COLLECTIVE MEMORIES
Spring-Summer 1991
Project # 468294

2. INTERVIEWER LABEL

3. FORM TYPE: X Y

4. YOUR INTERVIEW #: 

5. DATE OF INTERVIEW: 1991
SECTION A: RESIDENTIAL HISTORY

*EXACT TIME NOW: ______________________

First, I'd like to note that this interview is completely voluntary and confidential. If I should come to any question you do not want to answer, just let me know and we'll go on to the next question.

A1. INTERVIEWER CHECKPOINT

☐ 1. RESPONDENT WAS ALSO INFORMANT-->GO TO A3

☐ 2. ALL OTHERS

down

A2. Do you remember receiving a letter from the University of Michigan about this study?

☐ 1. YES  ☐ 5. NO -->GO TO A3

down

A2a. Do you recall reading it?

☐ 1. YES ☐ 5. NO

down

A3. ENTER R'S CITY/TOWN HERE: ______________________

A4. We are interested in how long people have lived in their present town or city. About how many years have you lived in (CITY/TOWN)?

_______ YEARS 98. ALL MY LIFE
A5. (ASK EVERYONE) Have you ever lived in a different town or city within the tri-county area — that is, within Wayne, Macomb or Oakland counties, including the city of Detroit?

1. YES  5. NO —> GO TO A7

A6. What other towns or cities in the tri-county area have you lived in, and how old were you when you moved out of each one? Please start with the town or city in the tri-county area you lived in first.

(START WITH EARLIEST AGE, INCLUDING TOWN WHERE R WAS BORN, AND GO IN ORDER FROM YOUNG TO OLD.)

<table>
<thead>
<tr>
<th>CITY/TOWN IN TRI-COUNTY AREA</th>
<th>AGE R LEFT</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. ________________________</td>
<td>aa. ________</td>
</tr>
<tr>
<td>b. ________________________</td>
<td>bb. ________</td>
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<tr>
<td>c. ________________________</td>
<td>cc. ________</td>
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<tr>
<td>d. ________________________</td>
<td>dd. ________</td>
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<tr>
<td>e. ________________________</td>
<td>ee. ________</td>
</tr>
<tr>
<td>f. ________________________</td>
<td>ff. ________</td>
</tr>
</tbody>
</table>

A7. Altogether, about how many different towns and cities have you lived in for a year or more outside the tri-county area, including time away in school or in military service?

NUMBER
A8. In what town or city did your mother live at the time of your birth?

______ CITY/TOWN ________ STATE/COUNTRY

A9. INTERVIEWER CHECKPOINT:

☐ 1. TOWN IN A8 IS IN TRICOUNTY AREA-->GO TO A10

☐ 2. TOWN IN A8 IS NOT IN TRICOUNTY AREA-->GO TO A9b

☐ 3. NOT SURE WHETHER TOWN IN A8 IS IN TRICOUNTY AREA

A9a. Was that in the tricounty area?

1. YES 5. NO

GO TO A10

A9b. About how old were you when you first moved to the tricounty area?

______ YEARS OF AGE

A10. What was the month, day, and year of your birth?

______ MONTH ________ DAY ________ YEAR ________

(IF R REFUSES, ESTIMATE R'S AGE (______ ) AND ASK AGAIN IN SECTION H)

A11. Have you ever served in the armed forces on active duty?

1. YES 5. NO -->GO TO SECTION B

A11a. How long, altogether, were you in the armed forces?

______ YEARS
A8. In what town or city did your mother live at the time of your birth?

____________________  ______________________
CITY/TOWN             STATE/COUNTRY

A9. (IF UNSURE WHETHER IN TRICOUNTY AREA:) Was that in the tricounty area?

1. YES  5. NO  0. INAP., IWER SURE

GO TO A10

A9a. (IF R BORN OUTSIDE TRICOUNTY AREA:) About how old were you when you first moved to the tricounty area?

_____________________  0. INAP, R BORN IN TRICOUNTY AREA
YEARS OF AGE

A10. What was the month, day, and year of your birth?

_____________________  ____________  ____________
MONTH                  DAY                  YEAR

(IF R REFUSES, ESTIMATE R'S AGE (   ) AND ASK AGAIN IN SECTION H)

ESTIMATE

A11. Have you ever served in the armed forces on active duty?

1. YES  5. NO  -->GO TO SECTION B

A11a. How long, altogether, were you in the armed forces?

_____________________  YEARS
SECTION B: LOCAL EVENTS

The next questions have to do with your thoughts and feelings about the past. There are no right or wrong answers -- we are interested in whatever thoughts and feelings you have.

B1. There have been a lot of events and changes over the past half century in the tri-county area of Wayne, Macomb and Oakland counties, including the city of Detroit -- say, from about 1930 right up until today. Would you mention one or two events or changes in the tri-county area that seem to you to have been especially important over the past 50 or so years.

(IF ONLY ONE MENTION, ASK:) Can you mention one other event or change in the tri-county area over the past half century that seems to you to have been important?

1st EVENT: __________________________________________________________

________________________________________________________

2nd EVENT: _________________________________________________________

________________________________________________________

(IF NONE, GO TO SECTION C)
B2. What was it about (1st EVENT) that makes it seem to you especially important? (PROBE TO CLARIFY.)

________________________________________________________________________________________

________________________________________________________________________________________

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________________________________________________________________________________________

________________________________________________________________________________________

B3. (IF NOT ALREADY GIVEN:) About when did (1st EVENT) (happen/start to happen)?

ENTER YEAR _____________ OR _______________ YEARS AGO

B4. (IF NOT CLEAR:) Would you say (1st EVENT) was mostly good or mostly bad?

1. MOSTLY GOOD 2. MOSTLY BAD 3. IF VOL: MIXTURE OF GOOD AND BAD 0. INAP: CLEAR FROM B2
B5. What was it about (2nd EVENT) that makes it seem to you especially important? (PROBE TO CLARIFY.)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

B6. (IF NOT ALREADY GIVEN:) About when did that (happen/start to happen)?

ENTER YEAR ___________ OR ___________ YEARS AGO

B7. (IF NOT CLEAR:) Would you say (2nd EVENT) was mostly good or mostly bad?

1. MOSTLY GOOD  2. MOSTLY BAD  3. IF VOL: MIXTURE OF GOOD AND BAD  0. INAP: CLEAR FROM B5
SECTION C: NATIONAL HISTORY QUESTIONS

C1. (READ SLOWLY) There have also been a lot of national and world events and changes over the past half century -- from about 1930 right up until today. Would you mention one or two national or world events or changes that seem to you to have been especially important.

(IF ONLY ONE MENTION, ASK:) Was there any other national or world event or change over the past 50 years that seems to you to have been important?

1st EVENT: __________________________________________

____________________________________________________

2nd EVENT: __________________________________________

____________________________________________________

IF NONE, GO TO C4

C2. What was it about (1st EVENT) that makes it seem to you especially important? (PROBE TO CLARIFY.)
C3. What (other) important effect did (1st EVENT) have on your own life or that of your family -- I mean on how you have lived or how you have looked at things? (PROBE TO CLARIFY)

C4. (On another issue,) What do you think are the most important (other) lessons we can learn from the war with Iraq? (IF NECESSARY, RQ TO EMPHASIZE "lessons."
SECTION D: ATTITUDES

D1. The next few questions deal with some other issues facing the country today.

(READ SLOWLY) With regard to improving and protecting the environment, do you feel that our country is spending too much money, too little money, or about the right amount of money (to improve and protect the environment)?

1. TOO MUCH  2. TOO LITTLE  3. RIGHT AMOUNT

D2. Have you yourself had any personal experiences that affected your opinion about the need to protect the environment? (PROBE FOR PERSONAL EXPERIENCES IF NEEDED -- NOT GENERAL BELIEFS AND ATTITUDES.)

96. VOL: NO PERSONAL EXPERIENCES

D3. (RB, P. 1) For this question, we'll be using the blue booklet. I'd like to know how much you agree or disagree with the following statements. First: "It is much better for everyone involved if the man is the achiever outside the home and the woman takes care of the home and family." Do you agree strongly, agree somewhat, disagree somewhat, or disagree strongly?

1. AGREE STRONGLY  2. AGREE SOMewhat  3. DISAGREE SOMewhat  4. DISAGREE STRONGLY
D4. (RB, STILL ON P. 1) Here is the second statement: "A preschool child is likely to suffer if his or her mother works." (Do you agree strongly with that, agree somewhat, disagree somewhat, or disagree strongly?)

1. AGREE STRONGLY  2. AGREE SOMEWHAT  3. DISAGREE SOMEWHAT  4. DISAGREE STRONGLY

D5. (RB, P. 2) In your own case, how many years, if any, did your mother work for pay outside the home when you were growing up -- that is, between the time you were born and the time you reached age 15? (READ)

____ 1. Not at all
____ 2. One or two years
____ 3. Three to five years
____ 4. Six to ten years
____ 5. Eleven to fifteen years

D6. (RB, P. 3) If you were advising a couple who were considering whether to live together or to marry, which of the following would you recommend? (READ)

____ 1. To live with a steady partner without marrying,
____ 2. To live with a steady partner for a while and then to marry if it works out well, or
____ 3. To marry without living together beforehand.
D7. Have you yourself had any personal experiences that affected your opinion on this issue? (PROBE FOR PERSONAL EXPERIENCES IF NEEDED -- NOT GENERAL BELIEFS AND ATTITUDES.)

96. VOL: NONE

D8. This next question is on a different issue. Do you approve or disapprove of marriage between whites and nonwhites?

1. APPROVE  2. DISAPPROVE  5. IF VOL: NEITHER APPROVE NOR DISAPPROVE; UP TO THEM

D9. (ASK BLACK RESPONDENTS ONLY:) On the whole, do you think most white people in the tri-county area want to see Blacks get a better break, or do they want to keep Blacks down, or don't they care one way or the other?

1. BETTER BREAK  2. KEEP DOWN  3. DON'T CARE  0. INAP; R IS WHITE
D10. There is a lot of talk about how much education a person needs today. What do you think is the least amount of education a young person needs today in order to earn an adequate income?

(Do not read categories, but code response into one category. Probe to clarify if needed)

____ 1. LESS THAN HIGH SCHOOL
____ 2. HIGH SCHOOL DIPLOMA OR GED
____ 3. HIGH SCHOOL PLUS TECHNICAL OR VOCATIONAL TRAINING
____ 4. SOME COLLEGE; ASSOCIATE'S DEGREE
____ 5. COLLEGE DEGREE
____ 6. GRADUATE STUDY, GRADUATE DEGREE
____ 7. OTHER (SPECIFY):

D11. Some Americans have been more affected than others by past downturns in the American economy: Have you ever been seriously affected when economic conditions were bad?

1. YES

5. NO --> Go to D14

D12. How old were you the first time you were seriously affected by bad economic conditions?

__________ YEARS

D13. Please describe how you were personally affected by the bad economic conditions at that time.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
D14. (RB, P. 4) We are also interested in what you think is a fair price today for an ordinary item. Here is one simple example: A candy bar now costs about 50 cents in many stores. Do you think that 50 cents is a fair price for a candy bar, that the price is somewhat too high, that it is much too high, or that it is far too high?

1. FAIR PRICE   2. SOMewhat TOO HIGH   3. MUCH TOO HIGH   4. FAR TOO HIGH

D15. INTERVIEWER CHECKPOINT -- FROM COVERSHEET, THIS INTERVIEW IS:

___ FORM X -- NEXT PAGE, CARDS IN A TO Q ORDER.

___ FORM Y -- GO TO PAGE 16, CARDS IN Q TO A ORDER.
SECTION E: CLOSED HISTORY QUESTIONS

E1. (HAND CARDS TO R IN A TO 0 ORDER.) Here is a set of cards showing a number of events and changes over the last half century that some people have said seemed to them important. I'd like to read through the cards with you and have you separate them into two piles: those events or changes that you have heard something about, and those that you have not heard of at all.

READ THE CARDS ALOUD IF NECESSARY. CIRCLE YES OR NO UNDER "HEARD ABOUT" ON NEXT PAGE, COL. a.

PUT ASIDE CARDS R HAS NOT HEARD ABOUT.

E2. (INDICATE CARDS R HAS HEARD ABOUT)

(RB, P. 5) Now, please look at the scale in the booklet. I'd like you to rate how important each of these events or changes seems to you on a scale from 1 to 10, where 1 means the event seems to you of little importance, and 10 means it seems to you of very great importance. You can choose any number between 1 and 10 depending on how important the event or change seems to you.

The first event is _______. How would you rate the importance of _______ using the scale of 1 to 10.

The next event is _______. (How would you rate the importance of _______?) (PROCEED THROUGH EACH EVENT R HAD HEARD ABOUT.)

INTERVIEWER:

IF R ASKS YOU TO DEFINE "importance," SAY: We are interested in your own views of what is important, so you can think of it in whatever way seems meaningful to you.

IF R ASKS FOR A TIME FRAME, SAY: Whatever seems to you important over the past half century.
<table>
<thead>
<tr>
<th>Event Description</th>
<th>a. HEARD ABOUT</th>
<th>b. IMPORTANCE (1 TO 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. ASSASSINATION OF JOHN F. KENNEDY</td>
<td>YES NO</td>
<td></td>
</tr>
</tbody>
</table>
SECTION E: CLOSED HISTORY QUESTIONS

E1. (HAND CARDS TO R IN Q TO A ORDER.) Here is a set of cards showing a number of events and changes over the last half century that some people have said seemed to them important. I'd like to read through the cards with you and have you separate them into two piles: those events or changes that you have heard something about, and those that you have not heard of at all.

READ THE CARDS ALOUD IF NECESSARY. CIRCLE YES OR NO UNDER "HEARD ABOUT" ON NEXT PAGE, COL. a.

PUT ASIDE CARDS R HAS NOT HEARD ABOUT.

E2. (INDICATE CARDS R HAS HEARD ABOUT)

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The first event is ________. How would you rate the importance of ________ using the scale of 1 to 10.

The next event is ________. (How would you rate the importance of ________) (PROCEED THROUGH EACH EVENT R HAD HEARD ABOUT.)

INTERVIEWER:

IF R ASKS YOU TO DEFINE "importance," SAY: We are interested in your own views of what is important, so you can think of it in whatever way seems meaningful to you.

IF R ASKS FOR A TIME FRAME, SAY: Whatever seems to you important over the past half century.
<table>
<thead>
<tr>
<th>Event</th>
<th>a. Heard About</th>
<th>b. Importance (1 to 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q. INVENTIONS LIKE TV AND JET PLANES</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>P. THE 1987 STOCK MARKET CRASH</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>O. DECLINE OF COMMUNISM IN EASTERN EUROPE</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>N. THE WAR WITH IRAQ</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>M. THREAT OF NUCLEAR WAR</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>L. KOREAN WAR</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>K. INCREASES IN CRIME AND DRUGS</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>J. TERRORISM AND HOSTAGE TAKING</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>I. VIETNAM WAR</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>H. GREAT DEPRESSION OF THE 1930'S</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>G. ENVIRONMENTAL ISSUES</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>F. CHANGES IN THE ROLE OF WOMEN</td>
<td>YES</td>
<td></td>
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<tr>
<td>E. SPACE EXPLORATION</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>D. THE CIVIL RIGHTS MOVEMENT</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>C. WORLD WAR II</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>B. DEVELOPMENT OF THE COMPUTER</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>A. ASSASSINATION OF JOHN F. KENNEDY</td>
<td>YES</td>
<td></td>
</tr>
</tbody>
</table>
E3. ENTER R'S HIGHEST RATED EVENT BELOW.

(If two or more events are tied for R's highest rating, circle each tied rating and say:) You gave the same high rating to (name events). Although they (both/all) seem to you important, which would you say seems to you most important?

Seems most important: ________________________________

E4. What was it about (most important event) that makes it seem to you the most important event? (Probe for clarification)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

E5. Would you say that (most important event) has had any (other) important effects on your own life or that of your family -- I mean on how you have lived or how you have looked at things?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
E6. Considering again all the events and changes on the cards that you had heard of, was there one that someone in your family especially told you about, based on their own experiences?

1. YES

5. NO --> GO TO E10, TAKE BACK CARDS

E7. Which event or change was that?

EVENT: ______________________________________

E8. What was it they told you about (EVENT/CHANGE IN E7)? (PROBE FOR CLARIFICATION)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

E9. (IF NOT CLEAR IN E8:) Who told you about those experiences?

0. INAP, CLEAR FROM E8

INTERVIEWER: TAKE BACK CARDS AT THIS POINT.
Sometimes we remember or learn about events of the past in different ways.

E10. What about World War II -- have you ever kept pictures or some other object in your home, gone to a reunion, made a special visit to a memorial, or done anything else like that to help you remember World War II? (PROBE FOR CLARIFICATION IF NECESSARY)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

E11. What about Vietnam? (Have you ever kept pictures or some other object in your home, gone to a reunion, made a special visit to a memorial, or done anything else like that to help you remember Vietnam?) (PROBE FOR CLARIFICATION IF NECESSARY)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
E12. INTERVIEWER CHECKPOINT

☐ 1. R HAD NOT HEARD OF WORLD WAR II AT E1-->GO TO E14

☐ 2. ALL OTHERS

E13. Suppose a nephew or niece about 15 years old had just heard World War II mentioned for the first time and asked you to explain what World War II was about. What would you say in just a few sentences? (PROBE TO CLARIFY AND ALSO PROBE AO)
E14. (RB, P. 6) In World War II our main enemies were the Germans and the Japanese. How likely do you think it is that the Germans will again become a military threat to the United States over the next 20 or 30 years? Do you think it is very likely, somewhat likely, somewhat unlikely, or very unlikely that the Germans will become a military threat again?

1. VERY LIKELY  2. SOMEWHAT LIKELY  3. SOMEWHAT UNLIKELY  4. VERY UNLIKELY  5. IF VOL: NOT A MILITARY THREAT, BUT AN ECONOMIC THREAT

E15. (RB, STILL ON P. 6) What about the Japanese: How likely do you think it is that the Japanese will again become a military threat to the United States over the next 20 or 30 years? (Do you think it is very likely, somewhat likely, somewhat unlikely, or very unlikely?)

1. VERY LIKELY  2. SOMEWHAT LIKELY  3. SOMEWHAT UNLIKELY  4. VERY UNLIKELY  5. IF VOL: NOT A MILITARY THREAT, BUT AN ECONOMIC THREAT
SECTION F: SPECIALIZED HISTORY QUESTIONS

F1. (RB, P. 7) We have been talking about mainly political and social events and changes, but most people have other kinds of interests as well. Of the five topics on this page, which one interests you the most?

___ 1. RELIGION
___ 2. SPORTS
___ 3. MUSIC
___ 4. TV OR FILMS
___ 5. SCIENCE OR MEDICINE
___ 8. (VOLUNTEERED:) NONE INTEREST R->NEXT PAGE, SECTION G

F2. If you think back over what has happened in (R's TOPIC) over the past half century right up until today, can you think of any event or change or happening that seems to you to have been especially important? (PROBE TO CLARIFY IF NECESSARY)

__________________________________________________________________________

IF NONE, GO TO SECTION G

F3. What was it about (EVENT FROM F2) that makes it seem to you especially important? (PROBE FOR CLARIFICATION)

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
F4. (IF NOT ALREADY GIVEN:) About when did (EVENT FROM F2) (happen/start to happen)?

ENTER YEAR: _____ OR _____ YEARS AGO  00. INAP; GIVEN IN F3

F5. (IF NOT CLEAR FROM F3:) Would you say (EVENT IN F2) was mostly good or mostly bad?

1. MOSTLY GOOD  2. MOSTLY BAD  3. IF VOL: MIXTURE OF GOOD AND BAD  0. INAP, CLEAR FROM F3
SECTION G: GENERATIONS

G1. Now I have a few questions about generations.

(READ SLOWLY:) By a "generation" we mean people who grew up in the same time period. Do you think of yourself as belonging to a particular generation?

1. YES  5. NO  -->GO TO G6

G2. What generation is that? (How would you name it or refer to it?)

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

G3. How would you describe your own generation--that is, what makes it different from other generations? (PROBE TO CLARIFY, AND THEN A0)

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

G4. How strongly do you feel a part of your generation: very strongly, somewhat strongly, or not very strongly?

1. VERY STRONGLY  2. SOMewhat STRONGLY  3. NOT VERY STRONGLY
G5. INTERVIEWER CHECKPOINT

☐ 1. R CLASSIFIED SELF INTO "SIXTIES GENERATION" TO G2->GO TO G7
   (IF IN DOUBT, ASK G6)

☐ 2. ALL OTHERS

G6. This next question is about what is sometimes called the "Sixties Generation" -- meaning those people who grew up during the 1960s. What comes to mind when you think about the "Sixties generation"?
   (PROBE FOR CLARIFICATION AND THEN AO)
   VOLUNTEERED: NOTHING COMES TO MIND/DK WHAT MEANS

G7. Overall, do you think that the effects of the Sixties generation were mostly good or mostly bad?

   1. MOSTLY GOOD   2. MOSTLY BAD   3. IF VOL: MIXTURE
G8. Thinking about your parents' generation, in what way was it different from your own generation in terms of beliefs and values?

96. VOL: NO DIFFERENCE
SECTION H: BACKGROUND QUESTIONS

H1. This next set of questions is about your own background. From what other countries or parts of the world did your ancestors come? (IF R RESPONDS "American," SAY "What was it before coming to America?")

FIRST MENTION: ____________________________________________

SECOND MENTION: __________________________________________

THIRD MENTION: ___________________________________________

H2. (IF MORE THAN ONE COUNTRY NAMED:) Which one of those countries do you feel closer to?

________________________________________________________________________

H3. (RB, P. 8) Please choose from this page the number that best describes your race or ethnic group.

____ 1. WHITE

____ 2. BLACK

____ 3. AFRICAN-AMERICAN

____ 4. HISPANIC

____ 5. ASIAN

____ 6. OTHER, PLEASE SPECIFY: ________________________________________
H4. Are you Protestant, Catholic, Jewish, some other religion, or do you not have a preference?

1. PROTESTANT 2. CATHOLIC 3. JEWISH 7. OTHER, SPECIFY: 5. ATHEIST; AGNOSTIC; NO PREFERENCE

H4a. What specific denomination is that? (PROBE FOR EXACT DENOMINATION)

H4b. Was your parents' religious preference Protestant, Catholic, Jewish, or something else?

H5. Do you attend religious services every week, almost every week, once or twice a month, a few times a year, or never?

1. EVERY WEEK 2. ALMOST EVERY WEEK 3. ONCE OR TWICE A MONTH 4. A FEW TIMES A YEAR 5. NEVER

H6. Are you currently married, widowed, divorced, separated, or have you never been married?

1. MARRIED AND LIVING WITH SPOUSE (OR IN SERVICE) 2. WIDOWED 3. DIVORCED 4. SEPARATED 5. NEVER MARRIED 6. IF VOL: OTHER, SPECIFY:

H7. Do you have any children?

1. YES 5. NO --> GO TO H9

H8. Please give me the present ages of each of your children.

1 2 3 4 5 6 7 8 9 10
H9. What is the **highest** grade of school or year of college you have completed?

<table>
<thead>
<tr>
<th>GRADES OF SCHOOL</th>
<th>COLLEGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>00 01 02 03 04 05 06 07 08 09 10 11 12</td>
<td>13 14 15 16 17+</td>
</tr>
</tbody>
</table>

H9a. Did you get a high school diploma or pass a high school equivalency test?

1. YES 5. NO --> GO TO H10

H9c. Did you go to a separate trade school after high school?

1. YES 5. NO

H9b. What is the highest degree that you have earned?

NONE

H10. (ASK IF R HAD TEN OR MORE YEARS OF SCHOOL:) Was your high school almost all white, mostly white, about half white and half black, mostly black, or almost all black?

1. ALMOST ALL WHITE 2. MOSTLY WHITE 3. HALF WHITE/HALF BLACK 4. MOSTLY BLACK 5. ALMOST ALL BLACK

0. INAP, LESS THAN 10 YEARS OF SCHOOL
H11. (RB, P. 9) Please tell me which of the choices on this page best describes your present work status.

1. WORKING NOW
2. ONLY TEMPORARILY LAID OFF; SICK OR MATERNITY LEAVE
3. UNEMPLOYED
4. RETIRED
5. PERMANENTLY DISABLED
   - Go to H13
6. HOMEMAKER
7. STUDENT
8. OTHER (SPECIFY:)

H12. What (is/was) your occupation or your main job (before you (became unemployed/retired))? (OBTAIN CLEAR JOB TITLE OR CLEAR DESCRIPTION OF MAIN DUTIES OR ACTIVITIES)

H13. Have you ever been unemployed and looking for work for six months or more?

1. YES
5. NO
H14. INTERVIEWER CHECKPOINT

1. R is currently married (from H6, p. 29)

2. All others --> go to H17

H15. (RB, still on p. 9) Please tell me which of the choices on the page best describes your (wife's/husband's) present work status.

1. Working now
2. Only temporarily laid off; sick or maternity leave
3. Unemployed
4. Retired
5. Permanently disabled
6. Homemaker
7. Student
8. Other (specify):

H16. What (is/was) (his/her) occupation or (his/her) main job? (Obtain clear job title or clear description of main duties or activities)

H17. (Ask only if R did not give date of birth to A10:) Earlier you preferred not to give your exact date of birth. Our study is partly about how peoples' ages relate to how they think about the past, so it is very important for me to obtain your date of birth or age. I would really appreciate it if you could give me just the year of your birth.

___________ year of birth

0. Inap, R gave date at A10
H18. Generally speaking, do you usually think of yourself as a Republican, Democrat, Independent, or something else?

1. REPUBLICAN  
2. DEMOCRAT  
3. INDEPENDENT  
7. OTHER, SPECIFY:  
5. NO PREFERENCE

H18a. Would you call yourself a strong (Republican/Democrat) or not a very strong (Republican/Democrat)?

1. STRONG  
2. NOT VERY STRONG

H18b. Do you think of yourself as closer to the Republican or Democratic party?

1. REPUBLICAN  
2. DEMOCRAT  
3. NEITHER

H19. (RB, P. 10) Please look at this page and tell me the letter of the income group that includes your total family income from all sources for 1990 -- before taxes. Just tell me the letter. (IF R IS UNCERTAIN: What would be your best guess?)

98. DON'T KNOW  
99. REFUSED TO ANSWER

GO TO SECTION J

A. NONE OR LESS THAN $2,999  
B. $3,000 - $4,999  
C. $5,000 - $6,999  
D. $7,000 - $8,999  
E. $9,000 - $10,999  
F. $11,000 - $12,999  
G. $13,000 - $14,999  
H. $15,000 - $16,999  
I. $17,000 - $18,999  
J. $19,000 - $20,999  
K. $21,000 - $22,999  
L. $23,000 - $24,999  
M. $25,000 - $26,999  
N. $27,000 - $28,999  
O. $29,000 - $30,999  
P. $31,000 - $34,999  
Q. $35,000 - $39,999  
R. $40,000 - $44,999  
S. $45,000 - $49,999  
T. $50,000 - $59,999  
U. $60,000 - $69,999  
V. $70,000 - $79,999  
W. $80,000 - $89,999  
X. $90,000 AND ABOVE
(RB, P. 11) This next section concerns a few words and names from the past that come up now and then, but that many people have forgotten. Could you tell me which ones you have heard of at all, and, if you have, what they refer to in just a few words? You don't need to be specific or go into a lot of detail.

(CIRCLE YES OR NO BELOW AND RECORD EXPLANATION. DO NOT PROBE EACH ANSWER, BUT WHEN ALL ARE GIVEN, CLARIFY ANY THAT ARE VERY AMBIGUOUS.)

<table>
<thead>
<tr>
<th></th>
<th>a. FAMILIAR</th>
<th>b. EXPLANATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>J1. Watergate</td>
<td>YES NO</td>
<td></td>
</tr>
<tr>
<td>J2. Rosa Parks</td>
<td>YES NO</td>
<td></td>
</tr>
<tr>
<td>J3. Joe McCarthy</td>
<td>YES NO</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. FAMILIAR</td>
<td>b. EXPLANATION</td>
</tr>
<tr>
<td>---</td>
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<td>----------------</td>
</tr>
<tr>
<td>J4. Christa McAuliffe</td>
<td>YES NO</td>
<td>____________________</td>
</tr>
<tr>
<td>J5. The W.P.A.</td>
<td>YES NO</td>
<td>____________________</td>
</tr>
<tr>
<td>J6. The Marshall Plan</td>
<td>YES NO</td>
<td>____________________</td>
</tr>
<tr>
<td></td>
<td>a. FAMILIAR</td>
<td>b. EXPLANATION</td>
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<tr>
<td>---</td>
<td>-------------</td>
<td>----------------</td>
</tr>
<tr>
<td>J7. Woodstock</td>
<td>YES  NO</td>
<td></td>
</tr>
<tr>
<td>J8. The Tet Offensive</td>
<td>YES  NO</td>
<td></td>
</tr>
<tr>
<td>J9. The Holocaust</td>
<td>YES  NO</td>
<td></td>
</tr>
</tbody>
</table>
SECTION K: EDUCATION AND SCHOOL QUESTIONS

*EXACT TIME NOW: ___________________

K1. Our last set of questions concerns schools. Many states, including Michigan, are considering funding different types of choice programs for schools. These programs would allow parents to choose any school -- public or private -- for their children to attend from kindergarten through high school. Would you favor or oppose these types of choice programs, or haven't you thought much about it?

1. FAVOR  2. OPPOSE  3. HAVEN'T THOUGHT ABOUT IT  --> GO TO K4

(K2. (RB, P. 12) If parents were allowed to choose any school for their children to attend, either public or private, many people think that all schools would be hurt. Other people think that all schools would be helped.

Here is a scale that runs from -5 to +5, with -5 meaning "hurt all schools," +5 meaning "help all schools," and zero meaning "no change." Where on this scale would you place your overall opinion about how choice programs would affect schools?

RATING

-5  -4  -3  -2  -1  0  +1  +2  +3  +4  +5
HURT ALL SCHOOLS  NO CHANGE  HELP ALL SCHOOLS

K3. Many people also wonder how choice programs would affect the public schools. If parents were allowed to choose their children's schools, do you think student test scores in the public schools would, on the average, be higher, lower, or not much different than now?

1. HIGHER  2. LOWER  3. NOT MUCH DIFFERENT
K4. (RB, P. 13) People consider a number of different things when they choose a school for their children. (Even if you do not have school age children,) please tell me the three qualities on the list that you would consider important in choosing a child's school.

(SHOW LIST AND THEN ASK:) Which quality would you rank as most important? Which second? Which third?

(ENTER 1 BELOW FOR MOST IMPORTANT, 2 FOR SECOND, AND 3 FOR THIRD.)

___ a. THE SCHOOL IS CLOSE TO THE PARENTS' HOME OR WORKPLACE.
___ b. THE SCHOOL IS SAFE.
___ c. THE SCHOOL SUPPORTS THE MORAL AND ETHICAL VALUES I WANT CHILDREN TO LEARN.
___ d. SCHOOL DISCIPLINE IS STRONG.
___ e. THE SCHOOL OFFERS A WIDE VARIETY OF COURSES.
___ f. THE CHILDREN'S PARENTS HAVE EDUCATIONAL AND OCCUPATIONAL BACKGROUNDS SIMILAR TO MINE.
___ g. THE SCHOOL REQUIRES STUDENTS TO TAKE A LOT OF CLASSES IN BASIC SUBJECTS LIKE MATH, ENGLISH, AND SCIENCE.

K5. (RB, STILL ON P. 13) Which quality would you rank as the least important?

___ a. THE SCHOOL IS CLOSE TO THE PARENTS' HOME OR WORKPLACE.
___ b. THE SCHOOL IS SAFE.
___ c. THE SCHOOL SUPPORTS THE MORAL AND ETHICAL VALUES I WANT CHILDREN TO LEARN.
___ d. SCHOOL DISCIPLINE IS STRICT.
___ e. THE SCHOOL OFFERS A WIDE VARIETY OF COURSES.
___ f. THE CHILDREN'S PARENTS HAVE EDUCATIONAL AND OCCUPATIONAL BACKGROUNDS SIMILAR TO MINE.
___ g. THE SCHOOL REQUIRES STUDENTS TO TAKE A LOT OF CLASSES IN BASIC SUBJECTS LIKE MATH, ENGLISH, AND SCIENCE.
K6. Students are given grades for their work, often A as the highest grade, B, C, D, and F for fail. Suppose the public schools in your community were graded in the same way. What grade would you give to your public schools: A, B, C, D, or F? (Use + or - if you wish.)

________

K7. That ends the interview. Is there anything you would like to add to any of your answers or say about any of the questions?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

*EXACT TIME NOW: ______________

Thank you very much for your time and help.

**TURN TO PAGE 3 OF THE COVERSHEET AND OBTAIN RECONTACT INFORMATION
SECTION L: INTERVIEWER OBSERVATIONS

L1. LENGTH OF INTERVIEW: _______________ MINUTES

L2. DATE OF INTERVIEW: __________   __________
               MONTH       DAY

L3. R'S RACE (BY OBSERVATION:)
_ 1. BLACK, AFRICAN AMERICAN
_ 2. WHITE
_ 3. OTHER, SPECIFY: _______________________

L4. R's SEX (BY OBSERVATION):

  1. MALE  2. FEMALE

L5. IN GENERAL, WHAT WAS THE RESPONDENT'S ATTITUDE TOWARD THE INTERVIEW:
_ 1. FRIENDLY AND INTERESTED
_ 2. COOPERATIVE BUT NOT PARTICULARLY INTERESTED
_ 3. IMPATIENT AND RESTLESS
_ 4. HOSTILE

L6. WAS RESPONDENT'S UNDERSTANDING OF THE QUESTIONS...
_ 1. EXCELLENT
_ 2. GOOD
_ 3. FAIR
_ 4. POOR

L7. WAS ANYONE ELSE PRESENT AND LISTENING FOR MORE THAN A FEW MINUTES DURING THE INTERVIEW?

