor--other: includes anyone who owns and operates an unincorporated business--a drug store, grocery store, barber shop, trucking firm, restaurant, boarding house, a large steel factory or a peddler's pushcart.

Homemaker: includes any woman who does not work outside her home but who "manages" a home. She may either run it herself or direct one or more servants. Also included in this group would be an unmarried daughter who is through school, but not looking for a job, or a maiden aunt, living in the home and not employed.

Salaried-minor: includes in general most white collar workers who are paid by the year, month or semi-monthly and who are not executives. People who have a steady job, but who are paid wholly or partly on commission basis, come into this category. Agents, salesmen, sales clerks of all kinds, secretaries, bookkeepers, clerical workers, social service workers, factory foremen, and young men or women who have good jobs, but who are not yet executives, come in "salaried-minor". In this group you will also classify the enlisted men, draftees and non-commissioned officers of the Army, Navy, Air Force and Marines.

Salaried-executive: includes anyone receiving a steady salary who does executive work. This includes the top officials, managers and heads of departments--those who lay out and direct the work done by the other employees. Include in this group all commissioned officers of the Army, Navy, Air Force and Marines.

Wages--factory: includes all workers (usually manual) below the rank of foreman, working in any factory, shipyard, mill or plant (not the office thereof). Under this heading come the highly skilled workers in a steel mill employing thousands of men and also the women who sew buttons on pants in a loft building employing fifteen people. In other words, under this classification come all people concerned manually with the processing or manufacture of goods of any kind, whether they work in a big industry or a small industry, or for a big company or a small company.

Wages--farm: includes all hired help on a farm, and all sharecroppers.

Wages--other: includes people who are paid by the hour, day or week and who are not factory workers or hired farm help. Most of these people do manual work. Included here would be barbers, beauty shop workers, domestic help, paid housekeepers, practical nurses, garage mechanics, plumbers' assistants, truck drivers, cab drivers, manual workers' apprentices, chefs, bartenders, janitors, bell boys, etc.

Students: includes all students, but make sure they are at least the minimum age given on this survey.

Other: includes retired people who have stopped working and who are living on past accumulation, either their own, a company pension, Old Age Assistance or money from their children and also unemployed people who would be working if they could get a job. Relief cases should be included here.

Question 27b

This is the same kind of question as question 23 and would have been included as a part of that question had it not been necessary to determine respondent's occupation first. Obviously, asking this question of homemakers, students, farmers and factory workers does not make any sense. Thus its position on the questionnaire after you have determined respondent's occupation.

You ask it only of those you have checked as "Professional-other," "proprietor-other" and "salaried-executive,"--the recordings with asterisks.

Question 28

Be sure you ask this question of everybody regardless of how American they look or act. If, in answer to the first part of the question "Were you born in the United States?", a person gives you any place outside the continental United States or United States territories (Alaska, Hawaii, etc.), check "Foreign born" and go on to the next question--question 29.

If respondent tells you that he was born in the United States, then you have to ask about the birthplace of his parents. If either or both of his parents were foreign born check "Born in U. S., one or both parents foreign born." If the respondent and his mother and father were all born in the U. S. he gets checked "Born in U. S. both parents native."

Question 29

By "union" we mean, of course, labor unions. Here, again, "family" means those who live in the same household with the respondent.

Question 30

This is another question which most of you have handled before. Just read the question as follows: "What is your religion--Protestant, Catholic, Jewish, or something else?" The "Other" recording is for Hindus, Moslems, Agnostics,--in short, everybody who doesn't profess to be Protestant, Catholic or Jewish.

d sex, age, economic level and race in the usual manner.

. Speaking Respondents, and Incompleted Interviews

ere we would like to include some special instructions for the handling of:
nglish speaking people, and (2) respondents who express the willingness to be
wed, but fold because of non-interest before you've had the chance to ask them
the questions in the questionnaire. Your instructions have told you that we
th of these groups of people to be counted in your quotas, and we don't want to
this procedure now.

We want to remind you of the new method for recording these respondents under
UAL on the questionnaire. Up until recently, we have had no standardized system
all cross section jobs--a space has been provided for checking non-English speaking
ople under EDUCATION, but on jobs where the EDUCATION classification has been excluded,
u've had no way of letting us know how many of these people you have encountered.
lso, in the case of incompleted interviews, we've asked you to write out "Refused at
Question ___" above your initials, but this idea has not worked very well.

The following two recording spaces are now appearing under FACTUAL on all cross
section jobs:

> Non-English speaking _____
> Refused at Question _____ due to non-interest

We'd like to emphasize again what you've been told before, namely, that we
don't want you to think you must have a few of these two kinds of respondents on every
quota. You may not run across any of them in your regular interviewing work for a long
time, and if this is the case don't worry about it. Use these recording spaces only
when and if you encounter such respondents in your normal interviewing rounds. Otherwis
disregard these spaces entirely. Let's use some hypothetical examples for illustration:

1. Suppose you are doing a regular quota assignment and at one of the houses
down the street the lady who comes to the door can't speak a word of English.
It is apparent at once that you won't be able to interview her, but as long as
we want this respondent to be counted in on the cross section it is necessary
for you to get Factual information on her. All we need is the sex, age, and
economic level, all of which you can get from observation. Obviously, if a
questionnaire doesn't call for all three, you check the ones listed and forget
about those not listed. By all means, don't cause any of these people to feel
embarrassed. When you encounter one of them and find that an interview is im-
possible, get the Factual information, mark an "X" opposite "non-English speak-
ing" and depart gracefully. And do not make another interview in this same
household.

