

DETROIT AREA STUDY
PROJECT 965
APRIL, 1968

INTERVIEWER _____
INTERVIEW NO. _____
SEGMENT NO. _____

A STUDY OF EXPERIENCES AND PROBLEMS IN DETROIT

* TIME STARTED: _____

1. First I'd like to talk about problems that neighborhoods sometimes have. How about poor city services, such as street cleaning or garbage collection. Is this something of a problem in this neighborhood or not a problem?

PROBLEM 1
NOT A PROBLEM 5

2. How about not having enough safe play areas for children, is this something of a problem or not a problem in this neighborhood?

PROBLEM 1
NOT A PROBLEM 5

3. What about housing and property not being kept up--is this something of a problem in this neighborhood or not a problem?

PROBLEM 1
NOT A PROBLEM 5

4. Is crime or vandalism something of a problem or not a problem in this neighborhood?

1. YES, PROBLEM

5. NO (GO TO Q. 5)



A. How do you think your neighborhood could be made safer from crime and vandalism?

5. Is the home you're living in now satisfactory for your family's needs?

YES 1
NO 5

6. In serving your family's needs, how do you think your present house compares with the houses of most people in Detroit: Is it better or not as good?

- BETTER 1
- NOT AS GOOD. 2
- SAME (IF VOLUNTEERED). 3

7. Is there a block club in this neighborhood?

1. YES (ASK A & C)

5. NO

A. DO you attend meetings?

B. Have the people in the neighborhood ever gotten together to help each other out or to complain about a problem?

1. YES

5. NO

1. YES 5. NO (GO TO Q. 8)

C. IF BLOCK CLUB OR ANY ORGANIZATION:

What sort of problems (has the block club/have the neighbors) tried to solve?

8. All in all, are you pretty satisfied living in this neighborhood, or would you like to move to another neighborhood?

- PRETTY SATISFIED 1
- LIKE TO MOVE. 2
- OTHER (SPECIFY) 7

9. Thinking generally of the problems cities have today, do you think the federal government in Washington is trying as hard as it can to solve the main problems of cities like Detroit, or that it is not doing all it could to solve such problems?

1. TRYING AS HARD AS THEY CAN X. NOT DOING ALL THEY COULD

↓
A. Do you think they are trying fairly hard to solve these problems, or not hard at all?

FAIRLY HARD . . . 2
NOT HARD AT ALL . 3

10. Turning to some questions about schools, in Detroit there have been many teenagers dropping out of school before finishing. What do you think is the main reason for this?

A. IF R SAYS MAINLY "PARENTS" OR "HOME", ASK: Why do you think the parents (home/upbringing) are (is) like that?

11. Do you think Negroes get as good an education as whites in Detroit schools, or not as good an education?

1. AS GOOD (GO TO Q 12) 2. NOT AS GOOD (ASK A & B)

↓

A. Why do you think Negroes don't get as good an education?

B. Which do you think is the most important thing to do now to improve the education of Negroes in Detroit--work to get all city schools more integrated, or work to improve conditions in the mostly Negro schools?

INTEGRATION 1
IMPROVE NEGRO SCHOOLS 2

12. Do you think Negro parents can work better with a Negro teacher than with a white teacher?

YES, NEGRO TEACHER BETTER. . . . 1
NO 5

13. Some people say there should be Negro principals in schools with mostly Negro students because Negroes should have the most say in running inner city schools. Would you agree with that or not?

YES 1
NO. 5

14. Do you think Negro teachers take more of an interest in teaching Negro students than white teachers do?

YES 1
NO. 5

15. All in all, in a public school that is attended mostly by Negro children--do you think the principal should be a Negro, a white person, or that his race should not make any difference?

1. NEGRO 2. WHITE 3. NO DIFFERENCE (GO TO Q 16)



A. IF NEGRO OR WHITE

What is the main reason you feel that way?

16. Here are some things people say about children, please tell me whether you agree or disagree.

A. A child should never be allowed to talk back to his parents or else he will lose respect for them. Would you mostly agree or mostly disagree?

MOSTLY AGREE 1
MOSTLY DISAGREE. 5

B. If a child is unusual in any way, his parents should try to get him to be more like other people. Would you mostly agree or mostly disagree?

MOSTLY AGREE 1
MOSTLY DISAGREE. 5

ASK C OR D, DEPENDING ON WHICH IS CHECKED

C. What do you think is the most important thing a child should learn: some say it is obedience and respect for authority; others say it is to be independent and decide things for himself. Which do you think?

OBEDIENCE AND RESPECT. 1
BE INDEPENDENT 2

D. What do you think is the most important thing a child should learn: some say it is to be independent and decide things for himself; others say it is obedience and respect for authority. Which do you think?

BE INDEPENDENT 1
OBEDIENCE AND RESPECT. 2

17. What do you think was the greatest contribution of Dr. Martin Luther King?

18. Since Dr. King's assassination, do you think there are more whites in favor of equal rights for Negroes, fewer whites, or isn't there much change?

- MORE WHITES. 1
- FEWER. 2
- NOT MUCH CHANGE. 3

19. Some people are saying that the assassination of Martin Luther King will drive Negroes and whites further apart. Others think that it will bring them closer together. Which do you think will probably happen?

- FURTHER APART. 1
 - CLOSER TOGETHER. 2
 - NO CHANGE. 3
- (IF VOLUNTEERED)

(ASK EVERYONE)

A. Why do you feel this way?

X19. Now that Martin Luther King is gone, who do you think is the single most important Negro leader in the country?

20. Turning to another issue, we're interested in finding out how people feel about the poverty program here in Detroit.

	<u>YES</u>	<u>NO</u>	<u>DK</u>
A. First, have you or anyone in your family ever had any direct contact with the <u>Headstart</u> program?	1	5	8
B. Have you or anyone in your family ever had any direct contact with <u>Job Training</u> programs?	1	5	8
C. Have you or anyone in your family had any direct contact with one of the <u>Tap Centers</u>	1	5	8
D. Have you or anyone in your family had any direct contact with any of the other <u>poverty</u> programs?	1	5	8

FOR EACH YES TO Q 20 A-D, ASK APPROPRIATE FORM OF E-H. IF NONE GO TO Q 21.

E. What did you or someone in your family do in the Headstart program?

Child in family <u>attended</u> Headstart	1
Child in family <u>will attend</u> Headstart.	2
Someone in family <u>is (was)</u> staff worker.	5
Other (PROBE TO DETERMINE WHETHER RECIPIENT OR STAFF)	7
	7

F. What did you or someone in your family do in the Job Training program?

Attended classes in job training	1
Applied for classes but didn't attend.	2
Staff worker or volunteer.	5
Other (PROBE TO DETERMINE WHETHER RECIPIENT OR STAFF)	7
	7

G. What did you or someone in your family do at the Tap Center?

- Received medical, dental or other health service . . . 1
- Received Job referral. 2
- Received Legal Aid 3
- Tried to receive _____ service but didn't . 4
- Staff worker 5
- Other. (PROBE TO DETERMINE WHETHER RECIPIENT OR STAFF
_____ . 7

H. (FOR OTHER PROGRAMS) What did you or someone in your family do in the _____ program? (SPECIFY PROGRAM AND TYPE OF PARTICIPATION AS MUCH AS POSSIBLE)

21. Do you think that the poverty program is really a serious effort to help the poor, or that it is just an empty promise?

- 1. SERIOUS EFFORT (GO TO Q 22)
- 2. EMPTY PROMISE
- 7. OTHER (SPECIFY)

↓
A. Why do you feel it's an empty promise?

22. The number of families on welfare has been going up in the past few years. What do you think is the main reason for this?

23. Now I'd like to ask about complaints people have about the police--some people say the police treat citizens badly, such as using insulting language, being rough, or stopping people unnecessarily? Has this ever happened to you?

1. YES



A. Could you tell me what happened?

B. How long ago was that?

↓

____ YEARS AGO

5. NO



C. Have you ever seen this happen or has it happened to anyone you know?

1. YES 5. NO (GO TO Q 24)

↓

D. Could you tell me what happened?

E. How long ago was that?

↓

____ YEARS AGO

24. Do the Detroit police provide enough protection in your neighborhood against crime, some protection but not enough, or practically no protection at all?

- ENOUGH 1
- SOME BUT NOT ENOUGH. . . . 2
- NO PROTECTION AT ALL . . . 3

25. Do you think the police should have the right to stop and search people they just think look suspicious?

YES 1
NO. 5

26. Do you think many policemen would use this right unfairly against Negroes?

YES 1

(VOLUNTEERED) MORE TO NEGROES
BUT NOT UNFAIRLY 3

NO 5

27. I'd like to ask you some questions about finding a good place to live in Detroit. Do you think you have ever been discriminated against when you were trying to buy or rent a particular house or apartment?

YES 1
NO. 5

28. Whether or not you've ever been discriminated against, do you feel that you personally have missed out on getting the kind of house you really would like because of your race?

YES 1
NO. 5

29. Do you think there are many, some, or just a few places in the city of Detroit where a Negro could not rent or buy a house because of racial discrimination?

MANY. 1

SOME. 2

JUST A FEW. 3

30. Do you think Negro customers who shop in the big downtown Detroit stores are treated as politely as white customers, or are they treated less politely?

AS POLITELY AS WHITES . . 1
LESS POLITELY 2

31. If you were treated impolitely in a downtown store in Detroit, how would you feel...very angry, a little angry, or would you not let it bother you?

- VERY ANGRY 1
- A LITTLE ANGRY 2
- NOT LET IT BOTHER. 3

32. Suppose there is a white storekeeper in a Negro neighborhood. He hires white clerks but refuses to hire any Negro clerks. Talking with him about the matter does no good. What do you think Negroes in the neighborhood should do to change the situation?

A. (ASK EVERYONE) What if that didn't work: what should they do then?

33. Some people say that over the last 10 or 15 years, there has been a lot of progress in getting rid of racial discrimination. Others say there hasn't been much real change for most Negroes over that time. Which do you agree with most?

- LOT OF PROGRESS. 1
- NOT MUCH REAL CHANGE 2

34. Do you think there will always be a lot of racial prejudice and discrimination in America, or that there is real hope of ending it in the long run?

- WILL ALWAYS BE PREJUDICE AND DISCRIMINATION. . . 1
- REAL HOPE OF ENDING IT 2
- OTHER (SPECIFY). 3

X34. If our country got into a big world war today, would you personally feel the United States is worth fighting for?

- YES 1
- NO. 5

Now I'd like to ask how you feel about a number of different things Negroes have done to gain equal rights.

35. First, some leaders have organized marches and picketing about the lack of housing and jobs. Do you feel that these are worthwhile?

1. YES (GO TO Q 36)

5. NO

↓
A. Why do you think they are not worthwhile?

36. What about students walking out of high schools to force improvements in the schools. Do you think this is worthwhile or not? (INTERVIEWER: IF R SAYS "DO SOMETHING ELSE", ASK "IF THAT DIDN'T WORK" AND REPEAT QUESTION, RECORD FULL ANSWER CAREFULLY).

1. YES (GO TO Q 37)

5. NO

↓
A. Why don't you think it's worthwhile?

37. Some leaders want to organize Negroes into groups to protect themselves against any violence by whites. Do you think this is worthwhile or not?

1. YES

↓
A. Why do you think it's worthwhile?

5. NO

↓
B. Why do you think this isn't worthwhile?

38. Some civil rights leaders say that Negroes should be more concerned with developing the Negro community than with working for integration. Do you mostly agree or mostly disagree with this?

MOSTLY AGREE 1
MOSTLY DISAGREE 5

39. As you see it, what's the best way for Negroes to try to gain their rights--use laws and persuasion, use non-violent protest, or be ready to use violence?

1. USE LAWS & PERSUASION

2. USE NON-VIOLENT PROTEST

3. VIOLENCE



A. If using (laws and persuasion / non-violent protest) doesn't work, then do you think Negroes should be ready to use violence?

1. YES

5. NO (GO TO Q 40)

B. When do you think violence would be necessary? (GET CIRCUMSTANCES, NOT TIME).

C. When do you think violence would be necessary? (GET CIRCUMSTANCES, NOT TIME)

40. Have you ever taken part in any kind of non-violent protest for civil rights?

1. YES

5. NO (GO TO 41)



A. Was that a boycott, a march, a sit-in, picketing, or something else? (CODE ALL THAT APPLY.)

- BOYCOTT 1
- MARCH 1
- SIT-IN. 1
- PICKETING 1
- SOMETHING ELSE (SPECIFY) . 1

41. On the whole, do you think most white people in Detroit want to see Negroes get a better break, or do they want to keep Negroes down, or don't they care one way or the other?

- BETTER BREAK 1
- KEEP NEGROES DOWN. 2
- DON'T CARE 3

42. Do you personally feel that you can trust most white people, some white people, or none at all?

- MOST. 1
- SOME. 2
- NONE. 3

43. Suppose someone you knew told you he could "pass" into white society, and was going to because of the advantages it would give him. How would you feel toward this person?

A. IF NOT CLEAR: Why would you feel that way?

44. Thinking back, what was the worst experience you have ever had with whites or with a white person? (GET ONLY ONE EXPERIENCE)

45. Now I want to read to you a list of people active in Detroit. For each one, please tell me whether you approve or disapprove of what the person stands for, or whether you don't know enough about him to say?

	Approve	(VOLUNTEERED) Partly Approve/Dis- approve	Disapprove	Don't know Enough to say
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A. Jerome Cavanaugh	1	2	3	8
B. Albert Cleague	1	2	3	8
C. Mel Ravitz	1	2	3	8
D. John Conyers	1	2	3	8
E. Nicholas Hood	1	2	3	8

46. Another problem in Detroit these days is the number of unemployed men. What do you think is the main reason for this?

47. R'S OWN OCCUPATION

Are you working at the present time, unemployed, (keeping house), or what?

- Working (at least ten hours per week) (GO TO B) 1
- Retired (GO TO B) 2
- Unemployed (GO TO A) 3
- Keeping house (GO TO Q 53) 4
- Student (GO TO Q 53) 5
- Other (SPECIFY AND ASK B-G IN
TERMS OF MOST RECENT JOB) (GO TO B) 7

IF R IS UNEMPLOYED

- A. How long have you been unemployed? _____
(ASK Q B-G IN TERMS OF MOST RECENT JOB.)

IF R IS WORKING OR RETIRED OR UNEMPLOYED

- B. What kind of work do (did) you do? (PROBE FOR CONCISE BUT CLEAR DISCRPTION)
- C. What kind of business is (was) that in? CLARIFY WHETHER BUSINESS IS MANUFACTURING, WHOLESALE, OR RETAIL. IF LARGE ORGANIZATION (OVER 1,000) OBTAIN NAME AND GENERAL LOCATION [e.g., Ford Rouge Plant]).
- D. Do (Did) you have your own business or work for someone else?
- | | |
|-----------------|-----------------|
| 1. OWN BUSINESS | 2. SOMEONE ELSE |
|-----------------|-----------------|
- ↓
- E. Do (Did) you have an official job title? What is (was) it?
- F. How many hours a week (do/did) you work at this job?
_____ HOURS PER WEEK
- G. During the past five years how many times, if at all, were you unemployed when you didn't want to be? (DON'T COUNT ILLNESS OR STRIKES).

_____ TIMES UNEMPLOYED

IF R IS PRESENTLY UNEMPLOYED GO TO Q 53

48. IF WORKING OR RETIRED

I'd like to know how satisfied you are (were) with some things about your job: What about your chances for promotion and pay raises, would you say you are (were) generally satisfied, or not so satisfied?

SATISFIED 1
NOT SO SATISFIED. 5

49. IF WORKING OR RETIRED

What about the kind of work you do (did). Are (Were) you generally satisfied, or not so satisfied?