  1. NO  2. YES -->>L7a. WHO? ___________________________
**L8. TYPE OF STRUCTURE IN WHICH FAMILY LIVES:**

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<th>Code</th>
<th>Description</th>
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<tbody>
<tr>
<td>01.</td>
<td>TRAILER</td>
</tr>
<tr>
<td>02.</td>
<td>DETACHED SINGLE FAMILY HOUSE</td>
</tr>
<tr>
<td>03.</td>
<td>DUPLEX/TWO FAMILY HOUSE</td>
</tr>
<tr>
<td>04.</td>
<td>HOUSE CONVERTED TO APARTMENTS</td>
</tr>
<tr>
<td>05.</td>
<td>ROW HOUSE OR TOWNHOUSE (3 OR MORE UNITS, 3 STORIES OR LESS)</td>
</tr>
<tr>
<td>06.</td>
<td>APARTMENT BLDG. (5 OR MORE UNITS, 3 STORIES OR LESS)</td>
</tr>
<tr>
<td>07.</td>
<td>APARTMENT BLDG. (5 OR MORE UNITS, 4 STORIES OR MORE)</td>
</tr>
<tr>
<td>08.</td>
<td>APARTMENT IN A PARTLY COMMERCIAL STRUCTURE</td>
</tr>
<tr>
<td>09.</td>
<td>OTHER (SPECIFY):</td>
</tr>
</tbody>
</table>

**L9. ADD HERE COMMENTS ON RESPONDENT THAT MAY HELP US UNDERSTAND THE RESPONSES BETTER, OR THAT WOULD HELP YOU RECALL THE INTERVIEW.**

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
L10. NOTE HERE QUESTIONS (BY NUMBER) THAT CREATED SPECIAL DIFFICULTIES
OR THAT YOU THINK R DID NOT UNDERSTAND, AND EXPLAIN EITHER HERE
OR IN THE MARGIN BY THE QUESTION.

__________________________________________________________

__________________________________________________________

__________________________________________________________

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__________________________________________________________
**CODEBOOK**  
UNIVERSITY OF MICHIGAN SURVEY: FALL 1991

**Coding conventions:**  
Code DK, NA, and INAP as 0 unless otherwise instructed. (Code 00 for DK, NA, and INAP for 2-column variables.)

**Variable and column:**  
For multi-column codes, the variable number is the first digit (signified by underlining) except where otherwise noted.

**Multi-Column Codes:**  
Be sure to code leading zeroes where needed, e.g., 4 for Columns 9-10 is coded as 04.

**Rounding Rule:**  
In general, round a .5 down (e.g., code 2.5 hours as 2 for a one column variable).

The 1991 Final Sample Size is: ____.

<table>
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</thead>
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</tr>
<tr>
<td>4-6</td>
<td>Log #</td>
</tr>
<tr>
<td>7-8</td>
<td>Interviewer's Name</td>
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<tr>
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<td>Karen Alexander 23 Stacy Leatherwood</td>
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<tr>
<td>02</td>
<td>Jennifer Bacon 24 David Long</td>
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<td>03</td>
<td>Sunnie Bae 25 John Malik</td>
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<tr>
<td>04</td>
<td>Valarie Burton 26 Tom Martin</td>
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<td>05</td>
<td>Jon Carlson 27 Greg Nalbandian</td>
</tr>
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<td>06</td>
<td>Lisa Cohen 28 Terra Nolan</td>
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<td>07</td>
<td>Danny Croll 29 Arnold Park</td>
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<td>08</td>
<td>Allison Dark 30 Eric Phillips</td>
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<td>Kori Davis 31 Heidi Robins</td>
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<td>Meg Denniston 33 Daphne Schlick</td>
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<td>Eileen Hamm 35 Colleen Sullivan</td>
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<td>Iltefat Hamzavi 36 Steve Tyszka</td>
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<td>Junna Kim 39 Brenda Ferrell</td>
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<td>Laura Klearman 40 Janet Stamato</td>
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<td>Mitchell Klein 41 Janet Stamato</td>
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<td>21</td>
<td>Maria Kupillas</td>
</tr>
<tr>
<td>22</td>
<td>Diane Laurin</td>
</tr>
<tr>
<td>2-10</td>
<td>Interviewer's Interview No.</td>
</tr>
</tbody>
</table>
Q11 First, are you a student in the LS&A College at present?
1. YES
2. NO

Q12 In terms of credits completed are you now a (READ):
1. FIRST YEAR STUDENT
2. A SOPHOMORE
3. A JUNIOR, OR
4. A SENIOR.

Q13-14 What is (or will be) your concentration?
(Var. 13 Q13-14b. (IF DON'T KNOW, OR "BGS," or "NONE" to Q. 16:) What is broad subject do you think of now as your major interest?
Var. 14 is CODE EXACT CONCENTRATION (2 digits) FROM LIST BELOW (If R mentions two concentrations, code the first one given if not otherwise described below.)

1. ARTS AND HUMANITIES
   10. THEATER AND DRAMA
   11. CLASSICAL STUDIES (LATIN, GREEK, ETC.)
   12. ENGLISH LANGUAGE AND LITERATURE
   13. FAR EASTERN, NEAR EASTERN, SLAVIC, GERMAN AND OTHER AREA STUDY LANGUAGE AND LITERATURE, EXCEPT ROMANCE
   14. HISTORY OF ART
   15. LIBERAL STUDIES AND OTHER HUMANITIES COMBINATIONS
   16. MUSIC, MEDIEVAL AND RENAISSANCE
   17. PHILOSOPHY
   18. ROMANCE LANGUAGE AND LITERATURE
   19. STUDIES IN RELIGION

2. SOCIAL SCIENCES
   20. AFRO-AMERICAN AND AFRICAN STUDIES
   21. ANTHROPOLOGY, LINGUISTICS
   22. ECONOMICS
   23. GEOGRAPHY
   24. HISTORY, AMERICAN STUDIES
   25. COMMUNICATIONS, JOURNALISM (NOT COMM. SCIENCE)
   26. POLITICAL SCIENCE
   27. PSYCHOLOGY
   28. SOCIOLOGY
   29. AREA STUDIES (ASIAN, RUSSIAN, NEAR EASTERN, LATIN AMERICAN)

3. NATURAL SCIENCES AND MATH
   30. ANTHRO-ZOO, BOTANY, BIOLOGY, PHYSIOLOGY, ZOOLOGY
   31. BIOCHEMISTRY, MICROBIOLOGY, BIOPHYSICS, CELLULAR BIOLOGY
   32. CHEMISTRY, CHEMICAL ENGINEERING
   33. MATH, COMPUTER SCIENCES, STATISTICS
   34. GEOLOGY AND MINERALOGY
   35. PHYSICS, ASTRONOMY
   36. SPEECH AND HEARING SCIENCE
   37. SCIENCE, UNSPECIFIED
4. PREPROFESSIONAL PROGRAMS IN NATURAL SCIENCES

41. HUMAN NUTRITION
42. LIBERAL ARTS & DENTISTRY
43. LIBERAL ARTS & ENGINEERING
44. LIBERAL ARTS & MEDICINE (PRE-MED)
45. LIBERAL ARTS & ARCHITECTURE
46. MEDICAL TECHNOLOGY
47. OTHER (E.G., PHARMACY)

5. PREPROFESSIONAL PROGRAMS IN SOCIAL SCIENCES

51. PRE-LAW
52. PRE-SOCIAL WORK
53. TEACHERS' CERTIFICATE IN EDUCATION
54. OTHER
55. BUSINESS ADMINISTRATION

70. OTHER AREAS OF CONCENTRATION (SEE SUPERVISOR);
   DENTAL HYGIENE, PHYSICAL THERAPY

71. WOMEN'S STUDIES

80. DON'T KNOW

99. NOT ASCERTAINED

Q15. Within a year or so after you finish undergraduate college, what do you think you will be doing?
(If R says "GRADUATE SCHOOL," "WORK," OR OTHER VAGUE ANSWER, PROBE TO OBTAIN A SPECIFIC PROGRAM OF STUDY OR TYPE OF WORK. IF R SAYS "DK" RECORD AND ASK "What's your best guess?" IF R PLANS TO TAKE OFF FOR AWHILE, ASK "What do you plan to do after that?")

0. DK (even after probe); no work planned
1. WORK: blue collar, unspecified work, Military (non-commissioned)
2. WORK: white collar, business, Military Officer
3. MARRIAGE: include housewife
4. FREELANCE professional or semi-professional (e.g., journalism, art, radio and TV, photography)
5. PROFESSIONAL REQUIRING SEVERAL YEARS POST-GRADUATE STUDY (e.g., medicine, law, dentistry)
6. ADVANCED ACADEMIC STUDY REQUIRING PH.D.
7. OTHER ADVANCED STUDY NOT REQUIRING PH.D. (e.g., social work, architecture, business administration, physical therapy)
8. PUBLIC SCHOOL TEACHING of any kind
9. OTHER, INAP

Q16. How definite are your plans at this point: very, somewhat, or not at all?

1. VERY
2. SOMEWHAT
3. NOT AT ALL
17 Q17. (ASK FIRST YEAR STUDENTS:) Are you now rooming with a friend you knew before entering college? (ASK ALL OTHERS:) In your first year at the University of Michigan, did you room with a friend you knew before entering college? (CODE TRANSFER STUDENTS IN THEIR FIRST YEAR AS THOUGH THEY WERE FIRST YEAR STUDENTS)

1. YES
2. NO
3. (IF VOLUNTEERED:) LIVED IN A SINGLE

18 Q18. Are you a (pledge to/member of) a Greek (fraternity/sorority), a service fraternity, or neither? (EXCLUDE HONORARY FRATERNITIES/SORORITIES.)

1. YES, IN GREEK SYSTEM
2. YES, IN SERVICE FRATERNITY
3. IN BOTH GREEK SYSTEM AND SERVICE FRATERNITY
4. NEITHER

19 Q19. Do you belong to any other clubs, committees, social groups, or other organizations at the U of M or in Ann Arbor?

1. YES
2. NO

20 Q20. How many such organizations do you belong to?

CODE EXACT NUMBER OF ORGANIZATIONS. IF >10, CODE 9. IF NONE, CODE 0.

21 Q21. Are any of the organizations you belong to related to your ethnic or racial background?

1. YES
2. NO
Q22-23. (IF NOT VOLUNTEERED:) What (is/are) the names of those organizations?

CODE FIRST TWO ORGANIZATIONS MENTIONED.

01 American Indian Law Students Assoc.
02 Armenian Students Cultural Assoc.
03 Asian American Assoc.
04 Assoc. of Iranian Students
05 Black Business Students Assoc.
06 Black Greek Assoc.
07 Black Org. for Student Services
08 Black Student Media Coalition
09 Black Student Psych. Assoc.
10 Black Student Union
11 Black Theatre Workshop
12 Chinese Student Assoc.
13 English Minority Student Workers
14 Free China Student Assoc.
15 Free South Africa Coord.
16 Gulf & Arab Peninsula Students
17 Hellenic Students on Campus
18 Hillel
19 Indian American Student Assoc.
20 Israeli Student Assoc.
21 Japan Club
22 Korean Student Assoc.
23 Latin American Solidarity Committee
24 Malaysian Students Assoc. (UMIMSA)
25 NAACP (National Assoc. for the Advancement of Colored People)
26 Native American Student Assoc.
27 New Jewish Agenda
28 Pakistani Students' Assoc.
29 Palestine Solidarity Committee
30 PERMIAS (Indonesian Student Assoc.)
31 Phillipine Michigan Club
32 Polish American Student Assoc.
33 Puerto Rican Assoc.
34 Rumanian Student Assoc.
35 Singapore Students' Assoc.
36 Socially Active Latino Student Assoc. (SALSA)
37 Student Cultural Awareness Group
38 Students for Humanistic Judaism
39 Tagar (Jewish Youth Group)
40 The Flip Club (Philippine-American)
41 Turkish Students Assoc.
42 United Coalition Against Racism (UCAR)
43 UMASC (U-M Asian Student Coalition)
44 Ukrainian Students Assoc.
45 Union of Students for Israel
46 Women of Color Group
47 Vietnamese Student Assoc.

98 Other ethnic organization
99 Other non-ethnic organization

00 INAP/No organization named
26 Q24. In general, how many days a week do you read the news section of the Michigan Daily? (IF R ASKS, NEWS INCLUDES NATIONAL AND/OR U OF M.)

CODE EXACT NUMBER OF DAYS GIVEN.

9. INAP

27 Q25. There has been a lot of discussion about whether campus police should carry guns on campus. Do you think campus police should be armed or not?

1. YES, ARMED
2. NO, NOT ARMED

28 Q26. All things considered, how satisfied are you with academics at the University of Michigan? Please rate yourself on this seven point scale (SHOW CARD A), with "1" being "very low satisfaction" and "7" being "very high satisfaction".

1. VERY LOW SATISFACTION
2. 
3. 
4. 
5. 
6. 
7. VERY LOW SATISFACTION

29 Q27. This term, do you think most of your classes are (READ:)

1. VERY EASY,
2. FAIRLY EASY,
3. IN BETWEEN,
4. FAIRLY HARD, OR
5. VERY HARD

30 Q28. During weeknights—-that is, Sunday through Thursday— do you generally get what you consider to be your ideal amount of sleep?

1. YES
2. NO
Q29-32. What is your family's ethnic background? (If R asks, "Jewish" can be given here.)

(If "Indian" probe further): Is that American Indian, or Indian from India?

(If "white/WASP/Caucasian" or other unspecific white, probe further): Could you give a more specific ethnic or nationality group? (Accept DK if given at this point)

(If "Asian American," "Hispanic," "Latino," probe further): Could you give me a specific country your family is from?

Look at the final groups R has mentioned after all the probing. E.g., if R says "white and Indian" initially, and when probed, says "Indian from India" and "English and Irish" then there are three final groups: "Indian from India," "English" and "Irish".

Code the first four final groups mentioned.

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<th>Ethnicity</th>
<th>Description</th>
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<td>African</td>
<td>29 Indian (from India)</td>
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<td>02</td>
<td>African-American/African-American</td>
<td>30 Indonesian</td>
</tr>
<tr>
<td>03</td>
<td>American</td>
<td>31 Iranian</td>
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<tr>
<td>04</td>
<td>American Indian/ Native American</td>
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<td>British</td>
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<tr>
<td>17</td>
<td>Czechoslovakian/Czech/Slovak</td>
<td>45 Filipino</td>
</tr>
<tr>
<td>18</td>
<td>Danish</td>
<td>46 Polish</td>
</tr>
<tr>
<td>19</td>
<td>Dutch/Netherlands/Holland</td>
<td>47 Puerto Rican</td>
</tr>
<tr>
<td>20</td>
<td>East Indian</td>
<td>48 Portuguese</td>
</tr>
<tr>
<td>21</td>
<td>Eastern European</td>
<td>49 Romanian</td>
</tr>
<tr>
<td>22</td>
<td>English</td>
<td>50 Russian</td>
</tr>
<tr>
<td>23</td>
<td>European</td>
<td>51 Scandinavian</td>
</tr>
<tr>
<td>24</td>
<td>Finnish</td>
<td>52 Scots/Scottish</td>
</tr>
<tr>
<td>25</td>
<td>French</td>
<td>53 Singaporeanca</td>
</tr>
<tr>
<td>26</td>
<td>German</td>
<td>54 South American (e.g., Colombian, Argentinian, etc.)</td>
</tr>
<tr>
<td>27</td>
<td>Greek</td>
<td>55 Spanish/Spaian</td>
</tr>
<tr>
<td>28</td>
<td>Hungarian</td>
<td>56 Swedish</td>
</tr>
<tr>
<td></td>
<td></td>
<td>57 Swiss</td>
</tr>
<tr>
<td></td>
<td></td>
<td>58 Ukrainian</td>
</tr>
<tr>
<td></td>
<td></td>
<td>59 Vietnamese</td>
</tr>
<tr>
<td>61</td>
<td>West Indian</td>
<td>60 Welsh</td>
</tr>
<tr>
<td>62</td>
<td>White</td>
<td></td>
</tr>
<tr>
<td>63</td>
<td>Yugoslavian</td>
<td></td>
</tr>
<tr>
<td>80</td>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>98</td>
<td>Refused to answer/human race/none</td>
<td></td>
</tr>
</tbody>
</table>
Q29-32. ARE THERE MORE THAN 4 FINAL GROUPS?
1. YES
2. NO

Q33. How important is your ethnic background to you—would you say it is very important, somewhat important, or not important?
1. VERY IMPORTANT
2. SOMewhat IMPORTANT
3. NOT IMPORTANT

Q34. Now I'd like you to think of your friends at the University of Michigan. How many of them do you consider close friends?
CODE ACTUAL NUMBER OF CLOSE FRIENDS, WITH 0=NONE TO 8=8 OR MORE.
IF INAP OR NA, CODE 9.

Q35. (IF R IS AFRICAN AMERICAN/BLACK OR HAS AFRICAN/AMERICAN/BLACK AS PART OF ETHNIC BACKGROUND:) Of your close friends at the U of M, are any of them white?
(ASK ALL OTHERS:) Of your close friends at the U of M, are any of them black?
1. YES
2. NO

***** SKIP TO Q45 *****

Q45. Now I'm going to read a list of events and situations that have been compared to the Holocaust. Please tell me how good or bad a comparison you think each one is to the Holocaust, using the numbers on this card. (SHOW CARD B) And please tell me too if you're not familiar with the event. How good or bad a comparison is the bombing of Hiroshima?
1. VERY GOOD
2. 
3. 
4. 
5. VERY BAD
6. DK EVENT
7. DK ENOUGH

Q46. Saddam Hussein's attacking the Kurds?
1. VERY GOOD
2. 
3. 
4. 
5. VERY BAD
6. DK EVENT
7. DK ENOUGH
Q47. Race relations in America today?

1. VERY GOOD
2.
3.
4.
5. VERY BAD
6. DK EVENT
7. DK ENOUGH

Q48. The use of abortion?

1. VERY GOOD
2.
3.
4.
5. VERY BAD
6. DK EVENT
7. DK ENOUGH

Q49. Nazi youth groups in Germany today?

1. VERY GOOD
2.
3.
4.
5. VERY BAD
6. DK EVENT
7. DK ENOUGH

Q50. How good or bad a comparison are Saddam Hussein's threats to bomb Israel with chemical weapons?

1. VERY GOOD
2.
3.
4.
5. VERY BAD
6. DK EVENT
7. DK ENOUGH

Q51. A possible nuclear power plant explosion in the future?

1. VERY GOOD
2.
3.
4.
5. VERY BAD
6. DK EVENT
7. DK ENOUGH
Q52. The time of slavery in the United States?
1. VERY GOOD
2. 
3. 
4. 
5. VERY BAD
6. DK EVENT
7. DK ENOUGH

Q53. The situation of the Palestinians in the West Bank?
1. VERY GOOD
2. 
3. 
4. 
5. VERY BAD
6. DK EVENT
7. DK ENOUGH

***** SKIP TO Q59 *****

Q59. IS BOX CHECKED?
1. YES
2. NO

Q60. A major event that has occurred recently is the unification of East and West Germany. How much did you favor or oppose it (SHOW CARD P TOWARD BACK OF BOOKLET)?
0. INAP, BOX CHECKED
1. STRONGLY FAVOR
2. 
3. 
4. 
5. STRONGLY OPPOSE
6. NO OPINION

Q61. (READ TO ALL R'S:) The next section of the questionnaire is about your views of various social and political issues.

IS BOX CHECKED?
1. YES
2. NO
Q62. In general, which of the numbers on this card best describes your political views (SHOW CARD 0 TOWARD BACK OF BOOKLET)?

0. INAP, BOX CHECKED
7. (IF VOLUNTEERED:) RADICAL
1. VERY LIBERAL
2. FAIRLY LIBERAL
3. SLIGHTLY LIBERAL
4. SLIGHTLY CONSERVATIVE
5. FAIRLY CONSERVATIVE
6. VERY CONSERVATIVE
8. TERMS ARE POOR/DON'T DESCRIBE ME
9. DON'T KNOW

Q63. Do you think that labor unions in this country have (READ):

1. TOO MUCH POWER,
2. ABOUT THE RIGHT AMOUNT OF POWER, OR
3. NOT ENOUGH POWER
4. (IF R VOLUNTEERS:) DON'T KNOW

Q64. Moving to another topic, please tell me your attitude toward gay and lesbian relations, using the numbers on this card (SHOW CARD D) where "1" means "completely acceptable" and "5" means "completely unacceptable"?

1. COMPLETELY ACCEPTABLE
2. 
3. 
4. 
5. COMPLETELY UNACCEPTABLE

Q65. Using the numbers on the same card (CARD D), please tell me your attitude toward premarital sex.

1. COMPLETELY ACCEPTABLE
2. 
3. 
4. 
5. COMPLETELY UNACCEPTABLE

Q66. Suppose you had to choose between two government programs, both costing the same amount. In program A, the government would pay the costs of daycare for women working outside the home. In program B, the government would pay women who were staying home, taking care of their children. Which of the programs would you vote for?

1. A, PAY FOR DAYCARE
2. B, PAY WOMEN STAYING HOME
3. (IF VOLUNTEERED:) A AND B EQUALLY GOOD
4. (IF VOLUNTEERED:) NEITHER A NOR B
Q67. As you see it now, do you think Clarence Thomas should have become a member of the Supreme Court?

1. YES
2. (IF R VOLUNTEERS:) MIXED FEELINGS
3. NO
4. DON'T KNOW

Q68-69. Why do you feel that way?

CODE FIRST THREE REASONS MENTIONED.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>FAVOR IT</th>
<th>OPPOSE IT</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 Qualified (e.g., good contributor, good thinker)</td>
<td>50 Unqualified</td>
<td></td>
</tr>
<tr>
<td>20 Agree with his views/with a specific view not listed below (LOWEST PRIORITY)</td>
<td>60 Disagree with his views/with a specific view not listed below (LOWEST PRIORITY)</td>
<td></td>
</tr>
<tr>
<td>21 Conservative (LOW PRIORITY)</td>
<td>61 Too conservative (LOW PRIORITY)</td>
<td></td>
</tr>
<tr>
<td>22 Agree with Civil Rights/Affirmative Action views</td>
<td>62 Disagree with Civil Rights/Affirmative Action views</td>
<td></td>
</tr>
<tr>
<td>23 Agree with abortion views</td>
<td>63 Disagree with views on women's issues (e.g., abortion, harassment cases)</td>
<td></td>
</tr>
<tr>
<td>25 Trust the nomination process (e.g., Bush nominated him)</td>
<td>64 Disagree with views on Civil Liberties</td>
<td></td>
</tr>
<tr>
<td>24 Agree with views on Civil Liberties</td>
<td>65 Need a balanced court (e.g., Court should have spectrum of views)</td>
<td></td>
</tr>
</tbody>
</table>

Sexual Harassment

30 Sexual harassment unrelated to performance (e.g., what happened in the past doesn't matter)
31 He's innocent till proven guilty (e.g., right to a free trial)
32 I believe him/Anita Hill lied
33 It was a plot against him
34 Why did she wait so long? (e.g., it's too late to be true)

Sexual Harassment

70 Because of Anita Hill/harassment charges (LOW_PRIORITY)
71 A reasonable doubt remains, "innocent till proven guilty" is not the way to look at it
72 I believe Anita Hill/he's guilty

Other

49 Other reason in favor
59 Other reason against
89 Other reason against

Don't Know

98 Don't know

No 2nd or 3rd Reason Given

00 INAP
Q70. Choosing a number from this card (SHOW CARD E), how much racial tension do you think there is between black and white students at the University of Michigan?

1. GREAT DEAL
2.
3.
4.
5. VERY LITTLE

Q71. Which of the following describes how you personally feel about interracial dating (READ):

1. APPROVE STRONGLY
2. APPROVE SOMEWHAT
3. APPROVE A LITTLE, OR
4. DO NOT APPROVE

Q72. Have you ever gone on a date with anyone of another race?

1. YES
2. NO

Q73. In general, do you favor or oppose "Affirmative Action"? Would you say you (READ):

1. STRONGLY FAVOR IT,
2. SOMEWHAT FAVOR IT,
3. SOMEWHAT OPPOSE IT, OR
4. STRONGLY OPPOSE IT
5. (IF R VOLUNTEERS:) DON'T KNOW MEANING OF "AFFIRMATIVE ACTION"
Q74-75. Many people hold different ideas about "Affirmative Action." What does the term "Affirmative Action" mean to you? (IF R SAYS DK, ASK FOR BEST GUESS.)

**CODE FIRST CODABLE MENTION.**

**EQUAL OPPORTUNITY (E.G., GIVE MINORITIES EQUAL CHANCE AT JOBS)**

11. MENTION BOTH RACE AND SEX (E.G., RESPONSIBILITY TO PURSUE EQUALITY ALONG RACIAL, SEXUAL LINES)
12. MENTION RACE ONLY
13. MENTION SEX ONLY
14. EQUAL OPPORTUNITY: UNSPECIFIED/OTHER

**MAKE UP FOR PAST INEQUALITY (E.G., OPPORTUNITY TO ADVANCE IN MAINSTREAM SOCIETY; BALANCE INEQUALITY)**

21. MENTION BOTH RACE AND SEX
22. MENTION RACE ONLY
23. MENTION SEX ONLY
24. UNSPECIFIED/OTHER
25. OTHER

**REVERSE DISCRIMINATION**

30. REVERSE DISCRIMINATION
31. PEOPLE OF COLOR, WOMEN GIVEN PREFERENCE
32. PEOPLE OF COLOR GIVEN PREFERENCE
33. WOMEN GIVEN PREFERENCE
34. UNSPECIFIED GROUP GIVEN PREFERENCE

**QUOTA SYSTEM**

40. SETS UP QUOTA

**OTHER**

50. OTHER (E.G., ATTEMPT TO CONTROL RACIAL TENSION; TAKING A STRONG STAND; TRYING TO SOLVE A PROBLEM)

**OPINION (GIVES OPINION WITHOUT DESCRIPTION OF A.A.)**

61. OPINION IN SUPPORT OF A.A.
62. OPINION OPPOSING A.A.
63. OPINION NOT CLEARLY SUPPORTING OR OPPOSING A.A.--AMBIVALENT
64. OPINION, NOT CLEAR

70. NOT SURE/DK

Q76. WHICH LETTER IS CIRCLED?

1. X
2. Y

Q77. On another issue, please tell me whether or not you think it should be possible for a pregnant woman to obtain a legal abortion if there is a strong chance of a serious defect in the baby?

1. YES
2. NO
3. INAP, FORM Y CIRCLED
Q78. (IN X FORM:) If she is married and does not want any more children? (IN Y FORM:) On another issue, please tell me whether or not you think it should be possible for a pregnant woman to obtain a legal abortion if she is married and does not want any more children?

1. YES
2. NO

Q79. (IN X FORM:) Can you tell me why you say (yes/no) about the married woman who does not want any more children? (IN Y FORM:) Can you tell me why you say (yes/no)?

CODE FIRST CODABLE MENTION, UNLESS PRIORITY NOTED:

<table>
<thead>
<tr>
<th>OPPOSES LEGALIZED ABORTION</th>
<th>FAVORS LEGALIZED ABORTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. NOT A GOOD REASON COMPARED TO DEFECT/NOT A GOOD ENOUGH REASON (HIGH_PRIORITY)</td>
<td>1. IT'S THE WOMAN'S CHOICE</td>
</tr>
<tr>
<td>2. ABORTION IS KILLING/MURDER</td>
<td>2. IT'S THE PERSON'S CHOICE</td>
</tr>
<tr>
<td>3. ABORTION SHOULDN'T BE USED FOR BIRTH CONTROL/SHE SHOULD HAVE USED BIRTH CONTROL</td>
<td>3. IT'S NOT UP TO ME</td>
</tr>
<tr>
<td>4. IF SHE'S MARRIED, SHE CAN/SHOULD TAKE CARE OF CHILD</td>
<td>4. HAVING BABY IS WORSE OUTCOME FOR BABY (WHETHER MOTHER MENTIONED OR NOT)</td>
</tr>
<tr>
<td>5. CAN PUT CHILD UP FOR ADOPTION</td>
<td>5. I'M PRO-CHOICE (LOW_PRIORITY)</td>
</tr>
<tr>
<td>6. UNBORN BABY IS A PERSON</td>
<td>8. REPEATS OPPOSITION IN Q.78</td>
</tr>
<tr>
<td>8. REPEATS OPPOSITION IN Q.78</td>
<td></td>
</tr>
<tr>
<td>9. OTHER</td>
<td>9. OTHER</td>
</tr>
<tr>
<td>0. N.A.</td>
<td>0. NA</td>
</tr>
</tbody>
</table>

Q80. IS BOX CHECKED?

1. YES
2. NO

Q81. A major event that has occurred recently is the unification of East and West Germany. How much did you favor or oppose it (SHOW CARD P)?

0. INAP, BOX CHECKED
1. STRONGLY FAVOR
2. 
3. 
4. 
5. STRONGLY OPPOSE
6. NO OPINION

Q82. IS BOX CHECKED?

1. YES
2. NO
Q83. In general, which of the numbers on this card best describes your political views (SHOW CARD G):

0. INAP, BOX CHECKED
7. (IF VOLUNTEERED:) RADICAL
1. VERY LIBERAL
2. FAIRLY LIBERAL
3. SLIGHTLY LIBERAL
4. SLIGHTLY CONSERVATIVE
5. FAIRLY CONSERVATIVE
6. VERY CONSERVATIVE
8. TERMS ARE POOR/DON'T DESCRIBE ME
9. DON'T KNOW

Q84. These next questions are about your background, like census questions. Please choose a number from this card to indicate how much education your father completed (SHOW CARD H):

1. LESS THAN HIGH SCHOOL EDUCATION
2. HIGH SCHOOL EDUCATION OR EQUIVALENCY
3. SOME COLLEGE
4. COLLEGE GRADUATE
5. MASTER'S DEGREE, OR SOME GRADUATE/PROFESSIONAL STUDY
6. MEDICAL, LAW, PH.D., OR OTHER DOCTORAL DEGREE

Q85. What number on the card shows how much education your mother completed (SHOW CARD H)?

1. LESS THAN HIGH SCHOOL EDUCATION
2. HIGH SCHOOL EDUCATION OR EQUIVALENCY
3. SOME COLLEGE
4. COLLEGE GRADUATE
5. MASTER'S DEGREE, OR SOME GRADUATE/PROFESSIONAL STUDY
6. MEDICAL, LAW, PH.D., OR OTHER DOCTORAL DEGREE

Q86. WHICH LETTER IS CIRCLED?

1. X
2. Y

Q87-88. (IF R IS NOT FIRST YEAR:) What is your grade point average at the University of Michigan? (ASK FIRST YEAR R'S:) What do you think your grade point average at the University of Michigan will be at the end of this term? (IN THE X FORM, ADD:) This is important to our research so please answer as accurately as you can.

CODE GPA TO ONE DECIMAL PLACE, BUT OMIT THE DECIMAL POINT. ROUND OFF ADDITIONAL DIGITS, Rounding a "5" down. (E.G., 3.05 BECOMES 3.0, AND FINALLY 30 BECAUSE WE ALSO OMIT THE DECIMAL POINT).

Q87-88. HOW MANY DIGITS DID R GIVE AFTER DECIMAL PLACE?

CODE EXACT NUMBER. E.G., 3.0 HAS ONE DIGIT, 3.25 HAS 2, ETC.
Q89. What do you consider to be your current religious preference? Is it Protestant, Catholic, Jewish, some other religion, or none at all?

10. PROTESTANT (UNSPECIFIED/NOT ONE LISTED BELOW)
   11. BAPTIST
   12. METHODIST
   13. LUTHERAN
   14. PRESBYTERIAN
   15. EPISCOPAL
   16. CHRISTIAN

20. CATHOLIC (INCLUDE GREEK AND RUSSIAN ORTHODOX)

30. JEWISH

40. SOME OTHER RELIGION (UNSPECIFIED)
   41. ISLAM/MOSLEM
   42. HINDU
   43. BUDDHIST
   44. CONFUCIAN
   45. TAOIST
   46. MY OWN PERSONAL RELIGION
   47. OTHER

50. NONE AT ALL (UNSPECIFIED)

52. ATHEIST

53. AGNOSTIC

Q90. Regardless of whether or not you are involved in any religious organizations, would you consider yourself (READ:)

1. A VERY RELIGIOUS PERSON,
2. A SOMEWHAT RELIGIOUS PERSON, OR
3. NOT A RELIGIOUS PERSON AT ALL

Q91. Some people believe that there is only one true religion out of all the religions in the world. Other people believe that most religions have some degree of truth. And, still others believe there's not much truth in any religion. Which of these views is closest to your own? (SHOW CARD I)

1. ONLY ONE TRUE RELIGION
2. MOST HAVE SOME DEGREE OF TRUTH
3. THERE'S NOT MUCH TRUTH IN ANY RELIGION

Q92. Regardless of your own current religious preference, what is the religious background of your parents?

1. PROTESTANT
2. CATHOLIC
3. JEWISH
4. PROTESTANT + CATHOLIC
5. PROTESTANT + JEWISH
6. CATHOLIC + JEWISH
7. OTHER
8. NONE
Q93. For (your parents/the parent) with "none", what is the religious background of their family?