We repeat, a non-English respondent is a person who cannot speak a word of
English. Those who speak the language poorly, but can somehow make you under-
stand their answers to questions should be classified as regular respondents.
Thus, when you have someone checked as "non-English speaking" it means that the
respondent has not answered any of the questions in the questionnaire.

2. There are two general types of respondents who fold before completing their interviews. First, there is the person who agrees to be interviewed and goes along fine until something suddenly happens--her phone rings and a cousin wants to tell all about the wedding she attended last night; or, if you are interviewing a man, he suddenly remembers a business appointment and dashes off. Obviously, cases like this have nothing to do with the nature of the survey and we don't want you to count such respondents in your quota. Simply throw the interview out and forget about it, making sure, however, to replace it with another interview.

The second type of "fold" interview, however, is quite a different thing because it involves the factor of "non-interest," and the extent of this non-interest on any given survey is part of the story. These are the respondents who say they will be interviewed, but after a number of questions, refuse to continue, either because they become embarrassed by their complete lack of knowledge about the subject of the survey, or because they have no interest in the particular subject in hand. For whichever of these reasons they fade, they are interviewable people and on another subject would probably scintillate. You can spot them easily--the person who gets embarrassed will tell you so several times in different ways before folding--"I don't know about things like that...My husband Joe ought to be answering this... I never heard of that... etc." The person who is not interested usually tells you so outright--"Just put down I don't like any of it... I'm just not interested in that... etc." Of course, you don't let these people off too easily, but if it is quite clear to you that you cannot get such a respondent through the interview, get all the FACTUAL information and write in the question number when they folded opposite "Refused at Question ___ due to non-interest," and leave. This kind of incompleted interview does count toward your quota.

Williams College

Number 111

Feb. 76

Any columns punched, but not explained here, do

not pertain to the subject of the survey. Some-

times such columns identify the interviewers;

sometimes they have been used by the tabulating

company for identification purposes of their own.

But they carry no survey or questionnaire infor-

mation.

COL	&	-	Ø	1	2	3	4	5	6	7	8	9	BLANK	OTHER	NONBLNK	COL
1	Ø	Ø	1032	998	1012	Ø	Ø	1125	1040	785	Ø	Ø	Ø	Ø	5992	1
2	Ø	Ø	5344	648	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	5992	2
3	Ø	Ø	5361	631	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	5992	3
4	Ø	Ø	5374	618	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	5992	4
5	Ø	Ø	5387	605	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	5992	5
6	Ø	Ø	5378	614	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	5992	6
7	Ø	Ø	5392	600	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	5992	7
8	Ø	Ø	5389	603	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	5992	8
9	Ø	Ø	5484	508	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	5992	9
10	Ø	Ø	5467	525	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	5992	10
11	Ø	Ø	5352	640	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	5992	11
12	Ø	Ø	5755	237	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	5992	12
13	Ø	Ø	607	625	617	601	596	588	601	593	585	579	Ø	Ø	5992	13
14	Ø	Ø	5390	602	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	5992	14
15	Ø	Ø	5391	601	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	5992	15
16	Ø	Ø	5395	597	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	5992	16
17	Ø	Ø	5395	597	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	5992	17
18	Ø	Ø	5391	601	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	5992	18
19	Ø	Ø	5396	596	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	5992	19
20	Ø	Ø	5393	599	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	5992	20
21	Ø	Ø	5393	599	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	5992	21
22	Ø	Ø	5391	601	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	5992	22
23	Ø	Ø	5393	599	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	5992	23
24	Ø	Ø	5991	1	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	5992	24
25	Ø	Ø	Ø	400	1304	1264	581	735	395	535	175	603	Ø	Ø	5992	25
26	Ø	Ø	Ø	779	1019	727	1015	1303	1149	Ø	Ø	Ø	Ø	Ø	5992	26
27	Ø	Ø	5067	925	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	5992	27
28	Ø	Ø	5311	681	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	5992	28
29	Ø	Ø	5486	506	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	5992	29
30	Ø	Ø	5517	475	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	5992	30
31	Ø	Ø	5500	492	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	5992	31
32	Ø	Ø	5474	518	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	5992	32
33	Ø	Ø	5516	476	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	5992	33
34	Ø	Ø	5509	483	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	5992	34
35	Ø	Ø	5528	464	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	5992	35
36	Ø	Ø	5020	972	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	5992	36
37	Ø	Ø	4972	1020	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	5992	37
38	Ø	Ø	5392	600	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	5992	38
39	Ø	Ø	5410	582	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	5992	39
40	Ø	Ø	5270	722	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	5992	40
41	Ø	Ø	5426	566	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	5992	41
42	Ø	Ø	5393	599	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	5992	42
43	Ø	Ø	5465	527	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	5992	43
44	Ø	Ø	5393	599	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	5992	44
45	Ø	Ø	5437	555	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	5992	45
46	Ø	Ø	5380	612	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	5992	46
47	Ø	Ø	5361	631	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	5992	47
48	Ø	Ø	5991	1	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	5992	48
49	Ø	Ø	Ø	3719	510	157	515	813	245	Ø	Ø	Ø	33	Ø	5959	49
50	Ø	Ø	Ø	576	100	392	Ø	Ø	Ø	Ø	Ø	Ø	4924	Ø	1068	50
51	Ø	3778	Ø	1	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	2213	Ø	3779	51
52	Ø	Ø	2709	3283	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	5992	52
53	Ø	Ø	5071	921	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	5992	53
54	Ø	Ø	5243	749	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	5992	54
55	Ø	Ø	5519	473	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	5992	55
56	Ø	Ø	5892	100	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	5992	56
57	Ø	Ø	5844	148	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	5992	57
58	Ø	Ø	5697	295	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	5992	58
59	Ø	3778	Ø	Ø	1	Ø	Ø	Ø	Ø	Ø	Ø	Ø	2213	Ø	3779	59
60	Ø	Ø	5881	111	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	5992	60
61	Ø	Ø	5880	112	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	5992	61
62	Ø	Ø	5928	64	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	5992	62
63	Ø	Ø	5918	74	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	5992	63
64	Ø	Ø	5977	15	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	5992	64
65	Ø	Ø	5919	73	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	5992	65
66	Ø	Ø	5885	107	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	5992	66
67	Ø	Ø	5969	23	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	5992	67
68	Ø	Ø	5948	44	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	5992	68
69	Ø	Ø	5970	22	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	5992	69
70	Ø	Ø	Ø	3004	356	111	1096	1037	332	Ø	Ø	Ø	56	Ø	5936	70
71	Ø	Ø	Ø	646	172	530	1	Ø	Ø	Ø	Ø	Ø	4643	Ø	1349	71
72	Ø	3778	Ø	1	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	2213	Ø	3779	72
73	Ø	Ø	4009	1983	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	5992	73
74	Ø	Ø	5169	823	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	5992	74
75	Ø	Ø	5356	636	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	5992	75
76	Ø	Ø	5255	737	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	5992	76
77	Ø	Ø	5805	187	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	5992	77
78	Ø	Ø	5614	378	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	5992	78
79	Ø	Ø	5822	170	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	5992	79
80	Ø	Ø	5704	288	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	5992	80
81	Ø	3779	Ø	1	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø	2212	Ø	3780	81