SATISFIED 1
NOT SO SATISFIED. 5

ASK Q'S 50-52 OF ALL R'S WHO ARE EMPLOYED IN AN ORGANIZATION OR BUSINESS OF ANY KIND.

50. Do (Did) Negroes have an equal opportunity to be hired for and promoted to all jobs in the company (business/organization), or only to some jobs?

1. ALL JOBS

5. SOME JOBS



A. Which jobs are (were) closed to Negroes?

51. Is (was) your own immediate supervisor white or Negro?

1. WHITE

2. NEGRO (GO TO Q 52)



IF SUPERVISOR WHITE ASK:

A. Do (Did) you feel he treats (treated) the whites and Negroes under him in the same way on the job?

1. YES (GO TO Q 52)

5. NO



B. How does (did) he treat people differently?

52. On your job do (did) you work with only Negroes, only whites, or with both Negroes and whites?

- 1. ONLY NEGRO (GO TO Q 53)
- 2. ONLY WHITE
- 3. BOTH NEGRO AND WHITE

A. How often do (did) you get together for lunch with whites you work (worked) with: often, sometimes, rarely or never?

- OFTEN 1
- SOMETIMES 2
- RARELY 3
- NEVER 4

53. ASK EVERYONE Q 53-56

Do you think you were ever refused a job or laid off from a job because of being Negro?

- 1. YES
- 5. NO

A. Has it happened more than once?

- 1. YES
- 5. NO

54. Do you feel that you personally have missed out on getting the kind of job you want and are qualified for because of race?

- YES 1
- NO 5

55. How many places in Detroit do you think will hire a white person before they will hire a Negro even though they have the same qualifications...many, some, or just a few places?

- MANY 1
- SOME 2
- FEW 3

56. Are you single, married, divorced, widowed, or separated?

- SINGLE . . . (GO TO Q 58) . . . 1
- MARRIED. . . (GO TO Q 57) . . . 2
- DIVORCED . . (GO TO Q 58) . . . 3
- WIDOWED. . . (GO TO Q 58) . . . 4
- SEPARATED. . (GO TO Q 58) . . . 5

IF R IS PRESENTLY MARRIED, ASK ABOUT SPOUSE:

Is your (husband/wife) working at the present time, unemployed, (keeping house), or what?

- Working (at least ten hours per week) (GO TO B) 1
- Retired. (GO TO B) 2
- Unemployed (GO TO A) 3
- Keeping house. (GO TO Q 58) 4
- Student. (GO TO Q 58) 5
- Other (SPECIFY AND ASK B-F IN TERMS OF MOST RECENT JOB) (GO TO B) 7

IF SPOUSE UNEMPLOYED

A. How long has (he/she) been unemployed? _____
(ASK Q B-F IN TERMS OF MOST RECENT JOB).

IF SPOUSE WORKING, RETIRED, OR UNEMPLOYED

B. What kind of work does (did) he (she) do? (PROBE FOR CONCISE BUT CLEAR DESCRIPTION)

C. What kind of business is (was) that in? (CLARIFY WHETHER BUSINESS IS MANUFACTURING, WHOLESALE, OR RETAIL; IF LARGE ORGANIZATION [OVER 1,000] OBTAIN NAME AND GENERAL LOCATION [e.g., Ford Rouge Plant]).

D. Does (Did) he (she) have his (her) own business or work for someone else?

1. OWN BUSINESS

2. SOMEONE ELSE

↓
E. Does (did) he (she) have an official job title? What is (was) it?

F. During the past five years how many times, if at all, was your (husband/wife) unemployed when (he/she) didn't want to be? (DON'T COUNT ILLNESS OR STRIKES) _____ (TIMES)

ASK EVERYONE Q 58 AND SO ON.

58. Now looking ahead and thinking about the next few years, do you expect your family's financial situation to get better, stay about the way it is now, or get worse?

GET BETTER 1

STAY THE WAY IT IS NOW 2

GET WORSE. 3

A. Why do you feel that way?

59. This next part of the interview deals with the effects of last July's disturbance in Detroit. How do you feel we should refer to it: Should it be called a riot, a rebellion, or what?

- RIOT 1
- REBELLION. 2
- OTHER (SPECIFY). . . . 3

60. Some people feel that last summer's disturbance was a step forward for the cause of Negro rights. Other people feel that it was a step backward for the cause of Negro rights. Which opinion comes closest to the way you feel?

1. STEP FORWARD

2. STEP BACKWARD



A. Why do you feel it was a step forward for the cause of Negro rights?

D. Why do you feel it was a step backward for the cause of Negro rights?

B. Do you think the riots had any bad effects for the cause of Negro rights?

E. Do you think the riots had any good effects for the cause of Negro rights?

1. YES 5. NO (GO TO Q 61)

1. YES 5. NO (GO TO Q 61)



C. What were they?

F. What were they?

61. There have been a lot of different opinions as to who actually took part in last summer's disturbance. Do you think the people who looted and burned stores were almost all Negroes, mostly Negroes with a number of whites, or about half Negroes and half whites? (DO NOT COUNT POLICE, NATIONAL GUARD, OR ARMY).

- ALMOST ALL NEGRO 1
- MOSTLY NEGRO, SOME WHITES. 2
- HALF NEGRO, HALF WHITE 3

62. Now I'd like to ask you about some of the ways the disturbance may have changed things in Detroit. For instance....What about jobs?: Are there more jobs for Negroes now as a result of last July's disturbance, not as many jobs, or about the same number of jobs?

- MORE 1
- NOT AS MANY. 2
- SAME NUMBER. 3

63. Do you think city officials in Detroit are more willing to listen to Negro demands since the disturbance, less willing to listen, or hasn't there been much change?

- MORE WILLING 1
- LESS WILLING 2
- NOT MUCH CHANGE 3

64. What about safety from crime. Do you feel safer than you did before the disturbance, not as safe, or just the same?

- 1. SAFE
- 2. NOT AS SAFE
- 3. SAME (GO TO Q 65)

↓

A. Why do you feel safer?

↓

B. Why don't you feel as safe?

65. Would you say that because of the disturbance Negroes in Detroit now feel more ready to stand up for their rights, less ready to stand up for their rights, or that there hasn't been much change?

MORE 1
LESS 2
NO CHANGE. . . 3

66. Do you think that because of the disturbance there are more whites in favor of equal rights for Negroes, fewer whites in favor, or that there isn't much difference?

1. MORE 2. FEWER (GO TO Q 67) 3. NO CHANGE (GO TO Q 67)



A. Why do you think there are now more whites in favor of Negro rights? Do you think it's mainly because whites are afraid of more riots, or mainly because they are now more aware of Negroes' problems?

MAINLY AFRAID 1
AWARE OF PROBLEM. 2

67. What do you think is the most important thing the city government can do to keep a disturbance like the one last summer from breaking out again in Detroit?

A. IF MORE THAN ONE CAUSE MENTIONED, AFTER RECORDING READ FOLLOWING TO R AND WRITE HERE HIS SELECTION: You mentioned several things the city government should do. Which of these do you think is the single most important thing the city government should do to prevent another disturbance?

And now a few more questions about your background.

68. Have you lived in Detroit all your life?

1. YES (GO TO Q 69)

5. NO (ASK A-C)



A.	How long have you lived in Detroit? _____ (YEARS)
B.	In what state did you live longest during the first 10 years of your life? STATE: _____
C.	Was that in a large city (over 100,000 people), a small city, a small town, or on a farm?
	LARGE CITY 1
	SMALL CITY 2
	SMALL TOWN 3
	FARM 4

69. When you were growing up, what kind of work did your father mostly do?

70. Were there any white students in the schools you attended?

1. YES (ASK A & B)

5. NO (GO TO 71)



A.	Was this in grade school, or high school, or both?
	1. GRADE SCHOOL 2. HIGH SCHOOL 3. BOTH
B.	About how many <u>white</u> students were there in the school(s) you attended: few whites, less than half, more than half, or almost all white?
	FEW WHITES 1
	LESS THAN HALF 2
	MORE THAN HALF 3
	ALMOST ALL WHITE 4

71. Do you have any children living at home?

1. YES

5. NO (GO TO Q 72)



A. How many? _____ (NUMBER)
B. How many of the children are 15 years of age or younger? _____ (NUMBER)

72. How many other people are there in this household besides you and your (husband/wife) and children?

_____ (NUMBER)

73. ASK MEN ABOUT A SON; ASK WOMEN ABOUT A DAUGHTER

How much would you like a (son/daughter) of yours to be like you when (he/she) grows up--exactly like you, pretty much like you, slightly like you, or not at all like you?

1. EXACTLY 2. PRETTY MUCH 3. SLIGHTLY 4. NOT AT ALL (GO TO B)



A. In what ways would you want him (her) to be like you?
GO TO B UNLESS "EXACTLY"



B. In what ways would you want him (her) to be different from you?
--

71. What was your age on your last birthday? _____ (YEARS)

75. EDUCATION: CIRCLE EACH ANSWER BELOW. (IF DK FOR ANY, GET R'S BEST GUESS)

- A. What was the highest grade of school you completed?
- B. What was the highest grade of school your father completed?
- C. What was the highest grade of school your mother completed?
- D. IF MARRIED: What was the highest grade of school your (wife/husband) completed?
- E. What was the highest grade of school your brother closest in age to you completed?

A. RESPONDENT B. FATHER C. MOTHER D. SPOUSE E. BROTHER

0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9
10	10	10	10	10
11	11	11	11	11
12	12	12	12	12
13	13	13	13	13
14	14	14	14	14
15	15	15	15	15
16	16	16	16	16
17+	17+	17+	17+	17+

IF R IS UNDER 30 YEARS OF AGE AND HAS A BROTHER IN E, ASK:

F. Is this brother in school now?

YES 1
 NO. 5

76. Would you like to have gotten (even) more education than you did?

1. YES

5. NO (GO TO 77)



A. What was the main reason that you didn't get more education?

77. Now would you think of the person who is your closest friend and whom you see most often.

A. How many years of school did this person complete? _____ (YEARS)

B. What kind of job does this friend have?

78. ASK OF MALES ONLY

Have you ever served in the armed forces?

YES 1
NO 5

79. How long have you lived in this neighborhood? _____ (YEARS)

80. Do you own your home, are you buying it, or do you rent?

OWN OR BUYING . . . 1
RENT 2
OTHER (SPECIFY) . . 3

85. ASK EVERYONE

Apart from your neighbors are there (other) white people, including people from work, that you get together with socially or in recreational activities?

1. YES

5. NO (GO TO Q 86)

A. Is this something you do fairly often or just once in a while?

FAIRLY OFTEN 1
ONCE IN A WHILE 2

86. IF ANY WHITE NEIGHBORS OR FRIENDS

Thinking of the white people you know fairly well, do you discuss racial questions with them often, once in a while, or never?

OFTEN 1
ONCE IN A WHILE 2
NEVER 3

87. Would you personally prefer to live in a neighborhood with all Negroes, mostly Negroes, mostly whites, or a neighborhood that's mixed half and half?

ALL NEGRO 1
MOSTLY NEGRO 2
MOSTLY WHITE 3
MIXED 4
MAKES NO DIFFERENCE 7

88. Here are a few more questions about yourself. Would you say it's better to plan one's life in advance, or would you say that life is too unpredictable to plan ahead very far?

PLAN IN ADVANCE 1
TOO UNPREDICTABLE 2

89. When you do make plans ahead, do you usually get to carry out things the way you expected, or do things usually come up to make you change your plans?

THINGS WORK OUT AS EXPECTED . . . 1
HAVE TO CHANGE PLANS 2

90. Some people feel they can run their lives pretty much the way they want to; others feel the problems of life are sometimes too big for them. Which one are you most like?

CAN RUN OWN LIFE 1
PROBLEMS OF LIFE TOO BIG 2

91. About how often do you go to church: once a week, two or three times a month, a few times a year, or never?

ONCE A WEEK OR MORE (ASK A-B) 1
TWO OR THREE TIMES A MONTH (ASK A-B). 2
FEW TIMES A YEAR (ASK A-B). 3
NEVER (GO TO Q 92). 4

ASK EVERYONE EXCEPT NEVER

A. In your church, has money ever been collected at Sunday service for the Civil Rights movement?

YES 1
NO 5

B. Have there ever been speakers at Sunday services who were running for public office and were seeking support?

YES 1
NO 5

ASK EVERYONE Q 92 TO END

92. How important a part of your life are your religious beliefs: Would you say they are extremely important, quite important, of some importance, or not at all important?

- 1. EXTREMELY IMPORTANT 1
- 2. QUITE IMPORTANT 2
- 3. SOME IMPORTANCE 3
- 4. NOT IMPORTANT AT ALL 4

93. Would you say the Negro churches generally have done enough in working for equal rights, or haven't they done enough?

- 1. ENOUGH
- 2. NOT ENOUGH

A. What do you think the churches should be doing that they aren't?

94. How many people in your family living here receive wages or salaries?

_____ (NUMBER OF PEOPLE)

A. Do any of the members of your family receive income from the government, like veteran's benefits, welfare, or social security?

- YES 1
- NO 5

B. Do any members of your family receive income from renting buildings or rooms, life insurance, or retirement pensions?

- YES 1
- NO 5

C. Here's a card that lists monthly income for the whole family. (HAND CARD)

Would you tell me how much money your family makes in one month, including all the kinds of income we mentioned before: Just give the letter on the card that fits.

- A. Under \$200 . . .00
- B. \$200-299 . . .01
- C. \$300-399 . . .02
- D. \$400-499 . . .03
- E. \$500-599 . . .04
- F. \$600-699 . . .05
- G. \$700-799 . . .06
- H. \$800-999 . . .07
- I. \$1000-1,199 . .08
- J. \$1200-1,399 . .09
- K. \$1400 and over 10

93. Do you buy the Michigan Chronicle?

- YES 1
- NO. 5
- (VOLUNTEERED) DOESN'T BUY BUT READS OFTEN 7

94. Could you tell me who two or three of your favorite actors or entertainers are?

95. We're finished now except I would like to know how you feel about surveys like this. Some people feel that surveys give people a chance to speak out on important issues. Others feel there has already been enough interviewing on these issues, especially of Negroes. What do you think?

- CHANCE TO SPEAK OUT . . . 1
- ENOUGH INTERVIEWING . . . 2

96. That finishes the interview. Would you mind giving me your phone number in case my office wants to verify this interview?

(IF R SEEMS UNWILLING, DO NOT INSIST)

PHONE NO. _____

* TIME IS NOW: _____

97. INTERVIEWER: FILL THIS OUT IMMEDIATELY BEFORE LEAVING NEIGHBORHOOD. ESSENTIAL

A. Total interview time (NUMBER OF MINUTES) _____ (DO NOT INCLUDE THE TIME SPENT TALKING WITH R AFTER INTERVIEW IS OFFICIALLY OVER.)

B. R'S INTEREST IN TALKING ABOUT RACIAL ISSUES:

- Very interested in discussing racial issues 1
- Average interest. 2
- Reluctant to discuss racial issues. 3

C. R'S UNDERSTANDING OF QUESTIONNAIRE WAS:

- Excellent 1
- Good. 2
- Fair. 3
- Poor. 4

D. WHAT PERSONS OVER 14 YEARS OF AGE WERE PRESENT DURING INTERVIEW? CIRCLE ALL THAT APPLY. NOTE IF THIS AFFECTED INTERVIEW.