0. INAP/Q NOT ASKED
1. PROTESTANT
2. CATHOLIC
3. JEWISH
4. PROTESTANT + CATHOLIC
5. PROTESTANT + JEWISH
6. CATHOLIC + JEWISH
7. OTHER
8. NONE

Q94. What was the largest racial group in your high school?

1. AFRICAN-AMERICAN/BLACK
2. EQUAL NUMBERS BLACK AND WHITE
3. WHITE
4. OTHER

Q95. Using the numbers on this card (SHOW CARD J), about what percentage of the students in your high school were (GROUP MENTIONED IN Q.96)?

1. UP TO 69%
2. 70 TO 89%
3. 90 TO 95%
4. 96 TO 100%
Could you tell me where you mainly grew up—that is, the town or city and the state where you spent most of your life before age 18?

1. PLACE IN MICHIGAN WITH UNDER 100,000
   - Ann Arbor
   - Flint
   - Grand Rapids
   - Lansing

2. MICHIGAN CITY OVER 100,000
   - Detroit
   - Lansing
   - Grand Rapids
   - Flint
   - Ann Arbor

3. DETROIT SUBURB OVER 100,000
   - Livonia
   - Sterling Heights
   - Warren

4. OTHER DETROIT SUBURB (ON LIST BELOW):
   - Addison Township
   - Allen Park
   - Armada Township
   - Armada Village
   - Auburn Hills
   - Avon Township
   - Belleville
   - Berkeley
   - Beverly Hills
   - Bingham Farms
   - Birmingham
   - Bloomfield Hills/Township
   - Brandon Township
   - Brownstown Township
   - Bruce Township
   - Bunny Run
   - Canton Township
   - Center Line
   - Chesterfield Township
   - Clarkston
   - Clawson
   - Clinton Township
   - Commerce Township
   - Dearborn Heights
   - Dearborn
   - Ecorse
   - East Detroit
   - Farmington (Hills)
   - Ferndale
   - Flat Rock
   - Franklin
   - Fraser
   - Garden City
   - Gibraltar
   - Groveland
   - Grosse Ile (Township)
   - Grosse Pointe (Woods/Park/Farms/Shores/Township)
   - Hamtramck
   - Harper Woods
   - Harrison Township
   - Hazel Park
   - Highland Township/Park
   - Holly Village/Township
   - Huntington Woods
   - Huron Township
   - Independence Township
   - Inkster
   - Keego Harbor
   - Lake Angelus
   - Lake Orion (Heights)
   - Lake Township
   - Lathrup Village
   - Lenox Township
   - Leonard
   - Lincoln Park
   - Lyon Township
   - Macomb Township
   - Madison Heights
   - Melvindale
   - Memphis
   - Milford Township/Village
   - Mount Clemens
   - New Baltimore
   - New Boston
   - New Haven
   - New Hudson
   - Northville (Township)
   - Novi Township/City
   - Oak Park
   - Oakland County/Township
   - Orchard Lake
   - Orion Township
   - Ortonville
   - Oxford Village/Township
   - Pleasant Ridge
   - Plymouth (Township)
   - Pontiac Township/City
   - Ray Township
   - Redford Township
   - Richmond Township
   - Richmond City
   - River Rouge
   - Riverview
   - Rochester/Rochester Hills
   - Rockwood
   - Romeo Village
   - Romulus
   - Rose Township
   - Roseville
   - Royal Oak (Township)
   - Shelby Township
   - South Lyon
   - Southfield (Township)
   - Southgate
   - Springfield Township
   - Sumpter Township
   - Sylvan Lake
   - St. Clair Shores
   - Taylor
   - Trenton
   - Troy
   - Utica
   - Walled Lake
   - Washington Township
   - Waterford (Township)
   - Wayne (County)
   - West Bloomfield (Township)
   - Westland
   - White-Lake--Seven Harbors
   - Wixom
   - Wolverine Lake
   - Woodhaven
   - Wyandotte
   - Van Buren Township
Q98. DOES R WANT REPORT?

1. YES
2. NO

Q99. TOTAL TIME

CODE EXACT NUMBER OF MINUTES

Q100. GENDER

1. MAN
2. WOMAN

Q101. (IF A MAN:) Did R have a beard or moustache?
(If a WOMAN:) Was R wearing nail polish?

1. YES
2. NO

Q102. Was R wearing a watch?

1. YES
2. NO
3. COULDN'T TELL

Q103. Was R wearing U of M insignia on their shirt, hat, or other apparel?

1. YES
2. NO

Q104. In your best judgment, did R look:

1. FAIRLY EXPENSIVELY DRESSED
2. AVERAGE
3. FAIRLY INEXPENSIVELY DRESSED

Q105. In your best judgment, did R react in any of the following ways to the questions about the Holocaust? (CIRCLE ALL THAT APPLY)

WAS R SERIOUS?

1. YES
2. NO

Q105. WAS R SAD?

1. YES
2. NO
Q105. WAS R ANNOYED BY SOME COMPARISON?

1. YES
2. NO

Q106. Compared to the rest of the questionnaire, how interested was R in the Holocaust section?

1. MUCH MORE INTERESTED
2. SOMewhat MORE INTERESTED
3. ABOUT THE SAME
4. SOMewhat LESS INTERESTED
5. MUCH LESS INTERESTED

Q107. When answering the questions about Affirmative Action, how did R behave? (CIRCLE ALL THAT APPLY)

WAS R HESITANT?

1. YES
2. NO

Q107. WAS R UNCOMFORTABLE?

1. YES
2. NO

Q107. DID R ANSWER VERY QUICKLY (AUTOMATICALLY)?

1. YES
2. NO

Q108. Was the interviewing situation reasonably private, or were others present in an obtrusive way?

1. REASONABLY PRIVATE
2. OTHERS PRESENT IN AN OBRUSIVE WAY

Q109. Where did the interview take place?

1. R'S ROOM OR APARTMENT
2. R'S DORMITORY LOUNGE
3. LIBRARY
4. UNION, LEAGUE
5. INTERVIEWER'S RESIDENCE
6. CLASSROOM/STUDY ROOM
7. CLASS BUILDING CORRIDOR (E.G., FISHBOWL)
8. OUTSIDE
9. OTHER
Q110. Did you have your name tag on during this interview?

1. YES
2. NO

Q111. In general, did you feel R thought of you as a professional or as a student?

1. PROFESSIONAL
2. SOMEWHERE IN BETWEEN
3. STUDENT

DATE OF INTERVIEW (FROM PAGE 1)

01. ON/BEFORE OCTOBER 22
02. OCTOBER 23
03. OCTOBER 24
04. OCTOBER 25
05. OCTOBER 26
07. OCTOBER 28
08. OCTOBER 29
09. OCTOBER 30
10. OCTOBER 31
11. NOVEMBER 1
12. NOVEMBER 2
13. NOVEMBER 3
14. NOVEMBER 4
15. NOVEMBER 5
16. NOVEMBER 6
17. ON/AFTER NOVEMBER 7

CODER: USE CODES FOR INTERVIEWER TO IDENTIFY CODER.
1. Your name:

2. Local address:

3. Local telephone number:

4. Department and areas of specialization or interest:

5. Statistics background -- list course(s) taken:

6. Computing experience: How familiar are you with MTS?
   - 1. NO EXPERIENCE
   - 2. LIMITED EXPERIENCE
   - 3. CONSIDERABLE EXPERIENCE
   - 4. AN EXPERT

7. How familiar are you with SPSS-X?
   - 1. NO EXPERIENCE
   - 2. LIMITED EXPERIENCE
   - 3. CONSIDERABLE EXPERIENCE
   - 4. AN EXPERT

8. Computing experience: Are you familiar with an analysis package other than SPSS-X (such as SAS, BMDP, or OSIRIS)? If so, which one(s)?
   - 0. NONE
   - 1. SAS
   - 2. BMDP
   - 3. OSIRIS
   - 4. OTHER (specify):

8a. How familiar are you with using that package? (If you checked more than one, answer for the one you have used the most.)
   - 1. LIMITED EXPERIENCE
   - 3. CONSIDERABLE EXPERIENCE
   - 4. AN EXPERT

9. Have you had previous experience in the preparation and analysis of survey data, either through coursework or on a job? If so, please describe briefly:
Course Objectives

As the third and final course in the Detroit Area Study sequence, the objective of this course is to give students experience in moving from the stage of having collected survey data to the preparation of a publishable paper. We will focus on the following steps in this overall process:

1) Data coding: translating verbal responses, particularly those to open-ended questions, into numerical codes suitable for computer analysis.

2) File preparation: putting the data into a form that can be analyzed; this includes data "cleaning," naming variables, designating missing data codes, and the assignment of sample weights.

3) The formulation of specific research objectives.

4) The translation of those research objectives into hypotheses that can be tested or a model with parameters that can be estimated from the available data, the designation of indicators for the relevant concepts, and the selection of appropriate statistical procedures.

5) The implementation of the data analysis.

6) Writing the paper.

7) Submitting the paper to a journal.

8) The evaluation of the paper by the editor and reviewers.

9) Rewriting the paper in response to the reviews.
Course Content

The assumption is that students in this course have taken basic statistics courses and the previous courses in the DAS sequence. It is often difficult for students to make the transition from a statistics course, with a sequence of topics and well-defined questions, to the analysis of actual data where you must define the questions as well as doing the appropriate procedures to obtain statistics to address those questions. This course will provide you with the opportunity for a hands-on experience with the analysis of data that you have been involved in generating, and to write an article that describes your findings to professional colleagues.

We will be operating on two tracks: that of the group and that of the individual student. At the group level, we will first be taking some of the steps involved in preparing survey data for analysis: development of codes, coding and check-coding interviews, definition of variables and missing values, checks for the accuracy of the file and consistency of the codes, and the development of sampling weights. Then we will take a preliminary look at the overall data: univariate descriptive data for all variables to check for possible problems that should be examined and perhaps taken into account in subsequent analysis. Next we will move on to specific analyses of the DAS data, using a standard package of analysis programs (SPSS-X). We will create setup files with specification of the desired analysis, and interpret the printouts from procedures done by the computer.

The other track is the analysis and writing that each of you, as individual students, will be doing. The presumption is that you will be using the DAS data set in this course. Exceptions are possible, but strongly discouraged and only after discussing the alternative with me. You are likely to get more out of this experience if you are working on the same data set as the one we are discussing in class, if you can talk to other students about problems you encounter in that data set, and if the instructor, the PI, and the TA are familiar with the data set that you are using.
Assignments and Grades

The following assignments are intended to help you to conceptualize your research idea, plan and implement appropriate data analyses, and to interpret, evaluate, and communicate your findings. The ideal toward which we are aiming is that each of you will end up with a publication-quality paper.

Prospectus: Due September 24 (10% of total grade)

1. Identify the topic you propose to investigate. Why is the topic important? Briefly describe what has already been done on this topic. What hypotheses will be tested? What will your proposed research add to what is already known? What areas will be included in the literature review: i.e., who are the social scientists whose publications you will read, what journals will you scan, and what keywords will you use to search for relevant prior research on your topic?

2. What are the concepts that you will use in your analysis, and what indicators of those concept are available in the survey? Be as specific as possible.

3. What are possible statistical procedures that you think would be appropriate to implement your investigation?

4. What journal (or journals) do you consider to be appropriate targets to which you might submit your manuscript?

Turn in three copies of the prospectus: one for the PI, one for the instructor, and one for the TA. In addition, each of you will make a 5-10 minute oral presentation so that you can get feedback from other members of the class and so that you are all aware of what other students are doing.

First Draft (all but findings and conclusions): Due October 24 (10%)

This should include all sections of the paper, except the findings and conclusions, in as complete a form as possible. You should have completed the literature review. The paper should include that review and list of references along with a description of your objectives, the data, and your (planned) analysis approach.

Turn in five copies: two of these will be given to other students for peer reviews.
Peer Reviews: Due October 31 (5%)

Each of you will write reviews of the first drafts of papers by two other students. The primary objective of these reviews is to provide helpful feedback and suggestions: other literature that the writer may have overlooked that you think may be relevant, suggestions about how to carry out the analysis, and any stylistic suggestions that might improve the readability of the paper.

Turn in three copies of each review.

Second Draft (including your findings and conclusions): Due December 3 (20%)

This should be as close as possible to the final paper: it represents your "best shot" at getting your manuscript accepted for publication, or at least a request to "revise and resubmit."

Turn in five copies. You will also give an oral presentation of your paper, and all of you should feel responsible for asking questions and making comments that you think would improve the quality and/or clarity of the papers presented by other students.

Peer Reviews: Due December 5 (10%)

Each of you will review the second drafts of the same two papers that you reviewed earlier. As with the first review, you will provide comments to the author on how the paper can be improved, questions that you think should be addressed in the paper, and suggestions for improving the clarity of the presentation. In addition, you will provide an evaluation of the paper to the "journal editor."

Turn in three copies of each review.

Final Draft: Due by 5:00 P.M. Friday, December 13 (20%)

This should primarily be a "polishing up" of the second draft, in which you address as best you can the questions and issues raised in the reviews of the second draft. In addition to the paper itself, you should write a cover letter to the journal editor in which you enumerate and describe the changes that you have made, and (if appropriate) an explanation of why you have not made changes in response to other suggestions.

Turn in three copies.

Computer exercises (25%)

Over the course of the semester, you will be given several (five or six) assignments requiring the use of SPSS-X on the mainframe computer to analyze the DAS data.
Course Schedule and Readings

Sept. 5  Introductory; update on data collection and processing activities

Sept. 10 - Data preparation: editing, coding, checkcoding  
            Sonquist and Dunkelberg, pp. 41-102, 197-232 (CP)

Oct. 8  Sept. 10, 12: Code and checkcode two interviews  
        Sept. 17, 19: Develop codes for Section G of the DAS interview  
        Oct. 1, 3, and 8: Code Section G of all interviews; check code

Sept. 24  Prospectus due  
          Mullins (Text)  
          Becker, pp. 150-163 (CP)  
          Sept. 24, 26: Oral presentations

Oct. 10  Introduction to using SPSS-X on MTS

Oct. 15  File preparation and data cleaning: variable names, missing data specification, checking for wild codes and inconsistencies

Oct. 17  Tabular and graphic presentations of data  
         Davis and Jacobs (CP)

Oct. 22  Logic of data analysis; elaboration tables  
         Rosenberg, pp. 3-22, 197-250 (CP)  
         Schuman (CP)

Oct. 24  First draft of paper due  
         Measurement and scaling  
         Kidder and Judd, pp. 39-68 (CP)  
         McKennell (CP)

Oct. 29  Sources of error in survey data  
         Moser and Kalton, pp. 378-409 (CP)

Oct. 31  Non-response: sources and effects; Comparisons to Census data

Nov. 5  Missing data: sources and effects; methods of handling  
        Kim and Curry (CP)  
        Anderson et al. (optional)

Nov. 7  Choice of appropriate statistical techniques  
        Andrews et al. (optional)
Nov. 12, 14 Log-linear models
Read at least one of the following:
Fienberg
Knoke and Burke
Reynolds, pp. 109-179 (180-213)
Taylor

Nov. 19    Logit regression
Aldrich and Nelson (CP)

Nov. 21    Taking account of the sample design in the analysis: use of weights;
complex sample designs
Lee et al.

Nov. 26    No meeting(?)

Dec. 3     Second draft of paper due
Oral presentations

Dec. 5     Peer reviews due
Oral presentations

Dec. 10    Oral presentations

Dec. 13    Final draft of paper due

Sources

Aldrich, J.H. and Nelson, F.D. 1986. "Logit and probit models for multivariate
analysis with qualitative dependent variables." Pp. 115-155 in W.D. Berry
and M.S. Lewis-Beck, New Tools for Social Scientists: Advances and

of the literature." Pp. 415-494 in P.H. Rossi, J.D. Wright, and A.B.
Anderson (Eds.), Handbook of Survey Research. Orlando: Academic Press.

Andrews, F.M., Klem, L., Davidson, T.N., O'Malley, P.M., and Rodgers, W.L.

Becker, H.S. 1986. Writing for Social Scientists: How to Start and Finish

W.H. Kruskal and J.M. Tanur (Eds.), International Encyclopedia of
Sociology 513


September 1991

DAS-1991

"Collective Memories"

CODEBOOK

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
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<tr>
<td>A</td>
<td>Residential History</td>
<td>1-17</td>
</tr>
<tr>
<td>B</td>
<td>Local Events</td>
<td>18-32</td>
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<tr>
<td>C</td>
<td>National History Questions</td>
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<td>D</td>
<td>Attitudes</td>
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<td>E</td>
<td>Closed History Questions</td>
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<td>Specialized History Questions</td>
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<td>J</td>
<td>Words from the Past</td>
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<td>K</td>
<td>Education and School Questions</td>
<td>102-104</td>
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<td>L</td>
<td>Interviewer Observations</td>
<td>105-106</td>
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<td>Coversheet:</td>
<td>Household Characteristics</td>
<td>107-108</td>
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<td>Appendix:</td>
<td>Alternate Codes for C2-C4,E4,E5</td>
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*Coded variables are identified by Question Numbers (e.g., B3)

*Text variables are identified by Question Number and Line Number; they are available for open questions in Sections B, C, E, F, and J.
### Section A: Residential History

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A1CKPT
A1. Interviewer Checkpoint

1. RESPONDENT WAS ALSO INFORMANT
2. ALL OTHERS

A2
A2. Do you remember receiving a letter from the University of Michigan about this study?

1. YES
5. NO
8. DK
9. NA

A2a
A2a. Do you recall reading it?

1. YES
5. NO
8. DK
9. NA

0. INAP, 5 in A2

A3
A3. R'S CITY/TOWN

010. Macomb County, NEC
011. Armada Township
012. Armada Village
013. Bruce Township
014. Center Line
015. Chesterfield Township
016. Clinton Township
017. East Detroit
018. Fraser
020. Harrison Township
021. Lake Township
022. Lenox Township
023. Macomb Township
024. Memphis
025. Mount Clemens
026. New Baltimore
027. New Haven
028. Ray Township
029. Richmond Township
030. Richmond City
031. Romeo Village
032. Roseville
033. Shelby Township
034. St. Clair Shores
035. Sterling Heights
036. Utica
037. Warren
038. Washington Township

100. Oakland County, NEC

101. Addison Township
102. Avon Township
103. Berkeley
104. Beverly Hills
105. Bingham Farms
106. Birmingham
107. Bloomfield Hills
108. Bloomfield Township
109. Brandon Township
111. Clarkston
112. Clawson
113. Commerce Township
114. Farmington Hills
115. Farmington
116. Ferndale
117. Franklin
118. Groveland
119. Hazel Park
120. Highland Township
121. Holly Village
122. Holly Township
123. Huntington Woods
124. Independence Township
125. Keego Harbor
126. Lake Angelus
128. Lake Orion Heights
129. Lake Orion
130. Lathrup Village
131. Leonard
132. Lyon Township
133. Madison Heights
134. Milford Township
135. Milford Village
136. Northville
137. Novi Township
138. Novi City
139. Oak Park
140. Oakland Township
141. Orchard Lake
142. Orion Township
143. Ortonville
144. Oxford Village
145. Oxford Township
146. Pleasant Ridge
147. Pontiac Township
148. Pontiac City
149. Rochester/Rochester Hills/Auburn Hills
150. Bunny Run
150. Rose Township
151. Royal Oak Township
152. Royal Oak
153. South Lyon
154. Southfield Township
155. Southfield
156. Springfield Township
157. Sylvan Lake
158. Troy
159. Walled Lake
160. Waterford
161. Waterford Township
162. West Bloomfield Township
163. White Lake - Seven Harbors
164. White Lake Township
165. Wixom
166. Wolverine Lake
167. New Hudson

200. Wayne County, NEC

201. Allen Park
202. Belleville
203. Brownstown Township
204. Canton Township
205. Dearborn Heights
206. Dearborn
207. Detroit
208. Ecorse
209. Flat Rock
210. Garden City
211. Gibraltar
212. Grosse Pointe Woods
213. Grosse Pointe Park
214. Grosse Pointe Farms
215. Grosse Pointe Shores
216. Grosse Pointe Township
217. Grosse Pointe
218. Grosse Ile
219. Grosse Ile Township
220. Hamtramck
221. Harper Woods
A4. We are interested in how long people have lived in their present town or city. About how many years have you lived in (CITY/TOWN)?

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<tr>
<td>99</td>
<td>NA</td>
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A5. (ASK EVERYONE) Have you ever lived in a different town or city within the tri-county area -- that is, within Wayne, Macomb, or Oakland counties, including the city of Detroit?

| 1   | YES |
| 5   | NO  |
| 9   | NA  |
A6. What other towns or cities in the tri-county area have you lived in, and how old were you when you moved out of each one? Please start with the town or city in the tri-county area you lived in first.

Code four variables: (if same town mentioned more than once, count all mentions)

A6a  a. Total number of towns mentioned -- Code exact number through 7

- 8. 8 towns or more
- 9. NA
- 0. INAP, 5 in A5

A6b  b. 1 = Detroit never mentioned, 2 = Detroit mentioned

- 9. NA
- 0. INAP, 5 in A5

A6c  c. Total number of towns R left at age 25 or younger -- Code exact number through 7.

- 8. 8 towns or more
- 9. NA
- 0. INAP, 5 in A5

A6d  d. Age of last move from Detroit -- if never in Detroit, code 00.

- 99. NA
- 00. INAP, 5 in A5 or never lived in Detroit.

A7  A7. Altogether, about how many different towns and cities have you lived in for a year or more outside the tri-county area, including time away in school or in military service?

Code Actual Number through 7.

- 8. 8 or more
- 9. NA
0. INAP, never lived outside the tri-county area

A8. In what town or city did your mother live at the time of your birth?

010. Macomb County, NEC

011. Armada Township
012. Armada Village
013. Bruce Township
014. Center Line
015. Chesterfield Township
016. Clinton Township
017. East Detroit
018. Fraser
020. Harrison Township
021. Lake Township
022. Lenox Township
023. Macomb Township
024. Memphis
025. Mount Clemens
026. New Baltimore
027. New Haven
028. Ray Township
029. Richmond Township
030. Richmond City
031. Romeo Village
032. Roseville
033. Shelby Township
034. St. Clair Shores
035. Sterling Heights
036. Utica
037. Warren
038. Washington Township

100. Oakland County, NEC

101. Addison Township
102. Avon Township
103. Berkeley
104. Beverly Hills
105. Bingham Farms
106. Birmingham
107. Bloomfield Hills
108. Bloomfield Township
109. Brandon Township
111. Clarkston
112. Clawson
113. Commerce Township
114. Farmington Hills
115. Farmington
116. Ferndale
117. Franklin
118. Groveland
119. Hazel Park
120. Highland Township
121. Holly Village
122. Holly Township
123. Huntington Woods
124. Independence Township
125. Keego Harbor
126. Lake Angelus
127. Lake Orion Heights
128. Lake Orion
129. Lathrup Village
130. Leonard
131. Lyon Township
132. Madison Heights
133. Milford Township
134. Milford Village
135. Northville
136. Novi Township
137. Novi City
138. Oak Park
139. Oakland Township
140. Orchard Lake
141. Orion Township
142. Ortonville
143. Oxford Village
144. Oxford Township
145. Pleasant Ridge
146. Pontiac Township
147. Pontiac City
148. Rochester/Rochester Hills/Auburn Hills
149. Bunny Run
150. Rose Township
151. Royal Oak Township
152. Royal Oak
153. South Lyon
154. Southfield Township
155. Southfield
156. Springfield Township
157. Sylvan Lake
158. Troy
159. Walled Lake
160. Waterford
161. Waterford Township
162. West Bloomfield Township
163. White Lake - Seven Harbors
164. White Lake Township
165. Wixom
166. Wolverine Lake
167. New Hudson
200. Wayne County, NEC

201. Allen Park
202. Belleville
203. Brownstown Township
204. Canton Township
205. Dearborn Heights
206. Dearborn
207. Detroit
208. Ecorse
209. Flat Rock
210. Garden City
211. Gibraltar
212. Grosse Pointe Woods
213. Grosse Pointe Park
214. Grosse Pointe Farms
215. Grosse Pointe Shores
216. Grosse Pointe Township
217. Grosse Pointe
218. Grosse Ille
219. Grosse Ille Township
220. Hamtramck
221. Harper Woods
222. Highland Park
223. Huron Township
224. Inkster
225. Lincoln Park
226. Livonia
227. Melvindale
228. New Boston
229. Northville Township
230. Northville
231. Plymouth Township
232. Plymouth
233. Redford Township
234. River Rouge
235. Riverview
236. Rockwood
237. Romulus
238. Southgate
239. Sumpter Township
240. Taylor
241. Trenton
242. Van Buren Township
243. Wayne
244. Westland
245. Woodhaven
246. Wyandotte

275. Other towns/cities in Michigan

New England:
301. Connecticut
302. Maine
303. Massachusetts
304. New Hampshire
305. Rhode Island
306. Vermont
309. General mention of area; two or more states in area.

Middle Atlantic:
311. Delaware
312. New Jersey
313. New York
314. Pennsylvania
318. General mention of area; two or more states in area.
319. "East"; mention of states in both New England and Middle Atlantic areas.

East North Central:
321. Illinois
322. Indiana
323. Michigan, NEC (if city/township not mentioned.
324. Ohio
325. Wisconsin
329. General mention of area; two or more states in area.

West North Central:
331. Iowa
332. Kansas
333. Minnesota
334. Missouri
335. Nebraska
336. North Dakota
337. South Dakota
338. General mention of area; two or more states in area.
339. "Midwest"; mention of states in both East North Central and West North Central areas.

Solid South:
340. Alabama
341. Arkansas
342. Florida
343. Georgia
344. Louisiana
345. Mississippi
346. North Carolina
347. South Carolina
348. Texas
349. Virginia
350. "The South"; general mention of area; two or more states in area.
### Border States:
- 351. Kentucky
- 352. Maryland
- 353. Oklahoma
- 354. Tennessee
- 355. Washington, D.C.
- 356. West Virginia
- 358. General mention of area; two or more states in area
- 359. Mention of states in both Solid South and Border States areas.

### Mountain States:
- 361. Arizona
- 362. Colorado
- 363. Idaho
- 364. Montana
- 365. Nevada
- 366. New Mexico
- 367. Utah
- 368. Wyoming
- 369. General mention of area; two or more states in area.

### Pacific States:
- 371. California
- 372. Oregon
- 373. Washington
- 378. General mention of area; two or more states in area.
- 379. "West"; mention of states in both Mountain States and Pacific States areas.

### External States and Territories:
- 380. Alaska (ETH: Aleut, Eskimo)
- 381. Hawaii (ETH: Hawaiian)
- 382. Puerto Rico
- 383. American Samoa, Guam
- 385. Trust Territory of the Pacific Islands
- 386. U.S. Virgin Islands (St. Croix, St. John, St. Thomas)
- 387. Other U.S. Dependencies

### Reference to Two or More States from Different Regions of U.S.; or NA which State:
- 391. Northeast and South (New England or Middle Atlantic and Solid South and Border States)
- 392. Northeast and Midwest (New England or Middle Atlantic and East North Central or West North Central)
394. West (Mountain States or Pacific States and Midwest
395. Midwest and South
398. Lived in 3 or more regions (NA whether lived in one more than the rest)
399. United States, NA which state

**North America: (except U.S.)**
401. North America (except U.S.); mention of two or more in Canada and/or Mexico and/or Central America
407. Canada -- ancestry of Anglo-Saxon origin
408. Canada -- ancestry of French origin
409. Canada -- NA origin or other origin
419. Mexico
429. Central America (Belize, Costa Rica, El Salvador, Guatemala, Honduras, Panama)

**West Indies: (Except Puerto Rico and Virgin Isles)**
431. Barbados
432. Cuba
433. Dominican Republic
434. Haiti
435. Jamaica
436. Netherlands Antilles (Aruba, Bonaire, Curacao, Saba, St. Eustatius, St. Eustatius, St. Maarten)
437. Trinidad and Tobago
438. Other Specified Caribbean Island--except Virgin Islands and Netherlands Antilles
439. "West Indies" or "Caribbean"; reference to two or more West Indian countries

**South America:**
459. South America -- any other country

**British Isles:**
501. England
502. Ireland (NA north or South); southern Ireland
503. Scotland
504. Wales
505. North Ireland (Ulster)
506. Scot-Irish
508. United Kingdom; Great Britian
509. "British Isles"; General mention of area. Reference to two or more countries of the British Isles; "WASP"
Western Europe:
510. Austria
511. Belgium
512. France
513. Federal Republic of Germany (W. Germany)
514. German Democratic Republic (E. Germany)
515. Germany, NA East or West
516. Luxembourg
517. Netherlands; Holland
518. Switzerland
519. "Western Europe"; general mention of area. Reference to two or more countries of Western Europe.

Scandinavia:
521. Denmark
522. Finland
523. Norway
524. Sweden
525. Iceland
528. "Scandinavia"; general mention of area. Reference to two or more Scandinavian countries
529. Reference to two or more countries in following areas: Western Europe, Scandinavia, British Isles, Mediterranean countries, Greece.

Eastern Europe:
531. Czechoslovakia (Slavik); Bohemia
532. Estonia
533. Hungary
534. Latvia
535. Lithuania
536. Poland
537. Russia (or U.S.S.R.)
538. Ukraine
539. "Eastern Europe"; general mention of area. Reference to two or more countries of Eastern Europe.

Balkan Countries:
541. Albania
542. Bulgaria
543. Greece
544. Romania
545. Yugoslavia (incl. Servia; Croatia)
548. "Balkans"; general mention to two or more Balkan countries.
549. Reference to countries in Eastern Europe and Balkan Countries

Mediterranean Countries:
551. Italy (Sardinia; Sicily)
552. Portugal
553. Spain
554. Malta or Gozo

599. "Europe"; general mention of area.
Reference to two or more countries of Europe in different areas

Asia: (except Near East)
601. Afghanistan
604. India; Sri Lanka
605. Pakistan
611. Burma
612. Cambodia (kampuchea)
613. Indonesia
614. Laos
615. Malaysia
616. Philippines
617. Thailand
618. Vietnam
631. China; Hong Kong
632. Taiwan, Formosa
651. Japan
652. Korea
699. "Asia"; general mention of area.
Reference to two or more countries of Asia.

Near East:
701. U.A.R. (Egypt)
702. Iran
703. Iraq
704. Israel
705. Jordan
706. Lebanon
707. Saudi Arabia
708. Syria
709. Turkey
710. Libya

799. "Near East," "Middle East"; general mention of area. Reference to two or more countries of Near East, Arab

Africa:
800. Africa; any African country or countries, U.A.R. (Egypt) and Libya; Afro-American.

Oceania:
810. Australia, New Zealand, Tasmania
997. Other (combinations) not codeable elsewhere
   MAKE CARD

998. DK
999. NA

A9

A9. Interviewer Checkpoint

1. TOWN IN A8 IS IN TRICOUNTY AREA
2. TOWN IN A8 IS NOT IN TRICOUNTY AREA
3. NOT SURE WHETHER TOWN IN A8 IS IN TRICOUNTY AREA

A9a

A9a. Was that in the tricounty area?

1. YES
5. NO
0. INAP, 1 and 2 in A9

A9b

A9b. About how old were you when you first moved to the tricounty area?

Code actual years of age

98. DK
99. NA

00. INAP, 1 in A9 or 3 in A9 and 1 in A9a.

A10. What was the month, day, and year of your birth?

A10a

Code Month
   01. January, 02. February, etc.
99. NA

A10b

Code Actual Day
   99. NA

A10c

Code Last Two Digits of Year
   Instructions: If R did not give year of birth, check to see if the interviewer estimated R's age. If not check
All

All. Have you ever served in the armed forces on active duty?

1. YES
5. NO
9. NA

Alla

Alla. How long, altogether, were you in the armed forces?

Code actual years

98. DK
99. NA
00. INAP, 5 in All
Section B: Local Events

For Section B codes, treat B1a and B2 together, and B1b and B5 together.

Var name

---

B1. There have been a lot of events and changes over the past half century in the tri-county area of Wayne, Macomb, and Oakland counties, including the city of Detroit—say from about 1930 right up until today. Would you mention one or two events or changes that seem to you to have been especially important over the past 50 or so years.

B2. What was it about (1st EVENT) that makes it seem to you especially important?

---

B1a

B1a. FIRST EVENT - USE LOCAL EVENT MASTER CODE

B2a

R’s EVALUATION OF B1a EVENT
This is intended to be coder’s estimate of how R would have evaluated the item coded as first EVENT if asked whether the EVENT was mostly good or mostly bad. Draw on both B1 & B2. Do not refer to B4.

0. No event in B1.
1. Event mostly good
2. Event mostly bad
3. Mixture of good & bad (R volunteers both positive and negative)
4. No clue: answer has no affect

---

B2b

LOCATION OF EVENT ITSELF

Guidelines:

a) Mentions of schools and/or real estate taxes should be coded into 1 or 2 unless there is evidence that these do not have to do with R’s own town or city.

b) Mention of highways should be coded as 5 unless the highway clearly fits better into another category (e.g., specific mention of 696 only fits better into category 3 since it does not cross Detroit)

c) Auto industry should be coded as 5 unless R
makes another location explicit.

0. No event
1. Detroit
2. R's own suburb (include references to "my town")
3. Suburbs or suburban area in general (e.g., "the suburbs," "Novi and Southfield")
4. Both Detroit and suburbs directly involved (e.g., "We moved from Detroit to the suburbs." "People have moved out of Detroit." "White Flight")
5. Area undefined, but seems to be mainly tricounty area (both Detroit and suburbs implicitly involved, auto industry with no further explanation.)
6. State of Michigan (should be explicit reference)
7. National or international; or no clear location of any kind

PERSONAL REFERENCE
This code is intended to capture references R explicitly makes to personal experiences, or experiences of people close to R, related to the event coded as first EVENT.