COL	&	-	0	1	2	3	4	5	6	7	8	9	BLANK	OTHER	NONBLNK	COL
82	0	0	5756	236	0	0	0	0	0	0	0	0	0	0	5992	82
83	0	0	5880	112	0	0	0	0	0	0	0	0	0	0	5992	83
84	0	0	5975	17	0	0	0	0	0	0	0	0	0	0	5992	84
85	0	0	5807	185	0	0	0	0	0	0	0	0	0	0	5992	85
86	0	0	5933	59	0	0	0	0	0	0	0	0	0	0	5992	86
87	0	0	5895	97	0	0	0	0	0	0	0	0	0	0	5992	87
88	0	0	5574	418	0	0	0	0	0	0	0	0	0	0	5992	88
89	0	0	5895	97	0	0	0	0	0	0	0	0	0	0	5992	89
90	0	0	5975	17	0	0	0	0	0	0	0	0	0	0	5992	90
91	0	0	5924	68	0	0	0	0	0	0	0	0	0	0	5992	91
92	0	0	5942	50	0	0	0	0	0	0	0	0	0	0	5992	92
93	0	0	4360	1632	0	0	0	0	0	0	0	0	0	0	5992	93
94	0	0	4686	1306	0	0	0	0	0	0	0	0	0	0	5992	94
95	0	0	3839	2153	0	0	0	0	0	0	0	0	0	0	5992	95
96	0	0	4221	1771	0	0	0	0	0	0	0	0	0	0	5992	96
97	0	0	5338	654	0	0	0	0	0	0	0	0	0	0	5992	97
98	0	0	5154	838	0	0	0	0	0	0	0	0	0	0	5992	98
99	0	0	4204	1788	0	0	0	0	0	0	0	0	0	0	5992	99
100	0	0	4347	1645	0	0	0	0	0	0	0	0	0	0	5992	100
101	0	0	5020	972	0	0	0	0	0	0	0	0	0	0	5992	101
102	0	0	4719	1273	0	0	0	0	0	0	0	0	0	0	5992	102
103	0	0	5795	197	0	0	0	0	0	0	0	0	0	0	5992	103
104	0	0	5681	311	0	0	0	0	0	0	0	0	0	0	5992	104
105	0	0	5098	894	0	0	0	0	0	0	0	0	0	0	5992	105
106	0	0	5529	463	0	0	0	0	0	0	0	0	0	0	5992	106
107	0	0	5667	325	0	0	0	0	0	0	0	0	0	0	5992	107
108	0	0	5064	928	0	0	0	0	0	0	0	0	0	0	5992	108
109	0	0	5275	717	0	0	0	0	0	0	0	0	0	0	5992	109
110	0	0	5665	327	0	0	0	0	0	0	0	0	0	0	5992	110
111	0	0	5539	453	0	0	0	0	0	0	0	0	0	0	5992	111
112	0	0	5077	915	0	0	0	0	0	0	0	0	0	0	5992	112
113	0	0	5634	358	0	0	0	0	0	0	0	0	0	0	5992	113
114	0	0	4428	1564	0	0	0	0	0	0	0	0	0	0	5992	114
115	0	0	4816	1176	0	0	0	0	0	0	0	0	0	0	5992	115
116	0	0	4447	1545	0	0	0	0	0	0	0	0	0	0	5992	116
117	0	0	4665	1327	0	0	0	0	0	0	0	0	0	0	5992	117
118	0	0	4651	1341	0	0	0	0	0	0	0	0	0	0	5992	118
119	0	0	5178	814	0	0	0	0	0	0	0	0	0	0	5992	119
120	0	0	5072	920	0	0	0	0	0	0	0	0	0	0	5992	120
121	0	0	4677	1315	0	0	0	0	0	0	0	0	0	0	5992	121
122	0	0	5011	981	0	0	0	0	0	0	0	0	0	0	5992	122
123	0	0	4823	1169	0	0	0	0	0	0	0	0	0	0	5992	123
124	0	0	4947	1045	0	0	0	0	0	0	0	0	0	0	5992	124
125	0	0	5800	192	0	0	0	0	0	0	0	0	0	0	5992	125
126	0	0	5725	267	0	0	0	0	0	0	0	0	0	0	5992	126
127	0	0	5419	573	0	0	0	0	0	0	0	0	0	0	5992	127
128	0	0	5502	490	0	0	0	0	0	0	0	0	0	0	5992	128
129	0	0	5744	248	0	0	0	0	0	0	0	0	0	0	5992	129
130	0	0	5446	546	0	0	0	0	0	0	0	0	0	0	5992	130
131	0	0	5514	478	0	0	0	0	0	0	0	0	0	0	5992	131
132	0	0	5761	231	0	0	0	0	0	0	0	0	0	0	5992	132
133	0	0	5469	523	0	0	0	0	0	0	0	0	0	0	5992	133
134	0	0	5335	657	0	0	0	0	0	0	0	0	0	0	5992	134
135	0	0	5716	276	0	0	0	0	0	0	0	0	0	0	5992	135
136	0	0	4500	1492	0	0	0	0	0	0	0	0	0	0	5992	136
137	0	0	4718	1274	0	0	0	0	0	0	0	0	0	0	5992	137
138	0	0	5648	344	0	0	0	0	0	0	0	0	0	0	5992	138
139	0	0	5832	160	0	0	0	0	0	0	0	0	0	0	5992	139
140	0	0	5885	107	0	0	0	0	0	0	0	0	0	0	5992	140
141	0	0	5533	459	0	0	0	0	0	0	0	0	0	0	5992	141
142	0	0	5036	956	0	0	0	0	0	0	0	0	0	0	5992	142
143	0	0	5754	238	0	0	0	0	0	0	0	0	0	0	5992	143
144	0	0	5834	158	0	0	0	0	0	0	0	0	0	0	5992	144
145	0	0	5665	327	0	0	0	0	0	0	0	0	0	0	5992	145
146	0	0	5766	226	0	0	0	0	0	0	0	0	0	0	5992	146
147	0	0	5667	325	0	0	0	0	0	0	0	0	0	0	5992	147
148	0	0	5924	68	0	0	0	0	0	0	0	0	0	0	5992	148
149	0	0	5901	91	0	0	0	0	0	0	0	0	0	0	5992	149
150	0	0	5903	89	0	0	0	0	0	0	0	0	0	0	5992	150
151	0	0	5582	410	0	0	0	0	0	0	0	0	0	0	5992	151
152	0	0	5938	54	0	0	0	0	0	0	0	0	0	0	5992	152
153	0	0	5683	309	0	0	0	0	0	0	0	0	0	0	5992	153
154	0	0	5464	528	0	0	0	0	0	0	0	0	0	0	5992	154
155	0	0	4592	1400	0	0	0	0	0	0	0	0	0	0	5992	155
156	0	0	4915	1077	0	0	0	0	0	0	0	0	0	0	5992	156
157	0	0	5829	163	0	0	0	0	0	0	0	0	0	0	5992	157
158	0	0	5897	95	0	0	0	0	0	0	0	0	0	0	5992	158
159	0	0	5905	87	0	0	0	0	0	0	0	0	0	0	5992	159
160	0	0	5710	282	0	0	0	0	0	0	0	0	0	0	5992	160
161	0	0	5732	260	0	0	0	0	0	0	0	0	0	0	5992	161
162	0	0	5787	205	0	0	0	0	0	0	0	0	0	0	5992	162