- None. 0
- Spouse. 1
- Parent 2
- Child over 14 3
- Other relative or friend. . . 4
- Other (SPECIFY) 5

E. RESPONDENT'S SKIN COLOR

- Fair. 1
- Light brown 2
- Dark brown. 3
- Dark. 4

F. WAS RESPONDENT UNUSUALLY ATTRACTIVE?

YES 1
NO. 5

G. RESPONDENT'S ABILITY TO EXPRESS HIMSELF

Very articulate, excellent vocabulary 1
. 2
. 3
Limited vocabulary, expresses self with great difficulty. 4

H. RATE THE CONFIDENCE AND POISE OF THE RESPONDENT.

Very confident and poised 1
. 2
. 3
Very hesitant, lacks confidence 4

I. HOME FURNISHINGS

Excellent - handsomely furnished, attractive. 1
Good - well-furnished 2
Fair. 3
Poor - shabby run-down furnishings. 4

J. NEATNESS OF INTERIOR

Very neat and clean. 1
Fairly neat and clean 2
Fairly disordered 3
Very disordered 4

K. SEX OF RESPONDENT

Male. 1
Female. 2

L. WERE THERE ANY QUESTIONS YOU THINK THE RESPONDENT DID NOT SEEM TO ANSWER FRANKLY OR HONESTLY. IF SO, GIVE QUESTION NUMBERS AND THE REASON YOU DOUBT THE ANSWER.

M. THUMBNAIL SKETCH OF RESPONDENT: PLEASE GIVE A BRIEF DESCRIPTION OF RESPONDENT, AND OF ANY SPECIAL CONDITIONS THAT AFFECTED THE INTERVIEW.

USE THIS PAGE FOR CONTINUATION OF QUESTIONS WHERE MORE SPACE IS NEEDED. BE SURE TO INDICATE QUESTION NUMBERS.

THE OUTPUT DICTIONARY

PROJECT 965-B

1468

RECORDS ARE CHARACTER LONG, BLOCKED AT 1600

VAR NO.	CTYPE	VAR TYPE	NAME	TAPELOC	F	W	NDP	NO. RESP	1ST MD CODE	2ND MD CODE	SEQ NO.
T 1	0	0	INTERVIEW NUMBER	CS	1	3	0	1			00000
T 2	0	0	RACE OF INTERVIEWER	CS	4	1	0	1			00000
T 3	0	0	STRATUM	CS	5	1	0	1			00000
T 4	0	0	INCOME RATING	CS	6	1	0	1			00000
T 5	0	0	FINAL STATUS OF CS	CS	7	1	0	1			00000
T 6	0	0	INTERVIEWER'S NAME	CS	8	2	0	1			00000
T 7	0	0	SFX BY RACE OR INTVR	CS	10	1	0	1			00000
T 8	0	0	CLUSTER NUMBER	CS	11	4	0	1			00000
T 9	0	0	TYPE OF ADDRESS	CS	15	1	0	1	0000009		00000
T 10	0	0	NO. EXTRA DU	CS	16	1	0	1	0000009		00000
T 11	0	0	TIME OF LAST CONTACT	CS	17	1	0	1	0000009		00000
T 12	0	0	DATE OF LAST CONTACT	CS	18	1	0	1	0000009		00000
T 13	0	0	DAY OF LAST CONTACT	CS	19	1	0	1	0000009		00000
T 14	0	0	NO. OF NAH & RA	CS	20	1	0	1			00000
T 15	0	0	NO. DEF INHE REFSL	CS	21	1	0	1			00000
T 16	0	0	NO. DEF REF TO W M	CS	22	1	0	1			00000
T 17	0	0	NO DEF REF TO W F	CS	23	1	0	1			00000
T 18	0	0	NO. DEF REF TO N M	CS	24	1	0	1			00000
T 19	0	0	NO. DEF REF TO N F	CS	25	1	0	1			00000
T 20	0	0	R'S HSLD STATUS	CS	26	1	0	1	0000009		00000
T 21	0	0	R'S RACE	CS	27	1	0	1			00000
T 22	0	0	WEIGHTS FOR SEX	CS	28	2	0	1			00000
T 23	0	0	R'S AGE-YEARS	CS	30	2	0	1	0000099		00000
T 24	0	0	R'S AGE-DECADES	CS	32	1	0	1	0000009		00000
T 25	0	0	MARITAL STATUS	CS	33	1	0	1	0000009		00000
T 26	0	0	RACE OF R'S WIFE	CS	34	1	0	1	0000000	0000009	00000
T 27	0	0	AGE OF R'S WIFE	CS	35	2	0	1	0000000	0000099	00000
T 28	0	0	AGE OF WIFE-DECADES	CS	37	1	0	1	0000000	0000009	00000
T 29	0	0	RACE OF R'S HUSBND	CS	38	1	0	1	0000000	0000009	00000
T 30	0	0	AGE OF R'S HUSBND	CS	39	2	0	1	0000000	0000099	00000

T	31	0	0	AGE OF HUSB-DECADES	CS 41	1	0	1	0000000	0000009	00000
T	32	0	0	WHO REFUSED	CS 42	1	0	1	0000000	0000008	00000
T	33	0	0	AGE OF REFUSER	CS 43	2	0	1	0000000	0000099	00000
T	34	0	0	AGE OF REF-DECADES	CS 45	1	0	1	0000000	0000009	00000
T	35	0	0	SEX OF REFUSER	CS 46	1	0	1	0000000	0000008	00000
T	36	0	0	WHERE REF OCCURED	CS 47	1	0	1	0000000	0000009	00000
T	37	0	0	REASON FOR REF 1	CS 48	1	0	1	0000000	0000009	00000
T	38	0	0	REASON FOR REF 2	CS 49	1	0	1	0000000	0000009	00000
T	39	0	0	THINK REAL REASON	CS 50	1	0	1	0000000	0000008	00000
T	40	0	0	TOE OF REFUSAL	CS 51	1	0	1	0000000	0000007	00000
T	41	0	0	RESULT OF CALL 1	CS 52	1	0	1			00000
T	42	0	0	RESULT OF CALL 2	CS 53	1	0	1	0000000		00000
T	43	0	0	RESULT OF CALL 3	CS 54	1	0	1	0000000		00000
T	44	0	0	RESULT OF CALL 4	CS 55	1	0	1	0000000		00000
T	45	0	0	RESULT OF CALL 5	CS 56	1	0	1	0000000		00000
T	46	0	0	RESULT OF CALL 6	CS 57	1	0	1	0000000		00000
T	47	0	0	SEX OF INTERVIEWER	58	1	0	1			00000
T	48	0	0	RACE OF INTERVIEWER	59	1	0	1			00000
T	49	0	0	POOR CITY SERVICES	1 60	1	0	1	0000009	0000008	00000
T	50	0	0	SAFE PLAY AREAS PRBLM	2 61	1	0	1	0000009	0000008	00000
T	51	0	0	PRPRTY KEPT UP PRBLM	3 62	1	0	1	0000009	0000008	00000
T	52	0	0	IS HOME SATISFACTORY	5 63	1	0	1	0000009	0000008	00000
T	53	0	0	COMP HOUSE W/AVG DET	6 64	1	0	1	0000009	0000008	00000
T	54	0	0	SATISFACTION W/NBHD	8 65	1	0	1	0000009	0000007	00000
T	55	0	0	FED GOVT TRYING	9 66	1	0	1	0000009	0000008	00000
T	56	0	0	N PARNTS PREFR N TCHR	12 67	1	0	1	0000009	0000008	00000
T	57	0	0	N PRINCPL INNER CITY	13 68	1	0	1	0000009	0000008	00000
T	58	0	0	N TCHRS MORE INTRST	14 69	1	0	1	0000009	0000008	00000
T	59	0	0	CHILD TALK BACK	16A 70	1	0	1	0000009	0000007	00000
T	60	0	0	IF CHILD UNUSUAL	16B 71	1	0	1	0000009	0000007	00000
T	61	0	0	CHLD LRN OBEDNC/INDEP16C	72	1	0	1	0000000	0000008	00000
T	62	0	0	CHLD LRN INDLP/OBEDNC16D	73	1	0	1	0000000	0000008	00000
T	63	0	0	CHLD LRN-SUM	16C,D 74	1	0	1	0000009	0000008	00000

T 54	0	0	MORE WHIS IN FAVOR	1R	75	1	0	1	0000008	0000009	00000
T 65	0	0	CONCT W/HEADSTART	20A	76	1	0	1	0000008	0000009	00000
T 66	0	0	CONCT W/JOB TRNG	20B	77	1	0	1	0000008	0000009	00000
T 67	0	0	CONCT W/TAP CNTR	20C	78	1	0	1	0000008	0000009	00000
T 68	0	0	CONCT W/OTHR PRGRM	20D	79	1	0	1	0000008	0000009	00000
T 69	0	0	CONCTIS W/POV PRGRM	20S	80	1	0	1	0000009		00000
T 70	0	0	ROLE IN HEADSTART	20E	81	1	0	1	0000000	0000008	00000
T 71	0	0	ROLE IN JOB TRNG	20F	82	1	0	1	0000000	0000008	00000
T 72	0	0	ROLE IN TAP CNTR	20G	83	1	0	1	0000000	0000008	00000
T 73	0	0	ROLE IN OTHR PRGRM	20H	84	1	0	1	0000000	0000008	00000
T 74	0	0	ENOUGH POLICE PROTCTN	24	85	1	0	1	0000008	0000009	00000
T 75	0	0	RIGHT TO STOP/SEARCH	25	86	1	0	1	0000008	0000009	00000
T 76	0	0	WOULD USE UNEFAIRLY	26	87	1	0	1	0000008	0000009	00000
T 77	0	0	EVER DISCR HOUSING	27	88	1	0	1	0000008	0000009	00000
T 78	0	0	MISSED OUT PRFRD HOUSG	28	89	1	0	1	0000008	0000009	00000
T 79	0	0	EXTENT CITY HOUS DSCR	29	90	1	0	1	0000008	0000009	00000
T 80	0	0	N/W CUST TREATMT DNTN	30	91	1	0	1	0000008	0000009	00000
T 81	0	0	ANGRY IF TRTED IMPOLT	31	92	1	0	1	0000009	0000007	00000
T 82	0	0	PROGRESS VS DSCRMNATN	33	93	1	0	1	0000008	0000009	00000
T 83	0	0	FUTURE RACLPREJ IN US	34	94	1	0	1	0000009	0000007	00000
T 84	0	0	US WORTH FIGHTING FOR	34	95	1	0	1	0000008	0000009	00000
T 85	0	0	DEVL N COMM/INTEGRTE	38	96	1	0	1	0000009	0000007	00000
T 86	0	0	PARTCPT NONVIOL PRIST	40	97	1	0	1	0000008	0000009	00000
T 87	0	0	PARTIC IN BOYCOTT	40A	98	1	0	1	0000000	0000008	00000
T 88	0	0	PARTIC IN MARCH	40A	99	1	0	1	0000000	0000008	00000
T 89	0	0	PARTIC IN SIT IN	40A	100	1	0	1	0000000	0000008	00000
T 90	0	0	PARTIC IN PICKETNG	40A	101	1	0	1	0000000	0000008	00000
T 91	0	0	PARTIC IN OTHER	40A	102	1	0	1	0000000	0000008	00000
T 92	0	0	PARTCPT-SUMMARY	40AS	103	1	0	1	0000000	0000008	00000
T 93	0	0	CLY WHIS SYMPTHZ NGRS	41	104	1	0	1	0000008	0000009	00000
T 94	0	0	CAN TRUST MOST WHITES	42	105	1	0	1	0000008	0000009	00000
T 95	0	0	APPROVE CAVANAUGH	45A	106	1	0	1	0000008	0000009	00000
T 96	0	0	APPROVE CLEAGUE	45B	107	1	0	1	0000008	0000009	00000

T 97	0	0	APPROVE RAVIIZ	45C 108	1	0	1	0000008	0000009	00000
T 98	0	0	APPROVE CONYERS	45D 109	1	0	1	0000008	0000009	00000
T 99	0	0	APPROVE HODD	45E 110	1	0	1	0000008	0000009	00000
T 100	0	0	SATIS JOB PROMTN & PAY48	111	1	0	1	0000000	0000009	00000
T 101	0	0	SATIS KIND OF WORK	49 112	1	0	1	0000000	0000009	00000
T 102	0	0	JOB RACL COMPSTN	52 113	1	0	1	0000000	0000009	00000
T 103	0	0	LUNCH W/WHITES	52A 114	1	0	1	0000000	0000009	00000
T 104	0	0	R SUFFERD JOB DSCRMTN	53 115	1	0	1	0000000	0000008	00000
T 105	0	0	HAPN MORE THAN ONCE	53A 116	1	0	1	0000000	0000008	00000
T 106	0	0	MISSED OUT PRFRD JOB	54 117	1	0	1	0000000	0000008	00000
T 107	0	0	EXTENT CITY JOB USCR	55 118	1	0	1	0000008	0000009	00000
T 108	0	0	WHAT CALL DISTURBANCES	59 119	1	0	1	0000009	0000007	00000
T 109	0	0	RIOTERS-NEGR/WHT	61 120	1	0	1	0000008	0000009	00000
T 110	0	0	MORE JOBS SNC RIOT	62 121	1	0	1	0000008	0000009	00000
T 111	0	0	OFFCLS LISTN SNC RIOT	63 122	1	0	1	0000008	0000009	00000
T 112	0	0	N MORE MILINT SNC RIOT	65 123	1	0	1	0000008	0000009	00000
T 113	0	0	WHTS FAVOR CR SNC RIOT	66 124	1	0	1	0000008	0000009	00000
T 114	0	0	WHTS AFRAID/AWARE	66A 125	1	0	1	0000000	0000008	00000
T 115	0	0	ALWAYS LIVED IN CITY	68 126	1	0	1	0000008	0000009	00000
T 116	0	0	HOW LONG LIVED HERE	68A 127	2	0	1	0000000	0000098	00000
T 117	0	0	HOW LONG HERE-DEC	68A 129	1	0	1	0000009		00000
T 118	0	0	HOMESTATE 1ST 10YRS	68B 130	2	0	1	0000000		00000
T 119	0	0	REGION OF FIRSTSTATE	68B 132	1	0	1	0000000		00000
T 120	0	0	HOMEENTRY 1ST 10 YRS	68B 133	1	0	1	0000000	0000009	00000
T 121	0	0	POPUL OF 1ST CCMTY	68C 134	1	0	1	0000000	0000008	00000
T 122	0	0	ATTND INTEG SCHLS	70 135	1	0	1	0000008	0000009	00000
T 123	0	0	GRADF SCHL/HIGH SCHL	70A 136	1	0	1	0000000	0000008	00000
T 124	0	0	SCHL RACL COMPSTN	70B 137	1	0	1	0000000	0000008	00000
T 125	0	0	ANY CHLDN AT HOME	71 138	1	0	1	0000009		00000
T 126	0	0	# CHLDN AT HOME	71A 139	2	0	1	0000000	0000098	00000
T 127	0	0	# CHLDN 15 OR YNGR	71B 141	2	0	1	0000000	0000098	00000
T 128	0	0	# CHLDN OVER 15	71B 143	2	0	1	0000000	0000098	00000
T 129	0	0	# OTHER HSEHLD RESDNTS	72 145	1	0	1	0000008	0000009	00000