0. No event
1. No mention of personal reference
2. Self: behavior or material reference e.g., action, financial loss; include family reference if definitely includes R (e.g., "We moved....").
3. Neighbors, friends, family reference, not basically including Self e.g., My father opened a store.... * low priority relative to category 2.
4. Self: psychological reference to self only R must say "I [word with affective loading]" or some close equivalent e.g., "I remember. . ." "I worry. . ." "I'm happy that. . ."
"I feel that..." is not a psychological reference unless there is a further expression of a strong affect.

* low priority relative to categories 2 and 3 if more than one apply.

B2d MOVE FROM/VISIT TO DETROIT

This code is intended to capture mention of demographic shifts out of the city of Detroit during the period of "white flight" and the buildup of the suburbs, and also references to going back into the city in recent years, usually linked to an improvement in Detroit.

0. No event
1. No mention of move out of/visit to Detroit
2. I/we/others moved out of Detroit
3. I/we/others do not visit Detroit
4. I/we/others do visit or do move back to Detroit
5. I/we/others don’t want to live in Detroit

* low priority relative to other categories.

B2e DECLINE OF DETROIT

This code is intended to capture mention of overall decline of Detroit. Mention of decline of Detroit should be coded affirmatively ONLY if the R has mentioned a general or overall decline, or a general or overall improvement. Mention of specific problems in and around Detroit should not be coded as mentions of decline unless they are specifically linked to the concept of "overall decline of Detroit"

0. No event
1. No mention of decline of Detroit or change mentioned but direction unclear (e.g., "Detroit changed direction...")
2. Mention of overall decline of Detroit (usually clear mention); Detroit has a bad image now, money/tax base leaving Detroit.
3. Mention of reversal of decline or of improvements of/in Detroit (e.g., "Renaissance Center changed the image of Detroit, "rejuvenation brought by the Ren Cen.")
CRIME, SAFETY ISSUES

Guideline: Only street crime or similar crime causing bodily injury or theft or damage to property included here. Violence as part of riot is not coded as crime unless so identified.

0. No event

1. No mention of crime or safety issues

2. Mention of crime or safety issues (include riot only if danger or personal violence specifically mentioned). Emphasis must be on physical danger, not white collar crime.

3. Safer now.

B3. (IF NOT ALREADY GIVEN) About when did (1st EVENT) happen/start to happen?

00. No event

30-91. If R gives a single year between 1930-1991: Code the last two digits of the year, e.g., 1945 is coded 45.

If R gives number of years ago, or gives his/her age as a reference: Calculate the year and code the last two digits of the year.

If R gives a range of years, calculate the median year and code the last two digits. If the median year is not an integer, round it up (e.g., 1961-65 would be coded 63).

If R gives a range of years ago, use the range given to calculate the range of years. Calculate the median, rounding up, and code the last two digits.

Use the following special codes for general decades:

03. 1930’s
04. 1940’s
05. 1950’s
06. 1960’s
07. 1970’s
08. 1980’s
97. Other (e.g., from the 1930's through the 1970's; the late 1960's)
98. Don't Know
99. Not asked/not ascertained

B4

B4. (IF NOT CLEAR:) Would you say (1st EVENT) was mostly good or mostly bad?

1. Mostly good
2. Mostly bad
3. If volunteered: mixture of good and bad
4. Question asked but no clear answer
0. No event or clear from B3.

B5. What was it about (2nd EVENT) that makes it seem to you especially important?

B1b

B1b. SECOND EVENT - USE LOCAL EVENT MASTER CODE.

B5a

R's EVALUATION OF B1b EVENT
This is intended to be coder's estimate of how R would have evaluated the item coded as Second EVENT if asked whether the EVENT was mostly good or mostly bad. Draw on both B1b and B5. Do not refer to B7.

0. No event in B1
1. Event mostly good
2. Event mostly bad
3. Mixture of good & bad (R volunteers both positive and negative)
4. No clue: Answer has no affect.

B5b

LOCATION OF EVENT ITSELF

Guidelines:

a) Mentions of schools and/or real estate taxes should be coded into 1 or 2 unless there is evidence that these do not have to do with R's own town or city.

b) Mention of highways should be coded as 5 unless the highway clearly fits better into another category (e.g., specific mention of 696
only fits better into category 3 since it does not cross Detroit.

c) Auto industry should be coded as 5 unless R makes another location explicit.

0. No event

1. Detroit

2. R's own suburb (includes references to "my town")

3. Suburbs or suburban area in general (e.g., "the suburbs," "Novi and Southfield")

4. Both Detroit and suburbs directly involved (e.g., "We moved from Detroit to the suburbs." "People have moved out of Detroit." "white flight")

5. Are undefined, but seems to be mainly tricounty area (both Detroit and suburbs implicitly involve, auto industry with no further explanation)

6. State of Michigan (should be explicit reference)

7. National or international; or no clear location of any kind.

B5c PERSONAL REFERENCE
This code is intended to capture references R explicitly makes to personal experiences, or experiences of people close to R, related to the event coded as second EVENT.

0. No event

1. No mention of personal reference

2. Self: behavior or material reference
   e.g., action, financial loss; include family reference if definitely includes R (e.g. "We moved. . . .").

3. Neighbors, friends, family reference, not basically including self
   e.g., My father opened a store. . . .
   * low priority relative to category 2

4. Self: psychological reference to self only.
   R must say "I [word with affective loading]" or some close equivalent.
e.g., "I remember..." "I worry..." "I'm happy that..."

"I feel that..." is not a psychological reference unless there is a further expression of a strong effect.

* low priority relative to category 2 and 3 if more than one apply.

**B5d**

**MOVE FROM/VISIT TO DETROIT.**
This code is intended to capture mention of demographic shifts out of the city of Detroit during the period of "white flight" and the buildup of the suburbs, and also references to going back into the city in recent years, usually linked to an improvement in Detroit.

0. No event

1. No mention of move out of/visit to Detroit

2. I/we/others moved out of Detroit

3. I/we/others do not visit Detroit

4. I/we/others do visit or do move back to Detroit

5. I/we/others don't want to live in Detroit
   * low priority relative to other categories.

**B5e**

**DECLINE OF DETROIT**
This code is intended to capture mention of overall decline of Detroit. Mention of decline of Detroit should be coded affirmatively ONLY if the R has mentioned a general or overall decline, or a general or overall improvement. Mention of specific problems in and around Detroit should not be coded as mentions of decline unless they are specifically linked to the concept of "overall decline of Detroit."

0. No event

1. No mention of overall decline of Detroit or change mentioned but direction unclear (e.g., "Detroit changed direction"

2. Mention of overall decline of Detroit (usually clear mention); bad image of Detroit; money/tax base leaving Detroit.
3. Mention of reversal of decline or of improvements of/in Detroit (e.g., "Renaissance Center changed the image of Detroit," "rejuvenation brought by the Ren Cen.")

B5f CRIME, SAFETY ISSUES

Guideline: only street crime or similar crime causing bodily injury or theft or damage to property included here. Violence as part of riot is not coded as crime unless so identified.

0. No event
1. No mention of crime or safety issues
2. Mention of crime or safety issues (include riot only if danger or personal violence specifically mentioned). Physical danger, not white collar crime.
3. Safer now.

B6. (IF NOT ALREADY GIVEN) About when did (2nd EVENT) happen/start to happen?

00. No event
30-91. If R gives a single year between 1930-1991: code the last two digits of the year, e.g., 1945 is coded 45.

If R gives number of years ago, or gives his/her age as a reference: Calculate the year and code the last two digits.

If R gives a range of years, calculate the median year and code the last two digits. If the median year is not an integer, round it up. (e.g. 1961-65 would be coded 63)

If R gives a range of years ago, use the range given to calculate the range of years. Calculate the median, rounding up, and code the last two digits.

Use the following special codes for general decades:

03. 1930's
04. 1940's
97. Other (e.g., from the 1930’s through the 1970’s; the late 60’s)

98. Don’t know


B7

B7. (IF NOT CLEAR:) Would you say (2nd EVENT was mostly good or mostly bad?

1. Mostly good

2. Mostly bad

3. If volunteered: mixture of good and bad

4. Question asked but no clear answer

0. No event or clear from B5
LOCAL EVENT MASTER CODE

Instructions: Read both event and reason to determine event change that R is mainly referring to in Bla. Code the first codable response as the event, giving weight to the reason as well. If there are multiple events grouped within either the first or second event, use "global" code category if one works or use reason to identify the main event they are referring to and code that as the event.

Codes are organized alphabetically, in the following order:

01-09 Crime and Drugs
10-19 Detroit
20-29 Development and Growth
30-39 Economy and Industry
40-49 Education
50-59 Environment
60-69 Race and other intergroup/minority topics
70-79 Roads/travel/mass transit
80-89 Sports, Entertainment and Recreation
90-99 Other

CRIME AND DRUGS (01-09)

01. crime (alone)/concern about safety: Detroit is no longer safe; increase in crime; theft; I was mugged, no longer go downtown, it's too dangerous; we are afraid of burglars

02. drug use (alone): drug infestation in the city

03. crime and drugs linked: all the guys hanging out on street corners doing drugs and then they rob you

04. dope/crack houses: abandoned houses are used for dope dens

05. problems with police: police system is crooked; we don't get police protection; STRESS units

09. other

DETROIT SPECIFIC (10-19)

10. Coleman Young--election and administration (If "election of a black mayor," code 18): election or start of Mayor Young, his organization
or administration; political situation in Detroit --- fact that we've had one mayor there for such a long period of time; the city government of Detroit; scandals that R associates with the mayor or his administration

11. urban riots of 1967 (May be dated to anytime in the 1960's. If 1940's, riots, code under 12. If riots related to Tiger's win, code under "Sports," see below.)

12. urban riots of 1940's (check the estimated date of the riot and/or the R's age to confirm that it is indeed the riots of the 1940's to which the R refers.)

13. "white flight" (if migration out of the city but no mention of race, code 14, below; if mention building of roads led to "white flight," code 71 below): white flight from the city of Detroit; mass exodus of whites out of Detroit

14. migration out of the city (if migration out of city & specific mention of whites leaving, code 13, above): people moved out of Detroit; in Detroit...average income people...are being squeezed out...there are poorer neighborhoods and rich ones...no in-between anymore; so much of population has moved out of Detroit into the suburbs

15. decline of Detroit (a global evaluation--if specific neighborhood problems are mentioned, code 17; for other kinds of problems, check other categories and code location=1 for Detroit): the way Detroit is going downhill; Detroit has gone downhill; general deterioration in Detroit; city seemed to decline; Detroit has changed downtown; neglect of the neighborhoods in Detroit the way the city takes care of the city; Detroit is bad in many ways--education, crime, race problems, business; loss of JL Hudsons, decline of downtown; decline of downtown shopping

16. rebuilding in Detroit/improving Detroit's image: erecting Ford auditorium; cleaning up Detroit--taking care of the property; the Renaissance Center; the Grand Prix; improvements in Detroit's image

17. problem's in (R's) neighborhoods in Detroit: too many old houses need to be torn down

18. election of black mayor/first black mayor
19. **Other** (shopping improvement in Detroit, code event=21 and location 1): Motown

**DEVELOPMENT/GROWTH (20-29)**

20. **building up of suburbs; urbanization of suburbs; positive or negative affect (towns booming—if only business booming, code 31): buildup here in out county; loss of green space, urban/suburban sprawl; how suburbs have been built up; development of homes, roads paved and widened; continued growth, building boom out here; expanding businesses; population growth in this area (if R lives in suburbs); roads, stores, and other kinds of growth mentioned; farms turning into cities**

21. **buildup of shopping/stores** (if mention stores as part of larger building up, code 20; for code 21, the emphasis is on personal shopping, not growth per se): large shopping areas; many new major stores in the area; construction of Westland Center; built some better stores over here

29. **other**: R’s town being made into a city

**ECONOMIC & INDUSTRY ISSUES (30-39)**

30. **decline of auto & other local industries**: decline of auto industry; local depression of industry in area; attitude change—from technology leader to worshipping the Japanese; initial auto industry recession; downsizing all the major companies; the closing of the auto plants; recession or inflation hurting the auto industry of causing layoffs; effect of buying imports on the auto industry and local economies.

31. **growth/expansion of auto & other local industries** (business booming—if towns booming, code 20): building of Poletown plant; automobile industry’s continued growth; building of airports leading to jobs

32. **rise of unions**: trade unionism; development of trade unions

33. **local experiences of inflation and unemployment** (if strictly personal experience is being reported, code 95; if some generalization is being made, even if from personal experience, code 33):
inflation & unemployment--I can't find any work; higher prices; auto plant layoffs--all my friends are out of work; business is bad--I never know when I'll get the next paycheck

34. housing problems: tore down a lot of houses, some of it was unnecessary--they should fix up some house with lower rent for people with no houses...

35. local taxes/property taxes: we're being reassessed all the time

36. changes in work attitudes: decline in work ethic

39. other: automation; state and federal taxes; shift to service economy

EDUCATION/LIVES OF YOUNG PEOPLE (40-49)

40. decline in standards, behavior, quality: public school system also not where it should be; Westland school district is getting worse; school systems have gone down

41. improvements in standards, behavior, quality

42. busing

43. problems with teenagers/kids/children (if strictly personal mention, code 95, but if a generalization is being made, even if from personal experience, code 43): kids have too much freedom; kids aren't being raised right

49. other issues in education/lives of young people

ENVIRONMENT (50-59)

50. increased awareness/efforts: environmental awareness; recycling in my town

51. environmental problems: the fish in the rivers have tumors; the dump is a problem

59. other

RACIAL AND OTHER INTERGROUP/MINORITY ISSUES (60-69)

60. racial conflict: people of different races don't get along
61. **race discrimination**: blacks experience discrimination

62. **improvement in race relations** (if mention the Civil Rights movement, code 64): this area is more progressive--accepts minorities; voices of minorities heard better; after all the tension back in the 60's, race riots, and after that: people coming together and trying to resolve their differences and realize we are all important.

63. **changes in types of people moving in/living here**: change in the population--people moving in don't take care of their homes or care about disciplining their kids; people around here are different than when I was growing up; great variety/influx of immigrants has made a lot of difference; the make-up of the people, the type of people that have moved in and out since I started school

64. **Civil Rights movement**: Rosa Parks; Civil Rights movement; Dr. King

65. **increase in black political or economic power/black population** (can be positive or negative affect; see also "white flight," 13) influx of Southern blacks and increase in black power; blacks took over; integration; blacks have more jobs since Mayor Young started

66. **changes in the role of (opportunities for) women**

67. **Visit of Nelson Mandela**

69. **other**

**ROADS/MASS TRANSIT/TRAVEL (70-79)**

70. **building of expressways/mass transit/road improvements making it easier/faster to travel**: mass transit systems are better; when I-94 went up it made it easier to travel; built the expressways--made it faster to travel; paved my road--made it easier to drive; People-Mover made travel easier

71. **building of expressways/roads facilitated or led to "white flight" or movement to suburbs**: highway system facilitated the exodus to suburbs and "white flight"
72. lack of roads/traffic problems/poor mass transit: traffic congestion is awful—need to do something with the roads; transportation lacking compared to other cities; need better buses; bad mass transit; roads—they’re really bad

79. other roads/travel issues: built the airport— makes it easier to travel

SPORTS, ENTERTAINMENT, RECREATION (80-89)

80. Tigers: World Series (in 60’s or 80’s); riots they had after the Tiger’s games.

81. Silverdome/Palace: moving sports to the suburbs: (positive or negative effect) the bringing of sports to the suburbs

82. Pistons

89. other: parks are good

OTHER (90-99)

90. changes in state government: the new governor cut the budget; state employee layoffs; new or changed state taxes; the new governor; problems with the state government budget

91. national events and changes (code Civil Rights movement under 64, and changes in the role of women under 66): World War II; the Iraq War; Roosevelt; JFK; RFK

92. moral decline, general (code under crime & drugs, 01-09, or problems with young people, 43, if possible): there are lower standards today; values are worse

95. personal events: people in the area have been kind; my mother died in 1953

97. other

98. don’t know/nothing

99. not ascertained (clear evidence that question skipped)
Section C: National History

Var name

C1. There have also been a lot of national and world events and changes over the past half century -- from about 1930 right up until today. Would you mention one or two national or world events of changes that seem to you to have been especially important.

(IF ONLY ONE MENTION, ASK:) Was there any other national or world event or change over the past 50 years that seems to you to have been important?

Clb Clb. EVENT 2

Use EVENT MASTER CODE (EV)
EVENT MASTER CODE (EV)

NOTE: This is a frame of reference code. We are trying to code the main area mentioned by R; affect may be either positive or negative.

Only codes noted with an asterisk (*) have Event Reason Codes.

Except as noted (by a bold-faced asterisk [*] following the event description), codes and associated descriptions are the same as in the codebook for the 1985 study.

AREAS OF DOMESTIC ACTIVITY (INDUSTRIES) (001-199)

01. Atomic energy or nuclear power; nuclear reactors; nuclear waste; safe/unsafe (fear of nuclear war/arms race--code 77)

02. Medicine, Health Care; general development and specific advances/inventions (polio vaccines)

03. Communication/Media; television; radio; telephone; transportation; general level of development or specific advances/inventions (jet planes, etc.)

05. Education; more/less or better/worse (desegregation/busing--code 32)

06. Space; moon landing; shuttle flights; NASA accomplishments and problems; effects on life

18. Computers/Robotics; electronic/technological advantages or problems; more/less jobs due to changes resulting from use of computers/robotics

19. Technological Changes in home and daily living, NEC

OTHER DOMESTIC ISSUES AND SOCIETAL CHANGES (301-399)

31. Women's movement/ERA/Geraldine Ferraro (positive mentions only)

32. Civil rights/racial issues; desegregation/affirmative action
63. **Olympics**, including 1980 boycott (Munich terrorist attack--code 75)

64. **Israel**; creation of state 1948; U.S. treaties and relationship with Israel (see also 76)

65. **South Africa**; Apartheid

66. **Russia** (USSR) (if recent changes in USSR--code 83; if changes in U.S. relations with USSR or end of the Cold War--code 84)*

67. Shooting down of Korean jetliner KAL007

68. **Peace movement**; concern for world peace

69. **United Nations**; creation/success or/failure

**WAR AND ARMED CONFLICT/WEAPONS DEVELOPMENT**

*Note: If more than two wars are mentioned as the first event, check the reasons given. If the reasons focus mainly on one of the wars, code the first event as that war, and select the reasons from the appropriate range. If more than two wars are given as the first event but the reasons given do not distinguish between them, use code 79. If more than one war is mentioned as the second event, code the first war mentioned as the second event.*

70. **WWI**

71. **WWII**; Pearl Harbor; Hiroshima (if emphasis on development of atomic weapons--code 77)

72. **Korea**

73. **Vietnam**

74. Central American conflict; Grenada invasion (if Panama--code 78)

75. **Terrorism/hostage crises**: Iran hostages; hijackings

76. **Middle East Conflict**; Lebanon/Libya/Palestinians; Iran-Iraq War (if Iraq war and aftermath--code 81)

77. **Nuclear war/arms race; fear of nuclear war**; "Star Wars"; SALT II; arms limitation agreements; atomic or neutron bomb development; Cuban missile
crisis

78. U.S. invasion of Panama; overthrow of Noriega

79. "War in general" -- 2 or more wars mentioned and reasons given for both together

CURRENT/RECENT EVENTS

80. Stock market crash of 1987

81. War in Iraq; Persian Gulf crisis; Iraq’s invasion of Kuwait; U.S. troops in Saudi Arabia, etc.

82. Breaking down of the Berlin Wall; the reunification of Germany

83. General breakdown of communism; changes in Eastern Europe--Lithuania, Romania, etc.; rise and fall of communism; freedom in Russia/changes in Soviet Union; perestroika, Glasnost, Gorbachev

84. U.S. changing relations with Russia; warming of the Cold War; creation and end of Cold War

85. Release of Nelson Mandela (if South Africa or Apartheid alone--code 65)

86. China: U.S. relations with; 1989 rebellion; changes in

87. Environment: Exxon oil spill; Earth day; recycling; rain forest

88. Abortion issues: Roe v. Wade; Webster decision; recent state legislation; abortion debates

MISCELLANEOUS--LOW PRIORITY

90. State of Michigan events

91. Events in tricounty area, including Detroit (if effect of foreign competition on auto industry--code 26)

95. Purely personal event mentions

97. Other

98. Don't know; "can't think of any"; "none"
99. NA (incl. Q skipped in error or answer too vague or unclear to code)

C2. What was it about (1st EVENT) that makes it seem to you especially important? (PROBE TO CLARIFY.)

C2c PERSONAL IMPACT

This code is intended to capture references R explicitly makes to personal experiences, or experiences of people close to R, related to the events coded as C1a and C1b. Exclude hypothetical statements.

0. No event
1. No mention of personal reference
2. Self: behavior or material reference  
   e.g. action, financial loss; include family reference if definitely includes R (e.g., "We moved")
3. Neighbors, friends, family physical or psychological reference, not basically including self (e.g., "My brother was hurt in the war")
   * low priority relative to category 2
4. Self: psychological reference to self only  
   (a) R says "I [word with affective loading]" or some close equivalent. (e.g., "I remember. . ." "I'm happy. . ." "I worry. . ."

   "I feel" and "I believe" are not psychological references unless there is a further expression of strong affect.

   (b) R reports a change in beliefs, attitudes or values as a result of the event coded in C1a or C1b.
   * low priority relative to 2 & 3

C2d-C2k Code up to eight different themes for events 71 and 81 from the THEMATIC CODE LIST.
C3. What (other) important effect did (1st EVENT) have on your own life or that of your family--I mean on how you have lived or how you have looked at things? (PROBE TO CLARIFY.)

PERSONAL IMPACT

C3c

This code is intended to capture references R explicitly makes to personal experiences, or experiences of people close to R, related to the events coded as Cla and Clb. Exclude hypothetical statements.

0. No event
1. No mention of personal reference
2. Self: behavior or material reference e.g. action, financial loss; include family reference if definitely includes R (e.g., "We moved")
3. Neighbors, friends, family physical or psychological reference, not basically including self (e.g., "My brother was hurt in the war")
   * low priority relative to category 2
4. Self: psychological reference to self only
   (a) R says "I [word with affective loading]" or some close equivalent. (e.g., "I remember. . ." "I'm happy. . ." "I worry. . ."
   "I feel" and "I believe" are not psychological references unless there is a further expression of strong affect.
   (b) R reports a change in beliefs, attitudes or values as a result of the event coded in Cla or Clb.
   * low priority relative to 2 & 3

C3d-C3k

Code up to eight different themes for events 71 and 81 from the THEMATIC CODE LIST.
Thematic Codes for Reasons in Sections E (Qs. 4 & 5) and C (Qs. 2 & 3)

There are eight themes for each "reasons" question that can be coded. Each theme is coded as follows:

- 2 = theme mentioned
- 1 = theme not mentioned
- 0 = no event given (e.g., N.A., D.K. to event); event is not coded for reasons (see below for which events are not coded at all).

The themes are not mutually exclusive. Code 2 in as many or few as seems appropriate from the content of the response. Specific instructions for which events to code are given below.

Section E
Only the six most frequently chosen events in E-3 have been coded:

- 2 Computers
- 3 World War II
- 7 Environment
- 11 Crime & Drugs
- 13 Nuclear Threat
- 14 War with Iraq

All other events to Q.E3 are coded 0 for Reasons in Section C of Codebook.

Section C
Only the two most frequently chosen events in C-1 have been coded for reasons:

- 71 World War
- 81 War with Iraq

All other events to Q.C1a are coded 0 for Reasons in Section C of Codebook.
IRAQ, WAR WITH (C-81, E-14)

1. **Personal Involvement.** Any mention of being personally involved, whether as an adult or child and whether in military or as civilian. "I had a friend sent to Arabia"

2. "Good War," Idealistic Mention. "We fought against the idea of a dictatorship" "It made us patriotic and brought unity" "It made me appreciate our freedom" "Big guy taking advantage of a little guy for oil--Glad Americans there to put him in his place" "It was wonderful how everyone supported the troops"

3. Pragmatic Reasons. "If we hadn’t fought he would have been taken over our oil supply" "Needed to stop him now, before he went further/took more territory"

4. In My Life-time, Media Attention. "Well, it’s the first war I’ve directly experienced" "Every time you turned on TV, there was something about Iraq"

5. Lives Lost/Injury. Any mention of people being killed or injured, whether American or others. "So many people killed"

6. Showed U.S. Strength. "I was impressed by our military" "The success of American technology"

7. Negative Effects of War. "It hurt us economically" "My brother was afraid of being drafted, but in the end he wasn’t"

8. Other Negative Attitudes. "I’m opposed to war" "It made no sense, I don’t know why we were fighting" "We had no business getting involved"
WORLD WAR II (C-71, E-3)

1. Personal Involvement. Any mention of being personally involved, whether as an adult or child and whether in military or as civilian. "I was in the Army and traveled a lot" "My son was killed in the war" "I was very small but I remember rationing" "My wife had to bring up the children on her own"

2. "Good War," Idealistic Mention. "We fought against the idea of a dictatorship" "The Holocaust was an awful thing" "It made us patriotic and brought unity" "We kept our freedoms"

3. Pragmatic Reasons. "If we hadn't fought we would have been taken over ourselves" "We were attacked at Pearl Harbor and had to fight back" "It was us or them running the world"

4. Long-term Effects Nationally. "Changed the role of women" "Pulled us out of the Depression" "It changed all our attitudes and values here at home" "There were a lot of technological and medical improvements due to the war"

5. Long-term Effects Internationally. "Led to the cold war" "As a result Germany and Japan were defeated but then emerged stronger than ever" "Made us the leader of the free world"

6. Big Impact (vague). "Seems obvious, it was a world war" "Had a big effect on everything" "Divided the time: before the war and after the war" "Every nation was involved"

7. People killed and Injured. Any mention of people being killed or injured. "So many soldiers were lost"

8. Non-effects. "It was supposed to end wars, but then we had lots of others" "I'm not sure what good it did"
IRAQ THEMATIC CODES

C4. (On another issue,) What do you think are the most important (other) lessons we can learn from the war with Iraq?

Codes as many themes for each response as appropriate.

Codes are:

2 = a particular lesson (theme) is present.
1 = a particular lesson (theme) is absent, but the answer was substantive.
0 = answer was D.K. or N.A.

Var_name | THEMES
--- | ---
C4c 1. LEARNED WHAT WE/ THE U.S./ "COUNTRIES" SHOULD DO/ Standing up to dictators/aggressors: We should stand up for what is right; stop people like Hussein; the U.S. (or U.S. as part of "countries") is responsible for others; we have to be involved; don't let one man/one power dictate/hold the world ransom; other countries will think twice before taking over a neighbor (because of action we took).
C4d 2. U.S. as No. 1/as world power/world policeman: (it signaled) the re-emergence of the U.S. as a world power; we are now a world policeman; the U.S. is (militarily) powerful, has superior technology/military might;
C4e 3. Cooperation/United Nations: It showed a greater unity of nations can lead to peace; cooperation among countries; the United Nations can work
C4f 4. U.S. Needs Advanced Military technology: need to keep military technology up-to-date; learned how to use technology; technology important
C4g 5. Freedom/Patriotism: we learned we are free in this country; other people aren't as free; created patriotic feeling in the country
C4h 6. Continued involvement: now we have to build it/the area back up; when you police an area you have to stay--can't walk away; people over there still need our help; need to make sure Kurds are safe
Limit Arms sales and other support for foreign leaders: We should be careful about our arm sales (in the Middle East); don’t let a dictator obtain arms

Negative Arab comments: don’t trust anyone in the Middle East/Arabs; don’t trust Hussein; Arabs/Muslims are the problem; don’t like Arabs living in the U.S.

Need to Learn (more) about the Middle East/Arabs/Muslim culture: we need to; we did

Israel References: includes reference to ongoing problems between Israel and Arabs. Other Israel mentions

War Was About Oil: The U.S. is too dependent upon Middle Eastern oil; it was all/mainly over oil; we need to have access to oil.

Look/plan before involvement: we should be more cautious before starting something; we need longer-sighted foreign policy goals or moral goals (implies we should not have gone to war at the point we did); we have to be careful about who we call friends and enemies.

Not thorough enough/not acted early enough: we backed down too soon; should have finished the job/killed Sadam; don’t back down too soon; we should have gotten involved/fought sooner

Concern about Vets and GIs: Vets should be treated better; GIs are lied to, poorly treated; our soldiers were ill-prepared

Volunteer Army: Don’t enlist in the army or national guard unless you are willing to fight

U.S. leaders mislead Americans AND/OR leaders of other countries: don’t trust U.S. politicians or the media; President Bush lied to us/played deceiving games with other countries

General isolationist: we should mind our own business/stay out of it; don’t send our kids to fight in distant wars

American money/attention should go to domestic problems. Should focus on problems here at home/on poor/on improving U.S.
C4u 19. General antiwar: don’t believe in war; we should try harder to get along; war isn’t needed; we should work things out; many people were killed; how destructive war is

C4v 20. Fruitless or no lesson: "Don’t know what we were fighting for"; don’t think we can learn anything; we never learn anything from wars; it didn’t solve anything; we can’t learn anything

C4w 21. We got in and got out: It was a quick deployment; armed forces did a good job; short and sweet; get the job done, not like Vietnam

C4x 22. Negative mentions of Hussein: Hussein changed to a Hitler; people like Saddam should not be allowed to head a government
Section D: Attitudes

Var name

D1  D1. The next few questions deal with some other issues facing the country today. With regard to improving and protecting the environment, do you feel that our country is spending too much money, too little money, or about the right amount of money?

1. TOO MUCH
2. TOO LITTLE
3. RIGHT AMOUNT
8. D.K.
9. N.A.

D2  D2. Have you yourself had any personal experiences that affected your opinion about the need to protect the environment? (PROBE INSTRUCTION) CODE 1st CODABLE RESPONSE

01. Refers to relevant problems in neighborhood or family (include second homes) "There is a smelly dump next door"
02. Refers to experiences while traveling or on vacation "I saw LA smog" "Fish have tumors"
03. R recycles or takes other personal steps "We recycle our newspapers and separate bottles and cans"
04. R belongs to an ecology organization "I belong to Greenpeace" "My wife joined the neighborhood environmental group"
05. R refers only to reading or TV experience "Nothing personal, just what I see on TV"
06. R deals with environmental issues in job
11. R objects to behavior required by environmental regulations "The city rules about separating things are a nuisance"
95. R expresses concern about environmental problems, but no specific experience. "Not really--concerned for my children"
96. No personal experience
97. Other (Record case #)
98. D.K. (low priority relative to 96)
99. N.A.

D3  D3. For this question, we'll be using the blue booklet. I'd like to know how much you agree or disagree with the following statements.
First: "It is much better for everyone involved if the man is the achiever outside the home and the woman takes care of the home and family." Do you agree strongly, agree somewhat, disagree somewhat, or disagree strongly?

1. AGREE STRONGLY
2. AGREE SOMEWHAT
3. DISAGREE SOMEWHAT
4. DISAGREE STRONGLY
5. (if volunteered) Depends; 50/50; some of both
8. D.K.
9. N.A.

D4. Here is the second statement: "A preschool child is likely to suffer if his or her mother works." (Do you agree strongly with that, agree somewhat, disagree somewhat, or disagree strongly?)

1. AGREE STRONGLY
2. AGREE SOMEWHAT
3. DISAGREE SOMEWHAT
4. DISAGREE STRONGLY
5. (if volunteered) A parent should be home/doesn't matter which one
8. D.K.
9. N.A.

D5. In your own case, how many years, if any, did your mother work for pay outside the home when you were growing up—that is, between the time you were born and the time you reached age 15?

1. Not at all
2. One or two years
3. Three to five years
4. Six to ten years
5. Eleven to fifteen years
8. D.K.
9. N.A.

D6. If you were advising a couple who were considering whether to live together or to marry, which of the following would you recommend?

1. to live with a steady partner without marrying
2. To live with a steady partner for a while and then to marry if it works out well
3. To marry without living together beforehand
4. (if volunteered) It depends on the people; it’s up to them; I wouldn’t advise
8. D.K.
9. N.A.

D7. Have you yourself had any personal experiences that affected your opinion on this issue? (PROBE INSTRUCTION)
CODE 1st CODABLE RESPONSE

Positive about value of living together
01. I lived with someone and it didn’t work out "I lived with someone for 6 years--glad I didn’t marry the guy"
02. I lived with someone and then married well "We lived together before marrying"
03. I married without living together and was/am sorry now
04. I am living with someone now (implies it works ok)
05. I have seen unhappy marriages of others, better if they had lived together first (includes friends & R’s own children)
06. I have seen couples living together and it seems to work well.
07. Economic reasons for living together rather than marrying. "Pell Grant eligibility would be reduced"

Negative about value of living together
21. I married without living together (implies it’s the way to do things)
22. I have seen those who live together and it doesn’t work out
23. Divorce rates are higher for those who live together first
24. R refers to personal religious or moral beliefs against living together
31. Too personal to talk about
96. No personal experience
97. Other (Record case #)
98. D.K. (low priority relative to 96)
99. N.A.

D8. This next question is on a different issue. do you approve of marriage between whites and nonwhites?
1. APPROVE
2. DISAPPROVE
3. **IF VOL:** OK FOR COUPLE BUT NOT FOR CHILDREN
5. **IF VOL:** NEITHER APPROVE OR DISAPPROVE; UP TO THEM
8. D.K.
9. N.A.