COL	&	-	0	1	2	3	4	5	6	7	8	9	BLANK	OTHER	NONBLNK	COL
163	0	0	5870	122	0	0	0	0	0	0	0	0	0	0	5992	163
164	0	0	5870	122	0	0	0	0	0	0	0	0	0	0	5992	164
165	0	0	5825	167	0	0	0	0	0	0	0	0	0	0	5992	165
166	0	0	5834	158	0	0	0	0	0	0	0	0	0	0	5992	166
167	0	0	5682	310	0	0	0	0	0	0	0	0	0	0	5992	167
168	0	0	5910	82	0	0	0	0	0	0	0	0	0	0	5992	168
169	0	0	4818	1174	0	0	0	0	0	0	0	0	0	0	5992	169
170	0	0	5811	181	0	0	0	0	0	0	0	0	0	0	5992	170
171	0	0	5935	57	0	0	0	0	0	0	0	0	0	0	5992	171
172	0	0	5869	123	0	0	0	0	0	0	0	0	0	0	5992	172
173	0	0	5575	417	0	0	0	0	0	0	0	0	0	0	5992	173
174	0	0	4898	1094	0	0	0	0	0	0	0	0	0	0	5992	174
175	0	0	4969	1023	0	0	0	0	0	0	0	0	0	0	5992	175
176	0	0	3123	2869	0	0	0	0	0	0	0	0	0	0	5992	176
177	0	0	4987	1005	0	0	0	0	0	0	0	0	0	0	5992	177
178	0	0	4331	1661	0	0	0	0	0	0	0	0	0	0	5992	178
179	0	0	4337	1655	0	0	0	0	0	0	0	0	0	0	5992	179
180	0	0	4445	1547	0	0	0	0	0	0	0	0	0	0	5992	180
181	0	0	3965	2027	0	0	0	0	0	0	0	0	0	0	5992	181
182	0	0	4864	1128	0	0	0	0	0	0	0	0	0	0	5992	182
183	0	0	4272	1720	0	0	0	0	0	0	0	0	0	0	5992	183
184	0	0	4996	996	0	0	0	0	0	0	0	0	0	0	5992	184
185	0	0	3507	2485	0	0	0	0	0	0	0	0	0	0	5992	185
186	0	0	5368	624	0	0	0	0	0	0	0	0	0	0	5992	186
187	0	0	4709	1283	0	0	0	0	0	0	0	0	0	0	5992	187
188	0	0	4340	1652	0	0	0	0	0	0	0	0	0	0	5992	188
189	0	0	4853	1139	0	0	0	0	0	0	0	0	0	0	5992	189
190	0	0	4148	1844	0	0	0	0	0	0	0	0	0	0	5992	190
191	0	0	5063	929	0	0	0	0	0	0	0	0	0	0	5992	191
192	0	0	4690	1302	0	0	0	0	0	0	0	0	0	0	5992	192
193	0	0	5776	216	0	0	0	0	0	0	0	0	0	0	5992	193
194	0	0	5065	927	0	0	0	0	0	0	0	0	0	0	5992	194
195	0	0	2966	3026	0	0	0	0	0	0	0	0	0	0	5992	195
196	0	0	5565	427	0	0	0	0	0	0	0	0	0	0	5992	196
197	0	0	5682	310	0	0	0	0	0	0	0	0	0	0	5992	197
198	0	0	4821	1171	0	0	0	0	0	0	0	0	0	0	5992	198
199	0	0	4856	1136	0	0	0	0	0	0	0	0	0	0	5992	199
200	0	0	5787	205	0	0	0	0	0	0	0	0	0	0	5992	200