T 130	0	0	R'S AGE-YEARS	74 146	2	0	1	0000098	0000099	00000
T 131	0	0	R'S AGE-DECADES	74 148	1	0	1	0000009		00000
T 132	0	0	R'S EDUCATION	75A 149	2	0	1	0000098	0000099	00000
T 133	0	0	R'S TECH TRNG	75A 151	1	0	1			00000
T 134	0	0	FATHER'S EDUCATION	75B 152	2	0	1	0000098	0000099	00000
T 135	0	0	MOTHER'S EDUCATION	75C 154	2	0	1	0000098	0000099	00000
T 136	0	0	SPOUSE'S EDUCATION	75D 156	2	0	1	0000000	0000098	00000
T 137	0	0	BROTHER'S EDUCATION	75E 158	2	0	1	0000000	0000098	00000
T 138	0	0	IS BROTHER IN SCHL	75F 160	1	0	1	0000000	0000008	00000
T 139	0	0	FRIEND'S EDUCATION	77A 161	2	0	1	0000000	0000098	00000
T 140	0	0	EVER IN ARMED FORCES	78 163	1	0	1	0000000	0000009	00000
T 141	0	0	HOW LONG IN THIS NBHD	79 164	2	0	1	0000098	0000099	00000
T 142	0	0	HOW LONG IN NBHD-DEC	79 166	1	0	1	0000009		00000
T 143	0	0	OWN OR RENT DWELLING	80 167	1	0	1	0000007	0000009	00000
T 144	0	0	NO. ROOMS IN DWELLING	81 168	2	0	1	0000098	0000099	00000
T 145	0	0	COMP HOME W/DET N'S	82 170	1	0	1	0000008	0000009	00000
T 146	0	0	COMP HOME W/DET W'S	83 171	1	0	1	0000008	0000009	00000
T 147	0	0	NBHD RACIAL COMP	84 172	1	0	1	0000008	0000009	00000
T 148	0	0	VISIT NBHD WHITES	84A 173	1	0	1	0000000	0000008	00000
T 149	0	0	SOCIAL ACTVTY W/WHIS	85 174	1	0	1	0000008	0000009	00000
T 150	0	0	HOW OFTEN	85A 175	1	0	1	0000000	0000008	00000
T 151	0	0	DISCUSS RACL Q'S W/WH	86 176	1	0	1	0000000	0000008	00000
T 152	0	0	PREF NBHD RACIAL COMP	87 177	1	0	1	0000009	0000007	00000
T 153	0	0	EFFIC PLAN AHEAD	88 178	1	0	1	0000009	0000007	00000
T 154	0	0	EFFIC CHANGE PLANS	89 179	1	0	1	0000008	0000009	00000
T 155	0	0	EFFIC RUN OWN LIFE	90 180	1	0	1	0000008	0000009	00000
T 156	0	0	CHURCH ATTENDANCE	91 181	1	0	1	0000008	0000009	00000
T 157	0	0	CHURCH COLLECT CR MONY	91A 182	1	0	1	0000000	0000008	00000
T 158	0	0	POLIT CANDIDTS AT CHR91B	183	1	0	1	0000000	0000008	00000
T 159	0	0	HOW IMPRINT RELIGION	92 184	1	0	1	0000008	0000009	00000
T 160	0	0	NO. HSLD WAGEARNERS	94 185	1	0	1	0000008	0000009	00000
T 161	0	0	INCM FROM GOVT	94A 186	1	0	1	0000008	0000009	00000
T 162	0	0	INCM FRM RENT/INS/PEN94B	187	1	0	1	0000008	0000009	00000

T 163	0	0	TOTL FMLY INCOME	94C 188	2	0	1	0000011		00000
T 164	0	0	BUY MICH CHRONICLE	X93 190	1	0	1	0000008	0000009	00000
T 165	0	0	CHNCE SPK/ENOUGH INT	95 191	1	0	1	0000009	0000007	00000
T 166	0	0	INTERVIEW LENGTH	97A 192	1	0	1	0000009		00000
T 167	0	0	RACIAL ISSUES INTRST	97B 193	1	0	1	0000009		00000
T 168	0	0	R'S UNDERSTANDING	97C 194	1	0	1	0000009		00000
T 169	0	0	PERSONS PRESENT 1	97D 195	1	0	1	0000000	0000009	00000
T 170	0	0	PERSONS PRESENT 2	97D 196	1	0	1	0000000	0000009	00000
T 171	0	0	R'S SKIN COLOR	97E 197	1	0	1	0000009		00000
T 172	0	0	R'S ATTRACTIVENESS	97F 198	1	0	1	0000009		00000
T 173	0	0	R'S ABILITY TO EXPRES	97G 199	1	0	1	0000009		00000
T 174	0	0	R'S CONFIDENCE	97H 200	1	0	1	0000009		00000
T 175	0	0	HOME FURNISHINGS	97I 201	1	0	1	0000009		00000
T 176	0	0	INTERIOR NEATNESS	97J 202	1	0	1	0000009		00000
T 177	0	0	SEX OF R	97K 203	1	0	1			00000
T 178	0	0	ANY DIFFICLT Q'S	97L 204	1	0	1			00000
T 179	0	0	DIFFICULT Q 1	97L 205	3	0	1	0000000		00000
T 180	0	0	DIFFICULT Q2	97L 208	3	0	1	0000000		00000
T 181	0	0	DIFFICULT Q 3	97L 211	3	0	1	0000000		00000
T 182	0	0	R'S EMPLOYMT STATUS	47 214	1	0	1	0000007	0000009	00000
T 183	0	0	UNEMPLOYED HOW LONG	47A 215	1	0	1	0000000	0000008	00000
T 184	0	0	R SELF EMPLOY	47D 216	1	0	1	0000000	0000009	00000
T 185	0	0	R'S INDUSTRY	47C 217	3	0	1	0000999	0000998	00000
T 186	0	0	R'S OCCUPATION	47B 220	3	0	1	0000995	0000993	00000
T 187	0	0	HOURS PER WEEK	47F 223	2	0	1	0000000	0000098	00000
T 188	0	0	HRS PER WK-SUM	47F5 225	1	0	1	0000000	0000009	00000
T 189	0	0	TIMES UNEMP PAST 5YR	47G 226	1	0	1	0000000	0000008	00000
T 190	0	0	MARITAL STATUS	56 227	1	0	1	0000009		00000
T 191	0	0	SPOUSE'S EMPL STATUS	57 228	1	0	1	0000000	0000007	00000
T 192	0	0	SPOUSE UNEMP HOW LNG	57A 229	1	0	1	0000000	0000008	00000
T 193	0	0	SPOUSE SELE EMPLOY	57D 230	1	0	1	0000000	0000008	00000
T 194	0	0	SPOUSE'S INDUSTRY	57C 231	3	0	1	0000999	0000998	00000
T 195	0	0	SPOUSE'S OCCUPATION	57B 234	3	0	1	0000995	0000993	00000

T 196	0	0	SPOUSE UNEMP PAST 5YRS7E 237	1	0	1	0000000	0000008	00000
T 197	0	0	DID R KNOW FTHR'S OCC 69 238	1	0	1	0000009	0000009	00000
T 198	0	0	FATHER SELF EMPLOY 69 239	1	0	1	0000000	0000009	00000
T 199	0	0	FATHER'S INDUSTRY 69 240	3	0	1	0000999	0000998	00000
T 200	0	0	FATHER'S OCCUPATION 69 243	3	0	1	0000995	0000993	00000
T 201	0	0	FRIEND SELF EMPLOY 77B 246	1	0	1	0000000	0000008	00000
T 202	0	0	FRIEND'S INDUSTRY 77B 247	3	0	1	0000999	0000998	00000
T 203	0	0	FRIEND'S OCCUPATION 77B 250	3	0	1	0000995	0000993	00000
T 204	0	0	IS CRIME NBHD PRBLM 4 253	1	0	1	0000008	0000009	00000
T 205	0	0	HOW MAKE NBHD SAFER 1 4A 254	1	0	1	0000000	0000007	00000
T 206	0	0	HOW MAKE NBHD SAFER 2 4A 255	1	0	1	0000000	0000007	00000
T 207	0	0	BLOCK CLUB IN NBHD 7 256	1	0	1	0000008	0000009	00000
T 208	0	0	R ATTEND MEETINGS 7A 257	1	0	1	0000008	0000009	00000
T 209	0	0	NBHD GOTTEN TOGETHR 7B 258	1	0	1	0000000	0000008	00000
T 210	0	0	WHAT PROBLMS-EXT 7C 259	1	0	1	0000000	0000007	00000
T 211	0	0	WHAT PROBLMS-INT 7C 260	1	0	1	0000000	0000006	00000
T 212	0	0	TEENAGE DROPOUTS 1 10 261	2	0	1	0000099	0000098	00000
T 213	0	0	TEEN DROPS-SUM 1 10S 263	1	0	1	0000009	0000009	00000
T 214	0	0	TEENAGE DROPOUTS 2 10 264	2	0	1	0000000	0000098	00000
T 215	0	0	TEEN DROPS-SUM 2 10S 266	1	0	1	0000000	0000009	00000
T 216	0	0	N KIDS N PRINCIPAL 15 267	1	0	1	0000008	0000009	00000
T 217	0	0	WHY N KIDS N PRINCIPAL5A 268	2	0	1	0000000	0000010	00000
T 218	0	0	KING'S GREATST CONTR1 17 270	2	0	1	0000011	0000009	00000
T 219	0	0	KING'S GREATST CONTR2 17 272	2	0	1	0000000	0000009	00000
T 220	0	0	MLK W/N APRT/TGTHR 19 274	1	0	1	0000008	0000009	00000
T 221	0	0	WHY FURTHER APART 19A 275	1	0	1	0000000	0000007	00000
T 222	0	0	WHY CLOSER TOGTHR 19A 276	1	0	1	0000000	0000007	00000
T 223	0	0	WHY NO CHNG/BOTH 19A 277	1	0	1	0000000	0000007	00000
T 224	0	0	MOST IMP N LEADER 1 X19 278	1	0	1	0000000	0000007	00000
T 225	0	0	MUST IMP N LEADER2 X19 279	1	0	1	0000000	0000007	00000
T 226	0	0	N LEADER-NEGATIVE X19 280	1	0	1	0000000	0000007	00000
T 227	0	0	WHY MORE WELFARE 1 22 281	2	0	1	0000099	0000071	00000
T 228	0	0	WHY MORE WELFARE 2 22 283	2	0	1	0000000	0000071	00000

T 229	0	0	WHY WELFARE-SUM 1	22S 285	1	0	1	0000009	0000007	00000
T 230	0	0	WHY WELFARE-SUM 2	22S 286	1	0	1	0000000	0000007	00000
T 231	0	0	COMPLAINTS ART POLICE	23 287	1	0	1	0000009		00000
T 232	0	0	WHAT HAPPENED	23A 288	2	0	1	0000000	0000010	00000
T 233	0	0	HOW LONG AGO	23B 290	1	0	1	0000000	0000009	00000
T 234	0	0	SEEN HAPN/HAPN FREIDN	23C 291	1	0	1	0000000	0000009	00000
T 235	0	0	WHAT HAPPENED	23D 292	2	0	1	0000000	0000010	00000
T 236	0	0	HOW LONG AGO	23E 294	1	0	1	0000000	0000009	00000
T 237	0	0	DO ART W NOT HIRE N	32 295	2	0	1	0000099	0000077	00000
T 238	0	0	DO NXT W NOT HIRE N	32A 297	2	0	1	0000099	0000077	00000
T 239	0	0	BESTMEANS RIGHTSGAIN	39 299	2	0	1	0000010	0000008	00000
T 240	0	0	IF NOT WRK,USE VLNC	39A 301	1	0	1	0000000	0000008	00000
T 241	0	0	WHEN USE VIOLENCE1	39BC 302	1	0	1	0000000	0000007	00000
T 242	0	0	WHEN USE VIOLENCE2	39BC 303	1	0	1	0000000	0000007	00000
T 243	0	0	WORST EXPRNC W/WH	44 304	2	0	1	0000011	0000008	00000
T 244	0	0	UNEMPLOYED MEN1	46 306	2	0	1	0000099	0000097	00000
T 245	0	0	UNEMP MEN-SUM1	46S 308	1	0	1	0000009		00000
T 246	0	0	UNEMPLOYED MEN 2	46 309	2	0	1	0000000	0000097	00000
T 247	0	0	UNEMP MEN-SUM2	46S 311	1	0	1	0000000	0000009	00000
T 248	0	0	EQUAL JOB OPPOR	50 312	1	0	1	0000000	0000008	00000
T 249	0	0	WHICH JOBS CLOSED	50A 313	1	0	1	0000000	0000007	00000
T 250	0	0	R MENTH TOKENISM	50A 314	1	0	1	0000000	0000009	00000
T 251	0	0	IS SUPERVSR W/N	51 315	1	0	1	0000000	0000009	00000
T 252	0	0	TREATS N/W SAME	51A 316	1	0	1	0000000	0000009	00000
T 253	0	0	HOW TREAT DIFFRNT	51B 317	1	0	1	0000000	0000008	00000
T 254	0	0	EXPT FMLY FINAN IMPRV	58 318	1	0	1	0000008	0000009	00000
T 255	0	0	WHY FEEL THAT WAY	58A 319	1	0	1	0000009	0000007	00000
T 256	0	0	FEEL SAFR FROM CRIME	64 320	1	0	1	0000008	0000009	00000
T 257	0	0	WHY FEEL SAFER	64A 321	1	0	1	0000000	0000007	00000
T 258	0	0	WHY NOT AS SAFE1	64B 322	1	0	1	0000000	0000007	00000
T 259	0	0	WHY NOT AS SAFE2	64B 323	1	0	1	0000000	0000007	00000
T 260	0	0	CITY BLOT PREVENTN1	67 324	2	0	1	0000098	0000099	00000
T 261	0	0	BLOT PREVENTN-SUM1	67S 326	1	0	1	0000009		00000

T 262	0	0	CITY RIOT PREVENTN2	67 327	2	1	0000000	0000098	00000
T 263	0	0	RIOT PREVNTN-SUM2	67S 329	1	1	0000000	0000009	00000
T 264	0	0	CITY RIOT PREVENTN3	67 330	2	1	0000000	0000098	00000
T 265	0	0	RIOT PREVNTN-SUM3	67S 332	1	1	0000000	0000009	00000
T 266	0	0	MOST IMP RIOT PRVN	67A 333	2	1	0000000	0000097	00000
T 267	0	0	MOST IMP PRVN-SUM	67AS 335	1	1	0000000	0000009	00000
T 268	0	0	LIKED MORE EDUC	76 336	1	1	0000009		00000
T 269	0	0	WHY NO MORE ECUC	76A 337	2	1	0000000	0000097	00000
T 270	0	0	WHY NO MORE EDUC	76AS 339	1	1	0000000	0000009	00000
T 271	0	0	CGMPAR W-N EDUCATN	11 340	1	1		0000007	00000
T 272	0	0	WHY N POOR EDUC 1	11A 341	2	1	0000000	0000097	00000
T 273	0	0	WHY N POOR ED-SUM 1	11A 343	1	1	0000000	0000009	00000
T 274	0	0	WHY N POOR EDUC 2	11A 344	2	1	0000000	0000097	00000
T 275	0	0	WHY N POOR ED-SUM 2	11A 346	1	1	0000000	0000009	00000
T 276	0	0	MOST IMP IMPVMT N ED	11B 347	1	1		0000007	00000
T 277	0	0	POVERTY PROGRAM	21 348	1	1		0000007	00000
T 278	0	0	MARCHES WORTHWHILE?	35 349	1	1		0000008	00000
T 279	0	0	WHY MARCHS WORTHLESS	35A 350	1	1	0000000	0000007	00000
T 280	0	0	STUDNT WALK-OUT	36 351	1	1		0000008	00000
T 281	0	0	STUDNT WLK-OUT WRTHLS	36A 352	1	1	0000000	0000007	00000
T 282	0	0	ORGANIZE NEGROES?	37 353	1	1		0000007	00000
T 283	0	0	WHY ORGANIZ NEGROES?	37A 354	1	1	0000000	0000007	00000
T 284	0	0	WHY NOT ORGNZ NEGROIS	37B 355	1	1	0000000	0000007	00000
T 285	0	0	NEGRO "PASSING"	43 356	1	1		0000007	00000
T 286	0	0	RIOT POSITV DR NEGATV	60 357	1	1	0000000	0000007	00000
T 287	0	0	RIOT:WHY FORWARD?	60A 358	1	1	0000000	0000007	00000
T 288	0	0	RIOT HAD BAD EFFECTS?	60B 359	1	1		0000007	00000
T 289	0	0	NEG EFFECTS OF RIOT	60C 360	1	1	0000000	0000007	00000
T 290	0	0	RIOT: WHY NEGATIV?	60D 361	1	1	0000000	0000007	00000
T 291	0	0	RIOT HAD GOOD FEECT?	60E 362	1	1		0000007	00000
T 292	0	0	POS EFFECT OF RIOT	60F 363	1	1	0000000	0000007	00000
T 293	0	0	CHILD BE LIKE YOU?	73 364	1	1		0000007	00000
T 294	0	0	IND. LIKE YOU?						