D9    D9. On the whole, do you think most white people in the tri-county area want to see Blacks get a better break, or do they want to keep Blacks down, or don’t they care one way or the other?
1. BETTER BREAK
2. KEEP DOWN
3. DON’T CARE
0. INAP; R IS WHITE
8. D.K.
9. N.A.

D10    D10. There is a lot of talk about how much education a person needs today. What do you think is the least amount of education a young person needs today in order to earn an adequate income?
1. LESS THAN HIGH SCHOOL
2. HIGH SCHOOL DIPLOMA OR GED
3. HIGH SCHOOL PLUS TECHNICAL OR VOCATIONAL TRAINING
4. SOME COLLEGE; ASSOCIATES DEGREE
5. COLLEGE DEGREE
6. GRADUATE STUDY, GRADUATE DEGREE
7. OTHER (SPECIFY): 
8. D.K.
9. N.A.

D11    D11. Some Americans have been more affected than others by past downturns in the American economy. Have you ever been seriously affected when economic conditions were bad?
1. YES
5. NO
9. N.A.

D12    D12. How old were you the first time you were seriously affected by bad economic conditions?

CODE EXACT AGE ______________
D13. Please describe how you were personally affected by the bad economic conditions at that time.

D13a

PERSON MAINLY AFFECTED IN D13

0. NO TO D11
1. SELF (IF "WE" OR "FAMILY," CODE AS SELF GENERALLY, ASSUME SELF UNLESS FOCUS IS CLEARLY ON SOMEONE ELSE)
2. SPOUSE (my wife lost her job)
3. FATHER OR MOTHER (my father lost his job)
4. NOT CLEAR
5. OTHER (make card)
8. D.K.
9. N.A.

D13b

CAUSE OF HARDSHIP IN D13

0. NO TO D11 OR NO MENTION OF CAUSE
1. LAID OFF WORK, COULDN'T FIND JOB
2. HOURS REDUCED, PAY CUT, JOB DOESN'T PAY ENOUGH
3. OWN BUSINESS HURT (self-employed)
4. EMPHASIS ON INFLATION
5. ON WELFARE (money inadequate)
6. GENERAL PROBLEMS IN ECONOMY (not specific; Depression; oil crisis)
7. OTHER CAUSE (make card)
8. D.K.
9. N.A.

D13c

EFFECT OF HARDSHIP IN D13

0. NO TO D11 OR NO EFFECT MENTIONED
1. LACK OF ADEQUATE FOOD
2. LACK OF ADEQUATE SHELTER
3. LACK OF MONEY, OR LACK OF FOOD, SHELTER, ETC.
4. LACK OF CAR, APPLIANCES, SIMILAR NON-NECESSITIES
5. FORCED TO MOVE
6. CHANGED JOBS, SPOUSE WENT TO WORK, JOINED THE ARMY, OTHER JOB-RELATED CHANGE
7. OTHER EFFECT (make card)
8. D.K.
9. N.A.

D14

D14. We are also interested in what you think is a fair price today for an ordinary item. Here
is one simple example: A candy bar now costs about 50 cents in many stores. Do you think that 50 cents is a fair price for a candy bar, that the price is somewhat too high, that it is much too high, or that it is far too high?

1. FAIR PRICE
2. SOMEWHAT TOO HIGH
3. MUCH TOO HIGH
4. FAR TOO HIGH
9. N.A.

D15. INTERVIEWER CHECKPOINT—FROM COVERSHEET, THIS INTERVIEW IS:

1. FORM X—NEXT PAGE, CARDS IN A-Q ORDER.
2. FORM Y—GO TO PAGE 16, CARDS IN Q-A ORDER.
3. FORM Y, ASKED AS FORM X
Section E: CLOSED HISTORY-- PART II

FORMS X AND Y ARE COMBINED HERE: SEE QUESTIONNAIRE FOR ORDER EXPERIMENT INSTRUCTIONS.

Var name

E1. Here is a set of cards showing a number of events and changes over the last half century that some people have said seemed to them important. I'd like to read through the cards with you and have you separate them into two piles: those events or changes that you have heard something about, and those you have not heard of at all.

E2. (INDICATE CARDS R HAS HEARD ABOUT)
(RB, P. 5) Now, please look at the scale in the booklet. I'd like you to rate how important each of these events or changes seems to you on a scale of 1 to 10, where 1 means the event seems to you of little importance, and 10 means it seems to you of very great importance. You can choose any number between 1 and 10 depending on how important the event or change seems to you.

General: Code X form in original order, but code Y form in reverse order, so that Variable E2a represents "Assassination of John F. Kennedy" regardless of the form coded. CHECK CAREFULLY TO AVOID MIX-UP.

Code exact rating if given. Code 00 if no rating given because R had not heard of event. Use 97, 98, 99 as usual, but should be very rare. Round any decimal to nearest integer; round .5 up.

E2a A. ASSASSINATION OF JOHN F. KENNEDY
E2b B. DEVELOPMENT OF THE COMPUTER
E2c C. WORLD WAR II
E2d D. THE CIVIL RIGHTS MOVEMENT
E2e E. SPACE EXPLORATION
04. D. THE CIVIL RIGHTS MOVEMENT
05. E. SPACE EXPLORATION
06. F. CHANGES IN THE ROLE OF WOMEN
07. G. ENVIRONMENTAL ISSUES
08. H. GREAT DEPRESSION OF THE 1930'S
09. I. VIETNAM WAR
10. J. TERRORISM AND HOSTAGE TAKING
11. K. INCREASES IN CRIME AND DRUGS
12. L. KOREAN WAR
13. M. THREAT OF NUCLEAR WAR
14. N. THE WAR WITH IRAQ
15. O. DECLINE OF COMMUNISM IN EASTERN EUROPE
16. P. THE 1987 STOCK MARKET CRASH
17. Q. INVENTIONS LIKE TV AND JET PLANES
97. Other
98. D.K.
99. Not ascertained

E4. What was it about (MOST IMPORTANT EVENT) that makes it seem to you the most important event? (PROBE FOR CLARIFICATION)

E4c

PERSONAL IMPACT
This code is intended to capture references R explicitly makes to personal experiences or experiences of people close to R, related to the event coded as E3. Exclude hypothetical statements.

0. No event
1. No mention of personal reference
2. Self: behavior or material reference e.g., action, financial loss; include
3. Neighbors, friends, family physical or psychological reference, not basically including self (e.g., "my brother was hurt in the war")

* low priority relative to category 2

4. Self: psychological reference to self only

(a) R says "I [word with affective loading]" or some close equivalent.
(e.g., "I remember. . ." "I'm happy. . ." "I worry. . ."

"I feel" and "I believe" are not psychological references unless there is a further expression of strong affect.

(b) R reports a change in beliefs, attitudes or values as a result of the event coded in E3.

* low priority relative to 2 & 3.

E4d-E4k Code up to eight different themes for events 02, 03, 07, 11, 13, and 14 from the THEMATIC CODE LIST

E5. Would you say that (MOST IMPORTANT EVENT) has had any (other) important effects on your own life or that of your family--I mean on how you have lived or how you have looked at things?

E5c PERSONAL IMPACT

This code is intended to capture references R explicitly makes to personal experiences or experiences of people close to R, related to the event coded as E3. Exclude hypothetical statements.

0. No event

1. No mention of personal reference

2. Self: behavior or material reference
   e.g., action, financial loss; include family reference if definitely includes R (e.g., "We moved")
3. **Neighbors, friends, family physical or psychological reference, not basically including self (e.g., "my brother was hurt in the war")**

    * low priority relative to category 2

4. **Self: psychological reference to self only**

    (a) R says "I [word with affective loading]" or some close equivalent. (e.g., "I remember..." "I'm happy..." "I worry...")

    "I feel" and "I believe" are not psychological references unless there is a further expression of strong affect.

    (b) R reports a change in beliefs, attitudes or values as a result of the event coded in E3.

    * low priority relative to 2 & 3.

---

**E5d-E5k**

Code up to eight different themes for events 02, 03, 07, 11, 13, and 14 from the THEMATIC CODE LIST
Thematic Codes for Reasons in Sections E (Qs. 4 & 5) and C (Qs. 2 & 3)

There are eight themes for each "reasons" question that can be coded. Each theme is coded as follows:

2 = theme mentioned  
1 = theme not mentioned  
0 = no event given (e.g., N.A., D.K. to event); event is not coded for reasons (see below for which events are not coded at all).

The themes are not mutually exclusive. Code 2 in as many or few as seems appropriate from the content of the response. Specific instructions for which events to code are given below.

Section E  
Only the six most frequently chosen events in E-3 have been coded:

2 Computers  
3 World War II  
7 Environment  
11 Crime & Drugs  
13 Nuclear Threat  
14 War with Iraq

All other events to Q.E3 are coded 0 for Reasons in Section E of Codebook.

Section C  
Only the two most frequently chosen events in C-1 have been coded for reasons:

71 World War  
81 War with Iraq

All other events to Q.C1a are coded 0 for Reasons in Section C of Codebook.
COMPUTER. DEVELOPMENT OF (E-2)

1. Revolutionary or Global Impact. Broad statement of impact of computer. "It's a computer world" "Everything is changed because of computers" "The future will be controlled by computers.

2. Made things faster, more efficient, more convenient. This theme may or may not border on Theme 1 above, but differs in lack of emphasis on the way the computer has transformed the world, more on it doing mainly what was already done but doing it faster or more efficiently or more easily. (Both themes may be coded, but the judgment is separate in each case.) "Everything in my office is faster now" "Many household appliances use computers and can do many more things." (The last example is also close to Theme 1, but not enough emphasis on major change, especially since limited to household appliances.)

3. Job creation. "It's the one place for good jobs." "I'm learning to use the computer to get a better job." "Has created new jobs." (If response is about loss of jobs due to computers, code as 2 only under Theme 7.)

4. Personal Use Indicated. "I use a computer on my job everyday." "I'm a systems programmer."

5. Use by Significant Others. "My husband is a programmer." "My daughter is learning to use the computer in school"

6. Positive Emotion Expressed. "I love computers" "It's really wonderful what they can do." "I marvel at computers." (R must use words that express strong positive emotions"

7. Any Negative Mention. (Code here even if other parts of answer are positive.) "Computers screw things like bills up" "I was told I wouldn't be able to get a job if I didn't know how to use a computer." "Computers are putting people out of jobs" "They are good even though I'm anxious when there is something new to learn"

8. No theme: Code 0 for all cases.
CRIME & DRUGS REASONS THEMES (E-11)

1. Personal (self, family, or known close acquaintance) fear of crime (with or without drug mention). "Afraid to go out at night" "Afraid my son may get on drugs"

2. Personal experience with crime or drugs, including experience with family, friends, and neighbors. "My son was on drugs." "I was mugged once."

3. Children mentioned as victims or causes. "All the kids in school are now exposed to it." "Some of the kids in school sell drugs."

4. Need for prevention programs, rehabilitation efforts, government actions along these lines. "We desperately need programs to save these kids" "There is no place addicts can turn for help" "Don't send young kids to prison--provide counseling"

5. Pervasiveness of crime and/or drugs. Code where R emphasizes wide-scale or growing problem, e.g., "It's spreading all over" "Detroit is being ruined by drugs"

6. No theme: Code 0 for all cases

7. No theme: Code 0 for all cases.

8. No theme: Code 0 for all cases.
ENVIRONMENT REASONS THEMES (E-7)

Themes

1. Broad view of dangers to the planet, of earth; global or quasi-global outlook on problem. "The world won’t be able to survive such pollution." "Depletion of the ozone endangers everybody." "There will be nothing left for future generations if this keeps up."

2. Shows concern for welfare of children. "I am concerned about the effects on my grandchildren." (Note: code "future generations" under 1 unless children are clearly implied.)

3. Mentions personal action (self or family). "We recycle everything" "I give to Greenpeace"

4. Government and/or Industry seen as source of problem, whether through their action or inaction. "Local industries are pouring chemicals into the lake." "The government should be doing more to prevent pollution and clean up waste."

5. Indicates esthetic concern for beauty, for nature, or for recreation (e.g., fishing if recreational). "So many trees have been cut down and I miss that." "Fishing is no longer enjoyable because the fish look so sick." Non-health, non-utilitarian.

6. Specific emphasis on health problems, or of specific dangers (e.g., bad water) to health. Include need for pure air/water if health implication is clear. "Pollution" is not enough, personal or general. "We need pure water to stay well" "There is increasing skin cancer (because of less ozone)"

7. Children are learning about environmental problems in school; children are environmental conscious. "My kids keep bugging me to recycle" "The children seem to learn a lot about this"

8. No theme: code 0 for all cases
1. Personal Involvement. Any mention of being personally involved, whether as an adult or child and whether in military or as civilian. "I had a friend sent to Arabia"

2. "Good War," Idealistic Mention. "We fought against the idea of a dictatorship" "It made us patriotic and brought unity" "It made me appreciate our freedom" "Big guy taking advantage of a little guy for oil—Glad Americans there to put him in his place" "It was wonderful how everyone supported the troops"

3. Pragmatic Reasons. "If we hadn’t fought he would have been taken over our oil supply" "Needed to stop him now, before he went further/took more territory"

4. In My Life-time, Media Attention. "Well, it's the first war I’ve directly experienced" "Every time you turned on TV, there was something about Iraq"

5. Lives Lost/Injury. Any mention of people being killed or injured, whether American or others. "So many people killed"

6. Showed U.S. Strength. "I was impressed by our military" "The success of American technology"

7. Negative Effects of War. "It hurt us economically" "My brother was afraid of being drafted, but in the end he wasn’t"

8. Other Negative Attitudes. "I’m opposed to war" "It made no sense, I don’t know why we were fighting" "We had no business getting involved"
NUCLEAR WAR, THREAT OF (E-13)

(minimally qualifying statements)

1. **Catastrophic Nature.** "It would be the end of the world" "Would destroy everything" "Human beings would be gone"

2. **Notes Possibility.** "It just takes one madman/one time/one bomb" "Some small nation could use the bomb" "Suppose terrorists got nuclear weapons"

3. **Shows Negative Emotion.** "It's my biggest fear" "Hiroshima was so terrible." (not necessarily personal)

4. **Refers to Specific Incident.** Reference to Chernobyl, Hiroshima, Three Mile Island, "Japanese cities" etc.

5. **Negative References to U.S. government/industry.** "Industry keep pushing making bombs" "We have no control over what the government does on this."

6. **General Anti-War or pro-peace.** "I'm against war." "I don't like weapons of mass destruction of any kind" "We need peace in the world and need to live with other countries."

7. **Claims Some Personal Effect.** "More conscious of daily living." "I live for today." "I'm involved politically."

8. No theme: Code 0 for all cases.
WORLD WAR II (C-71, E-3)

1. **Personal Involvement.** Any mention of being personally involved, whether as an adult or child and whether in military or as civilian. "I was in the Army and traveled a lot" "My son was killed in the war" "I was very small but I remember rationing" "My wife had to bring up the children on her own"

2. **"Good War," Idealistic Mention.** "We fought against the idea of a dictatorship" "The Holocaust was an awful thing" "It made us patriotic and brought unity" "We kept out freedoms"

3. **Pragmatic Reasons.** "If we hadn’t fought we would have been taken over ourselves" "We were attacked at Pearl Harbor and had to fight back" "It was us or them running the world"

4. **Long-term Effects Nationally.** "Changed the role of women" "Pulled us out of the Depression" "It changed all our attitudes and values here at home" "There were a lot of technological and medical improvements due to the war"

5. **Long-term Effects Internationally.** "Led to the cold war" "As a result Germany and Japan were defeated but then emerged stronger than ever" "Made us the leader of the free world"

6. **Big Impact (vague).** "Seems obvious, it was a world war" "Had a big effect on everything" "Divided the time: before the war and after the war" "Every nation was involved"

7. **People killed and Injured.** Any mention of people being killed or injured. "So many soldiers were lost"

8. **Non-effects.** "It was supposed to end wars, but then we had lots of others" "I’m not sure what good it did"
E6. Considering again all the events and changes on the cards that you had heard of, was there one that someone in your family especially told you about, based on their own experiences?

1. YES
2. NO
9. NOT ASCERTAINED
E7. Which event or change was that?

Code the event given. If more than one event is given, code the event that is elaborated upon in E8. If more than one event is elaborated upon in E8, code the first event mentioned.

A. ASSASSINATION OF JOHN F. KENNEDY
B. DEVELOPMENT OF THE COMPUTER
C. WORLD WAR II
D. THE CIVIL RIGHTS MOVEMENT
E. SPACE EXPLORATION
F. CHANGES IN THE ROLE OF WOMEN
G. ENVIRONMENTAL ISSUES
H. GREAT DEPRESSION OF THE 1930'S
I. VIETNAM WAR
J. TERRORISM AND HOSTAGE TAKING
K. INCREASES IN CRIME AND DRUGS
L. KOREAN WAR
M. THREAT OF NUCLEAR WAR
N. THE WAR WITH IRAQ
O. DECLINE OF COMMUNISM IN EASTERN EUROPE
P. THE 1987 STOCK MARKET CRASH
Q. INVENTIONS LIKE TV AND JET PLANES

Other

INAP, 2 OR 9 IN E6--No Event
E8. What was it they told you about (EVENT/CHANGE IN E7)? (PROBE FOR CLARIFICATION)

Determine which one or more of the following three classifications best applies (use minimally qualifying statements). Then code the number that identifies the correct combination.

**Personal connection/experiences:**
"It was on my mother’s birthday;" "He won a medal;" "They had to hold down three jobs;" "He wore a uniform." "He was in it."

**Knowledge/abstractions:**

What the times/event were like:
"It was rough times;" "It was a great time." "How it was."

Lessons for living:
"You had to be strong to survive;" "You had to be self-sufficient."

Information/attitudes/beliefs/evaluation:
"Kennedy was the greatest president."
"How easy it is for anyone to get hooked on drugs." "How easy it is to get drugs."

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<thead>
<tr>
<th>Personal Connection</th>
<th>Knowledge/Abstractions</th>
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<tbody>
<tr>
<td>1. X only</td>
<td>X only</td>
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<tr>
<td>2. X</td>
<td>X only</td>
</tr>
<tr>
<td>3. X</td>
<td>X</td>
</tr>
<tr>
<td>8. &quot;Don’t remember&quot;</td>
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<tr>
<td>9. What R was told about the event was not ascertained.</td>
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<tr>
<td>0. INAP, 2 or 9 in E6--No Event</td>
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</tbody>
</table>
E9. (IF NOT CLEAR IN E8:) Who told you about those experiences?

If "0. INAP, CLEAR FROM E8" is checked, read E8 to determine whose experiences were related.

1. Mother or Father (step-parent)
2. Mother and Father; parents (step-parents)
3. Spouse: husband or wife
4. Grandparent(s); grandmother and/or grandfather
5. Sibling(s): brother(s) and/or sister(s)
6. Children: son(s) and/or daughter(s)
7. Uncle(s), aunt(s), cousin(s)
8. Some combination of the above
9. Other or refuses
0. INAP, 2 or 9 in E6 -- No Event
Sometimes we remember or learn about events of the past in different ways.

E10a-E10b E10. What about World War II -- have you ever kept pictures or some other object in your home, gone to a reunion, made a special visit to a memorial, or done anything else like that to help you remember World War II? (PROBE FOR CLARIFICATION IF NECESSARY)

**WWII Memoria:** Code the first two items mentioned, in the order of mention

1. Arlington Cemetery/Tomb of the unknown soldier
2. Other or unspecified memorials
3. Grave sites (other than at Arlington)
4. Reunions
5. Memorabilia: e.g., My Father's helmet, uniform, gun, medals; pictures (of self, family or friends)
6. Any Holocaust-related memoria-- pictures, memorials, reunions, etc.
7. Media: books, TV, films, newspapers
8. Other (non WWII memorials, learned about it in school)
9. None
0. Not ascertained
E11a-E11b. E11. What about Vietnam? (Have you ever kept pictures or some other object in your home, gone to a reunion, made a special visit to a memorial, or done anything else like that to help you remember Vietnam?) (PROBE FOR CLARIFICATION IF NECESSARY)

Vietnam Memoria: Code the first two items mentioned, in the order of mention:

1. The Vietnam Memorial/The Wall
2. Other or unspecified memorials
3. Grave sites (including Arlington)
4. Reunions
5. Memorabilia; pictures (of self, family or friends)
6. Media: books, TV, films, newspapers
7. Other (non Vietnam memorials, learned about it in school)
8. None
9. Not ascertained

E12. INTERVIEWER CHECKPOINT

1. R HAD NOT HEARD OF WORLD WAR II AT E1--->GO TO E14
2. ALL OTHERS
9. NOT ASCERTAINED, MISSING (AND NO ANSWER IN E13)
Suppose a nephew or niece about 15 years old had just heard World War II mentioned for the first time and asked you to explain what World War II was about. What would you say in just a few sentences? (PROBE TO CLARIFY AND ALSO PROBE AO)

There are 18 theme variables coded for E13.

E13 DON'T KNOW

0. No answer-- 1 or 9 in E12
1. I don't know not mentioned.
2. IDK because I'm not interested/don't care (about history/wars)
3. IDK (what to say) because it's too complicated; there's too much to say
4. IDK because I wasn't there/wasn't alive
5. IDK because I can't remember
6. IDK (what to say)-- tell them to get a book, go to the library, ask someone else
7. IDK all other reasons
8. I don't know (what to say); don't have any idea; IDK (unspecified further).
   * low priority if a reason is given, code 2-7.
9. Not ascertained--'pass'

E13a WHO FOUGHT & WHY

Germans/Germany

0. No answer-- 1 or 9 in E12
1. Germans/Germany NOT mentioned
2. Germans/Germany (or Nazi Germany) mentioned

E13b Hitler

0. No answer-- 1 or 9 in E12
1. Hitler or a special dictator NOT mentioned

2. Hitler mentioned BY NAME

3. A dictator/madman/villain who wanted to take over the world, etc., mentioned but name not given

**E13c** Nazis

0. No answer-- 1 or 9 in E12

1. Nazis (Nazi Germany) NOT mentioned

2. Nazis (Nazi Germany) mentioned

**E13d** Italians/Italy (Mussolini)

0. No answer-- 1 or 9 in E12

1. Italians/Italy (Mussolini) NOT mentioned

2. Italians (Mussolini) mentioned

**E13e** Japanese/Japan (Hirohito)

0. No answer-- 1 or 9 in E12

1. Japanese/Japan (Hirohito) NOT mentioned

2. Japanese/Japan (Hirohito) mentioned

**NOTE:** Includes only mention of Japanese as enemies. Do not code 2 for mention of Japanese in U.S. internment camps.

**E13f** Alliances

0. No answer-- 1 or 9 in E12

1. No mention of alliances between countries

2. Allies mentioned-- e.g., "Allies," "free world united," "Western nations united," "we fought with allies"

3. Axis powers mentioned-- e.g., "Italy joined with Germany". Must mention union among enemies, not just fact that U.S. fought multiple enemies

4. Both Allies and Axis powers mentioned
Goals of the enemy/enemies

0. No answer-- 1 or 9 in E12

1. No mention of target nations of the enemy/ies

(enemy) fought to take over/took over/wanted to take over/invaded . . .

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<thead>
<tr>
<th></th>
<th>the world,</th>
<th>specific countries,</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Europe,</td>
<td>e.g Poland</td>
</tr>
<tr>
<td></td>
<td>other nations</td>
<td>the U.S.*</td>
</tr>
</tbody>
</table>

2. X only

3. X only

4. X only

5. X X

6. X X

7. X X

8. X X

* Include U.S. only if goal of taking over the U.S. is specifically mentioned. "We/PEARL Harbor was attacked" is not enough.
EVENTS OF THE WAR

E13h Pearl Harbor

0. No answer -- 1 or 9 in E12

1. Pearl Harbor/attack on U.S. NOT mentioned

2. Pearl Harbor mentioned BY NAME

3. Attack on Pearl Harbor mentioned but place-name not given: "we were attacked"; "there was a surprise attack"; "Japan attacked us"

E13i Atomic bomb/Hiroshima/Nagasaki

0. No answer -- 1 or 9 in E12

1. Atomic bomb/Hiroshima/Nagasaki NOT mentioned

2. Hiroshima and/or Nagasaki mentioned BY NAME

3. Dropping of atomic bomb or creation of atomic bomb mentioned but place-name not given

E13j Atrocities/loss of life

0. No answer -- 1 or 9 in E12

1. Atrocities/loss of life NOT mentioned

2. Jews/Holocaust mentioned specifically, with either "Jews" or "Holocaust" or "master/superior race" or "six million killed" or concentration camps mentioned

3. Holocaust mentioned WITHOUT keywords -- e.g. "They were killing people they didn't like"

4. Loss of life in general mentioned. Code mention of loss of life in the Holocaust in (2) or (3) above, as appropriate.

5. Both Holocaust & general loss of life in general mentioned
**E13k** Extent, duration and difficulty

0. No answer—1 or 9 in E12

1. Extent, duration and difficulty not mentioned

2. Extent and/or duration mentioned: "It was long," "It was big," "It was global," "Almost everyone was involved," "it was important"

3. Difficulties of the war mentioned, excluding loss of life: rationing, blackouts, bombing, etc.

4. Extent/duration AND difficulties mentioned: "It was long and hard."

**E13l** Personal experiences

0. No answer—1 or 9 in E12

1. Personal experiences NOT mentioned

2. Experiences of self/friend/family offered

**OTHER ASPECTS**

**E13m** Other wars

0. No answer—1 or 9 in E12

1. Other wars NOT mentioned

2. Other wars mentioned—e.g., Saddam Hussein likened to Hitler; Vietnam; Iraq; Korea

**E13n** Postwar results

0. No answer—1 or 9 in E12

1. Postwar results NOT mentioned

2. Postwar results mentioned—e.g., beginning of atomic age; Cold War/relationship between U.S. and USSR; Berlin Wall; world structure; economic boom/baby boom in the U.S., etc.
WHY WE FOUGHT

NOTE: Why we fought can be expressed in several ways: "The U.S./we fought for..." "It was about..." etc.

El3o Ideals

0. No answer-- 1 or 9 in E12

1. Fighting for ideals NOT mentioned

2. Fighting for ideals mentioned-- e.g., against oppression, against the idea of a master race, against fascism (NOT fascists), for democracy, for our way of life, to protect freedom, for human rights, (against) communism; "it was the good war"

Exclude cynical mentions-- e.g., "It was supposed to be the war to end all wars but it wasn't"

El3p Pragmatic

0. No answer-- 1 or 9 in E12

1. Fighting for pragmatic reasons NOT mentioned

2. Fighting for pragmatic reasons mentioned-- e.g., to stop (the aggression of) Germany/Japan/the dictatorships/the fascists (NOT fascism); we were attacked and we fought back; stop expansion/use of force and terror; we were attacked and so we had to fight

El3q Hitler

0. No answer-- 1 or 9 in E12

1. Fighting to stop Hitler NOT mentioned

2. Fighting to stop Hitler/one man/one villain mentioned

* not just mention of Hitler

El3r Antiwar
0. No answer---1 or 9 in E12
1. Antiwar not mentioned
2. Clear antiwar--"It was unnecessary"; "all wars are bad">

---

**E14** (RB, P. 6) In World War II our main enemies were the Germans and the Japanese. How likely do you think it is that the Germans will again become a military threat to the United States over the next 20 or 30 years: Do you think it is very likely, somewhat likely, somewhat unlikely, or very unlikely that the Germans will become a military threat again?

1. VERY LIKELY
2. SOMEWHAT LIKELY
3. SOMEWHAT UNLIKELY
4. VERY UNLIKELY
5. IF VOL: NOT A MILITARY THREAT, BUT AN ECONOMIC THREAT
6. OTHER COMMENT, NOT CODABLE INTO 1-5
7. NOT ASCERTAINED

---

**E15** (RB, STILL ON P. 6) What about the Japanese: How likely do you think it is that the Japanese will again become a military threat to the United States over the next 20 or 30 years? (Do you think it is very likely, somewhat likely, somewhat unlikely, or very unlikely?)

1. VERY LIKELY
2. SOMEWHAT LIKELY
3. SOMEWHAT UNLIKELY
4. VERY UNLIKELY
5. IF VOL: NOT A MILITARY THREAT, BUT AN ECONOMIC THREAT
6. OTHER COMMENT, NOT CODABLE INTO 1-5
7. NOT ASCERTAINED
SECTION F: SPECIALIZED HISTORY

Var. name

F1  F1. We have been talking about mainly political and social events and changes, but most people have other kinds of interests as well. Of the five topics on this page, which one interests you the most?

1. RELIGION
2. SPORTS
3. MUSIC
4. TV OR FILMS
5. SCIENCE OR MEDICINE
6. NONE INTEREST R
7. REJECTS CHOICES AND OFFERS A DIFFERENT TOPIC

F2. If you think back over what has happened in (R's TOPIC) over the past half century right up until today, can you think of any event or change or happening that seems to you to have been especially important? (PROBE TO CLARIFY IF NECESSARY)

F3. What was it about (EVENT FROM F2) that makes it seem to you especially important? (PROBE FOR CLARIFICATION)

Section F Event Codes, by Topic

Instructions: Read both event and reason to determine event/change R is mainly referring to in F2. Code first codable response as the event, giving some weight to the reason as well. Record case # for all events noted in an "other" category. If more than one "codable response" is given in an answer, use the following guidelines to choose which event to code:

1. If one event mentioned is more specific, code the more specific, particularly if the two events are quite similar to each other. E.g., if a respondent says: "rock 'n roll, Elvis Presley", code Elvis Presley rather than rock 'n roll.

2. If both (or all) events are of similar specificity, or are very different from each other, code the one that seems to be the focus of the answer. E.g., R might say "cancer and AIDS research" in F2, and then go on to describe why AIDS research is important. Code AIDS for the event.

3. If you cannot choose an event using the above guidelines, code the event that R mentioned first.
F2a RELIGION

00. INAP.: DID NOT CHOOSE RELIGION

    Religiosity (01-09)*  
    01. People are going to church more/religion is becoming more important  
    02. People are going to church less/religion is becoming less important  
    03. Increase in the number of different religions or denominations  
    04. Breakdown in schisms between different churches or denominations  
    09. Other (RECORD CASE #)  

Changes in Morality/Strictness/Practices in Church (10-19)*  
    10. Changes in the Catholic church resulting from Vatican II, e.g., eating meat on Friday; mass not in Latin  
    11. Other changes in morality in the Catholic church not connected to Vatican II  
    12. Changes in how morality is viewed: there is no absolute right/wrong anymore; morally, everything has become relative; moral standards have become looser; not as strict anymore; churches are marrying lesbians.  
    13. Women's changing role in the church  
    19. Other (RECORD CASE #)  

Religion and Politics (20-29)*  
    20. Changes in the power of the black church  
    21. Taking prayer out of the schools  
    22. The fighting in the Gaza strip  
    29. Other issues relating politics to religion  

Televangelists (30-39)  
    30. Televangelists cheat, are crooked, go to jail  
    39. Other mentions of televangelists  

Other (90-99)  
    91. Emphasizes specific person (e.g., Billy Graham, Jim Jones) - (RECORD CASE #)  
    92. Personal change, I found God; my family goes to church now  
    93. No changes -- there are no changes in religion  
    94. Ignores half-century time constraint: main reference is to Bible or Jesus, or prophecy  
    98. No change or don't know  

*Religiosity and Morality are sometimes joined. Code under whichever heading seems more emphasized by R.
F2b

SPORTS

00. INAP.: DID NOT CHOOSE SPORTS

Specific Sports Accomplishments, National and Local (01-09)

01. Piston's back-to-back championship
02. Tiger's 1968 and 1984 World Series
03. Tiger's 1968 (only) World Series
04. Tiger's 1984 (only) World Series
05. Babe Ruth's records/career
09. Other mentions of specific individual's or team's accomplishments Note: Jackie Robinson coded as 10, not 09.