COL	&	-	Ø	1	2	3	4	5	6	7	8	9	BLANK	OTHER	NONBLNK	COL
1	0	0	5753	239	0	0	0	0	0	0	0	0	0	0	5992	1
2	0	0	5730	262	0	0	0	0	0	0	0	0	0	0	5992	2
3	0	0	5322	670	0	0	0	0	0	0	0	0	0	0	5992	3
4	0	0	5707	285	0	0	0	0	0	0	0	0	0	0	5992	4
5	0	0	3528	2464	0	0	0	0	0	0	0	0	0	0	5992	5
6	0	0	5568	424	0	0	0	0	0	0	0	0	0	0	5992	6
7	0	0	5724	268	0	0	0	0	0	0	0	0	0	0	5992	7
8	0	0	5534	458	0	0	0	0	0	0	0	0	0	0	5992	8
9	0	0	4705	1287	0	0	0	0	0	0	0	0	0	0	5992	9
10	0	0	5654	338	0	0	0	0	0	0	0	0	0	0	5992	10
11	0	0	5806	186	0	0	0	0	0	0	0	0	0	0	5992	11
12	0	0	5802	190	0	0	0	0	0	0	0	0	0	0	5992	12
13	0	0	5991	1	0	0	0	0	0	0	0	0	0	0	5992	13
14	0	0	0	38	470	1243	719	348	111	38	21	1912	1097	0	4895	14
15	1	0	0	23	362	984	707	325	128	41	24	1512	1885	0	4107	15
16	0	0	4748	1244	0	0	0	0	0	0	0	0	0	0	5992	16
17	0	0	5671	321	0	0	0	0	0	0	0	0	0	0	5992	17
18	0	0	5773	219	0	0	0	0	0	0	0	0	0	0	5992	18
19	0	0	4699	1293	0	0	0	0	0	0	0	0	0	0	5992	19
20	0	0	5967	25	0	0	0	0	0	0	0	0	0	0	5992	20
21	0	0	5990	2	0	0	0	0	0	0	0	0	0	0	5992	21
22	0	0	5989	3	0	0	0	0	0	0	0	0	0	0	5992	22
23	0	0	4955	1037	0	0	0	0	0	0	0	0	0	0	5992	23
24	0	0	5130	862	0	0	0	0	0	0	0	0	0	0	5992	24
25	0	0	5293	699	0	0	0	0	0	0	0	0	0	0	5992	25
26	0	0	5746	246	0	0	0	0	0	0	0	0	0	0	5992	26
27	0	0	843	456	329	138	1093	0	0	0	0	0	3133	0	2859	27
28	2157	882	120	1263	246	161	341	166	193	128	142	97	96	0	5896	28
29	0	0	5177	815	0	0	0	0	0	0	0	0	0	0	5992	29
30	0	0	5811	181	0	0	0	0	0	0	0	0	0	0	5992	30
31	0	0	5682	310	0	0	0	0	0	0	0	0	0	0	5992	31
32	0	0	4969	1023	0	0	0	0	0	0	0	0	0	0	5992	32
33	0	0	5976	16	0	0	0	0	0	0	0	0	0	0	5992	33
34	0	0	5990	2	0	0	0	0	0	0	0	0	0	0	5992	34
35	0	0	5988	4	0	0	0	0	0	0	0	0	0	0	5992	35
36	0	0	5244	748	0	0	0	0	0	0	0	0	0	0	5992	36
37	0	0	5374	618	0	0	0	0	0	0	0	0	0	0	5992	37
38	0	0	5337	655	0	0	0	0	0	0	0	0	0	0	5992	38
39	0	0	5737	255	0	0	0	0	0	0	0	0	0	0	5992	39
40	1	0	483	214	232	126	1228	0	0	0	0	0	3708	0	2284	40
41	2736	849	71	1326	98	192	67	117	127	131	83	70	125	0	5367	41
42	0	0	2661	3331	0	0	0	0	0	0	0	0	0	0	5992	42
43	0	0	3373	2619	0	0	0	0	0	0	0	0	0	0	5992	43
44	0	0	5867	125	0	0	0	0	0	0	0	0	0	0	5992	44
45	0	0	5502	490	0	0	0	0	0	0	0	0	0	0	5992	45
46	0	0	4086	1906	0	0	0	0	0	0	0	0	0	0	5992	46
47	0	0	5159	833	0	0	0	0	0	0	0	0	0	0	5992	47
48	0	0	5416	576	0	0	0	0	0	0	0	0	0	0	5992	48
49	0	0	5683	309	0	0	0	0	0	0	0	0	0	0	5992	49
50	0	0	5355	637	0	0	0	0	0	0	0	0	0	0	5992	50
51	0	0	5720	272	0	0	0	0	0	0	0	0	0	0	5992	51
52	0	0	5786	206	0	0	0	0	0	0	0	0	0	0	5992	52
53	0	0	4430	1562	0	0	0	0	0	0	0	0	0	0	5992	53
54	0	0	5477	515	0	0	0	0	0	0	0	0	0	0	5992	54
55	0	0	3159	2833	0	0	0	0	0	0	0	0	0	0	5992	55
56	0	0	4018	1974	0	0	0	0	0	0	0	0	0	0	5992	56
57	0	0	5647	345	0	0	0	0	0	0	0	0	0	0	5992	57
58	0	0	5244	748	0	0	0	0	0	0	0	0	0	0	5992	58
59	0	0	4264	1728	0	0	0	0	0	0	0	0	0	0	5992	59
60	0	0	5834	158	0	0	0	0	0	0	0	0	0	0	5992	60
61	0	0	5490	502	0	0	0	0	0	0	0	0	0	0	5992	61
62	0	0	5706	286	0	0	0	0	0	0	0	0	0	0	5992	62
63	0	0	5424	568	0	0	0	0	0	0	0	0	0	0	5992	63
64	0	0	3518	2474	0	0	0	0	0	0	0	0	0	0	5992	64
65	0	0	4730	1262	0	0	0	0	0	0	0	0	0	0	5992	65
66	0	0	5004	988	0	0	0	0	0	0	0	0	0	0	5992	66
67	0	0	5989	3	0	0	0	0	0	0	0	0	0	0	5992	67
68	0	0	5991	1	0	0	0	0	0	0	0	0	0	0	5992	68
69	0	0	5991	1	0	0	0	0	0	0	0	0	0	0	5992	69
70	0	0	1	2247	1347	1360	876	0	0	0	0	0	141	0	5851	70
71	0	0	1	3180	956	933	776	0	0	0	0	0	146	0	5846	71
72	0	0	0	3593	1084	584	659	0	0	0	0	0	152	0	5840	72
73	0	0	3891	2101	0	0	0	0	0	0	0	0	0	0	5992	73
74	0	0	4622	1370	0	0	0	0	0	0	0	0	0	0	5992	74
75	0	0	4340	1652	0	0	0	0	0	0	0	0	0	0	5992	75
76	0	0	5275	717	0	0	0	0	0	0	0	0	0	0	5992	76
77	0	0	5991	1	0	0	0	0	0	0	0	0	0	0	5992	77
78	0	0	0	2066	1255	1383	1139	0	1	0	0	0	148	0	5944	78
79	0	0	0	141	351	1535	2226	481	1047	0	0	0	161	0	5831	79
80	0	0	4329	1663	0	0	0	0	0	0	0	0	0	0	5992	80
81	0	0	4260	1732	0	0	0	0	0	0	0	0	0	0	5992	81