T 295	0	0	HOW LIKE YOU? SUM-1	73A 367	1	0	1	0000000	0000009	00000
T 296	0	0	HOW LIKE YOU?-2	73A 368	2	0	1	0000000	0000097	00000
T 297	0	0	HOW LIKE YOU?SUM-2	73A 370	1	0	1	0000000	0000009	00000
T 298	0	0	HOW CHILD DIFFERNT?	73B 371	2	0	1	0000000	0000097	00000
T 299	0	0	HOW CHILD DIFF-SUM	73B 373	1	0	1	0000000	0000009	00000
T 300	0	0	NEG CHURCHS ACTV?	93A 374	1	0	1		0000007	00000
T 301	0	0	# NEG ENTRINRS	94 375	1	0	1		0000009	00000
T 302	0	0	# WHI ENTRINRS	94 376	1	0	1		0000009	00000
T 303	0	0	TOTAL # ENTRINRS	94 377	1	0	1		0000009	00000
T 304	0	0	W-N RATIO ENT	94 378	1	0	1	0000000	0000006	00000
T 305	0	0	OTHR NEGRO ENT	94 379	1	0	1		0000009	00000
T 306	0	0	TRACT NUMBER	380	4	0	1			00000
T 307	0	0	SUBCOMMUNITY	384	2	0	1			00000
T 308	0	0	EAST-WEST OF WOODWARD	386	1	0	1			00000
T 309 *	0	0	HOSTILITY - INFLITANCY (23 var STEP NO 47 387	47 387	2	0	1	0000009		00000
T 310	0	0	Mean of var 309 STEP NO 48 389	48 389	2	1	1	0000099		00000
T 311	0	0	AGE IV	391	1	0	1	0000009		00000
T 312	0	0	AGE III	392	1	0	1	0000009		00000
T 313	0	0	AGE II	393	1	0	1	0000009		00000
T 314	0	0	EDUCATION II	394	1	0	1	0000009		00000
T 315	0	0	EDUCATION III	395	1	0	1	0000009		00000
T 316	0	0	INCOME II	396	1	0	1	0000009		00000
T 317	0	0	INCOME III	397	1	0	1	0000009		00000
T 318	0	0	INDEX HOSTILITY AND IDEOL	398	2	0	1	0000009		00000
T 319	0	0	MEAN HOSTILITY AND IDEOL	400	2	1	1	0000099		00000
T 320	0	0	F SCALE 0-3	402	1	0	1	0000009		00000
T 321	0	0	EXPER DISCRIM 0-5	403	1	0	1	0000009		00000
T 322	0	0	INDEX OF WHITE CONTACT	404	1	0	1	0000009		00000
T 323	0	0	INDEX OF GRIEVANCE 0-5	405	1	0	1	0000009		00000
T 324	0	0	INDEX CF SOC OR ENVIR EX	406	1	0	1	0000009		00000

* NOTE:
 VARS 309-324
 are included
 ON TAPE #1353
 ONLY. TAPES
 #1451 AND #1914
 UTILIZE ONLY
 VARIABLES 1-
 308.

12
 11
 10
 9
 8
 7
 6
 5
 4
 3

COLLUMN NUMBER	VARIABLE NUMBER	N.	DECK 01 NEGRO COVER SHEET*
01-3			<u>Study Number (965)</u>
04			<u>Race (Negro=1)</u>
05-06			<u>Deck Number (01)</u>
07-09	1		<u>Interview Number (001-900) (In red pencil)</u>

* (1) Segments were rated as "high" or "low" in income level (based on appearance of housing). "High" rated segments were sampled at double the rate of "low" segments. Col. 11 identifies these two strata and can be used to weight the "Low" stratum to its correct proportion in the population.

(2) This sample can be weighted to represent a cross-section of DU's in the city of Detroit. Non-Negroes were ineligible and all persons 70 years of age and over were ineligible. Within each DU, the Head and Wife of Head (if any) were identified. For intact families, Heads were selected randomly 2/3 of the time, wives 1/3 of the time. For families with male Heads but no wives, all Heads were selected. For families with Female Heads, 2/3 were selected randomly for interview and 1/3 were not interviewed. Col. 32 contains weights to allow recovery of actual proportions in sample before this subselection.

10	2	Race of Interviewer (CODED IN BLUE INK AND CIRCLED ON NEGRO COVER SHEET IN TOP LEFT CORNER)		
		N (untd)	N (weighted)	
		165	213	1. DAS White Student Interviewer: These segments were randomly assigned to DAS students
		330	426	2. Comparable SRC Negro Interviewer: These segments were randomly assigned to Negro interviewers.
		124	205	3. Segments arbitrarily set aside for SRC Negro Interviewers: These segments were set aside to be done by Negro interviewers only because of some possible risk to students.

COLUMN NUMBER	VARIABLE NUMBER	N	
11	3	(n)	<u>Stratum</u> (High and low Income Segments; numbers can be used directly as weights
		394	1. Rates as relatively <u>High</u> income (actually codes 3-5 of Col. 10) and sampled completely.
		225	2. Rates as relatively Low income (codes 1 & 2 of Col. 12 below) and sub-sampled at 0.5 rate.
12	4		<u>Rating of Income Level of Dwelling Unit Segment</u>
		24:18	1. Low
		21.0	2. Medium low
		28.0	3. Medium
		11.4	4. Medium high
		15.5	5. High
			9. NA
13	5		<u>*Final Status of Cover Sheets</u>
			Frequencies (Unweighted)
		619	1. Completed Interview
		51	2. Refusals: Punched on Card Deck 01-A only.
		40	3. Not at Home or Respondent Absent: Punched on Card Deck 01A only.
		37	4. Non-Interview Other (Eligible DU) Punched on Card Deck 01-A only.
		49	(5. House Vacant: Not Punched - Total for Study 965N was 49 addresses.)
		14	(6. Building is not DU; no such address Not Punched- Total for Study 965 N was 14 addresses.)
		386	(7. No Eligible Respondent: Not punched-Total for Study 965N was 386 addresses]309 race, 37 age.]
		40	40 wrong sex (female head or wife was discarded)

*This deck is used for coding cover sheets of interviews and sample non-Interviews (Refusals, NAH, RA, NI-Other.) However, only the Interview cases are included in merged tape files with other decks from the study. The non-interview cases are treated as a separate deck, Deck 11-A, and are stored in card form only. The "A" is not indicated on the cards, but the set of cards can be separated by using Col. 13 Deck 01.

COLUMN NUMBER	VARIABLE NUMBER	N
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14-15

6
7(14)

D4

FINAL INTERVIEWER'S NAME (If non-interview, last interviewer to dispose of cover sheet.)

WHITE INTERVIEWERS, MALE

01. Bonham, Gordon
 02. Draper, Mike
 03. Fields, Jim
 04. Fischer, Robert
 05. Flory, Stan
 06. Gentle, Al
 07. Hammer, Frank
 08. Kulka, Richard
 09. Pawlak, Ed
 10. Taramoto, David

11. Himel, Harlan

NEGRO INTERVIEWERS, FEMALE

30. Bingham, Julia
 31. Carter, Helen
 32. Conner, Alice
 33. Dailey, Josie
 34. Dodson, Luella
 35. Greer, Elizabeth
 36. Gayton, Mildred
 37. Hall, Ella
 39. Johnson, Pearl
 38. Jackson, Raechelle

WHITE INTERVIEWERS, FEMALE

20. Fields, Gynn
 21. Kulka, Linda
 22. Pelletier, Paula
 23. Robison, Sally
 24. Schieffelin, Olivia
 25. Schneider, Beth

40. Key, Corrine
 41. Mott, Madeline
 42. Nichols, Lucia
 44. Parrish, Floria
 45. Powell, Elba
 46. Redley, Leora
 47. Tolliver, Mary
 48. Wilson, Etta
 49. Wooten, Loretta
 43. Owens, Lois

NEGRO INTERVIEWERS, MALE

50. Brown, Willie
 51. Coleman, Wayne
 52. Farrow, Samuel
 53. Holland, Allen
 54. Moore, Michael

CONTRACT NUMBER VARIABLE NUMBER N

16-19 8

SAMPLE CLUSTER NUMBER

(First Three digits and convert letter as follows:
A=1, B=2, Y=3, Z=4; for sample numbers 1-99, add
preceding "0's", e.g., 1B=0012, 89Z=0394.)

20 9

TYPE OF ADDRESS

1. TRAILER
2. SINGLE FAMILY DU, SINGLE STORY
3. SINGLE FAMILY DU, MULTIPLE STORY
4. FLAT IN 2 or 3 FAMILY HOUSE
5. FLAT IN 4 FAMILY HOUSE
6. FLAT IN APARTMENT HOUSE (5-20 apts)
7. FLAT IN APARTMENT HOUSE (21 plus apts)
8. FLAT IN APARTMENT HOUSE (NA # of apts.)
9. NA

21 10

B

"Are there any other dwelling units at the sample address that are not already listed on the segment listing sheet?"

0. No additional dwelling units. If yes, code actual number of dwelling units at address.
8. 8 or more
9. NA

22 11

D1

Hour of day of last contact (Round down; e.g., 3:45)

1. 9-10 AM
2. 11-12 Noon
3. 1-3 PM
4. 4-6 PM
5. 7-9 PM
6. 10-12 Midnight
9. NA

COLUMN NUMBER	VARIABLE NUMBER	N	
23	12	D2	<u>Date of Last Contact</u> 1. April 24-to April 31 2. May 1 to May 10 3. May 11 to May 20 4. May 21 to May 31 5. June 1 to June 20 6. June 21 to July 10 7. July 11 to July 20 8. July 21 and=beyond 9. NA
24	13	D3	<u>Day of Week of Last Contact</u> 1. Monday 2. Tuesday 3. Wednesday 4. Thursday 5. Friday 6. Saturday 7. Sunday 9. NA
25	14	D5	<u>Number of "Not at Home" by respondent, plus Respondent Absent. (Include broken appointments.)</u> Code Actual number 8= 8 or more 9= N.A.
26	15	D5	<u>Number of Definite Refusals by anyone at DU</u> Code actual number
27	16	D5	<u>Number of Definite Refusals to White males.</u> Code actual number
28	17	D5	<u>Number of Definite Refusals to White females</u> Code actual number
29	18	D5	<u>Number of definite Refusals to Negro males.</u> Code Actual number
30	19	D5	<u>Number of definite Refusals to Negro Females.=</u> Code actual number

COLUMN NUMBER	VARIABLE NUMBER	N	
31	20		Ea&B <u>Respondent's Position in Household</u> 52% — 1. Male Head of House 20 — 2. Female Head of House 27 — 3. Wife of Head of House 01 — 9. NA
32	21		Ec <u>Respondent's Race</u> 1. White 2. Negro 3. Other Non-white
33-34	22		<u>Weights For Sex of Respondent</u> 10 Male: Apply to all male respondents 15 Female: Apply to all female respondents
35-36	23 24(35)		Ed <u>Respondents age</u> Code Actual Age 99. NA
37	25		Ee <u>Respondent's Present Marital Status</u> 1. Single 2. Married 3. Divorced 4. Separated or spouse absent for other reasons 5. Widow(er) 9. NA

COLUMN NUMBER	VARIABLE NUMBER	N
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38

26

Ed

Race of Respondent's Wife (R=Married Male Head)

-
- 1. White
 - 2. Negro
 - 3. Other Non-white
 - 9. NA
 - 0. INAP., R is unmarried male; R is female

39-40

27

28(39)

Ee

Age of Respondent's Wife (R=Married Male Head)

Code Actual Age

- 99. NA
- 00. INAP., R is unmarried Male; R is female

41

29

Ed

Race of Respondent's Husband (R=Wife of Head)

-
- 1. White
 - 2. Negro
 - 3. Other Non-white
 - 9. NA
 - 0. INAP; R is unmarried female; R is male

42-43

30

31(42)

Ee

Age of Respondent's Husband (R=Wife of Head)

Code Actual Age

- 99. NA
- 00. INAP; R is unmarried female; R is male

COLUMN NUMBER	VARIABLE NUMBER	N
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FINAL REFUSALS ONLY

44	32	F1	<u>Who Refused</u>
			1. R designated
			2. R's wife
			3. R's husband
			4. Another person at DU
			8. DK ("Can't Tell")
			0. INAP; Non-refusal coded other than 2 in col 13.

Code 0 in
45-52

45-46	33 34(45)	F1	<u>Approximate Age of Person who Refused</u>
			Code Actual Age
			99. NA
			00. INAP; Non-refusal

47	35	F1	<u>Sex of Person who Refused</u>
			1. Male
			2. Female
			8. DK
			9. NA
			0. INAP; Non-refusal

48	36	F2	<u>Refusal Occured</u>
			1. At door
			2. After you were inside
			3. By telephone (did not see who was refusing)
			9. NA
			0. INAP; Non-refusal

COLUMN
NUMBER

VARIABLE
NUMBER N

49-50

37
38

F2 and
F3a(No)

Reason for refusal (Code first two mentions if F3a is coded "5" (No), disregard F2 and code response(s) given to F3a(No) as reason(s) for refusal.)

SECOND
PRIORITY

SECOND
PRIORITY

MAKE
CARD

1. Too busy (no further explanation or detail)
2. Too busy (legitimate pressures mentioned e.g., business, work, illness in family.)
3. Not interested
4. Negative estimates of surveys (e.g., waste of money, been interviewed before, opinions are none of your business)
5. Self deprecation of importance of own attitudes (e.g., "I have have no opinion my views are unimportant")
6. Pressure from spouse (e.g., "My husband won't let me be interviewed"),
7. Other
8. No verbal contact established (e.g., will not answer door; slams door without verbal interaction)
9. NA
0. INAP: Non-refusals; No second mention

51

39

F3a

Do you think this was the real reason?