Racial/Minority Issues (10-19)

10. Specific mention of Jackie Robinson "breaking the color barrier"
11. Breaking the color barrier" in professional sports
19. Other

Other General Changes in Sports (20-29)

20. Increases in professional player's salaries
21. Being able to watch sports on TV
22. TV making sports too commercialized; Sports being run like a "big business"
23. Player's use of steroids
24. Player's use of other drugs (cocaine, crack, etc.)
27. Other general changes in sports

95. Personal change
   I'm more into fishing now; I like to play golf
98. No change or don't know
INAP.: DID NOT CHOOSE MUSIC

Specific Style/Type of Music (01-09)

01. Rock 'n roll
02. Heavy Metal
03. Rap
04. Country Music
05. Changes in the lyrics such that "you can't understand the words anymore"
09. Other specific styles/types of music (specify)

Specific People/Band/Orchestra/Event (10-19)

10. Elvis Presley's career
11. Elvis Presley's death
12. Beatles
13. Woodstock
19. Other

Censorship and Funding Issues (20-29)

20. Decline in financial support for the arts (e.g., symphonies)
21. Increases in censorship
29. Other

Technological Changes (30-39)

30. Invention of the transistor (radio)
31. More sophisticated instruments; electronic instruments
32. Cassettes
33. Compact discs
34. Music videos
39 Other

Other (90-99)

95. Personal event
98. No change or don't know
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<thead>
<tr>
<th></th>
<th>TV OR FILMS</th>
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<tbody>
<tr>
<td>00.</td>
<td>INAP.: DID NOT CHOOSE TV OR FILMS</td>
</tr>
<tr>
<td><strong>Technological Advances (01-10)</strong></td>
<td></td>
</tr>
<tr>
<td>01.</td>
<td>Color movies</td>
</tr>
<tr>
<td>02.</td>
<td>Color TV</td>
</tr>
<tr>
<td>03.</td>
<td>Mentions both color movies and color TV</td>
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<tr>
<td>04.</td>
<td>3-D</td>
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<tr>
<td>05.</td>
<td>Speakies/talkies--when they got sound</td>
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<tr>
<td>06.</td>
<td>Special Effects</td>
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<tr>
<td>07.</td>
<td>Satellites; we can see things from around the world, as they happen; we can see things we didn’t used to be able to see</td>
</tr>
<tr>
<td>08.</td>
<td>Stereo sound</td>
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<tr>
<td>09.</td>
<td>Videos, video cameras, and VCRs. Cable TV</td>
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<tr>
<td>10.</td>
<td>Technological advances (other, general, and unspecified)</td>
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<tr>
<td><strong>Specific TV Shows/Movies (11-19)</strong></td>
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<tr>
<td>11.</td>
<td>Wizard of Oz</td>
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<td>12.</td>
<td>Gone With the Wind</td>
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<tr>
<td>19.</td>
<td>Other specific shows/movies/TV</td>
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<td><strong>Changes in Subject, Theme, Quality (20-29)</strong></td>
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<tr>
<td>20.</td>
<td>Films/TV shows are more reality-based, and show more real-life problems</td>
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<tr>
<td>21.</td>
<td>More children’s programming available</td>
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<tr>
<td>22.</td>
<td>Nostalgia--they aren’t like they used to be; they don’t make classics anymore</td>
</tr>
<tr>
<td>29.</td>
<td>Other (check next section (30-39) before coding event as 29)</td>
</tr>
<tr>
<td><strong>Censorship--and Related Themes (30-39)</strong></td>
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</tr>
<tr>
<td>30.</td>
<td>Changes in censorship regulations</td>
</tr>
<tr>
<td>31.</td>
<td>More violence</td>
</tr>
<tr>
<td>32.</td>
<td>More sex, more nudity, more profanity, more &quot;smut&quot;</td>
</tr>
<tr>
<td>33.</td>
<td>Both sex and violence mentioned</td>
</tr>
<tr>
<td>39.</td>
<td>Other (specify)</td>
</tr>
<tr>
<td><strong>Other (90-99)</strong></td>
<td></td>
</tr>
<tr>
<td>94.</td>
<td>Just like entertainment (low priority)</td>
</tr>
<tr>
<td>95.</td>
<td>Personal event</td>
</tr>
<tr>
<td>98.</td>
<td>No change or don’t know</td>
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</table>
F2e  MEDICINE OR SCIENCE

00. INAP.: DID NOT CHOOSE MEDICINE OR SCIENCE

Specific Breakthroughs in Cures, Medicines, Vaccines (01-09)

01. Antibiotics
02. Penicillin
03. Polio vaccine, Salk vaccine, elimination of polio
04. Vaccines in general
05. Tuberculosis
06. Cures for and/or diagnosis of cancer
07. Birth control
08. Other immunizations or vaccines (e.g., small pox)
09. Other breakthroughs in cures, medicines, vaccines

Specific disease but not necessarily mention of cures for it (10-19)

10. Cancer
11. AIDS
12. Heart disease
19. Other Specific Disease

Medicine and Health Related Technological Advances (20-29)

20. Heart transplants
21. Other specific transplants or transplants general (specify)
22. Advances in saving premature babies
23. Uses of lasers in surgery
24. MRI’s and CAT scans
25. Other technological advances (in health/medicine)

Other Medicine/Health Related Issues (30-39)

30. Improvements in nutrition and diet
31. Changes in health insurance/medical costs
37. Other (RECORD CASE #)

Science (40-49)

40. Specific space event (e.g., moon landing)
41. Space exploration
42. Genetic research—DNA
43. Computers
44. Nuclear power and weapons, atomic weaponry
47. Other science/technology issues (RECORD CASE #)

Other (90-99)

95. Personal event
97. Other (but priority to 37 or 47)
98. No change or don’t know
F3a  R's evaluation of event.
This is intended to be coder's estimate of how R would have evaluated the event if asked F5. Draw on both F2 and F3, but do NOT refer to F5.

0. No event in F1 or 97, 98, 99 in F2.
1. Event mostly good
2. Event mostly bad
3. Mixture of good and bad
4. R's evaluation not clear. Int. should ask F5.

F3b  Personal reference. (Priority is 2, 3, 4, in that order)

0. No event in F1, 97, 98, 99
1. No mention of personal reference
2. Self: behavior or material reference e.g. action, financial loss; it allows me to teach values to young people; I was there on Michigan and Trumble; I had an MRI; I won 50 dollars on it; I went to a couple of games; we moved to be close by
3. Neighbors, friends, family reference, not basically including self, e.g., my husband was constantly watching the game; I lost my grandmother to it.
4. Self: psychological reference only, e.g., worry; include remembering if clearly personal (I remember how Detroit was when I was growing up.) To fall in this category, the response should convey either emotion, or definite personal memory. E.g., I can remember when 'bastard' was first on TV; it disgusts me; it means a lot to me. (By contrast, responses beginning with "I think that..." or "I've always felt that..." would NOT be considered "psychological reference to self.")) Category 4 has low priority relative to category .2, if both apply.

F4  F4. (IF NOT ALREADY GIVEN:) About when did (EVENT FROM F2) (happen/start to happen)?

F5  F5. (IF NOT CLEAR FROM F3:) Would you say (EVENT IN F2) was mostly good or mostly bad?

1. MOSTLY GOOD
2. MOSTLY BAD
3. IF VOLUNTEERED: MIXTURE OF GOOD AND BAD
0. INAP.: CLEAR FROM F3

BRTHYEAR  R's BIRTH YEAR (Code bottom two digits from p. 41)

JFCODER  Coder's ID.
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<td>drugs</td>
<td>econ</td>
<td>educ</td>
<td>envr</td>
<td>evts*</td>
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<td>gndr*</td>
<td>muscst*</td>
<td>pple*</td>
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<td>prot</td>
<td>race*</td>
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<td>spend</td>
<td>strict</td>
<td>trad</td>
<td>work</td>
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</tbody>
</table>
Section G: Generations-- Theme Codes

The theme codes for the questions G3, G6 and G8 are the same. In each set, the following conventions have generally been used:

Conventions:  
1 = no mention of topic  
2 usually = less; opposite of 3.  
3 usually = more; opposite of 2.  
8 usually = can’t tell direction

** Exceptions: atts, evnts, gndr, muscst, pple, race, scie, and sex. These are noted on the codesheet with an asterisk.

In all questions,

0 = INAP, DK or NO DIFFERENCE when nothing further is specified. If R replies DK or NO DIFFERENCE but goes on to give an answer, the themes should be coded with non-zeros.

In each question, the answer given is coded with respect to the generation that is the object of the question. For example, for G3, which asks about the R’s generation, the answer, "There are more drugs today," would be interpreted as "less drugs" for the R’s generation, and G3drugs would be coded 2. If the answer to G8 is that "there are fewer job opportunities today" it would be coded G8econ=3, better economic conditions for the parents’ generation.

If the generation that the R is describing is not clear in the answer, then the direction of the change cannot be determined. In this case, code the themes mentioned as 8. For example, for G8, which asks about the R’s parents’ generation, in the answer, "More sexual freedom and drugs," it is not clear whether the R is talking about his own generation or the parents’ generation. For this answer, G8sex and G8drugs would both be coded 8.
Var Name

G3. How would you describe your own generation, that is, what makes it different from other generations?

G3atts. 1. No mention of attitudes
2. Attitudes or mindset of generation mentioned, NEC; e.g., "crazy," "common sense," "united," "innocent"

G3crime 1. No mention of crime or safety
2. Less crime, safer, fewer guns
3. (More) Crime, less safe, more guns
8. Mention but direction unclear

G3drugs 1. No mention of drugs
2. Less drugs
3. (More) Drugs; specific mentions of pot, grass, LSD. Excludes mentions of alcoholic drinks.
8. Mention but direction unclear, e.g., "I didn’t use drugs"

G3econ 1. No mention of economic issues
2. Harder economic times; fewer jobs, fewer opportunities; higher prices, inflation
3. Easier economic times; more jobs, more opportunities; lower prices, inflation
8. Mention but direction unclear

G3educ 1. No mention of education
2. Less educated, valued education less; education was not as good
3. (More) Education, valued education more; education was good/better
8. Mention but direction unclear

G3envr 1. No mention of environment
2. Less concern about environment, fewer problems with the environment
3. (More) Concern about the environment, more problems with the environment
8. Mention but direction unclear
G3evts 1. No mention of specific events
    2. Depression
    3. World War II
    4. Korean war
    5. Vietnam war
    6. Iraq war
    7. Other events, not race-related
    8. Multiple mention of above items

G3family 1. No mention of family/marriage as a value
    2. Less family- or marriage-oriented; includes more career-oriented; valued family/marriage less
    3. (More) Family- or marriage-oriented; valued family/marriage more
    8. Mention but direction unclear

G3gndr 1. No mention of women’s roles
    2. Women (and men/family roles) were less traditional in gender roles, less conservative-- e.g., women working and dads at home
    3. Women (and men/family roles) were more traditional in gender roles, more conservative-- e.g., men working and moms at home
    4. Women’s movement; women’s lib; bra-burning
    5. Women’s roles were/are changing (and so were men’s)
    7. Other mention of topic
    8. Multiple mentions of above items

NOTE: If R mentions rigid roles without specifying gender-related roles, code variable G3trad.

G3muscst 1. No mention of music or styles
    2. Music, dancing, rock stars (Beatles, Elvis, etc.), concerts (Woodstock), "start of rock and roll", etc.
    3. Styles: Clothes, fashions, hair
    5. Both music and styles mentioned
G3pple
1. No mention of specific people or groups
2. JFK; assassination of JFK
3. Hippies/flower children; Haight-Ashbury; love children; people in San Francisco
4. Yuppies
5. Baby boomers
6. "people my age"
7. Other mention of specific people or groups (e.g., Jane Fonda, greasers), not music-related or race-related
8. Multiple mentions of above items

G3prej
1. No mention of prejudice/tolerance
2. Less prejudiced/more tolerant towards other ethnic and racial groups
3. More prejudiced/Less tolerant towards other ethnic and racial groups
8. Mention but direction unclear

G3prot
1. No mention of protests, activism by groups
2. Less activism, fewer protests
3. (More) Activism, protests, including antiwar protests, draft-card burning, draft-dodging, peace movement, college protests. "Peace" alone is not sufficient, since need a reference to group action. Reference should always be to observable protests. If mention "spoke out more" without group activity, code G3trad=2.
8. Mention but direction unclear

G3race
1. No mention of race-related topics
2. "Riots", unspecified; "race riots"/urban riots, including Detroit riot of 1967
3. Civil Rights movement, including racial marches, bus boycott, blacks getting to vote, etc.
4. Black leaders-- MLK, Malcolm X
5. Racial problems
7. Other or vague mentions of race-related topics, e.g., "race"
8. Multiple mentions of race-related topics
G3relg  
1. No mention of religion  
2. Less religious  
3. (More) Religious  
8. Mention but direction unclear  

G3scie  
1. No mention of science/technological advances  
2. Fewer conveniences of everyday life, including mentions about lack of radios, tv, computers  
3. More conveniences of everyday life, including mentions about lack of radios, tv, computers  
4. Fewer scientific advances, less knowledge about health, science, the world; less technology/inventions (when expressed abstractly)  
5. More scientific advances, more knowledge about health, science, the world; space program, moon landing; more technology/inventions (when expressed abstractly)  
7. Other mentions of science/technology  
8. Multiple mentions of above items  

G3sex  
1. No mention of sexual freedom/activity  
2. Less sexual freedom; (results of) AIDS scare; opposite of 3.  
3. (More) Sexual freedom; sexual revolution; free love; pornography; looser sexual mores; pre-marital sex; promiscuity  
4. Young people/children/teenagers having sex and/or babies  
7. Other mention of sex, sexual practices  
8. Multiple mentions of above items
G3spend

1. No mention of spending and saving

2. Less spending, more saving, more frugal. Appreciated/preserved a dollar and material goods. Didn't take material comfort/goods for granted. Not materialistic in sense of wanting goods don't really need.

3. (More) Spending, less saving, less frugal. Materialistic in sense of wanting goods don't really need or in accumulating goods as an end in themselves. Opposite of 2.

8. Mention but direction unclear

NOTE: Code G3econ when emphasis is on conditions of the times; G3spend when spending habits are mentioned, G3work when work habits are mentioned

G3strict

1. No mention of strictness

2. Less strict-- in society or with kids; less authoritarian; more communication with kids

3. (More) Strict-- in society or with kids; less communication with kids. More authoritarian. Includes "strict" and "stricter" alone.

8. Mention but direction unclear
G3trad

1. No mention of liberal/conservative dimensions, including values and morals and social change.

2. Less conservative, more liberal; more freedom of choice, freedom of speech, expression; politically or socially liberal; more choices. Worse or weaker values/morals. Social awareness/reform without reference to group protests/action/activism. Less respect, more rebellious; breaking with the older generation or the old way of doing things. Less patriotic.

3. (More) Conservative; stick with traditional ways of doing things; more rigid; "saw things in black and white"; more formal. Stronger or better beliefs, values, morals. (More) Respect for others, authority; less rebellious. Inability to criticize authority figures, e.g., the Pope. More patriotic.

8. Mention but direction unclear

G3work

1. No mention of working, work ethic.

2. Less hard-working; less work ethic; lazy.

3. (More) Hard-working; more work ethic; day's work for a day's pay. Worked hard.

8. Mention but direction unclear
G6. The next question is about what is sometimes called the "Sixties Generation"—meaning those people who grew up during the 1960s. What comes to mind when you think about the "Sixties generation"?

G6atts 1. No mention of attitudes
2. Attitudes or mindset of generation mentioned, NEC; e.g., "crazy," "common sense," "united," "innocent"

G6crime 1. No mention of crime or safety
2. Less crime, safer, fewer guns
3. (More) Crime, less safe, more guns
8. Mention but direction unclear

G6drugs 1. No mention of drugs
2. Less drugs
3. (More) Drugs; specific mentions of pot, grass, LSD. Excludes mentions of alcoholic drinks.
8. Mention but direction unclear, e.g., "I didn't use drugs"

G6econ 1. No mention of economic issues
2. Harder economic times; fewer jobs, fewer opportunities; higher prices, inflation
3. Easier economic times; more jobs, more opportunities; lower prices, inflation
8. Mention but direction unclear

G6educ 1. No mention of education
2. Less educated, valued education less; education was not as good
3. (More) Education, valued education more; education was good/better
8. Mention but direction unclear
G6envr 1. No mention of environment
2. Less concern about environment, fewer problems with the environment
3. (More) Concern about the environment, more problems with the environment
8. Mention but direction unclear

G6evts 1. No mention of specific events
2. Depression
3. World War II
4. Korean war
5. Vietnam war
6. Iraq war
7. Other events, not race-related
8. Multiple mention of above items

G6family 1. No mention of family/marriage as a value
2. Less family- or marriage-oriented; includes more career-oriented; valued family/marriage less
3. (More) Family- or marriage-oriented; valued family/marriage more
8. Mention but direction unclear

G6gndr 1. No mention of women’s roles
2. Women (and men/family roles) were less traditional in gender roles, less conservative-- e.g., women working and dads at home
3. Women (and men/family roles) were more traditional in gender roles, more conservative-- e.g., men working and moms at home
4. Women’s movement; women’s lib; bra-burning
5. Women’s roles were/are changing (and so were men’s)
7. Other mention of topic
8. Multiple mentions of above items

NOTE: If R mentions rigid roles without specifying gender-related roles, code variable G6trad.
G6muscst 1. No mention of **music or styles**
2. **Music**, dancing, rock stars (Beatles, Elvis, etc.), concerts (Woodstock), "start of rock and roll", etc.
3. **Styles**: Clothes, fashions, hair
5. **Both** music and styles mentioned

G6pple 1. No mention of **specific people or groups**
2. JFK; assassination of JFK
3. **Hippies/flower children**; Haight-Ashbury; love children; people in San Francisco
4. Yuppies
5. Baby boomers
6. "people my age"
7. Other mention of specific people or groups (e.g., Jane Fonda, greasers), not music-related or race-related
8. Multiple mentions of above items

G6prej 1. No mention of **prejudice/tolerance**
2. **Less prejudiced/more tolerant** towards ethnic and racial groups
3. **More prejudiced/Less tolerant** towards other ethnic and racial groups
8. Mention but direction unclear

G6prot 1. No mention of **protests, activism by groups**
2. **Less** activism, fewer protests
3. **(More)** Activism, protests, including antiwar protests, draft-card burning, draft-dodging, **peace movement**, college protests. "Peace" alone is not sufficient, since need a reference to group action. Reference should always be to observable protests. If mention "spoke out more" without group activity, code G6trad=2.
8. Mention but direction unclear
G6race
1. No mention of race-related topics
2. "Riots", unspecified; "race riots"/urban riots, including Detroit riot of 1967
3. Civil Rights movement, including racial marches, bus boycott, blacks getting to vote, etc.
4. Black leaders-- MLK, Malcolm X
5. Racial problems
6. Other or vague mentions of race-related topics, e.g., "race"
7. Multiple mentions of race-related topics

G6relg
1. No mention of religion
2. Less religious
3. (More) Religious
4. Mention but direction unclear

G6scie
1. No mention of science/technological advances
2. Fewer conveniences of everyday life, including mentions about lack of radios, tv, computers
3. More conveniences of everyday life, including mentions about lack of radios, tv, computers
4. Fewer scientific advances, less knowledge about health, science, the world; less technology/inventions (when expressed abstractly)
5. More scientific advances, more knowledge about health, science, the world; space program, moon landing; more technology/inventions (when expressed abstractly)
6. Other mentions of science/technology
7. Multiple mentions of above items

G6sex
1. No mention of sexual freedom/activity
2. Less sexual freedom; (results of) AIDS scare; opposite of 3.
3. (More) Sexual freedom; sexual revolution; free love; pornography; looser sexual mores; pre-marital sex; promiscuity
4. Young people/children/teenagers having sex and/or babies
5. Other mention of sex, sexual practices
6. Multiple mentions of above items
G6spend  1. No mention of spending and saving
2. Less spending, more saving, more frugal.
   Appreciated/preserved a dollar and material goods. Didn’t take material comfort/goods for granted. Not materialistic in sense of wanting goods don’t really need.
3. (More) Spending, less saving, less frugal.
   Materialistic in sense of wanting goods don’t really need or in accumulating goods as an end in themselves. Opposite of 2.
8. Mention but direction unclear

NOTE: Code G6econ when emphasis is on conditions of the times; G6spend when spending habits are mentioned, G6work when work habits are mentioned.

G6strict  1. No mention of strictness
2. Less strict— in society or with kids; less authoritarian; more communication with kids
3. (More) Strict— in society or with kids; less communication with kids.
   More authoritarian. Includes "strict" and "stricter" alone.
8. Mention but direction unclear
1. No mention of liberal/conservative dimensions, including values and morals and social change.

2. Less conservative, more liberal; more freedom of choice, freedom of speech, expression; politically or socially liberal; more choices. Worse or weaker values/morals. Social awareness/reform without reference to group protests/action/activism. Less respect, more rebellious; breaking with the older generation or the old way of doing things. Less patriotic.

3. (More) Conservative; stick with traditional ways of doing things; more rigid; "saw things in black and white"; more formal. Stronger or better beliefs, values, morals. (More) Respect for others, authority; less rebellious. Inability to criticize authority figures, e.g., the Pope. More patriotic.

8. Mention but direction unclear

G6work

1. No mention of working, work ethic

2. Less hard-working; less work ethic; lazy

3. (More) Hard-working; more work ethic; day's work for a day's pay. Worked hard.

8. Mention but direction unclear
G8. Thinking about your parents' generation, in what way was it different from your own generation in terms of beliefs and values?

G8atts 1. No mention of attitudes
2. Attitudes or mindset of generation mentioned, NEC; e.g., "crazy," "common sense", "united", "innocent"

G8crime 1. No mention of crime or safety
2. Less crime, safer, fewer guns
3. (More) Crime, less safe, more guns
8. Mention but direction unclear

G8drugs 1. No mention of drugs
2. Less drugs
3. (More) Drugs; specific mentions of pot, grass, LSD. Excludes mentions of alcoholic drinks.
8. Mention but direction unclear, e.g., "I didn't use drugs"

G8econ 1. No mention of economic issues
2. Harder economic times; fewer jobs, fewer opportunities; higher prices, inflation
3. Easier economic times; more jobs, more opportunities; lower prices, inflation
8. Mention but direction unclear

G8educ 1. No mention of education
2. Less educated, valued education less; education was not as good
3. (More) Education, valued education more; education was good/better
8. Mention but direction unclear

G8envr 1. No mention of environment
2. Less concern about environment, fewer problems with the environment
3. (More) Concern about the environment, more problems with the environment
8. Mention but direction unclear
G8events
1. No mention of specific events
2. Depression
3. World War II
4. Korean war
5. Vietnam war
6. Iraq war
7. Other events, not race-related
8. Multiple mention of above items

G8family
1. No mention of family/marriage as a value
2. Less family- or marriage-oriented; includes more career-oriented; valued family/marriage less
3. (More) Family- or marriage-oriented; valued family/marriage more
8. Mention but direction unclear

G8gender
1. No mention of women's roles
2. Women (and men/family roles) were less traditional in gender roles, less conservative-- e.g., women working and dads at home
3. Women (and men/family roles) were more traditional in gender roles, more conservative-- e.g., men working and moms at home
4. Women's movement; women's lib; bra-burning
5. Women's roles were/are changing (and so were men's)
7. Other mention of topic
8. Multiple mentions of above items

NOTE: If R mentions rigid roles without specifying gender-related roles, code variable G8trad.

G8music
1. No mention of music or styles
2. Music, dancing, rock stars (Beatles, Elvis, etc.), concerts (Woodstock), "start of rock and roll", etc.
3. Styles: Clothes, fashions, hair
5. Both music and styles mentioned
G8prej

1. No mention of prejudice/tolerance
2. Less prejudiced/more tolerant towards other ethnic and racial groups
3. More prejudiced/Less tolerant towards other ethnic and racial groups

8. Mention but direction unclear

G8prot

1. No mention of protests, activism by groups
2. Less activism, fewer protests
3. (More) Activism, protests, including antiwar protests, draft-card burning, draft-dodging, peace movement, college protests. "Peace" alone is not sufficient, since need a reference to group action. Reference should always be to observable protests. If mention "spoke out more" without group activity, code G8trad=2.

8. Mention but direction unclear

G8race

1. No mention of race-related topics
2. "Riots", unspecified; "race riots"/urban riots, including Detroit riot of 1967
3. Civil Rights movement, including racial marches, bus boycott, blacks getting to vote, etc.
4. Black leaders-- MLK, Malcolm X
5. Racial problems

7. Other or vague mentions of race-related topics, e.g., "race"
8. Multiple mentions of race-related topics
G8relg  1. No mention of religion
2. Less religious
3. (More) Religious
8. Mention but direction unclear

G8scie  1. No mention of science/technological advances
2. Fewer conveniences of everyday life, including mentions about lack of radios, tv, computers
3. More conveniences of everyday life, including mentions about lack of radios, tv, computers
4. Fewer scientific advances, less knowledge about health, science, the world; less technology/inventions (when expressed abstractly)
5. More scientific advances, more knowledge about health, science, the world; space program, moon landing; more technology/inventions (when expressed abstractly)
7. Other mentions of science/technology
8. Multiple mentions of above items

G8sex  1. No mention of sexual freedom/activity
2. Less sexual freedom; (results of) AIDS scare; opposite of 3.
3. (More) Sexual freedom; sexual revolution; free love; pornography; looser sexual mores; pre-marital sex; promiscuity
4. Young people/children/teenagers having sex and/or babies
7. Other mention of sex, sexual practices
8. Multiple mentions of above items
G8spend  1. No mention of spending and saving

2. **Less** spending, more saving, more frugal.
   Appreciated/preserved a dollar and material goods. Didn’t take material comfort/goods for granted. Not materialistic in sense of wanting goods don’t really need.

3. **(More)** Spending, less saving, less frugal.
   Materialistic in sense of wanting goods don’t really need or in accumulating goods as an end in themselves. Opposite of 2.

8. Mention but direction unclear

NOTE: Code G8econ when emphasis is on conditions of the times; G8spend when spending habits are mentioned, G8work when work habits are mentioned.

G8strict  1. No mention of strictness

2. **Less strict** -- in society or with kids; less authoritarian; more communication with kids

3. **(More) Strict** -- in society or with kids; less communication with kids.
   More authoritarian. Includes "strict" and "stricter" alone.

8. Mention but direction unclear
G8trad

1. No mention of liberal/conservative dimensions, including values and morals and social change.

2. Less conservative, more liberal; more freedom of choice, freedom of speech, expression; politically or socially liberal; more choices. Worse or weaker values/morals. Social awareness/reform without reference to group protests/action/activism. Less respect, more rebellious; breaking with the older generation or the old way of doing things. Less patriotic.

3. (More) Conservative; stick with traditional ways of doing things; more rigid; "saw things in black and white"; more formal. Stronger or better beliefs, values, morals. (More) Respect for others, authority; less rebellious. Inability to criticize authority figures, e.g., the Pope. More patriotic.

8. Mention but direction unclear

G8work

1. No mention of working, work ethic.

2. Less hard-working; less work ethic; lazy.

3. (More) Hard-working; more work ethic; day's work for a day's pay. Worked hard.

8. Mention but direction unclear
Section G: Generations

G1

Now I have a few questions about generations. By a "generation" we mean people who grew up in the same time period. Do you think of yourself as belonging to a particular generation?

1. Yes
5. No
8. DK
9. NA

G2

What generation is that? (How would you name it or refer to it?)

Baby Boomers (01-09)
01. Baby boomer (NFS)
02. WWII linked with Baby Boomer: Post-WWII baby boom
03. Time frame given: Early baby boom
04. Time frame given: Late baby boom; tail-end of baby boom
05. "Baby bust" or "after the baby boom"
06. Baby boomers and yuppies

The Sixties Generation (10-19)
10. Sixties generation, NFS
11. Hippies
12. Early Sixties
13. Tail end of Sixties
14. Vietnam era
15. 1960's and 1970's; late 60's, early 70's

Reference to decade/time (20-29)
20. 1920s
21. 1930s
22. 1940s; 1940s-1950s
23. 1950s
(1960s: code 10-19)
24. 1970s
25. 1980s
26. 1990s
27. Other time reference
28. 1950s to/and 1960s

Describe own generation in personal terms or relative to other generations (30-39)
30. Self-oriented: My generation, people my age, the twenty-something generation, the thirty-something generation
31. Younger generation
32. Middle generation
33. Older generation: senior citizens, old school, old
34. Current generation: Today's generation
39. Reference to: other generation, NEC; reference is made but object of reference is vague or uncertain: e.g. "producers of baby boomer," "5 years before the yuppies" "pre-baby boomer"

War Generation (40-49)
40. World War I
41. World War I baby
42. World War II
43. World War II baby
44. Post World War II generation
49. General war comments: war baby, war unspecified; post war, war unspecified

Depression Generation (50-59)
50. Depression (NFS)
51. Depression with mention of World War II
52. Children of Depression
53. Pre Depression
54. Post Depression

Cultural/technological references (60-69)
60. Computer generation
61. The generation before television
62. Music: Rock and Roll generation, Woodstock Generation
63. Cultural: Drug generation, in between hippies and yuppies
67. Other reference to technology or culture (MAKE A CARD) e.g. space generation
70. Yuppies; beginning or end of the yuppies (if "and baby boomers" see 01-09)

90. Other, vague: Reference to unspecified or unrecognizable generation; hard-working generation, very good generation, Cornucopia generation, a free generation, the best in the world
97. Other, specific mention (MAKE A CARD)

00. INAP: G1 coded 5, 8, or 9
98. DK
99. NA
G3. How would you describe your own generation—that is, what makes it different from other generations?

G3a-d FIRST FOUR MENTIONS, IN ORDER MENTIONED -- USE GENERATIONS MASTER CODE

000. INAP: G1 coded 5, 8, or 9

G3e G2/G3. Reference to another generation: From answers to G2 and G3 together, code whether respondent defined his/her generation by clear contrast with another generation.

1. Contrast made with the Sixties generation: Not like 60s generation, not like hippies, Post-60s, Pre-60s.
2. Contrast made with Baby Boomers: Pre-Baby Boomer, Post-Baby Boomer.
3. Contrast made with World War II generation: Pre-WWII, Post-WWII.
4. Contrast made with Older Generation: Not like (like) older (parent's) generation.
5. Contrast with Today's Generation or Younger Generation(s): Not like (like) today's generation, not like people today.
6. Contrast with both older and younger generations.
9. No contrast used, no clear object.
0. INAP: G1 coded 5, 8, or 9.

G3f CODER EVALUATION OF RESPONSE TO G3: Estimate how the R would evaluate his or her generation, based on what is said in G3, G6, and G8.

1. R's generation mostly good
2. R's generation mostly bad
3. Mixture of good and bad
4. No better or worse; same
8. No clue: answer has no affect
9. NA
0. INAP: G1 coded 5, 8, or 9.

G4 How strongly do you feel a part of your generation: very strongly, somewhat strongly, or not very strongly?

1. Very strongly
2. Somewhat strongly
3. Not very strongly
8. DK
9. NA
0. INAP: G1 coded 5, 8, or 9.
INTERVIEWER CHECKPOINT

1. R CLASSIFIED SELF INTO "SIXTIES GENERATION" TO G2
2. ALL OTHERS
9. NA (use only if G1 to G7 were all skipped)

G6. This next question is about what is sometimes called the "Sixties Generation" -- meaning those people who grew up during the 1960s. What comes to mind when you think about the "Sixties generation"?

G6a-d FIRST FOUR MENTIONS, IN ORDER MENTIONED -- USE GENERATIONS MASTER CODE

000. INAP: G5 coded 1

G6e Personal reference in response to G6

1. No personal reference
2. Personal experience with Sixties events: identifies self as member of Sixties generation; I participated in demonstrations; I was in Vietnam; my son was in Vietnam
3. Purely personal reference/family life: I retired in the 1960s; my daughter was born; I was in college; I didn't pay attention to what was going on
9. NA/DK for G6
0. INAP: G5 coded 1

G6f CODER EVALUATION OF RESPONSE TO G6: Estimate how the R would evaluate the Sixties generation, based solely on what is said in G3, G6, and G8. Do not refer to G7.

1. Sixties generation mostly good
2. Sixties generation mostly bad
3. Mixture of good and bad
4. No better or worse; same
7. R did not understand, or did not answer, the question, or was talking about some other time period; for example, R mentions things that are completely unrelated to the 1960s -- big band era, the Charleston, rumble seats, the Depression
8. No clue: answer has no affect
9. NA
0. INAP: G5 coded 1
G7. Overall, do you think that the effects of the Sixties generation were mostly good or mostly bad?

1. Mostly good
2. Mostly bad
3. Mixture (Volunteered)
8. DK
9. NA

G8. Thinking about your parents' own generation, in what way was it different from your own generation in terms of beliefs and values?

G8a-d FIRST FOUR MENTIONS, IN ORDER MENTIONED -- USE GENERATIONS MASTER CODE

G8e CODER EVALUATION OF RESPONSE TO G8: Estimate how the R would evaluate the parents' generation, based on what is said in G3, G6, and G8.

1. Parents' generation mostly good
2. Parents' generation mostly bad
3. Mixture of good and bad
4. No better or worse; same
8. No clue: answer has no affect
9. NA

CODER Coder identification code

51. Juan Battle
52. Tim Beebe
53. Tom Carson
54. Kim Cartwright
55. Christine Edgar
56. Margaret Evans
57. Peter Forbes
58. Carolyn Holmes
59. Susan Jekielek
60. Maria Krysan
61. Theresa Norgard
62. Tom Oko
63. Steve Schecterman
64. Dina Smeltz
65. Sharon Stash
66. Bob White
67. Diane Willimack66
68. Howard Schuman
69. Bill Rodgers
70. Cheryl Rieger
71. Laura Lee Thompson
**GENERATIONS MASTER CODE**

Code up to four mentions from the responses to questions G3, G6, and G8, taking the mentions in the order given by R except that codes are not to be used more than once for the same respondent. For example, if an R said "long hair, the Beatles, weird clothes, rock and roll," only two codes (102 and 103) would be listed.

NOTE: If codes imply a comparison, the generation described in the question should be compared to other generations: that is, in G3 it is R's generation; in G6 it is the Sixties generation; and in G8 it is R's parents' generation. Thus, if a response to G3 is that "kids today are more materialistic than we were," this should be coded 342 -- R's generation is less materialistic than another generation with which it is being compared.