COL	&	—	0	1	2	3	4	5	6	7	8	9	BLANK	OTHER	NONBLNK	COL
82	0	0	3637	2355	0	0	0	0	0	0	0	0	0	0	5992	82
83	0	0	5317	675	0	0	0	0	0	0	0	0	0	0	5992	83
84	0	0	5262	730	0	0	0	0	0	0	0	0	0	0	5992	84
85	0	0	5897	95	0	0	0	0	0	0	0	0	0	0	5992	85
86	0	0	5745	247	0	0	0	0	0	0	0	0	0	0	5992	86
87	0	0	4967	1025	0	0	0	0	0	0	0	0	0	0	5992	87
88	0	0	2364	3628	0	0	0	0	0	0	0	0	0	0	5992	88
89	0	0	4900	1092	0	0	0	0	0	0	0	0	0	0	5992	89
90	0	0	5991	1	0	0	0	0	0	0	0	0	0	0	5992	90
91	0	0	5991	1	0	0	0	0	0	0	0	0	0	0	5992	91
92	0	0	4273	1719	0	0	0	0	0	0	0	0	0	0	5992	92
93	0	0	4516	1476	0	0	0	0	0	0	0	0	0	0	5992	93
94	0	0	3444	2548	0	0	0	0	0	0	0	0	0	0	5992	94
95	0	0	5316	676	0	0	0	0	0	0	0	0	0	0	5992	95
96	0	0	5237	755	0	0	0	0	0	0	0	0	0	0	5992	96
97	0	0	5892	100	0	0	0	0	0	0	0	0	0	0	5992	97
98	0	0	5725	267	0	0	0	0	0	0	0	0	0	0	5992	98
99	0	0	4601	1391	0	0	0	0	0	0	0	0	0	0	5992	99
100	0	0	3006	2986	0	0	0	0	0	0	0	0	0	0	5992	100
101	0	0	4621	1371	0	0	0	0	0	0	0	0	0	0	5992	101
102	0	0	5991	1	0	0	0	0	0	0	0	0	0	0	5992	102
103	0	0	5991	1	0	0	0	0	0	0	0	0	0	0	5992	103
104	0	0	5991	1	0	0	0	0	0	0	0	0	0	0	5992	104
105	0	0	2649	3343	0	0	0	0	0	0	0	0	0	0	5992	105
106	0	0	3806	2186	0	0	0	0	0	0	0	0	0	0	5992	106
107	0	0	5698	294	0	0	0	0	0	0	0	0	0	0	5992	107
108	0	0	4530	1462	0	0	0	0	0	0	0	0	0	0	5992	108
109	0	0	2592	3400	0	0	0	0	0	0	0	0	0	0	5992	109
110	0	0	5041	951	0	0	0	0	0	0	0	0	0	0	5992	110
111	0	0	3836	2156	0	0	0	0	0	0	0	0	0	0	5992	111
112	0	0	3784	2208	0	0	0	0	0	0	0	0	0	0	5992	112
113	0	0	4542	1450	0	0	0	0	0	0	0	0	0	0	5992	113
114	0	0	2950	3042	0	0	0	0	0	0	0	0	0	0	5992	114
115	0	0	3559	2433	0	0	0	0	0	0	0	0	0	0	5992	115
116	0	0	5650	342	0	0	0	0	0	0	0	0	0	0	5992	116
117	0	0	4233	1759	0	0	0	0	0	0	0	0	0	0	5992	117
118	0	0	4353	1639	0	0	0	0	0	0	0	0	0	0	5992	118
119	0	0	3575	2417	0	0	0	0	0	0	0	0	0	0	5992	119
120	0	0	4954	1038	0	0	0	0	0	0	0	0	0	0	5992	120
121	0	0	3963	2029	0	0	0	0	0	0	0	0	0	0	5992	121