1. Yes
5. NO
8. DK
9. NA
0. INAP; (Non-refusal)

52 40

F4

Tone of refusal

MAKE
CARD

1. Hostile
2. Fearful
3. Polite but cool
4. Rather pleasant
7. Other
9. NA
0. INAP (Non-refusal)

NEGRO ADDITIONAL COVER SHEET INFORMATION

COLUMN
NUMBER

VARIABLE
NUMBER

N

D

CODE RESULT OF EACH CALL LISTED IN THE CALL
RECORD

53

41

Call 1:

1. INT- completed interview
2. REF- refusal
3. NAH or RA- not at home or respondent absent
4. NI-Other- non-interview other (eligible D)
5. Tentative refusal (e.g. made appointment to come back)

7. Other

54

4a

Call 2:

USE CODE FROM COL. 52 EXCEPT ADD
0. INAP (NO SUCH CALL)

55

43

Call 3 :

USE CODE FROM COLUMN 54

56

44

Call 4:

USE CODE FROM COLUMN 54

57

45

Call 5:

USE CODE FROM COLUMN 54

58

46

Call 6:

USE CODE FROM COLUMN 54

(7 or more not coded)

DECK 02
NEGRO CLOSED

<u>COLUMN NUMBER</u>	<u>VARIABLE NUMBER</u>	<u>N</u>	<u>QUESTION AND CODE</u>
01-03			<u>Project Number (965)</u>
04			<u>Race: (1-Negro) (This file consists of the Negro sample)</u> <u>Deck Number (02)</u> <u>Code Cols. 7-15 from front cover of interview schedule</u>
07-09			<u>Interview Number (001-900)</u> <u>Center Top, 3-digit figure in red on questionnaire</u>
10	47		<u>Sex of Interviewer</u> <u>(Penciled by interviewer's name)</u> 1. Male (M) 2. Female (F)
11	48		<u>Race of Interviewer</u> <u>(Penciled by interviewer's name)</u> 1. Negro (N) 2. White (W)
12-15	§ (DECK 01 Cols. 16-19)		Segment No: (Each segment has a 4 digit identification number. The first three digits identify the block uniquely within either an all-Negro (90% or more Negro) stratum or a mixed (10-89% Negro) stratum, the fourth digit indicating which stratum is involved. (The fourth digit may be a 1, 2, 3, or 4. Punches 1 and 2 identify the first and second segments of an all-Negro stratum. PUNCHES 3 and 4 identify the first and second segments of a <u>mixed</u> stratum. (Within each block there are two segments.)
16	49		Q1. First I'd like to talk about problems that neighborhoods sometimes have. How about <u>poor</u> city services, such as street cleaning or garbage collection. Is this something of a problem? 46% 1. PROBLEM 53% 5. NOT A PROBLEM — 8. DK — 9. NA

<u>COLUMN</u> <u>NUMBER</u>	<u>VARIABLE</u> <u>NUMBER</u>	<u>N</u>
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17	50	
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Q2. How about not having enough safe play areas for children, is this something of a problem or not a problem in this neighborhood?

59%	1. PROBLEM
36	5. NOT A PROBLEM
3	8. DK
1	9. NA

18	51	
----	----	--

Q3. What about housing and property not being kept up--is this something of a problem in this neighborhood or not a problem?

43%	1. PROBLEM
56	5. NOT A PROBLEM
	8. DK
1%	9. NA

(Q4, 4A OPEN-ENDED)

19	52	
----	----	--

Q5. Is the home you're living in now satisfactory for your family's needs?

79%	1. YES
20	5. NO
	8. DK
1	9. NA

20	53	
----	----	--

Q6. In serving your family's needs, how do you think your present house compares with the houses of most people in Detroit: Is it better or not as good?

27%	1. BETTER
30	2. NOT AS GOOD
39	3. SAME (IF VOLUNTEERED); better than some worse than some.
	8. DK
2	9. NA

COLUMN
NUMBER

VARIABLE
NUMBER

N

(Q7. A-C OPEN-ENDED)

21 54

Q8. All in all are you pretty satisfied living in this neighborhood, or would you like to move to another neighborhood?

- 64%
35
1. PRETTY SATISFIED
 2. LIKE TO MOVE
 7. OTHER (SPECIFY)
 8. DK
 9. NA

MAKE
CARD

22 55

Q9, 9A. Thinking generally of the problems cities have today, do you think the federal government in Washington is trying as hard as it can to solve the main problems of cities like Detroit, or that it is not doing all it could to solve such problems? Do you think they are trying fairly hard to solve these problems or not hard at all?

- 29%
33
34
1. TRYING AS HARD AS THEY CAN
 2. FAIRLY HARD
 3. NOT HARD AT ALL
 - 2 8. DK
 - 2 9. NA

Q's 10, 10A, 11 11A & 11B OPEN-ENDED)

23 56

Q12. Do you think Negro parents can work better with a Negro teacher than with a white teacher?

Use only if R
did not answer
yes or no

- 26%
6
5
57
1. YES, NEGRO TEACHER BETTER
 3. Race doesn't, or shouldn't make any difference.
 4. Depends on the parents or teacher or both
 5. NO
 - 4 8. DK
 - 2 9. NA

COLUMN VARIABLE
NUMBER NUMBER N

24 57 Q13. Some people say there should be Negro principals in schools with mostly Negro students because Negroes should have the most say in running inner city schools. Would you agree with that or not?

Use only if R did not answer Yes or no.	38% 1. YES
	1 3. Race shouldn't make any difference
	58 5. NO
	1 8. DK
	1 9. NA

25 58 Q14. Do you think Negro teachers take more of an interest in teaching Negro students than white teachers do?

34%	1. YES
2	3. Race doesn't or shouldn't make any difference.
3	4. Depends on the teacher or student or both.
49	5. NO
10	8. DK
2	9. NA

Q's 15 & 15A OPEN-ENDED

26 59 Q16A. A child should never be allowed to talk back to his parents or else we will lose respect for them. Would you mostly agree or mostly disagree?

CODER: CODE MARGINAL COMMENT

61%	1. MOSTLY ACREE
3	2. R mostly agrees but volunteers qualifications ("1" is circled).
2	3. Both, or It depends. R volunteers "Partly agree, partly disagree." "Child should be allowed to express himself."
1	4. R mostly disagrees but volunteers qualifications "5" is circled).
32	5. MOSTLY DISAGREE.
	7. OTHER
	8. DK
	9. NA

<u>COLUMN NUMBER</u>	<u>VARIABLE NUMBER</u>	<u>N</u>
--------------------------	----------------------------	----------

27 60

Q16B. If a child is unusual in any way, his parents should try to get him to be more like other people. Would you mostly agree or mostly disagree?

42%	1. MOSTLY AGREE
	2. Agree, if child is retarded
2	3. Depends on how he is unusual
52	5. MOSTLY DISAGREE
	7. Other
1	8. DK
1	9. NA

Q16C. and 16D

CODE 0 IN COL. 28 OR COL. 29 WHICHEVER WAS <u>NOT</u> ASKED
--

28 61

Q16C. What do you think is the most important thing a child should learn" some say it is obedience and respect for authority; others say it is to be independent and decide things for himself. which do you think?

33	1. OBEDIENCE AND RESPECT
13	2. BE INDEPENDENT
5	3. BOTH equally important
	8. DK
	9. NA
49%	0. INAP., <u>Q.16D</u> asked

COLUMN VARIABLE
NUMBER NUMBER N

29 62

Q16D. What do you think is the most important thing a child should learn: some say it is to be independent and decidd things for him- self; others say it is obedience and respect for authority. Which do you think?

14% 1. BE INDEPENDENT
29 2. OBEDIENCE AND RESPECT
6 3. Both equally important
8. DK
9. NA
50% 0. INAP., Q.16C asked.

30 63

Q16C&D. SUMMARY CODE: IF 16C WAS ASKED, REPEAT RESPONSE HERE. IF 16D WAS ASKED, REVERSE RESPONSES 1 AND 2 AND RECODE HERE.

63% 1. OBEDIENCE AND RESPECT
26 2. BE INDEPENDENT
11 3. Both Equally important
8. DK
9. NA

Q.17 OPEN-ENDED

31 64

Q18. Since Dr. King's assassination, do you think there are more whites in favor of equal rights for Negroes, fewer whites, or isn't there much change?

59% 1. MORE WHITES
4 2. FEWER
33 3. NOT MUCH CHANGE
4. Some are more in favor and some less
3 8. DK
1 9. NA

Q19, 19A & X19 OPEN-ENDED

COLUMN VARIABLE
 NUMBER NUMBER N

32 65

Q20. Turning to another issue, we're interested in finding out how people feel about the poverty program here in Detroit.

Q20A. First, have you or anyone in your family ever had any direct contact with the Headstart Program?

CODER: "FAMILY" IN Q 20 INCLUDES ANY RELATIVE IN OR OUT OF THE HOUSEHOLD

Code 0 in Col. 37	17%	1. YES
	82%	5. NO
	1%	8. DK
		9. NA

33 66

Q20B. Have you or anyone in your family ever had any direct contact with Job Training Programs?

Code 0 in Col. 38	17%	1. YES
	82%	5. NO
		8. DK
	1%	9. NA

34 67

Q20C. Have you or anyone in your family had any direct contact with one of the Tap Centers?

Code 0 in Col. 39	13%	1. YES
	85%	5. NO
	1%	8. DK
		9. NA

35 68

Q20D. Have you or anyone in your family had any direct contact with any of the other poverty programs?

Recode in Q20 A-C if appropriate or make card Code 0 in Col. 40	4%	1. YES
	94%	5. NO
	1%	8. DK
	1%	9. NA

COLUMN
NUMBER

VARIABLE
NUMBER

N

- 36 69 Q20A-D: SUMMARY CODE
- Code total number of "yes" responses in
20-A-D (Total number of 1's in Cols. 32-35)
9. NA
- 37 70 Q20E. What did you or someone in you family do in
the headstart program?
- 3, combinations
of 1 and 2
1. CHILD IN FAMILY ATTENDED HEADSTART
2. CHILD IN FAMILY WILL ATTEND HEADSTART
3. SOMEONE IN FAMILY IS (WAS) A STAFF WORKER
6. Combination: Staff worker and a partici-
pating child, both are in family
8. DK
9. NA
0. INAP, coded 5, 8, or 9 in Col. 32
- 38 71 Q20F. What did you or someone in your family do
in the Job Training Program?
- 3.combination of
1 and 2
1. ATTENDED CLASSES IN JOB TRAINING
2. APPLIED FOR CLASSES BUT DIDN'T ATTEND
3. STAFF WORKER OR VOLUNTEER
6. COMBINATION: Staff worker and recipient
both in family, or one person involved in
both functions.
4. Other
8. DK
9. NA
0. INAP, coded r, 8, ot 9.
- 39 72 Q20G What did you or someone in your family do
at the Tap Center
1. Received MEDICAL, DENTAL OR OTHER HEALTH
SERVICE
2. RECEIVED JOB REFERRAL
3. Received Legal AID
4. TRIED TO RECEIVE _____ SERVICE BUT
DIDN'T
6. Combination: Staff worker and recipient
both in family, or one person involved
in both functions.
7. Received other aid
8. OTHER
9. DK. NA.
0. INAP., Coded 5, 8 or 9 in Col. 34.

COLUMN VARIABLE
NUMBER NUMBER N

40

73

Q20H. (FOR OTHER PROGRAMS) What did you or some-
one in your family do in the _____
program?

SPECIFY PROGRAM AND TYPE OF PARTICIPATION
AS MUCH AS POSSIBLE)

-
- 1% 1. Received service or aid
2 5. Staff worker
6. Combination-staff worker and recipient
(both in family or one person involved
in both functions.)
1% 7. Other
8. DK
1% 9. NA
95% 0. INAP., coded 5, 8 or 9 in col. 34

Q21, 21A, 22, 23, 23A-E, OPEN-ENDED

41

74

Q24. Do the Detroit police provide enough protec-
tion in your neighborhood against crime, some
protection but not enough, or practically
no protection at all.

-
- 31% 1. ENOUGH
54 2. SOME BUT NOT ENOUGH
12 3. NO PROTECTION AT ALL
2 8. DK.
2 9. NA

42

75

Q25. Do you think the police should have the
right to stop and search people they just
think look suspicious?

-
- 26% 1. YES
72 5. NO
2 8. DK
9. NA

COLUMN
NUMBER

VARIABLE
NUMBER

N

43

76

Q26. Do you think many policemen would use this right unfairly against Negroes?

78%

- 1 1. YES
1 3. (VOLUNTEERED) MORE TO NEGROES BUT NOT UNFAIRLY
1 4. It depends; some would and some wouldn't.
16 5. NO
3 8. DK
1 9. NA

44

77

Q27. I'd like to ask you some questions about finding a good place to live in Detroit. Do you think you have ever been discriminated against when you were trying to buy or rent a particular house or apartment?

26%

1. YES
4. No, with volunteered comment to effect that R has never tried in discriminatory areas.
73 5. NO (Not codable in 4)
1% 8. DK
9. NA

45

78

Q28. Whether or not you've ever been discriminated against, do you feel that you personally have missed out on getting the kind of house you really would like because of your race?

30%

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

COLUMN VARIABLE
NUMBER NUMBER N

46 79

Q29. Do you think there are many, some, or just a few places in the city of Detroit where a Negro could not rent or buy a house because of racial discrimination?

36% 1. MANY
30 2. SOME
28 3. JUST A FEW
1 4. None
4 8. DK
1 9. NA

47 80

Q30. Do you think Negro customers who shop in the big downtown Detroit stores are treated as politely as white customers, or are they treated less politely?

67 1. AS POLITELY AS WHITES
27 2. LESS POLITELY (also if R says "clerks impolite/owners not")
3 8. DK
2 9. NA

48 81

Q31. If you were treated impolitely in a downtown store in Detroit, how would you feel...very angry, a little angry, or would you not let it bother you?

36% 1. VERY ANGRY
23 2. A LITTLE ANGRY
38 3. NOT LET IT BOTHER
1% 7. OTHER
8. DK
1% 9. NA

Q32 & 32A OPEN-ENDED

COLUMN
NUMBERVARIABLE
NUMBER N

49

82

Q33. Some people say that over the last 10 or 15 years, there has been a lot of progress in getting rid of racial discrimination. Others say there hasn't been much real change for most Negroes over that time. Which do you agree with most?

- 69% 1. LOT OF PROGRESS
 27 2. NOT MUCH REAL CHANGE
 2 3. Change in some areas, not in others; change for some people, not for others. (neither "1" nor "2" is circled)
 1% 8. DK
 1% 9. NA

50

83

Q34. Do you think there will always be a lot of racial prejudice and discrimination in America, or that there is really hope of ending it in the long run?

- 53% 1. WILL ALWAYS BE PREJUDICE AND DISCRIMINATION
 40 2. REAL HOPE OF ENDING IT
 3 3. Hope only in the very distant future. (#2 is not circled)
 1% 4. Hope of reducing it, but will always be some prejudice
 1% 7. OTHER (SPECIFY)
 1% 8. DK
 1% 9. NA

51

84

X34. If our country got into a big world war today, would you personally feel the United States is worth fighting for?

- 83% 1. YES
 14 5. NO
 1% 8. DK
 1% 9. NA

COLUMN
 NUMBER VARIABLE
 NUMBER N

Q35, 35A, 36, 36A, 37, A&B, OPEN-ENDED

52 85

Q38. ^{Some} Civil rights leaders say that Negroes should be more concerned with developing the Negro community than with working for integration. Do you mostly agree or mostly disagree with this?

- 54% 1. MOSTLY AGREE
- 10 3. Should do both (no box checked)
- 34 5. MOSTLY DISAGREE
- 4 7. OTHER
- 1 8. DK
- 1 9. NA

MAKE
 CARD

Q39A-C OPEN-END

53 86

Q40. Have you ever Taken part in any kind of non-violent protest for civil rights?

- 26 1. YES
- 73 5. NO
- 8. DK
- 9. NA

Code 0 in cols.
 54-59

COLUMN
 NUMBER

VARIABLE
 NUMBER N

Q40A. Was that a boycott, a march, a sit-in, picketing or something else? (CODE ALL THAT APPLY.)