000. INAP; no further mentions

**Cultural Elements (101-109)**

101. Hippies/Flower Children: specific use of those words; also, beatniks, flower kids, flower people, counterculture; Haight Ashbury

102. Fashion and appearance: long hair; bell bottoms; love beads; miniskirts; go-go boots; people dressed badly; wore wild/weird clothes

103. Fashion (if Woodstock, code 241): rock and roll; names of specific musicians and groups (e.g., the Beatles, the Supremes, Bob Dylan, Elvis); acid rock; Motown; dancing; concerts

104. More drugs: general references to drugs; people (of that generation) do/did drugs; drugs more widespread; names of specific drugs (e.g., acid, LSD, marijuana); everybody gets/got high

105. Less drugs: less, or no drugs or drug usage; did not have to worry about drugs

106. Entertainment: references to TV shows, movies; sports; less/more restrictions in film and magazines

107. Cars

109. Other cultural element, NEC (MAKE A CARD; slogans of the 60's (Tune in, turn on, drop out; Don't trust anyone over 30)

**Prominent People/and groups (201-209)**

201. John F. Kennedy (if Kennedy assassination, code 231; if other members of Kennedy family, code 209): JFK, JFK was President, President Kennedy
202. Martin Luther King (if King assassination, code 232)
203. Malcolm X any mention of Malcolm X; assassination of Malcolm X
204. Yuppies, Preppies, any reference
205. Baby boomers
209. Other prominent people or groups: any other public figures or celebrities; Timothy Leary; Jane Fonda (Hanoi Jane); Twiggy; the Kennedys (except John F. Kennedy), Greasers (MAKE A CARD)

Important events (220-249)
221. World War I
222. The Depression
223. World War II
224. Korean War
225. Vietnam War (if antiwar protests, peace movement, or draft dodgers, code 252)
226. Multiple or vague wars mentioned
227. Iraq War
231. John F. Kennedy assassination: JFK was killed
232. Martin Luther King assassination
233. Detroit riots, 1967 (if other riots, code 234)
234. Other riots (if 1967 Detroit riots, code 233): Watts riots; any other specifically named riot; lots of riots; rioting in the streets
235. Racial issues (if riots, code 233 or 234): desegregation; busing; white flight; racial tension
241. Woodstock: specifically uses the word Woodstock
242. Space exploration; man in space, moon landing
248. Lack of any major events (e.g., #221-242) mentioned--"less happened"
249. Other events, "more happened"; any other events mentioned--eg., Kent State

Movements/Activism (250-259)
250. Protests/demonstrations, NEC: general reference to protest without mentioning a specific movement; e.g., people protesting all the time, picket lines, protests, anti-everything, marches
251. Civil rights movement/demonstrations (if Black Power or Black Panthers, code 259)
252. Anti-Vietnam war movement: protests; draft dodgers; peace movement
253. Women's movement/feminism: women's lib; women's libbers; bra-burners; feminists
258. **Less** protesting, activism
259. Other specific movements/protests/demonstrations, NEC: any specific movement not listed above; e.g., environmental, gay rights, animal rights, back to the land, Black Power, Black Panthers (MAKE A CARD)

**Attitudes toward others (300-319)**
300. More tolerant of others, NFS or NEC: less prejudiced, fewer stereotypes, more tolerance of diversity
301. Less tolerant of others, NFS or NEC: more prejudiced, more stereotypes, less tolerance of diversity
302. More tolerant of other religions
303. Less tolerant of other religions
304. More tolerant of other racial groups
305. Less tolerant of other racial groups
306. More tolerant of other ethnic groups
307. Less tolerant of other ethnic groups
308. Gender roles less rigid
309. Gender roles more rigid

**Attitudes, beliefs, values (320-359)**
320. General or unspecified attitudes, beliefs, and/or values, e.g., "lost", "wise", "crazy", "common sense"
321. More sexual freedom: promiscuity; free love; living together; love-in; the pill; premarital sex
322. Less sexual freedom: sexual values more conservative; no living together before marriage
323. Moral decline, including values
324. Higher morals, higher values
325. More freedom: freedom of choice; increased civil liberties; more individualism; "do your own thing"; freedom of expression; people loosened up; pursue happiness
326. Less freedom: converse of code 325
327. Self-centered: spoiled; "me" generation; bitchy; whiners; lack of self-discipline; less concerned about respect for others
328. Less self-centered, more concerned about/more respect for others: converse of code 327
331. Politically conservative: people more conservative in their politics
332. Politically liberal: people more liberal, radical in their politics
333. Patriotism; more patriotic
334. Less patriotism; decline in patriotism
Peace (if anti-Vietnam war, peace movement, code 252): vague mentions of peace, love, harmony; "peace and love"; peace signs

More idealism, social consciousness: social awareness; social responsibility; standing up for what believe in

Less idealism: converse of code 336

Materialism: more materialistic, more concerned about money, possessions, jobs that pay well

Less materialistic: rejection of materialism, less concerned about money

Stronger traditional values: church, "honest day's work for honest day's pay"; value education; friendlier; stronger work ethic; work(ed) harder, longer

Weaker traditional values: converse of 343; rejection of traditional values; weaker work ethic; work(ed) less, lazy

Simple(r) lifestyle: slower paced, more relaxed, laid back, less of a rat race, not as busy

More complex lifestyle: more stress, faster paced

Respect: for authority, for elders

Lack of respect: for authority, for elders

More gullible, more innocent, more naive

Less gullible, less innocent, less naive

Rebellion; more rebellious (personal, or not specified; if societal-level, code 821)

Less rebellious

"Lost"/"Confused"

Other mention of attitudes, beliefs, or values (MAKE A CARD)

*Family, marriage, parenthood (360-369)*

More family-oriented; family more important

Less family-oriented; family less important; choose a career rather than kids; not necessary to have kids

Marriage more important; less willing to divorce

Marriage less important; more willing to divorce

More important to marry someone of same religion, race

Less important to marry someone of same religion, race

Norm to marry at younger ages

Norm to marry at older ages

People were/are "better" parents, NFS

People were/are "worse" parents, NFS

More strict with children; less permissive; listen less to kids
383. Less strict with children; more permissive; listen more to kids
384. More overprotective of children
385. Less protective of children
386. Children more respectful for their parents
387. Children less respectful for their parents
389. Other mentions of family, marriage, or parenthood (MAKE A CARD) e.g. harder to grow up

Environmental Attitudes (390-399)
390. More concerned about the environment
391. Less concerned about the environment

Technology (400-419)
400. Science, research, medicine, NEC: more important, more advanced
401. Science, research, medicine, NEC: less important, less advanced
402. Media, television, mass communications: more important, more advanced
403. Media, television, mass communications: less important, less advanced
404. Everyday conveniences, appliances: more important, more advanced, more common
405. Everyday conveniences, appliances: less important, less advanced, less common
406. Computers: more important, more advanced, more common
407. Computers: less important, less advanced, less common
409. Other (specific) mentions of technology, progress (MAKE A CARD)

Economy (500-509)
501. Poor economic conditions; decline of the economy: that's when the economy started getting worse; high unemployment; high inflation
502. Good economic conditions; improvement in the economy; times were easier; everybody had a job; inflation was lower
503. People more frugal; spent less; saved more
504. People less frugal; spent more; saved less; more debts; too much/easy credit; "instant gratification"
509. Other mention of work/accomplishment/NEC

Environment (601-609)
600. Environmental changes, NEC
601. Environmental better
602. Environmental worse

Miscellaneous (800-819)
801. More crime and violence: general reference to crime; crime started to get bad then; lots of violence (if reference is only to drugs, not to crime or violence, code 104)

802. Less crime and violence: there wasn’t as much crime/violence/drugs then; didn’t have to worry about crime; people felt safer (if reference is only to drugs, not to crime or violence, code 105)

811. More fun, good times: general reference to fun; we/they had more fun.

812. Less fun, fewer good times: general reference to lack of fun; we/they had less fun.

821. More chaos, unrest, instability: time of change; seems like world went crazy; upheaval

822. More orderly, less chaos

831. Personal references: R talked about self, family, friends; e.g., my son was born then; I was in college; my husband retired then; my friends and I protested everything; my brother was in Vietnam

832. References to an age group or age

841. Health issues: health or health care issues; including mention of specific diseases; alcohol abuse

851. Better education, schools, teachers; improvement in education

852. Worse education, schools, teachers; decline in education

861. More people, more births; associated growth in goods and services

862. Fewer people, fewer births; associated decline in demand for goods and services

870. Time period specific--e.g. "40-45"

871. Problems in or decline of U.S., NEC

872. More problems, NEC

873. "Better", NEC

874. Race--related items, NEC

996. No difference; the same

997. Other, NEC (MAKE A CARD)

998. DK

999. NA
Section H: BACKGROUND QUESTIONS

Var Name

H1. This next set of questions is about your own background. From what other countries or parts of the world did your ancestors come? (IF R RESPONDS "American," SAY "What was it before coming to America?)

H1a FIRST MENTION

H1b SECOND MENTION USE NATIONALITY CODES BELOW

H1c THIRD MENTION

| 01. Africa       | 22. Puerto Rico       |
| 02. Austria      | 23. Russia (USSR)     |
| 03. Canada (French) | 24. Scotland           |
| 04. Canada (Other) | 25. Spain              |
| 05. China        | 26. Sweden             |
| 06. Czechoslovakia | 27. Switzerland        |
| 07. Denmark      | 28. West Indies        |
| 08. England and Wales | 29. American Indian   |
| 09. Finland      | 30. India              |
| 10. France       | 31. Portugal           |
| 11. Germany      | 32. Lithuania          |
| 12. Greece       | 33. Yugoslavia         |
| 13. Hungary      | 34. Romania            |
| 14. Ireland      | 35. Belgium            |
| 15. Italy        | 36. Arabic, Turkey, Middle East other than Israel |
| 16. Japan        | 37. Other Spanish      |
| 17. Mexico       | 38. West Indies        |
| 18. Netherlands  | 95. America, US state or region |

H2. (IF MORE THAN ONE COUNTRY NAMED:) Which one of those countries do you feel closer to?

USE NATIONALITY CODES ABOVE

IF ONLY ONE COUNTRY MENTIONED TO H1, CODE IT HERE ALSO.

IF R REFUSES TO CHOOSE BETWEEN TWO OR MORE COUNTRIES, CODE AS 96.
Race H3. (RB, P. 8) Please choose from this page the number that best describes your race or ethnic group.

1. WHITE
2. BLACK
3. AFRICAN-AMERICAN
4. ASIAN
5. AMERICAN INDIAN, NATIVE AMERICAN
6. OTHER (SPECIFY)

H4 H4. Are you Protestant, Catholic, Jewish, some other religion, or do you not have a preference?

1. PROTESTANT
2. CATHOLIC
3. JEWISH
4. ATHEIST; AGNOSTIC; NO PREFERENCE NOTE inversion of numbering in questionnaire
5. OTHER (SPECIFY)

H4a H4a. What specific denomination is that?

NOTE: Code here also the denomination or religion of all those coded 7 to H4.

Codes

00. INAP.: R IS CODED 2, 3, OR 5 IN H4.

BAPTIST

10. American Baptist Association
11. American Baptist Association
12. National Baptist Convention Of America
14. Southern Baptist Convention
15. Other Baptist Churches
18. Baptist, Don't Know Which, or not mentioned

METHODIST

20. African Methodist Episcopal Church
21. African Methodist Episcopal Zion Church
22. United Methodist Church
23. Other Methodist Churches
28. Methodist, Don't Know Which, or not mentioned

LUTHERAN

30. American Lutheran Church
31. Lutheran Church in America
32. Lutheran Church -- Missouri Synod
33. Wisconsin Evangelical Lutheran Church
34. Other Lutheran Churches
38. Lutheran, Don’t Know Which, or not mentioned.

PRESBYTERIAN
40. Presbyterian Church in the U.S.A.
41. United Presbyterian Church in the U.S.A.
43. Other Presbyterian Churches
48. Presbyterian, Don’t Know Which, or not mentioned

50. Episcopal Church

OTHER CHRISTIAN – CODE FROM ATTACHED DENOMINATION LIST

61. OTHER FUNDAMENTALIST (F)
62. OTHER MODERATE (M)
63. OTHER LIBERAL (L)
64. OTHER EVANGELICAL (E)
65. OTHER UNKNOWN (X)
71. OTHER CATHOLIC (e.g., Greek or Russian Orthodox)

NON-PROTESTANT/NON-CHRISTIAN

81. Muslim, Islam
82. Buddhist
83. Other Non-Protestant/Non Christian
DENOMINATION LIST

Advent Christian (F)
African Methodist (M)
American Reform (M)
Amish (F)
Apostolic Christian (F)
Apostolic Faith (F)
Assembly of God (F)
Baptist (Northern) (L)
Bible Missionary (F)
Brethren Church, Brethern (M)
Brethren, Plymouth (F)
Calvary Bible (X)
Camelite (X)
Chapel of Faith (X)
Charismatic (F)
Christ Adelphians (F)
Christ Cathedral of Truth (X)
Christ in Christian Union (F)
Christian & Missionary Alliance (F)
Christian Calvary Chapel (F)
Christian Catholic (F)
Christian Disciples (M)
Christian Reform (F)
Christain Scientist (F)
Christain; Central Christian (M)
Church of the First Born (X)
Church of Christ (F)
Church of Christ, Evangelical (F)
Church of God in Christ Holiness (F)
Church of God in Christ (F)
Church of Prophecy (F)
Church of the Living God (F)
Church of God, Saint & Christ (L)
Churches of God
Community Church (F)
Congregationalist, 1st Congreg. (L)
Disciples of Christ (M)
Disciples of God (X)
Dutch Reform (M)
Eden Evangelist (F)
Evangelical, Any (F)
Faith Gospel Tabernacle (F)
Federated Church (X)
First Christian Disciples of Christ (M)
First Christian (M)
First Reformed (M)
Four Square Gospel (F)
Free Methodist (F)
Free Will Baptist (F)
Friends (L)
Full Gospel (F)
Grace Brethren (F)
Grace Reformed (X)
Holiness (Nazarene) (F)
Holiness Church of God (F)
Holy Roller (F)
House of Prayer (X)
Hungarian Reformed (L)
Ind. Bible, Bible, Bible Fellowship (F)
Independent (X)
Jehovah's Witnesses (F)
Latvian Lutheran (L)
Latter Day Saints (F)
Church of Jesus Christ Latter Day Saints (F)
Latter Day Saints--Mormon (F)
Mennonite, Mennonite Brethren (F)
Mission Convenant (F)
Missionary Baptist (F)
Missionary Church (F)
Moravian (L)
Mormon (F)
Nazarene (F)
New Testament Christian (X)
Open Bible (F)
Other Fundamentalist (F)
Pentecostal, Any (F)
Pilgrim Holiness (F)
Polish National Church (L)
Quaker (L)
Reformed (M)
Reformed Church of Christ (X)
Reformed United Church of Christ (L)
Religious Science (L)
Salvation Army (F)
Sanctified, Sanctification (F)
Seventh Day Adventist (F)
Spiritualist (L)
Swedish Mission (L)
The Church of God of Prophecy (F)
The Way Ministry (X)
Triumph Church of God (F)
Unitarian, Universalist (L)
United Brethren, U.B. in Christ (F)
United Church of Christianity (L)
United Church of Canada (L)
United Church of Christ (L)
United Church, Unity Church (X)
United Holiness (F)
Unity (X)
Wesleyan (F)
Wesleyan Methodist--Pilgrim (F)
Witness Holiness (F)
Worldwide Church of God (F)
Zion Union (M)
Zion Union Apostolic (M)
Zion Union Apostolic--Reformed (M)
H4b. Was your parent's religious preference Protestant, Catholic, Jewish, or something else?

0. INAP.: R IS CODED 1, 2, 3, OR 7 IN H4
1. PROTESTANT
2. CATHOLIC
3. JEWISH
4. COMBINATION: PROTESTANT-CATHOLIC
5. COMBINATION: PROTESTANT-JEWISH
6. COMBINATION: CATHOLIC-JEWISH
7. OTHER (MAKE CARD); INCLUDE HERE PARENTS DIFFERED (i.e., combination)
8. ATHEIST, AGNOSTIC, NO PREFERENCE

H5. Do you attend religious services every week, almost every week, once or twice a month, a few times a year, or never?

1. EVERY WEEK
2. ALMOST EVERY WEEK
3. ONCE OR TWICE A MONTH
4. A FEW TIMES A YEAR
5. NEVER

H6. Are you currently married, widowed, divorced, separated, or have you never been married?

1. MARRIED AND LIVING WITH SPOUSE (OR IN SERVICE)
2. WIDOWED
3. DIVORCED
4. SEPARATED
5. NEVER MARRIED
6. IF VOL: OTHER

H7. Do you have any children?

1. YES
2. NO --> GO TO H9

H8. CODE EXACT NUMBER OF CHILDREN, WITH 8=8 OR MORE, AND 0=INAP.: NO (CHILDREN) TO H7.

H8a. Code Age of Youngest child. (ALSO CODE AGE HERE IF ONLY ONE CHILD, AND CODE 00 IN COLS. 20-21.)

H8B. Code Age of Oldest Child

ROUND MONTHS UP IN ALL CASES
H9. What is the highest grade of school or year of college you have completed?

Code exact number: 00 to 17=17+

H9a. Did you get a high school diploma or pass a high school equivalency test?

1. YES
2. NO
0. INAP.: R went beyond high school

H9c. Did you go to a separate trade school after high school?

1. YES
5. NO
0. INAP.: R did not get a high school diploma

H9b. What is the highest degree that you have earned?

1. Associate's Degree
2. B.A. or B.S.
3. M.A. or M.S. or M.B.A.
4. Ph.D.
5. M.D., LL.B., OTHER ADVANCED DEGREE
0. INAP R DID NOT ATTEND OR COMPLETE COLLEGE

H10. (ASK IF R HAD TEN OR MORE YEARS OF SCHOOL:)

Was your high school almost all white, mostly white, about half white and half black, mostly black, or almost all black?

1. ALMOST ALL WHITE
2. MOSTLY WHITE
3. HALF WHITE/HALF BLACK
4. MOSLTY BLACK
5. ALMOST ALL BLACK
0. INAP.: LESS THAN 10 YEARS OF SCHOOL

H11. (RB, p.9) Please tell me which of the choices on this page best describes your present work status.

1. WORKING NOW
2. ONLY TEMPORARILY LAID OFF; SICK OR MATERNITY LEAVE
3. UNEMPLOYED
4. RETIRED
5. PERMANENTLY DISABLED
6. HOMEMAKER
7. STUDENT
8. OTHER (MAKE CARD)

H12. What (is/was) your occupation or your main job (before you became unemployed/retired)? (OBTAIN CLEAR JOB TITLE OR CLEAR DESCRIPTION OF MAIN DUTIES OR ACTIVITIES.)

CODE MAIN JOB (PRE-RETIREMENT WHERE POSSIBLE)
SEE ALSO: Alphabetical Index of Industries and Occupations

PROFESSIONAL, TECHNICAL AND KINDRED WORKERS

10. Physicians (medical, psychiatric and osteopathic); Dentists

11. Other Medical and Paramedical (excl. health technicians--see 16): Chiropractors, Optometrists, Pharmacists, Veterinarians, Dieticians, Registered Nurses, etc.

12. Accountants; Auditors

13. Teachers, except college

14. Teacher, College; Social Scientists; Librarians

15. Architects; Chemists; Engineers; Physical and Biological Scientists

16. Technicians: Computer programmers and analysts, health, engineering, science and other technicians, designers, radio and television announcers, etc.

17. Public Advisors: Personnel and labor relations workers, clergy and other religious workers, social recreation workers, editors, and reporters, public relations persons, etc.

18. Judges; Lawyers
19. Other professional, technical and kindred workers

MANAGERS, OFFICIALS AND PROPRIETORS (EXCEPT FARM)

20. Not self-employed; employee of own corporation

31. Self-employed—unincorporated business

CLERICAL AND KINDRED WORKERS

40. Secretaries, stenographers, typists

41. Other Clerical Workers: Bank tellers, bookkeepers, cashiers, estimators and investigators, mail carriers, payroll and postal clerks, shipping and receiving clerks, stock clerks, etc.

SALES WORKERS

45. Demonstrators, hucksters and peddlers, insurance and real estate agents and brokers, sales representatives and sales clerks, etc.

CRAFTSMEN, FOREMEN AND KINDRED WORKERS

50. Foremen, n.e.c., except craft
51. Craftsmen, craft foremen and supervisors
52. Government protective service workers: firemen, guards, policemen, etc.

OPERATIVES AND KINDRED WORKERS

61. Transport equipment operatives: bus drivers, conductors, deliverymen and routemen, fork lift and tow motor operators, taxicab drivers, truck drivers, etc.

62. Operatives, except transport

LABORERS AND FARM FOREMEN

70. Unskilled laborers—non-farm
71. Farm laborers and foremen

SERVICE WORKERS

73. Private household workers
75. Other service workers: maids, cleaners, janitors, bartenders, cooks, waiters, nursing aides, practical nurses, barbers, babysitters, (exc. 73), beauticians, etc.

FARMERS AND FARM MANAGERS

80. Farmers (owners and tenants) and farm managers

MISCELLANEOUS GROUPS

55. Member of Armed forces
95. Student
96. Housewife
97. Other (Out of labor force)
98. DK
99. NA

H13

H13. Have you ever been unemployed and looking for work for six months of more?

1. YES
5. NO

H14

H14. INTERVIEWER CHECKPOINT

1. R IS CURRENTLY MARRIED (FROM H6, P.29)
2. ALL OTHERS

H15

H15. (RB, STILL ON P.9) Please tell me which of the choices on the page best describes your (wife's husband's) present work status.

0. INAP.: R NOT MARRIED IN H14
1. WORKING NOW
2. ONLY TEMPORARILY LAID OFF; SICK OR MATERNITY LEAVE
3. UNEMPLOYED
4. RETIRED
5. PREMANENTLY DISABLED
6. HOMEMAKER
7. STUDENT
8. OTHER

H16

H16. What (is/was) (his/her) occupation or (his/her) main job? (OBTAIN CLEAR JOB TITLE OR CLEAR DESCRIPTION OF MAIN DUTIES OR ACTIVITIES)

00. INAP.: R NOT MARRIED IN H 14.
USE SAME OCCUPATIONAL CODES AS FOR Q. H12.

H17. (ASK ONLY IF R DID NOT GIVE DATE OF BIRTH TO A10:) Earlier you preferred not to give you exact date of birth. Our study is partly about how peoples' ages relate to how they think about the past, so it is very important for me to obtain your date of birth or age. I would really appreciate it if you could give me just the year of your birth.

IS DATE OF BIRTH GIVEN HERE?

0. INAP.: R GAVE DATE OF BIRTH AT A10
1. YES: COPY ALSO TO A10
2. R REFUSED BOTH HERE AND AT A10

H18. Generally speaking, do you usually think of yourself as a Republican, Democrat, Independent, or something else?

1. REPUBLICAN
2. DEMOCRAT
3. INDEPENDENT
4. OTHER, SPECIFY:
5. NO PREFERENCE

H18a. Would you call yourself a strong (Republican/Democrat) or not a very strong (Republican/Democrat)?

1. STRONG
2. NOT VERY STRONG

H18B. Do you think of yourself as closer to the Republican or Democratic party?

1. Republican
2. Democrat
3. Neither

H19. (RB, P. 10) Please look at this page and tell me the letter of the income group that includes your total family income from all sources for 1990--before taxes. Just tell me the letter. (IF R IS UNCERTAIN: WHAT WOULD BE YOUR BEST GUESS?)

01. A. NONE OR LESS THAN $2,999
02. B. $3,000 - $4,999
03. C. $5,000 - $6,999
| 04. | D. | $7,000 - $8,999 |
| 05. | E. | $9,000 - $10,999 |
| 06. | F. | $11,000 - $12,999 |
| 07. | G. | $13,000 - $14,999 |
| 08. | H. | $15,000 - $16,999 |
| 09. | I. | $17,000 - $18,999 |
| 10. | J. | $19,000 - $20,999 |
| 11. | K. | $21,000 - $22,999 |
| 12. | L. | $23,000 - $24,999 |
| 13. | M. | $25,000 - $26,999 |
| 14. | N. | $27,000 - $28,999 |
| 15. | O. | $29,000 - $30,999 |
| 16. | P. | $31,000 - $34,999 |
| 17. | Q. | $35,000 - $39,999 |
| 18. | R. | $40,000 - $44,999 |
| 19. | S. | $45,000 - $49,999 |
| 20. | T. | $50,000 - $59,999 |
| 21. | U. | $60,000 - $69,999 |
| 22. | V. | $70,000 - $79,999 |
| 23. | W. | $80,000 - $89,999 |
| 24. | X. | $90,000 AND ABOVE |
| 90. | Y. | R REFUSED TO GIVE INCOME |
SECTION J: WORDS FROM THE PAST

(RB, P. 11) This next section concerns a few words and names from the past that come up now and then, but that many people have forgotten. Could you tell me which ones you have heard of at all, and, if you have, what they refer to in just a few words? You don't need to be specific or go into a lot of detail.

General: Knowledge of these words is scored 1 correct, 2 if partly correct, and 3 if DK or completely confused or vague.

Borderline responses that are nevertheless coded into a specific category are followed by a (?), in order to help define the boundary of the category. Do not consider R's ideological position, e.g., R may think McCarthy was a hero or be critical of Rosa Parks, yet be scored as correct in terms of knowledge.

Responses that are flippant and thus cryptic, yet may reflect adequate knowledge, are hard to judge; may be counted correct if coder thinks R knew what he/she is talking about.

If R receives help from someone else present, code as 2 at most, unless you are sure R also knew the answer.

Var. name
J1  J1. Watergate.

1. Correct: Must mention Nixon (or associates) and connect with criminal activity, spying, deception, or wiretapping—unless there is other clear evidence of knowledge that would have been revealed by more probing.

"When Nixon broke the rules." "Eavesdropping by Nixon, but not really serious" "Impeachment of Nixon"(?) "Break-in of Democratic headquarters" "Nixon’s oops!"(?) "Nixon’s tapes" (?)

2. Partly correct: Mentions Nixon or criminal activity, etc., but not both. Mentions Nixon and scandal, or just scandal, but with no further detail.

"Apartments bugged" "Scandal about Nixon"(?) "Cover-up" "Nixon" (not further explained)

3. Incorrect: "Scandal" (not further explained) "They bugged Nixon"

4. D.K., "Sounds familiar but can’t place it."
J2. Rosa Parks
1. Correct: Must mention her refusing to give up her seat or refusing to move to back of bus.

"Civil rights--the woman who wouldn't get off the bus" (?) "Civil rights--the back of the bus" (?) "She wouldn't move to the back of the bus" "She sat in the front of the bus" (?) "Integration on the bus"

2. Partly: Mentions civil rights, but not specific.

"Civil rights, black lady" "Bus issue--civil rights" "She took her rights to ride a street car" "The one that wouldn't get off the bus" (?) "Buses" "Bus girl"

3. Wrong: DK, Rosa Park Blvd.

"She gave up her seat on the bus" (too confused)

4. D.K.

J3. Joe McCarthy
1. Correct: Must indicate he hunted communists, unless other detail is clear.

"He went after communists" "Part of the red scare" "Fighting commies" "1950s equivalent of Salem witch trials"

2. Partly: Mentions communists or politics, but not clear.

"He was a senator, was involved in communist stuff" "Witch-hunt"(not clear enough) "Conducted hearings after World War II"

3. Wrong: "Manager of N.Y. Yankees" "A communist from the 1950s"

4. D.K.
J4. Christa McAuliffe
1. Correct: Teacher killed in Challenger explosion. Must mention two of three: teacher, killed, space exploration or astronaut.
   "Astronaut killed" "In the space shuttle disaster" "Teacher who went into space" (?) "Tragedy in space"
2. Partly: "Astronaut" "Space shuttle" "Tragedy"
3. Wrong: "model" "Miss America"
4. D.K.

J5. WPA
1. Correct: Works Progress/Projects Administration during 1930s/New Deal that provided socially useful work to unemployed. Must have basic idea of providing employment to those out of work.
   "FDR gave work to people in the 1930s" "Depression years, my grandfather worked in the WPA" "They should have that now, clean up the cities, put people to work"
2. Partly: "Welfare group" "The Great Depression" "One of Roosevelt's programs"
3. Wrong: "Work something [Int: he was just guessing]" "Effective force back in the early days"
4. D.K.
J6. **Marshall Plan**
1. Correct: U.S. provided money/material help to rebuild Europe after World War II. This is difficult, so any idea of helping Europe, or other countries not excluding Europe, after WW II is correct.

"To help foreign countries after the war" (assume WWII) "A great accomplishment by rebuilding Europe"

2. Partly: "Plan during WWII, like the Berlin airlift" "For Europe, after the war, plan" (?)

3. Wrong: "A political plan" "An isolationist policy"

4. D.K.

J7. **Woodstock**
1. Correct: Rock 'n Roll concert in upstate N.Y. at end of 60s, often associated with drugs & sex. Should ordinarily mention music in some way, but accept drug partying.

"Musical event in N.Y." "That's the hippies concert" "A drugs get-together"

2. Partly: "Drugs in the 60s" (?) "During the 60s, a bunch of people demonstrating for peace" "That's where the hippies hung out"

3. Wrong: "Snoopy's friend" "cartoon character"

4. D.K.

J8. **The Tet Offensive**
1. Correct: Large communist offensive against American & South Vietnamese forces in 1968

"Communists attacked us in Vietnam" "Attack by communists, led to Johnson's leaving office" "Attack during Tet holiday" (?) "A deadly battle in Vietnam" (?)

2. Partly: "Vietnam"

3. Wrong: "An American offensive"

4. D.K.
J9. The Holocaust:

1. **Correct**: Hitler/Nazis/Germans killed Jews. Ordinarily should include or imply killing and should include Jews. 2 of 3 mentioned

   "Genocide on the Jews by Germans"
   "Prosecution (sic) of Jews during WW II" (?)
   "Hitler, death, destruction, persecution" (?)
   "Germany--they put a lot of people to death" (?)

2. **Partly**: "That was terrible, a bad thing, with the Jews" "Hitler" "The Jews"

3. **Wrong**: "World War II" "Yes, horrible"
   "Dropping the atomic bomb" "Something about "Germany" (?)

4. D.K.
Var. name

SECTION K: EDUCATION AND SCHOOL QUESTIONS

TIMEK EXACT TIME NOW
CODE IN MILITARY TIME

K1 K1. Our last set of questions concerns schools. Many states, including Michigan, are considering funding different types of choice programs for schools. These programs would allow parents to choose any school—public or private—for their children to attend from kindergarten through high school. Would you favor or oppose these types of choice programs, or haven’t you thought much about it?

1. FAVOR
2. OPPOSE
3. HAVEN’T THOUGHT ABOUT IT --> GO TO K4

K2 K2. (RB, P. 12) If parents were allowed to choose any school for their children to attend, either public or private, many people think that all schools would be hurt. Other people think that all schools would be helped.

Here is a scale that runs from -5 to +5, with -5 meaning "hurt all schools," +5 meaning "help all schools," and zero meaning "no change." Where on this scale would you place your overall opinion about how choice programs would affect schools?
(Round any decimal; round .5 up)

00. INAP: ANSWERED 3 to K1
01. -5
02. -4
03. -3
04. -4
05. -1
06. 0
07. +1
08. +2
09. +3
10. +4
11. +5
K3. Many people also wonder how choice programs would affect the public schools. If parents were allowed to choose their children's schools, do you think student test scores in the public schools would, on the average, be higher, lower, or not much different than now?

0. INAP.: ANSWERED 3 TO K1
1. HIGHER
2. LOWER
3. NOT MUCH DIFFERENT

K4. (RB, P. 13) People consider a number of different things when they choose a school for their children. (Even if you do not have school age children,) please tell me the three qualities on the list that you would consider important in choosing a child's school.

(SHOW LIST AND THEN ASK:) Which quality would you rank as most important? Which second? Which third?
K4a MOST IMPORTANT
K4b 2nd IN IMPORTANCE
K4c 3rd IN IMPORTANCE

1. = a. THE SCHOOL IS CLOSE TO THE PARENTS' HOME OR WORKPLACE.
2. = b. THE SCHOOL IS SAFE.
3. = c. THE SCHOOL SUPPORTS THE MORAL AND ETHICAL VALUES I WANT CHILDREN TO LEARN.
4. = d. SCHOOL DISCIPLINE IS STRICT.
5. = e. THE SCHOOL OFFERS A WIDE VARIETY OF COURSES.
6. = f. THE CHILDREN'S PARENTS HAVE EDUCATIONAL AND OCCUPATIONAL BACKGROUNDS SIMILAR TO MINE.
7. = g. THE SCHOOL REQUIRES STUDENTS TO TAKE A LOT OF CLASSES IN BASIC SUBJECTS LIKE MATH, ENGLISH, AND SCIENCE.

K5. (RB, STILL ON P. 13) Which quality would you rank as the least important?

(USE CODES FOR K4)

K6. Students are given grades for their work, often A as the highest grade, B, C, D, and F for fail. Suppose the public schools in your community were graded in the same way. What grade would you give to your public schools: A, B, C, D, or F?