122	0	0	3246	2746	0	0	0	0	0	0	0	0	0	0	5992	122
123	0	0	997	4995	0	0	0	0	0	0	0	0	0	0	5992	123
124	0	0	5551	441	0	0	0	0	0	0	0	0	0	0	5992	124
125	0	0	5608	384	0	0	0	0	0	0	0	0	0	0	5992	125
126	0	0	4376	1616	0	0	0	0	0	0	0	0	0	0	5992	126
127	0	0	3349	2643	0	0	0	0	0	0	0	0	0	0	5992	127
128	0	0	4437	1555	0	0	0	0	0	0	0	0	0	0	5992	128
129	0	0	4199	1793	0	0	0	0	0	0	0	0	0	0	5992	129
130	0	0	2901	3091	0	0	0	0	0	0	0	0	0	0	5992	130
131	0	0	5055	937	0	0	0	0	0	0	0	0	0	0	5992	131
132	0	0	2833	3159	0	0	0	0	0	0	0	0	0	0	5992	132
133	0	0	4502	1490	0	0	0	0	0	0	0	0	0	0	5992	133
134	0	0	4819	1173	0	0	0	0	0	0	0	0	0	0	5992	134
135	0	0	1026	4966	0	0	0	0	0	0	0	0	0	0	5992	135
136	0	0	5696	296	0	0	0	0	0	0	0	0	0	0	5992	136
137	0	0	5436	556	0	0	0	0	0	0	0	0	0	0	5992	137
138	0	0	4388	1604	0	0	0	0	0	0	0	0	0	0	5992	138
139	0	0	4016	1976	0	0	0	0	0	0	0	0	0	0	5992	139
140	0	0	3753	2239	0	0	0	0	0	0	0	0	0	0	5992	140
141	0	0	0	1466	0	0	0	0	0	0	0	0	4526	0	1466	141
142	0	0	5164	828	0	0	0	0	0	0	0	0	0	0	5992	142
143	0	0	5742	250	0	0	0	0	0	0	0	0	0	0	5992	143
144	0	0	5953	39	0	0	0	0	0	0	0	0	0	0	5992	144
145	0	0	5350	642	0	0	0	0	0	0	0	0	0	0	5992	145
146	0	0	5755	237	0	0	0	0	0	0	0	0	0	0	5992	146
147	0	0	5958	34	0	0	0	0	0	0	0	0	0	0	5992	147
148	0	0	5382	610	0	0	0	0	0	0	0	0	0	0	5992	148
149	0	0	5786	206	0	0	0	0	0	0	0	0	0	0	5992	149
150	0	0	5969	23	0	0	0	0	0	0	0	0	0	0	5992	150
151	0	0	5221	771	0	0	0	0	0	0	0	0	0	0	5992	151
152	0	0	5509	483	0	0	0	0	0	0	0	0	0	0	5992	152
153	0	0	5737	255	0	0	0	0	0	0	0	0	0	0	5992	153
154	0	0	5360	632	0	0	0	0	0	0	0	0	0	0	5992	154
155	0	0	5153	839	0	0	0	0	0	0	0	0	0	0	5992	155
156	0	0	4492	1500	0	0	0	0	0	0	0	0	0	0	5992	156
157	0	0	4786	1206	0	0	0	0	0	0	0	0	0	0	5992	157
158	0	0	3677	2315	0	0	0	0	0	0	0	0	0	0	5992	158
159	0	0	5991	1	0	0	0	0	0	0	0	0	0	0	5992	159
160	0	0	5178	814	0	0	0	0	0	0	0	0	0	0	5992	160
161	0	0	5825	167	0	0	0	0	0	0	0	0	0	0	5992	161
162	0	0	5948	44	0	0	0	0	0	0	0	0	0	0	5992	162