CODER: CODE EACH CATEGORY SEPARATELY IN COLS. 54-58

54 87

Q40A. Took part in a boycott

6 1. YES
 20 5. NO
 8. DK
 9. NA
 74% 0. INAP., coded 5, 8 or 9 in Col 53

55 88

Q40A. Took part in a march

Use same code as Col. 54 23% - Yes 1
 3 - No 5
 73% - INap 0

56 89

Q40A Took part in a sit-in

Use same code as Col 54 2% - Yes 1
 24 - No 5
 74 - INap 0

57 90

Q40A Took part in picketing

Use same code as Col. 54 4% Yes 1
 22 - No 5
 74 INap 0

58 91

Q40A Took part in something else (SPECIFY)

MAKE
 CARD

2% 1. YES
 24% 5. NO
 8. DK
 9. NA
 74% 0. INAP., Coded 5, 8, or 9 in Col. 53

IF NOT A FORM OF NONVIOLENT PROTEST FOR CIVIL RIGHTS, CODE "NO". IF RECODABLE IN PRECEDING CATEGORIES, RECODE THERE, AND CODE "NO" HERE.

COLUMN VARIABLE
NUMBER NUMBER N

59

92

Q40A. SUMMARY CODE--TOTAL NUMBER OF PROTEST ACTIVITIES
IN WHICH R PARTICIPATED.

21% 1. ONE
2 2. TWO
2 3. THREE
1 4. FOUR
5. FIVE or MORE

8. DK.

9. NA

73% 0. NONE; INAP., coded 5, 8, or 9 in col. 53.

60

93

Q41. On the whole, do you think most white people
in Detroit want to see Negroes get a better
break or do they want to keep Negroes down,
or don't they care one way or the other?

47% 1. BETTER BREAK
19 2. KEEP NEGROES DOWN
18 3. DON'T CARE
4 4. Some better break and some keep Negroes
down (no alternative circled)

3 8. DK

2 9. NA

61

94

Q42. Do you personally feel that you can trust most
white people, some white people, or none at
all?

15% 1. MOST
76% 2. SOME
8 3. NONE
4. Trust same number of whites as Negroes
same proportion. (no alternative circled)

8. DK

9. NA

COLUMN
NUMBER

VARIABLE
NUMBER N

Q45. Now I want to read to you a list of people active in Detroit, for each one, please tell whether you approve or disapprove of what the persons stands for, or whether you don't know enough about him to say?

62 95

Q45A. Jerome Cavanaugh

40%	1. APPROVE	
20	2. (VOLUNTEERED) PARTLY APPROVE/DISAPPROVE	
23	3. DISAPPROVE	
16%	8. DK ENOUGH TO SAY	
	9. NA	

63 96

Q45B. Albert Cleague

(Use same Code as Q45A.)	12%	1
	10%	2

64 97

Q45C. Mel Ravitz

	37%	3
	40%	8

65 98

Q45D. John Conyers

(Use Same code as Q45A.)	26%	1
	10%	2
	4	3
	60	8

66 99

Q45E. Nicholas Hood

(Use same code as Q45A.)	61%	1
	6	2
	3	3
	29	8

(Use same code as Q45A.)	59%	1
	10	2
	4	3
	26%	8

Q46 IS OPEN-ENDED

DECK 03
(NEGRO CLOSED CONT.)

<u>COLUMN NUMBER</u>	<u>VARIABLE NUMBER</u>	<u>N</u>	<u>QUESTION AND CODE</u>
1-3			Project Number (965)
4			Race (Negro=1)
5-6			Deck Number (03)
7-9			Interview Number (001-900)
10	See Deck 05, Col. 10 Variable 182		Q47. <u>R's OWN OCCUPATION</u> Are you working at the present, unemployed, keeping house, or what?

Code 0 in Cols. 11-14.	65%	1.	WORKING (AT LEAST TEN HOURS PER WEEK)
	8	2.	RETIRED, permanently disabled
	4	3.	UNEMPLOYED
	22	4.	KEEPING HOUSE
	1%	5.	STUDENT (IF ALSO WORKING AT LEAST TEN HOURS A WEEK CODE 1)
See Supervisor		7.	OTHER
		9.	NA

Q47. A-G: Occupational

11	100		Q48. <u>IF WORKING OR RETIRED</u> I'd like to know how satisfied you are (were) with some things about your job: What about your chances for promotion and pay raises, would you say you are (were) generally satisfied, or not so satisfied?
		50%	1. SATISFIED
		1	3. Satisfied with one but not the other (either promotions or pay raises, and no box checked)
		20	5. NOT SO SATISFIED
		2	9. NA
		27%	0. INAP., coded 3, 4, or 5 in Col. 10.

COLUMN
NUMBER VARIABLE
NUMBER NUMBER N

12 101

Q49. IF WORKING OR RETIRED

What about the kind of work you do (did). Are (Were) you generally satisfied, or not so satisfied?

- 60% 1. SATISFIED
 12 5. NOT SO SATISFIED
 1 9. NA.
 27% 0. INAP., Coded 3, 4, or 5 in Col. 10.

(Q 50, 50A, 51 A&B, OPEN-ENDED)

13 102

Q52. On your job do (did) you work with only Negroes, only whites, or with both Negroes and whites?

Code 0
 in Col. 14

- 61% 1. ONLY NEGRO
 2 2. ONLY WHITE
 59 3. BOTH NEGRO AND WHITE
 4 9. NA
 28% 0. INAP., Coded 3, 4, or 5 in Col. 10, or R works alone.

14 103

Q52A. How often do (did) you get together for lunch with whites you work(ed) with: often, sometimes, rarely, or never?

- 43% 1. OFTEN
 9 2. SOMETIMES
 3 3. RARELY
 6 4. NEVER
 3 9. NA
 35% 0. INAP., Coded 3, 4, or 5 in Col. 10; coded 1 in Col. 13, or R works alone.

<u>COLUMN NUMBER</u>	<u>VARIABLE NUMBER</u>	<u>N</u>
--------------------------	----------------------------	----------

15 104

Q53. Do you think you were ever refused a job or laid off from a job because of being Negro?

Code 0 in Col. 16

26% 1. YES

~~73~~ 5. NO

8. DK

9. NA

0. R has never worked.

16 105

Q53A. Has it happened more than once?

18% 1. YES

7 5. NO

8. DK

1 9. NA

74% 0. INAP., coded 5 in 8 or 9 in Col. 15.

17 106

Q54. Do you feel that you personally have missed out on getting the kind of job you want and are qualified for because of race?

27% 1. YES

71 5. NO

8. DK

1% 9. NA

0. R has never worked.

18 107

Q55. How many places in Detroit do you think will hire a white person before they will hire a Negro even though they have the same qualifications...many, some, or just a few places?

54% 1. MANY

25 2. SOME

16 3. FEW

4. NONE

5 8. DK.

1% 9. NA

COLUMN VARIABLE
NUMBER NUMBER N

19

190
 (Deck 05,
 Col. 22)

Q56. Are you single, married, divorced, widowed, or separated?

Code 0 in
 Col. 20.

- 5% 1. SINGLE
- 71% 2. MARRIED
- 7 3. DIVORCED
- 8 4. WIDOWED
- 9 5. SEPARATED
- 9. NA

20

191
 (Deck 05,
 Col. 23)

Q57. IF R IS PRESENTLY MARRIED, ASK ABOUT SPOUSE:

Is your (husband/wife) working at the present time, unemployed, (keeping house), or what?

See
 Supervisor
 See
 Supervisor

- 41% 1. WORKING (AT LEAST TEN HOURS PER WEEK)
- 3 2. RETIRED
- 2 3. UNEMPLOYED
- 24 4. KEEPING HOUSE
- 1 5. STUDENT (if also working at least 10 hours/week, code 1)
- 7. OTHER
- 9. NA
- 29% 0. INAP., coded 1, 3, 4, 5, or 9 in Col. 19.

(Q57A-F: Occupational)
 (Q58 and 58A OPEN-ENDED)

21

108

Q59. This next part of the interview deals with the effects of last July's disturbance in Detroit. How do you feel we should refer to it: Should it be called a riot, a rebellion, or what?

- 23% 1. RIOT
- 52 2. REBELLION
- 1 3. REVOLT
- 6 4. Looting, stealing, other unlawful behavior
- 6 5. Disturbance, Civil Disorder
- 1 6. Combination riot and rebellion
- 5 7. OTHER
- 4 8. DK
- 1 9. NA

COLUMN VARIABLE
NUMBER NUMBER N

(Q60 A-F OPEN-ENDED)

22 109

Q61. There have been a lot of different opinions as to who actually took part in last summer's disturbance. Do you think the people who looted and burned stores were almost all Negro, mostly Negroes with a number of whites, or about half Negroes and half whites? (DO NOT COUNT POLICE, NATIONAL GUARD, OR ARMY)

5%	1. ALMOST ALL NEGRO
61	2. MOSTLY NEGRO, SOME WHITES
30	3. HALF NEGRO, HALF WHITE
3	8. DK
1	9. NA

23 110

Q62. Now I'd like to ask you about some of the ways the disturbance may have changed things in Detroit. For instance...what about jobs? Are there more jobs for Negroes now as a result of Last July's disturbance, not as many jobs, or about the same number of jobs?

61%	1. MORE
7	2. NOT AS MANY
26	3. SAME NUMBER
5	8. DK
1	9. NA

<u>COLUMN NUMBER</u>	<u>VARIABLE NUMBER</u>	<u>N</u>
--------------------------	----------------------------	----------

24

111

Q63. Do you think city officials in Detroit are more willing to listen to Negro demands since the disturbance, less willing to listen, or hasn't there been much change?

74%	1.	MORE WILLING
1	2.	LESS WILLING
21	3.	NOT MUCH CHANGE
3	8.	DK
1	9.	NA

(Q64. OPEN-ENDED)

25

112

Q65. Would you say that because of the disturbance Negroes in Detroit now feel more ready to stand up for their rights, less ready to stand up for their rights, or that there hasn't been much change?

73%	1.	MORE
1	2.	LESS
18	3.	NO CHANGE
2	8.	DK
1	9.	NA

26

113

Q66. Do you think that because of the disturbance there are more whites in favor of equal right for Negroes, fewer whites in favor, or that there isn't much difference?

Code 0 in Col 27

54%	1.	MORE
9	2.	FEWER
35	3.	NO CHANGE
2	8.	DK
1	9.	NA

COLUMN VARIABLE
NUMBER NUMBER N

27

114

Q66A. Why do you think there are now more whites in favor of Negro rights? Do you think it's mainly because whites are afraid of more riots or mainly because they are now more aware of Negroes' problems?

- 14% 1. MAINLY AFRAID
- 33 2. AWARE OF PROBLEM
- 5 3. Both: some mainly afraid, and some more aware (No box checked)
- 1 4. Positive references to improved racial harmony (without references to problems of fear)
- 1 8. DK
- 1 9. NA
- 46% 0. INAP., coded 2-9 in Col. 26.

Q67 & 67A OPEN-ENDED.

28

115

Q68. Have you lived in Detroit all your life?

Code 0 in
 Cols. 29-30
 & 35.

- 21% 1. YES
- 79 5. NO
- 8. DK
- 9. NA

29-30

116

Q68A How long have you lived in Detroit?

117(29)

CODE ACTUAL NUMBER OF YEARS; IF RANGE IS GIVEN
 CODE MIDPOINT; ROUND 6 OR MORE MONTHS UP.

- 20% 01. One year or less 9% - 03 years
- 30 02. Two years 7% - 04 years
- etc.

- 2% 98. DK
- 99. NA
- 31% 00. INAP., coded 1, 8, or 9 in Col. 28

COLUMN VARIABLE
NUMBER NUMBER N

31-32

118
 119 (31)

Q68B. STATE R LIVED IN LONGEST DURING THE FIRST 10 YEARS OF HIS LIFE. (NOTE: If R lived 5 years in one place and 5 in another: age 5-10 has 1st priority. South over North has 2nd priority)

*NOTE: NA CODE IS "00."

Note: To obtain region for full sample,

- | | |
|---------------------------|---------------------|
| 01 Puerto Rico | 64 Mississippi |
| 02 Other U.S. Possessions | 43 Missouri |
| 03 Foreign Country | 81 Montana |
| 63 Alabama | 46 Nebraska |
| 94 Alaska | 88 Nevada |
| 86 Arizona | 12 New Hampshire |
| 71 Arkansas | 22 New Jersey |
| 93 California | 85 New Mexico |
| 84 Colorado | 21 New York |
| 16 Connecticut | 56 North Carolina |
| 51 Delaware | 44 North Dakota |
| 53 District of Columbia | 31 Ohio |
| 59 Florida | 73 Oklahoma |
| 58 Georgia | 92 Oregon |
| 95 Hawaii | 23 Pennsylvania |
| 82 Idaho | 15 Rhode Island |
| 33 Illinois | 57 South Carolina |
| 32 Indiana | 45 South Dakota |
| 42 Iowa | 62 Tennessee |
| 47 Kansas | 74 Texas |
| 61 Kentucky | 87 Utah |
| 72 Louisiana | 13 Vermont |
| 11 Maine | 54 Virginia |
| 52 Maryland | 91 Washington State |
| 14 Massachusetts | 55 West Virginia |
| 34 Michigan | 35 Wisconsin |
| 41 Minnesota | 83 Wyoming |

Percentage
 Distribution by

Region:

- 16% - 0
- 3% - 1
- 15% - 2
- 2% - 3
- 19% - 4
- 36% - 5
- 8% - 6
- 8% - 7
- 9

Note: To obtain region of entire sample, must also use Var 115 (Detroit) 00. NA, 1nap. Coded 1, 2, or 9

SUMMARY CODE FOR REGIONS TO WHICH STATE BELONGS *NOTE: REGION IS FIRST DIGIT OF STATE CODE

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

<u>COLUMN NUMBER</u>	<u>VARIABLE NUMBER</u>	<u>N</u>
----------------------	------------------------	----------

Q68B. COUNTRY R LIVED IN LONGEST DURING THE FIRST 10 YEARS OF HIS LIFE.

33	120	83%	1. United States
		1	2. Canada
			3. West Indies (Puerto Rico) Jamaica, Bahama Islands, Cuba, Hispaniola)
			7. OTHER
			9. NA
		16%	0. Inap, coded 1, 8, or 9 in col. 28.

34 121 Q68C. Was that in a large city (over 100,000 people), a small city, a small town, or on a farm?

27%	1. LARGE CITY (over 100,000)
16	2. SMALL CITY
27	3. SMALL TOWN
11	4. FARM
	8. DK
1	9. NA
19%	0. INAP., coded 1 (native Detroit), 8 or 9 in col. 28.

Q69.: Occupational

35 122 Q70. Were there any white students in the schools you attended?

Code 0 in Cols. 36-37	37%	1. YES
	63	5. NO
		8. DK
		9. NA
	1%	0. Inap, never attended school.

COLUMN VARIABLE
NUMBER NUMBER N

36 123 Q70A Was this in grade school or high school or both?

- 4% 1. GRADE SCHOOL
- 6 2. HIGH SCHOOL
- 26 3. BOTH
- 1 8. DK
- 1 9. NA
- 63 0. INAP., coded 5, 8, or 9 in Col. 35.

37 124 Q70B. About how many white students were there in the school(s) you attended: few whites, less than half, more than half, or almost all white?

- 5 1. FEW WHITES
- 8 2. LESS THAN HALF
- 11 3. MORE THAN HALF
- 8 4. ALMOST ALL WHITE
- 3 5. 50/50, about half
- 6 6. Combination of above.
- 8 8. DK
- 9 9. NA
- 63 0. INAP., coded 5, 8, or 9 in Col. 35.

38 125 Q71. Do you have any children living at home?

Code 0 in Cols. 39-44	61%	1. YES
	39	5. NO
		9. NA

39-40 126 Q71A. How many?