1. A
2. B
3. C
4. D
5. F
6. other: 2 grades given for different aspects of public schools, e.g., academics and moral values

TIMEEND

EXACT TIME NOW: ____________

CODE IN MILITARY TIME
Section L: INTERVIEWER OBSERVATIONS

Var name

L1  L1. LENGTH OF INTERVIEW: ______ MINUTES

L2  L2. [NOT CODED]

L3  L3. R's RACE (BY OBSERVATION):
   1. BLACK, AFRICAN AMERICAN
   2. WHITE
   3. OTHER (RECORD CASE #)

L4  L4. R's SEX (BY OBSERVATION):
   1. MALE
   2. FEMALE

L5  L5. IN GENERAL, WHAT WAS THE RESPONDENT'S ATTITUDE TOWARD THE INTERVIEW:
   1. FRIENDLY AND INTERESTED
   2. COOPERATIVE BUT NOT PARTICULARLY INTERESTED
   3. IMPATIENT AND RESTLESS
   4. HOSTILE

L6  L6. WAS RESPONDENT'S UNDERSTANDING OF THE QUESTIONS...
   1. EXCELLENT
   2. GOOD
   3. FAIR
   4. POOR

L7  L7. WAS ANYONE ELSE PRESENT AND LISTENING FOR MORE THAN A FEW MINUTES DURING THE INTERVIEW?
   1. NO
   2. YES, SPOUSE OR SIGNIFICANT OTHER
   3. YES, CHILD OR CHILDREN
   4. YES, PARENTS
   5. YES, FRIEND
   6. YES, SOME COMBINATION OF THE ABOVE
   7. OTHER
TYPE OF STRUCTURE IN WHICH FAMILY LIVES:

01. TRAILER

02. DETACHED SINGLE FAMILY HOUSE

03. DUPLEX/TWO FAMILY HOUSE

04. HOUSE CONVERTED TO APARTMENTS

05. ROW HOUSE OR TOWNHOUSE (3 OR MORE UNITS, 3 STORIES OR LESS)

06. APARTMENT BLDG. (5 OR MORE UNITS, 3 STORIES OR LESS)

07. APARTMENT BLDG. (5 OR MORE UNITS, 4 STORIES OR MORE)

08. APARTMENT IN A PARTLY COMMERCIAL STRUCTURE

09. 4 FAMILY APARTMENT

97. OTHER (SPECIFY)

DATE OF BIRTH

Month Day Year

(If before 1900, still code last two digits)
<table>
<thead>
<tr>
<th>FORM</th>
<th>Form of the questionnaire taken from the coversheet label</th>
</tr>
</thead>
</table>
|      | 1. X  
|      | 2. Y  |

<table>
<thead>
<tr>
<th>INCENT</th>
<th>Whether the household received an incentive</th>
</tr>
</thead>
</table>
|        | 1. Received pen  
|        | 0. Did not receive pen  |

<table>
<thead>
<tr>
<th>REFUSE</th>
<th>Indicator of a refusal</th>
</tr>
</thead>
</table>
|        | 1. Yes  
|        | 0. No  |

<table>
<thead>
<tr>
<th>CALLS</th>
<th>Total number of calls to a household</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>RESULT</th>
<th>Result of contact with the household</th>
</tr>
</thead>
</table>
|        | 1. Completed interview  
|        | 5. Partial interview  |

<table>
<thead>
<tr>
<th>PERSUASN</th>
<th>Whether a persuasion letter was sent</th>
</tr>
</thead>
</table>
|          | 1. Yes  
|          | 5. No  
|          | 0. INAP  |

<table>
<thead>
<tr>
<th>TOTHU</th>
<th>Total number of households in a dwelling</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>ELIGM</th>
<th>Number of eligible males</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>ELIGF</th>
<th>Number of eligible females</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>RECLET</th>
<th>9. (ASK OF INFORMANT:) Do you remember receiving a letter from the University of Michigan about this study?</th>
</tr>
</thead>
</table>

READLET 9a. Do you recall reading it?
1. YES
2. NO

PAID Whether R was paid $10.00 or not
00. No
10. Yes
(On another issue,) What do you think are the most important (other) lessons we can learn from the war with Iraq?

CODING INSTRUCTIONS:
The goal is to code two lessons, maximizing the coding of substantive ideas offered by R. Lessons are coded in the order in which they are given in the response.

1. Identify the codable parts (sentences, clauses, or words if the R is terse), giving "vague," "IDK" and repeated information low priority. If R says that one lesson is the most important of all, and it was not mentioned first, treat it as the first mention. Specifically,

a) If one part is a "don't know" (IDK) response code it only if there are not two other codable parts. If there are two other codable parts, the IDK response may be taken as a polite disclaimer rather than a real denial of knowledge. If there are fewer than two other codable parts, code the best IDK code.

For example, take the following answer (parts are identified with numbers):

(1) I don't know--it's not over yet.
(2) We shouldn't allow dictators to rule, I guess. (3) And we should support our boys in the army.

In this case, part (1) would not be coded, since parts (2) and (3) are codable responses.

b) If one or more parts is "vague," code it only if there are not two other codable parts. If there are two other codable parts, do not code the "vague" answer. If there are fewer than two other codable parts, code the "vague" answer--either as one of the "vague" codes (90-92), or as other (97).

Example:

(1) It was tragic. (2) One country shouldn't try to take over others.

In this case, (1) is "vague" but it should
be coded, since there is only one other codable part. (1) would be coded as "vague, negative."

c) Do not code the same code twice for an answer. If one codable part essentially repeats information given in an earlier part, and would be assigned the same code, skip it and go on to the next codable part if there is one. If there isn’t another codable part, code the second lesson as "00"

Example:

(1) We should stand up for what is rights.  
(2) We shouldn’t allow dictators to take over other countries.  (3) The war wasn’t really about oil--it was about freedom.

In this case, (2) would not be coded, since it would be assigned the same code as (1) and part (3) is codable.

2. When the parts to be coded are identified, select the code best representing them. To do so, read the whole sentence (part). Select the code that best captures the main idea expressed in that sentence.

How to Conduct a War (Standing Up and Backing Down)  
(01-09)

01. WHAT WE/THE U.S./"COUNTRIES" SHOULD DO/Standing up to dictators who take over other countries: We should get involved soon and stand up to dictators; stand up for what is right; sometimes action is the right course; stop people like Hussein; countries are/the U.S. is responsible for others; we have to be involved; don’t back down; don’t let one power dictator/hold the world ransom; one man shouldn’t have that much power; one man/madman shouldn’t dictate.

02. WHAT THE U.S. SHOULD DO/A complete job: get the job done short and sweet; don’t hold anything back; go for victory (if R suggests U.S. failed to do this, code 23)

03. When President Bush says something, he means it and will act, Bush does what he promises.

04. Continued involvement: now we have to build
it/the area back up; when you police an area you have to stay--can’t walk away; people over there still need our help.

05. LESSONS FOR AGGRESSORS: countries (Iraq) shouldn’t take over others; power and greed; other countries will think twice before taking over others; countries should take care of their people better.

Positive Results for the World (10-19)

10. U.S. as world power/policeman: (it signaled) the re-emergence of the U.S. as a world power; we are now a world policeman (Note: R should use words that designate some special role for the U.S. If R is noting that the U.S. is responsible for other countries without specifying a special role, code 01.)

11. Cooperation/United Nations: It showed a greater unity can lead to peace; cooperation among countries; the United Nations can work

Negative Lessons/Implications (20-29)

20. Look/plan before involvement: we should be more cautious before starting something; we need longer-sighted foreign policy goals or moral ideology

21. Arms sales and other support for foreign leaders: We should be more careful about our arm sales (in the Middle East); don’t let a dictator build up arms; (the U.S. needs to support good leaders)

22. Don’t trust anyone/foreign leaders (if Arabs mentioned, code 61)

23. Finishing the job: we backed down too soon; should have finished the job/killed Saddam; don’t back down too soon.

24. Concern with Vets and GIs (negative): Vets should be treated better; GIs are lied to, poorly treated; our soldiers were ill-prepared.

25. Oil (any mention): The U.S. is dependent upon Middle Eastern oil; U.S. should become independent of Middle Eastern oil; it was all over oil; it wasn’t over oil

26. Volunteer army: Don’t enlist in the army or national guard unless you are willing to fight
27. **U.S. leaders mislead Americans AND/OR leaders of other countries:** don’t trust U.S. politicians or the media; President Bush lied to us/played deceiving games with other countries

28. **Need for pre-emptive/early action:** we should have gotten involved sooner; we should have removed/killed Sadam first/earlier; we should have fought sooner.

**Positive Lessons for Americans (30-39)**

30. **Freedom:** we learned we are free in this country; other people aren’t as free; we value our freedom more; we fought for freedom

31. **What the war demonstrated about U.S. ability or character:** It shows we’re not afraid; we can fight a war and win it; we’re still strong, willing to fight; the U.S. is (militarily) powerful, has superior technology/military might; produced/demonstrated national unity: it brought people closer; it showed that we could work together; it produced patriotism/pride

(Note: similar to 01, but 01 focuses on how we should act, and 31 focuses on what our actions showed about us--image, abilities, character.)

32. **Good treatment/support of vets and soldiers:** we can treat vets right/better than we treated other vets.

33. **Went well for us:** glad it was short; few (Americans) died; we won

34. **Military technology:** need to keep it up-to-date; learned how to use it; it’s necessary/important

35. (Young) people/Americans learned about the army.

37. **Support (our) President**

**Staying Out (40-49)**

40. **General isolationist:** we should mind our own business/stay out of it; don’t send our kids

41. **General antiwar:** don’t believe in war; war is bad; we should try harder to get along; war isn’t needed; we should work things out; many people were killed; how destructive war is

42. American money/attention should go to **problems in**
Lessons and Results for the Mideast (50-59)

Note: Responses coded into these codes should specifically mention Arabs, Muslims, Iraqis, Israelis, etc. Mention of "foreign leaders", "foreigners" etc. should not be coded here.

50. **Negative Arab comments**: don’t trust anyone in the Middle East/Arabs; don’t trust Hussein; Arabs/Muslims are the problem; don’t like Arabs living in the U.S.

51. **Learning (more) about the Middle East/Arabs/Muslim culture**: we need to; we did

52. **Israel References**: includes reference to ongoing problems between Israel and Arabs

53. The **Kurds** have a bad situation. (If reference to U.S. failure to "complete the job/protect the Kurds," code 23.)

54. **Hussein or Iraqi government, any negative reason that doesn’t fit into 05, lessons for aggressors. leaders/government of Iraq, code 50.**
   * low priority if R is simply commenting as an aside that Hussein is a bad leader/bad person.

Miscellaneous (90-99)

90. Generally negative, vague **Low priority**

91. Generally positive, vague **Low priority**

92. Mixed emotions, vague. both positive and negative affect expressed. **Low priority**

93. **Fruitless or no lesson**: "Don’t know what we were fighting for"; don’t think we can learn anything; we never learn anything from wars; it didn’t solve anything; we can’t learn anything.

95. **Experiences of self, friends, or family in the war**

97. **Other**

98. Don’t know (code 00 as second lesson)

99. Not ascertained/not asked/question skipped (code 00 as second lesson).
00. No second mention (second mention only.)
C2a, C2b  C2. What was it about (1st EVENT) that makes it seem to you especially important?

Reasons:

Code two different reasons. USE EVENT REASON MASTER CODE (ER) except:

998. "None", "nothing", "I don't know"
999. Event not coded on reason list. Use for both first and second reason, regardless of the length of the answer.
000. No event given in Cla, or no second reason or second reason would have the same code as the first reason.

C3a, C3b  C3. What (other) important effect did (1st EVENT) have on your own life or that of your family--I mean on how you have lived or how you looked at things?

Reasons:

Code two reasons. USE EVENT REASON MASTER CODE (ER) except:

998. "None", "nothing", "I don't know"
999. Event not coded on reason list. Use for both first and second reason, regardless of the length of the answer.
000. No event given in Cla, or no second reason or second reason would have the same code as the first reason.

E4a, E4b  E4. What was it about (MOST IMPORTANT EVENT) that makes it seem to you the most important event? (PROBE FOR CLARIFICATION)

Code up to two different reasons from the EVENT REASON MASTER CODE list (ER) except:

998. "None", "nothing", "I don't know"
999. Event not coded on reason list. Use for both first and second reason, regardless of the length of the answer.

000. No event given in C1a, or no second reason or second reason would have the same code as the first reason.

---

E5a, E5b  E5. Would you say that (MOST IMPORTANT EVENT) has had any (other) important effects on your own life or that of your family--I mean on how you have lived or how you have looked at things?

Code up to two different reasons from the EVENT REASON MASTER CODE list (ER) except:

998. "None", "nothing", "I don’t know"

999. Event not coded on reason list. Use for both first and second reason, regardless of the length of the answer.

000. No event given in C1a, or no second reason or second reason would have the same code as the first reason.
EVENT REASON MASTER CODE

MEDIA/COMMUNICATION (Section C-03; Section E-17)

001. Source of entertainment

002. Religious programming; evangelism; spreading the gospel

003. Educational value; provides news, documentaries; helps us learn about the world. Makes one aware of larger world; widens horizons

004. Telephone specifically: improves communication to others

005. (General) improvement in communication; brings world closer together

006. Any negative mentions: too much sex/violence; increases materialism, e.g., negative about advertising; displaces personal communications/bad impact on family life

009. Other media/communications mentions

TRANSPORTATION (Section C-03; Section E-17)

011. Airplane/jet: world more accessible; travel easier; helps business imports and exports

012. Better cars/roads make travel easier

019. Other transportation and travel mentions
SPACE PROGRAM AND MOON LANDING (Section C-06; Section E-5)

Positive:

021. Strong (positive) emotional affect of space program/moon landing: awe/amazement/wonderful/fantastic/wonder

022. Patriotism/pride in U.S. / our country’s accomplishments. Shows U.S. can do anything it tries to do.

023. Increase in knowledge and potential knowledge, e.g., exploration of other planets to see if there is life. New discoveries and information, including personal knowledge gained about space; future colonies in space

024. Spin-off technology, e.g., computers, electronics, communication satellites. Emphasis on material by-products or consequences of space projects.

025. Makes world smaller; world problems are everyone’s problems now; can’t isolate ourselves/ignore others anymore; more international cooperation.

026. Positive economic impact: creation of jobs, incl. for R personally; boost to economy.

027. Defense/military applications; will protect U.S. from attack. Positive reference to Star Wars. Importance of staying ahead of Russians in space exploration/initiatives.

028. Spiritual dimension; showed wonders of creation of God, etc.

029. Other positive space mention.

030. Challenger mention
Negative:

031. **Negative economic impact**: too much money spent, money could be better spent on projects here.

032. **Opposed to military/defense applications**. Disapproval of military influence on space effort.

033. **Safety concerns**; concern about risk to astronauts, etc.

039. Other negative space mention.
COMPUTERS, ROBOTICS AND OTHER TECHNOLOGICAL CHANGES
(Section C-18, Section E-2)

Scope of Influence

041. Strong (positive) emotional affect of computers/new technology; awe/amazement/wonderful/fantastic/wonder.

042. Stresses widespread impact(changes derived from computers/new technology; "It's a computer world" -- computer has become a necessity for life/world today. Life is different than in past because of the computer. (If change specific to industry/business, code 43.) Potential of computers for the future -- computer's influence only just begun.

043. Impact(changes to (specific) industry/business-- "automation/computers/robotics changed auto industry greatly." (If specific changes/effects mentioned, code also in 051-057 below.)
Positive Effects

051. **Home/daily living improvements; modern conveniences/appliances; makes life easier/better; comparison to old-fashioned methods; including lower costs/increased efficiency for consumers.**

052. **Makes life more convenient/easier/better (except 051), e.g., 24-hour banks, etc.**

053. **Increases efficiency; makes work more productive, faster, simpler; saves time/money.**

054. Creates **new jobs; has improved economy; including R’s/family’s own jobs now computer related.**

055. Increased **knowledge; led to new scientific inventions/discoveries, e.g., made moon landing possible.**

056. Improves **communications; brings the world closer together; makes information more readily available.**

057. Important **educational tool--use of computers in school.**

059. Other positive effects of computers/technology
Negative Effects

061. Invasion of personal privacy; they know everyone's business these days; personal records kept, e.g., on credit, etc.; "Big Brother" watches you.

062. Makes things impersonal; you deal with a computer not a person.

063. Makes things too complex/confusing. Can be personal reference, e.g., "I find them very confusing."

064. Makes people lazy, e.g., people can't even add these days, the computer does it for them. People don't bother to think anymore, they let the computer decide.

065. Computers can make mistakes/errors/can break down or computers are given as the excuse for mistakes made, e.g., banking errors.

066. Eliminate jobs; automation has replaced the need for human workers.

069. Other negative effects of computers/technology.
DEPRESSION OF THE 1930’S (Section F-21, Section E-8)

071. Mentions unemployment/people out of work; no jobs.

072. Other hardships/effects: bankruptcy, lack of money/food/shelter, soup lines.

073. Disruption of life (plans), e.g., interrupted schooling, thwarted careers.

074. General negative effects on economy.

075. (Positive) government intervention; economic and social programs, e.g., WPA, FDIC, welfare programs, Social Security, banking laws, etc. (NOTE: If R is negative about such programs, code 76.)

076. (Negative) government intervention or programs; too much welfare, etc.

077. Country united/overcame depression; country pulled together; Roosevelt’s capable leadership, increased employment/more jobs not or na whether 075.

078. Country learned lessons from Depression, how to avoid such economic disasters; "we learned from our mistakes."

Low Priority 79. R worried/thinks there will be another depression

Psychological Consequences of Depression:

080. Made me/people more frugal, used to getting along with less, more conservative; save/plan for the future more/not buy on credit.

081. Makes me/people appreciate what we have more. (May include reference to people today taking everything for granted.)

Low Priority 082. Vague negative mentions of Depression, e.g., it was a catastrophe/terrible time, etc.

089. Other Depression mentions
WOMEN'S MOVEMENT/ERA/FERRARO (Section C-31; Section E-6)

090. Vague/general reference: changed (a lot of) things

091. Ended/reduced discrimination against women. Made men and women more equal, e.g., equal opportunity for getting job; equal pay; gave women vote, etc.

092. Brought women into occupational world/workplace

093. Shows women are as capable as men. Brought women into important positions. Women are taken more seriously.

094. Made me/women more self-confident; stand up for our/their rights; made women more independent (financially or otherwise)

095. Increased options. Givens women/me more freedom in terms of lifestyle. Women have more choices. Fewer stereotypes about what men and women can or cannot do. Less rigid sex roles.

096. Economic necessity cause women to work; women must (help) support the family; divorce forces women to work/be single parents.

097. Discrimination still exists; women have not yet achieved (complete) equality, e.g., "Women suffer financially in divorce;" "men still think they should be the boss," etc.

098. Negative mentions

099. Other pro women's issues mention
CIVIL RIGHTS/RACIAL ISSUES/MLK MENTIONED (Section C-32; Section E-4)

Positive Effects

101. Helped me/blacks obtain employment or better employment (except 102)

102. Affirmative action in employment; quota system helps increase opportunities.

103. Improved educational opportunities for me/blacks; desegregation of schools.

104. Ended/reduced discrimination/segregation in specific areas other than workplace or school, e.g., in housing, hotels/restaurants, etc.

105. Gave blacks (me) the vote.

106. Civil rights ended/reduced injustice in America towards blacks. Gave equal/legal rights. Gave blacks (me) more choices/more options/more opportunities for a "better life." (Usually vague/general response.)

107. Increased confidence of blacks; made blacks/me stand up for (our) rights. Increased self-esteem. Changed blacks' outlook on themselves.

108. Shows blacks are as capable as whites. Brought blacks into leadership positions. Blacks can now use their abilities to the fullest; make more of a contribution to society.

109. Changed general attitudes toward blacks. Created awareness of past inequality; made people more accepting of minorities, less prejudiced; there is more racial harmony. Assertion that all people should be treated equally. Awareness that all people have rights, e.g., to life/liberty/happiness, etc.

110. R claims to be/have always been without prejudice.

119. Other positive effects/aspects of civil rights movement.
Other (Neutral) Categories--The Influence of Civil Rights:

121. R was activist in civil rights movement.

122. Civil rights showed power of protest, influences other/protest movements, e.g., women's movement.

123. Widespread impact of: civil rights affects everyone/so many people (in America or in world); has world-wide implications, e.g., in S. Africa.

124. Mentions Martin Luther King--his life, work, and/or assassination.

125. Civil rights still has a long way to go; discrimination/inequality still exists; battle continues today.

128. Negative references

129. Other neutral effects.
CRIME AND DRUGS (Section C-37; Section E-11)

NOTE: Event answers in this area often include a codeable mention of a "reason," code as the first mention(s) of event explanations (e.g., if c1A (Event) is "the increase of alcohol and drugs," code 133).

Negative Change:

131. Moral breakdown in general; no standards of right and wrong. (If emphasis on widespread or general problem, code here and under specific examples if mentioned.)

132. (Increased) Crime; mention of rape, murder, lack of physical safety; more violence (include domestic violence); criminals treated too softly, drugs increase crime

133. Drugs and alcohol abuse.

134. Increased sex; promiscuity; living together; pornography; homosexuality.

135. Disapproval of legalized abortion; increase in abortions.

136. Loss of religious faith, e.g., against taking prayer out of schools; religion is the source of morality, etc.

137. Family breakdown; increase in divorce; mothers not at home; family less important. (NOTE: domestic violence, code 132.)

138. Any references to problems of kids/teens: (not schools) kids grow up too fast; kids into sex, drugs, etc. at much earlier age; "Generation Gap"; kids today are spoiled, not enough discipline. (If R specifies areas of kids' problems, code there also.) Worry about grand/children (code personal=4)

139. Disrespect; loss of respect for older people, adults, parents, authority, law.

141. Less patriotism; lack of pride in country.

142. Pervasiveness and effects on society/self Big and bad, we can't keep drugs out; if affects every generation; it's in all the schools; causes problems in education, it destroys you/society.
143. Prevention and Rehabilitation; societal (govt.) and personal (my brother). If personal code 2-4 as necessary in personal reference.

149. Other negative changes.
Kennedy increased respect for America by other countries

(Kennedy) started Peace Corps

Works/worked for peace in world, or in specific area

Good foreign policy -- nec; good at foreign affairs; "I like his foreign policy"

"Great impact on the world" -- NFS; "changed world history"

Civil Rights

Led/Supported Civil Rights. Positive reference to equality, integration, equal rights for race, ethnicity, or gender in U.S.; Made Life Better for Blacks. Focus on economic or social improvement for blacks specifically, rather than equal rights; open job opportunities for blacks.

Reduced prejudice; made people think about their prejudices.

United the Country. Brought people together, gave the country hope, confidence, increased patriotism.

Changed Country Greatly. Affected many people. (General) *Low Priority
Assassination References

161. R uses emotional words: grief, personal loss, made people lose hope. Also code here claims that the assassination made R more aware of tragedy of life.

162. Made R more aware of importance of man/role. Made R aware of current affairs; became aware of importance of President.

163. Assassination was a conspiracy.*

164. (Kennedy) If he had lived would have achieved so much/solved so many of the country's problems.

169. Other assassination references.

Political Position/Group Membership

170. Political party affiliation; "he was a Democrat"

171. Ideological position; "he was not a conservative"

172. Reference to gender, ethnicity, religion, race; "the first woman candidate;" "a Catholic"
Assassination Linked to R's Memory/Personal Experience

173. Direct personal/tangible or psychological impact on R. "It changed my impression of politicians." "I became less naive." "He set an example for me."

174. Indirect relationship claimed. "Served under him in Europe," "he is from Georgia (too)."

175. Heard about from others. "My father always spoke highly of him," "I heard a lot about him from my parents".

176. Flashbulb memory. "recall just where I was when I learned of his death;" "was in the audience when he spoke". Note: much more specific than category 177.

177. General memory. "He as the first President I knew about." Usually have a vague response with little content other than claim to have personal memory.

Miscellaneous Responses

180. Good President/good leader (vague)

181. Vague Positive: I like(d) him; I like(d) his policies. Other general positive evaluation comments; "good man"

182. Vague Negative: I dislike(d) him; I dislike(d) his policies. Other general negative valuative comments. *Low Priority

183. Both vague positive and vague negative references.

189. Other leadership mention
WORLD WAR II, PEARL HARBOR (Section C-71; Section E-3)

Scope of WWII

201. Pearl Harbor, any mention

202. Use of atomic bomb; beginning of atomic age; Hiroshima; start of threat of nuclear war.

203. Winning -- avoided bad outcomes of defeat, e.g., we kept our freedom; otherwise we would be run by Nazis/communists/Japs.

204. Worldwide impact of war; war affected all countries; everyone involved; changed so many lives (tends to be rather vague/general response).

205. "Good War" -- Idealistic view: Good vs. Evil. It was a "just" cause; a "necessary" war.

206. U.S. involvement necessary or just because horror of the Nazis, the holocaust, the evil of Hitler; murder of the Jews; "we had to stop the Nazis"

207. Patriotic time; people supported the government; country unified; national loyalty; war time effort.

208. Lives lost; many people killed. (Killing of the Jews, code 206.)

209. Changed life plans in general (incl. R's own family), broke up families, other general changes (need not be negative).

210. Worry/concern about the progress of the War on the safety of relatives/friends.

211. Led to shortages, hardships -- including R's own family; rationing*

212. Vague negative: War a tragedy/terrible time/traumatic experience -- NFS.

213. Vague positive: Lived life to fullest; had good effects; appreciated everything more--NFS.
Changes Brought About by WWII

221. **Created structure of present world.** U.S. and/or Russia as superpowers. Realignment of nations. East-West division. Spread of communism. Beginning of cold war.

222. **Ended U.S. isolationist policy; more interaction between nations; beginning of world trade.**

223. **Industrialization of Japan/Germany.** Japanese now major importer to U.S. (may include bad feeling about "losers" ending up in strongest position).

225. **Improved Economy.** Brought country out of Depression, led to prosperity. People had jobs, money (can refer to either wartime or aftermath).

226. **Technological Progress.** War led to technological or medical advances—can be specific (e.g., computer revolution) or general.

227. **Women** entered occupational structure/became more independent; women's movement (usually but not necessarily positive).

228. **WWII led to civil rights movement; desegregation of the Army.**

229. Change in individual's **attitudes**; greater permissiveness; **moral decline**; different values; changing sex roles (usually but not necessarily negative).

230. **Baby Boom; population increases after War.**

231. **Migration/population movement; immigration or movement within U.S.**
R's Own or Significant Other's Wartime Experience

241. R in WWII and injured/damaged.

242. R in WWII no damage mentioned; recalls positive side or effects; got out safely; good friends

243. R had close relative (e.g., parent/sibling/spouse/child) in WWII killed or damaged in some way, e.g., injury, depression, etc.

244. R had other relative or friend killed or damaged in war.

245. R had relatives or friends in war by no damage mentioned; "my father was in the Pacific."

248. Other personal wartime experience.

249. Other WWII mentions (general)
Lack of Purpose to the War

301. The war had no meaning, no clear purpose/goal: "don't know why we were there.

302. The war was unnecessary, stupid, useless or bad: "we shouldn't have been there"; "it was a mistake...it should never had been fought"; "it was wrong"--NFS

Practical Reasons to Avoid Foreign War

311. General isolationist stance: we should not get involved/should stay out of other peoples'/countries business, e.g., we should not stick our nose where we are not wanted; U.S. can't police the world. We can't take on all the world's problems.

312. It was a civil war. We shouldn't take sides in what was an internal conflict. (Distinguished from 311 on grounds that dispute was mainly internal.)

313. We lacked the backing of the Vietnamese/Korean people; The Vietnamese/Koreans didn't want us.

314. We can't/shouldn't try to impose our system of values on another society/on less developed/less democratic societies.

315. Threat of communism not strong enough or serious enough to go to war; America overreacts against communism.

316. Avoid an undeclared war or police action; should only be involved in a declared war.

317. We should fight only if U.S./our country/people directly threatened or if there are significant U.S. interests/concerns at stake.

318. We got too involved, e.g., it's OK to send money or advisors, but not men. We overreached ourselves.

319. Have enough problems of our own--we should take care of our own country's problems.
320. We should be cautious/more thoughtful about getting into (any) war; should have known more about what we were getting into; don't rush into things.

321. We should emphasize peace. Favor negotiation. Avoid war (usually a vague general pacifist sounding response). Fighting not best option. No need for wars.

Costs of War for Soldiers/Veterans/Civilians

331. Loss of life (American or NA who)—wasteful loss of life, loss of "our boys" or young men. (if refers specifically to Vietnamese/Korean lives, code 335.)

332. U.S. soldiers were wounded or damaged through emotional stress, drugs, etc. Include mentions of "Agent-Orange" and delayed health problems.

333. The bad treatment of Veterans. U.S. soldiers/veterans were/are badly treated at home or by U.S. government, e.g., "There was no hero's welcome"; "the soldiers were not treated right when they returned." (May include reference to others treated better, e.g., soldiers from WWII or Vietnam refugees.)

334. Mentions of POW (Prisoners of War) or soldiers MIA (Missing in Action).

335. We hurt the Vietnamese/Koreans; destroyed their villages; killed them. (With or without mention of Americans hurt also.)

Cost of War—Economic

337. War an enormous expense; waste of money; financial drain.

338. War caused economic problems at home, e.g., inflation, unemployment (can refer either to wartime or aftermath).
Responses about Not Winning the War

341. The war was a failure; we didn’t win, didn’t gain anything. Our work was left unfinished. We didn’t accomplish what we expected.

342. We did not/should have tried to win. We should not get into a war we are not prepared to win; We should have fought harder/let the military do their job. General reference to "pulling out all the stops," doing what is necessary to win; should have invaded N. Vietnam/Korea if necessary; continued/extended bombing (except use of "The Bomb" [atomic], code 346). "Hit them with all you’ve got or get out." The war dragged on too long. We should have ended or gotten out sooner.

343. It was a war we could not win--we should avoid getting into wars we cannot win. We were not prepared (militarily) for guerrilla warfare. We can’t win that kind of war. Shouldn’t be in land war in Asia.


345. U.S. lost respect in world because of our involvement in the war or because we didn’t win.

346. We should have dropped the bomb (atomic) to end it to save U.S. lives.
Lack of Domestic Support for War—Suspicion of Political Nature of War

351. The war lacked support of country/people/congress. We shouldn’t get into war unless whole country behind it.

352. The war divided our country, divided family, friends, caused conflicts within the U.S.

353. The war was motivated by economic interests or big business, e.g., real purpose of war to generate jobs, boost certain industries.

354. The war was a political one/politically motivated. The politicians mishandled the war. Government politicians got us into war.

355. Created distrust in government/loss of respect for government. Lost faith in our leaders. The government misled us. The public was misinformed.

356. Approval of war protests; showed protest works. Protest stopped U.S. involvement; protest good or necessary in some other way.

Defense of War/Opposition to Critics/Mixed Feelings About War

361. Positive reference to U.S. involvement in war -- we did our duty as we should; we were (just) trying to help/to keep the peace; U.S. intentions were good but we messed it up.

362. Disapproval of protests to war policy. (Include here mild comments, e.g., "even if war wrong we should have stood united," or strong hatred of hippies/protesters/counter-culture.) Disapproval or opposition to government in general.

363. Dislike of media’s (critical) portrayal/handling of the war.

364. Threat of communism justified/necessitated our involvement in the war; communism is bad, should be opposed.
R’s Own Vietnam/Korea Related Experience

371. R was physically injured.

372. R suffered emotional damage; drug addiction; low morale because of lack of home support (including disappointing reaction upon returning home).

373. R’s life (plans) upset because drafted. Other negative effect of being in Vietnam/Korea; couldn’t get job when returned.

374. R in Vietnam/Korea, no mention of further effects on R’s life.

375. Any positive reference to R’s experience in Vietnam/Korea; R appreciates U.S. more due to familiarity with Vietnamese/Korean conditions or way of life.

376. Worries/concerns about being drafted or going to war; R worried about being drafted or being sent to Vietnam/Korea or had life disrupted because of concern about being drafted.

379. Other personal reference about R’s own Vietnam/Korean experience.

Experiences of R’s Significant Others in Vietnam/Korea

R’s spouse/sibling/parent/child/grandchild

381. Lost/killed in Vietnam/Korea.

382. Injured or damaged in some way.

383. In Vietnam/Korea, no damage mentioned. (Include mention of relative or friend returning from Vietnam/Korea.)

384. R worried about loss or injury or about them being drafted.
R's Friend, Neighbor or Other Relative

385. **Lost/killed** in Vietnam/Korea.

386. Injured or **damaged** in some way.

387. In Vietnam/Korea, **no damage mentioned**.
    (Include mention of relative or friend returning from Vietnam/Korea.)

388. R **worried about** loss or injury or about them being drafted.

389. **Other personal reference** about any significant others being in Vietnam/Korea.

Miscellaneous

Low Priority 390. Vietnam/Korea a terrible time. It was a tragedy. It was a very bad time for the country. Vague general negative.

397. Other **non-personal** Vietnam/Korea explanations or lessons.
TERRORISM, HOSTAGE CRISIS (Section C-75; Section E-10)

401. U.S. should be more forceful/aggressive; anger or frustration, outrage; e.g., we let our people be hostages for too long; we should have deported foreigners/bombed Tehran, etc.

402. Sympathy with victims and families. Concern with wasted life; sad about Marines killed in Beirut, etc.

403. Feeling of vulnerability, concern about being a victim; awareness of likelihood/ease of future attacks.

409. Other terrorism/hostage mentions.
ATOMIC ENERGY/NUCLEAR WEAPONS (Section C-01 and 77; Section E-13)

Anti Nuclear

501. Fear of nuclear war; destructive capability of weapons; escalation and spread of nuclear weapons. Apprehension about "arms race."

502. Fears terrorist or fanatics use of nuclear weapons, e.g., "real risk is some crazy fanatic will blow us all up."

503. Opposed to military or defense programs/expenditures, e.g., against Star Wars.

504. Opposed to nuclear power as energy source. Concern about nuclear waste or nuclear reactor accidents.

509. Other anti-nuclear mentions.

Pro Nuclear

511. Mutual deterrent; nuclear weapons as way of preserving peace; destructive power of weapons stops countries from starting a war.

512. Approval of military expansion/defense spending; in favor of Star Wars; asserts nuclear arms valuable (political) weapon.

513. Great scientific discovery/invention, e.g., splitting atom great achievement; nuclear research had led to scientific technological advances.

514. Nuclear energy makes U.S. more self-sufficient; cheap/convenient source of power; necessary to avoid depletion of natural resources.

519. Other pro nuclear mention.

520. Other nuclear mentions not clear or NIA whether pro or anti.
WAR IN IRAQ (Section C-81; Section E-14)

697. All reasons

DECLINE OF COMMUNISM (Section C-82-84; Section E-15)

797. All reasons

ENVIRONMENTAL (Section C-88, Section E-07)

897. All reasons
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