COL	&	-	0	1	2	3	4	5	6	7	8	9	BLANK	OTHER	NONBLNK	COL
163	0	0	5357	635	0	0	0	0	0	0	0	0	0	0	5992	163
164	0	0	5786	206	0	0	0	0	0	0	0	0	0	0	5992	164
165	0	0	5960	32	0	0	0	0	0	0	0	0	0	0	5992	165
166	0	0	5419	573	0	0	0	0	0	0	0	0	0	0	5992	166
167	0	0	5846	146	0	0	0	0	0	0	0	0	0	0	5992	167
168	0	0	5958	34	0	0	0	0	0	0	0	0	0	0	5992	168
169	0	0	5243	749	0	0	0	0	0	0	0	0	0	0	5992	169
170	0	0	5596	396	0	0	0	0	0	0	0	0	0	0	5992	170
171	0	0	5732	260	0	0	0	0	0	0	0	0	0	0	5992	171
172	0	0	5511	481	0	0	0	0	0	0	0	0	0	0	5992	172
173	0	0	5239	753	0	0	0	0	0	0	0	0	0	0	5992	173
174	0	0	4560	1432	0	0	0	0	0	0	0	0	0	0	5992	174
175	0	0	4842	1150	0	0	0	0	0	0	0	0	0	0	5992	175
176	0	0	3467	2525	0	0	0	0	0	0	0	0	0	0	5992	176
177	0	0	5875	117	0	0	0	0	0	0	0	0	0	0	5992	177
178	0	0	4208	1784	0	0	0	0	0	0	0	0	0	0	5992	178
179	0	0	4824	1168	0	0	0	0	0	0	0	0	0	0	5992	179
180	0	0	4554	1438	0	0	0	0	0	0	0	0	0	0	5992	180
181	0	0	5738	254	0	0	0	0	0	0	0	0	0	0	5992	181
182	0	0	5664	328	0	0	0	0	0	0	0	0	0	0	5992	182
183	0	0	5853	139	0	0	0	0	0	0	0	0	0	0	5992	183
184	0	0	5508	484	0	0	0	0	0	0	0	0	0	0	5992	184
185	0	0	5833	159	0	0	0	0	0	0	0	0	0	0	5992	185
186	0	0	5057	935	0	0	0	0	0	0	0	0	0	0	5992	186
187	0	0	3140	2852	0	0	0	0	0	0	0	0	0	0	5992	187
188	249	58	2054	110	212	171	462	368	626	692	190	690	110	0	5882	188
189	0	0	0	284	462	102	0	0	0	0	0	0	5144	0	848	189
190	0	0	0	4296	1168	421	4	0	0	0	0	0	103	0	5889	190
191	0	0	0	817	681	4313	0	0	0	0	0	0	181	0	5811	191
192	0	0	0	4166	1233	215	197	35	0	0	0	0	146	0	5846	192
193	0	0	2992	3000	0	0	0	0	0	0	0	0	0	0	5992	193
194	0	0	3001	2991	0	0	0	0	0	0	0	0	0	0	5992	194
195	0	0	4371	1621	0	0	0	0	0	0	0	0	0	0	5992	195
196	0	0	3892	2100	0	0	0	0	0	0	0	0	0	0	5992	196
197	0	0	3722	2270	0	0	0	0	0	0	0	0	0	0	5992	197
198	0	0	5779	213	0	0	0	0	0	0	0	0	0	0	5992	198
199	0	0	5382	610	0	0	0	0	0	0	0	0	0	0	5992	199
200	0	0	2788	3204	0	0	0	0	0	0	0	0	0	0	5992	200

SINGLE COL FREQUENCIES FOR USRFOR44-076   (COLS. 401-407)   /   NCARDS 5992

COL	8	-	0	1	2	3	4	5	6	7	8	9	BLANK	OTHER	NONBLNK	COL
1	0	0	4044	1948	0	0	0	0	0	0	0	0	0	0	5992	1
2	0	0	553	5439	0	0	0	0	0	0	0	0	0	0	5992	2
3	0	0	5441	551	0	0	0	0	0	0	0	0	0	0	5992	3
4	0	0	0	34	119	0	0	0	0	0	0	0	5839	0	153	4
5	0	0	0	3042	2949	0	0	0	0	0	0	0	1	0	5991	5
6	0	5990	0	0	0	0	0	0	0	0	0	0	2	0	5990	6
7	0	0	0	1	0	0	0	0	0	0	0	0	5991	0	1	7