16%	01.1 Child	10%	3 children
16	02.2 Children	7	4 "
	etc.	4	5
		6	6-8
	98. DK.		
	99. NA		
39	00. INAP., coded 5, or 9 in Col. 38.		

COLUMN VARIABLE
NUMBER NUMBER N

41-42 127

Q17B. How many of the children are 15 years of age or younger?

No. of children

15%	1. Grade School	7%	4.	1%	?
15	2. High School	3%	5.		
7	3. Both	2%	6.		
	8. DK				
	9. NA				
49%	0. INAP, (coded 5, 8, or 9 in col. 35)				

43-44 128

Q71B SUBTRACT B FROM A TO FIND NO. OF CHILDREN OLDER THAN 15.

(CODE SAME AS 71B Above.)

76%	0 INAP	11%	1	1%	4	- 7
		9%	2		6	- 8
		3%	3		6	

45 129

Q72. How many other people are there in this household besides you and your (husband/wife) and children?

15%	1. One other person
5	2. Two other people
2	3. etc.

8. DK
9. NA

76% 0. INAP., NONE

(73, A-B, OPEN-ENDED)

46-47 130

Q74. What was your age on your last birthday?

131 (46)

CODE ACTUAL AGE

98. DK
99. NA

MEAN AGE = 42.62
SD 12.76

COLUMN
NUMBER VARIABLE
 NUMBER N

48-49	132	<p>Q75A. What was the highest grade of school you completed?</p> <hr/> <p>00. None, no formal education 01. First grade etc. 12. High School diploma etc. 14. Business College, some college courses etc. 16. College diploma (four-year) 17. Some graduate work; graduate degree 98. DK (Include here if parent dies when R was too young to know educational level) 99. NA</p>
	<p><i>25% = 0-8 years</i> <i>7% = 9 years</i> <i>13% = 10 years</i> <i>13% = 11 years</i> <i>28% = 12</i> <i>2% = 13</i> <i>5% = 14</i> <i>2% = 15</i> <i>2% = 16</i> <i>4% = 17</i></p>	
50	133	<p>Q75A. DID R COMPLETE SOME TIME OF TECHNICAL TRAINING?</p> <hr/> <p>1. YES, R completed technical training. (not unless written int) 0. Inap., R did not mention technical training.</p>
51-52	134	<p>Q75B What was the highest grade of school your father completed?</p> <hr/> <p>(USE SAME CODE AS COL. 48-49)</p>
53-54	135	<p>Q75C. What was the highest grade of school your mother completed?</p> <hr/> <p>(USE SAME CODE AS COL. 48-49)</p>

<u>COLUMN NUMBER</u>	<u>VARIABLE NUMBER</u>	<u>N</u>
----------------------	------------------------	----------

55-56	136	
-------	-----	--

Percentage Distribution

21%	Grades 1-8
19	9-11
22	H.S. Diploma (12)
8	Grades 13-15
5	16-17
24%	INAP.

Q75D. IF MARRIED: What was the highest grade of school your wife/husband completed?

NOTE CODE CHANGE FOR "NO EDUCATION"

- 01. First grade or less, no education etc.
- 12. High School Diploma etc.
- 14. Business College, Some college courses etc.
- 16. College diploma (4 year)
- 17. Graduate work; graduate degree
- 98. DK
- 99. NA
- 00. INAP., R is not married

Col

57-58

Var

137

Percentage Distribution

17%	Grades 1-8
20%	9-11
26%	H.S. Diploma (12)
10%	13-17
4%	98-99
23%	INAP.

Q75E. What was the highest grade of school your brother closest in age to you completed?

(USE SAME CODE AS 75D)

59

138

Q75F. Is this brother in school now?

- 1. YES
- 5. NO
- 8. DK
- 9. NA (IF No response)
- 0. INAP; R is 30 or over; or R has no brother

(Q76, 76A OPEN-ENDED)

<u>COLUMN NUMBER</u>	<u>VARIABLE NUMBER</u>	N
--------------------------	----------------------------	---

60-61	139	
-------	-----	--

Q77. Now would you think of the person who is your closest friend and whom you see most often.

Q77A. How many years of school did this person complete?

Percentage Distribution

6%	1-8
16	9-11
42	12
23	13-17
9	98-99
3	00

01. First grade or less, no formal education
12. High school diploma
14. Business college, nurses' training, some college etc.
16. College Degree (4 years)
17. Graduate work; graduate degree
20. Completed some type of technical training
21. High school diploma plus technical training
98. DK
99. NA
00. INAP., R has no close friend

Q77B. Occupational

Deck 04
 (Negro Closed Cont.)

<u>Column Number</u>	<u>Variable Number</u>	<u>N</u>	<u>Question and Code</u>
----------------------	------------------------	----------	--------------------------

1-3			Project Number (965)
-----	--	--	----------------------

4			Race (Negro=1)
---	--	--	----------------

5-6			Deck Number (04)
-----	--	--	------------------

7-9			Interview Number (001-900)
-----	--	--	----------------------------

10	140		Q78. ASK OF MALES ONLY
----	-----	--	------------------------

Have you ever served in the armed forces?

25%
27

1. YES
5. NO

48%

9. N.A.
0. INAP., R is female

11-12	141		Q79. How long have you lived in this neighborhood?
	142 (11)		

CODE ACTUAL NUMBER OF YEARS. IF RANGE IS GIVEN, CODE MIDPOINT, ROUND UP.

Percentage Distribution

65%	0-9 Years
25	10-19
6	20-29
3	30 and over

01. One year or less
02. Two years
Etc.
98. D.K.
99. N.A.

13	143		Q80. Do you own your home, are you buying it, or do you rent?

55%
44

1. Own or buying
2. Rent

MAKE
CARD

1

7. Other (specify)

9. N.A.

Column Variable
Number Number N Question and Code

14-15 144 Q81. How many rooms do you and your family have here altogether, not counting bathrooms or storage rooms? (EXPLAIN THIS MEANS R'S FAMILY ONLY.)

1%
3

01.	One room	8%	3	rooms
02.	Two rooms	9%	4	"
Etc.		26%	5	"
98.	DK.	29%	6	"
99.	NA.	14%	7	"
		10%	8	and over

16 145 Q82. In serving your family's needs, how do you think your home compares with the homes of most Negroes in Detroit: Is it better or not as good in serving your family's needs?

31%
24
40
1
1
3

1. Better
2. Not as good
3. Same (if volunteered)
4. Better than some and worse than some
8. D.K.
9. N.A.

17 146 Q83. How does it compare to the homes of most whites in Detroit: Would you say your home is better or not as good in serving your family's needs?

Percentage Distribution

7%	1	Code Categories as in Q82
51	2	
35	3	
5	8	
2	9	

(USE SAME CODE AS Q82)

18 147 Q84. In the two or three blocks right around here, how many of the families are white: none, only a few, many but less than half, or more than half?

Code '0' in col.19	14%	①	None
	63	2.	Only a few
	14	3.	Many but less than half
	7	4.	More than half
	1	6.	Half and half
	1	8.	DK.
		9.	NA.

<u>Column Number</u>	<u>Variable Number</u>	<u>N</u>	<u>Question and Code</u>
19	148		Q84a. Do you and the white families that live around here visit in each other's homes, or do you only see and talk to each other on the street, or do you hardly know each other?
		10% 31 42 15	1. Visit in each other's home 2. See and talk on the street 3. Hardly know them 8. D.K. 9. N.A. 0. INAP., coded '1' in col. 18
20	149		Q85. <u>ASK EVERYONE</u> Apart from your neighbors are there (other) white people, including people from work, that you get together with socially or in recreational activities?
		34% 65	1. YES 5. NO 8. D.K. 9. N.A.
		<div style="border: 1px solid black; padding: 2px; display: inline-block;">Code '0' in col. 21</div>	
21	150		Q85a. Is this something you do fairly often or just once in a while?
		13 20 1 65	1. Fairly often 2. Once in a while 8. D.K. 9. N.A. 0. INAP., coded '5', '8' or '9' in col. 2
22	151		Q86. <u>IF ANY WHITE NEIGHBORS OR FRIENDS</u> Thinking of the white people you know fairly well, do you discuss racial questions with them often, once in a while, or never?
		18 34 31 6 11	1. Often 2. Once in a while 3. Never 8. D.K. 9. N.A. 0. INAP., no white neighbors or friends (coded '1' in col. 18 and '5' in col.

Question
Number

Question
Number

F

Question and Code

23

152

Q87. Would you personally prefer to live in a neighborhood with all Negroes, mostly Negroes, mostly whites, or a neighborhood that's mixed half and half?

-
- 6%
4
1
57
31
1
1. All Negro
 2. Mostly Negro
 3. Mostly white
 4. Mixed
 7. Makes no difference
 8. D.K.
 9. N.A.

24

153

Q88. Here are a few more questions about yourself. Would you say it's better to plan one's life in advance or would you say that life is too unpredictable to plan ahead very far.

-
- 50%
49
1. Plan in advance
 2. Too unpredictable
 3. Do some planning, but not a lot (no box checked)
 7. Other
 8. D.K.
 9. N.A.

25

154

Q89. When you do make plans ahead, do you usually get to carry on things the way you expected, or do things usually come up to make you change your plans?

-
- 50%
47
2
1
1. Things work out as expected
 2. Have to change plans
 3. Half and half: sometimes plans work out and sometimes have to change them (no code circled)
 8. D.K.
 9. N.A.

<u>Column Number</u>	<u>Variable Number</u>	<u>N</u>	<u>Question and Code</u>
26	155		Q90. Some people feel they can run their lives pretty much the way they want to; others feel the problems of life are sometimes too big for them. Which one are you most like?

-
- 67% 1. Can run own life
 - 29 2. Problems of life too big
 - 1 3. Sometimes can run life and sometimes problems too big
 - 1 4. Can run life with the help of others; always need others
 - 1 8. D.K.
 - 3 9. N.A.

27	156		Q91. About how often do you go to church: once a week, two or three times a month, a few times a year, or never?
----	-----	--	--

-
- 34% 1. Once a week or more
 - 24 2. Two or three times a month
 - 31 3. Few times a year
 - 10 4. Never
 - 3. D.K.
 - 9. N.A.

Code '0' in
cols. 28-29

28	157		Q91a. In your church, has money ever been collected at Sunday service for the Civil Rights movement?
----	-----	--	--

-
- 37% 1. YES
 - 46 5. NO
 - 7 8. D.K.
 - 9. N.A.
 - 9 0. INAP., coded '4' in col. 27

29	158		Q91b. Have there ever been speakers at Sunday services who were running for public office and were seeking support?
----	-----	--	---

-
- 32% 1. YES
 - 54 5. NO
 - 4 8. D.K.
 - 9. N.A.
 - 9 0. INAP., coded '4' in col. 27

Question
Number

Family
Number

N

Question and Code

30

159

Q92. How important a part of your life are your religious beliefs? Would you say they are extremely important, quite important, of some importance or not at all important?

40%
33
24
3
1. Extremely important
2. Quite important
3. Some importance
4. Not important at all
8. D.K.
9. N.A.

Q93, Q93a, Open End

31

160

Q94. How many people in your family living here receive wages or salaries?

(CODE EXACT NUMBER OF PEOPLE)

48%
30
15
1. One person
2.
7. Seven or more people
8. D.K.
9. N.A.
0. INAP., no one receives wages or salary

6%: 3 persons

32

161

Q94a. Do any of the members of your family receive income from the government, like veteran's benefits, welfare or social security?

25%
74
1
1. YES
5. NO
8. D.K.
9. N.A.

33

162

Q94b. Do any members of your family receive income from renting buildings or rooms, life insurance, or retirement pensions?

18%
81
1. YES
2. NO
3. D.K.
9. N.A.

Question
Number

Question Code
Number

X

Question and Code

34-35

163

Q94c. Here's a card that lists monthly income for the whole family.
(HAND CARD)
Would you tell me how much money your family makes in one month, including all the kinds of incomes we mentioned before? Just give the letter on the card that fits.

- 13% 00.A Under \$200...
- 9 01.B \$200-299
- 8 02.C \$300-399
- 5 03.D \$400-499
- 13 04.E \$500-599
- 10 05.F \$600-699
- 6 06.G \$700-799
- 9 07.H \$800-999
- 4 08.I \$1,000-1,199
- 6 09.J \$1,200-1,399
- 6 10.K \$1,400 and over
- 6 11. D.K., N.A.

36

164

Q93. Do you buy the Michigan Chronicle?

- 78% 1. YES
- 3 3. Sometimes
- 17 5. NO
- 1 7. (Volunteered) Doesn't buy but reads often
- 8. D.K.
- 9. N.A.

Q94 .Open End

37

165

Q95. We're finished now except I would like to know how you feel about surveys like this. Some people feel that surveys give people a chance to speak out on important issues. Others feel there has already been enough interviewing of these issues, especially of Negroes. What do you think?

- 85% 1. Chance to speak out
- 10 2. Enough interviewing
- 2 7. Other
- 1 8. D.K.
- 3 9. N.A.

Question Number Variable Number N

Question and Code

38 166

Q97a. Total length of interview

- 1. Less than 30 min.
- 1% 2. 30-44 min. (1/2 hour)
- 11 3. 45-59 min. (3/4 hour)
- 24 4. 60-74 min. (1 hour)
- 22 5. 75-89 min. (1 1/4 hour)
- 25 6. 90-118 min. (1 1/2 hour)
- 14 7. 120 or more min. (2 hour)
- 3 9. N.A.

39 167

Q97b. R's INTEREST IN TALKING ABOUT RACIAL ISSUES:

- 40% 1. Very interested in discussing racial issues
- 50 2. Average interest
- 8 3. Reluctant to discuss racial issues
- 2 9. N.A.

40 168

Q97c. R's UNDERSTANDING OF QUESTIONNAIRE WAS:

- 22% 1. Excellent
- 48 2. Good
- 22 3. Fair
- 5 4. Poor
- 2 9. N.A.

41, 42 169
 170

Q97d. WHAT PERSONS OVER 14 YEARS OF AGE WERE PRESENT DURING INTERVIEW? CIRCLE ALL THAT APPLY. NOTE IF THIS AFFECTED INTERVIEW.

CODE TWO MENTIONS

HIGH PRIORITY	-----	29	1.	Spouse
	-----	1	2.	Parent
	-----	4	3.	Child over 14
	-----	9	4.	Other relatives or friend
MAKE CARD	-----	2	7.	Other (specify)
	-----	2	9.	N.A.
	-----	53%	0.	INAP., none, no second mention

<u>Column Number</u>	<u>Variable Number</u>	<u>N</u>	<u>Question and Code</u>
43	171		Q97e. RESPONDENT'S SKIN COLOR
		15% 29 42 13 1	1. Fair 2. Light brown 3. Dark brown 4. Dark 9. N.A.
44	172		Q97f. WAS RESPONDENT UNUSUALLY ATTRACTIVE?
		22% 77 1	1. YES 5. NO 9. N.A.
45	173		Q97g. RESPONDENT'S ABILITY TO EXPRESS HIMSELF
		20% 38 24 15 3	1. Very articulate, excellent vocabulary 2. 3. 4. Limited vocabulary, expresses self with great difficulty 9. N.A.
46	174		Q97h. RATE THE CONFIDENCE AND POISE OF THE RESPONDENT
		41% 29 15 14 1	1. Very confident and poised 2. 3. 4. Very hesitant, lacks confidence 9. N.A.
47	175		Q97i. HOME FURNISHINGS
		15% 40 31 10 4	1. Excellent, handsomely furnished, attractive 2. Good-well furnished 3. Fair 4. Poor-shabby, run-down furnishings 9. N.A.

<u>Column Number</u>	<u>Variable Number</u>	<u>N</u>	<u>Question and Code</u>
48	176		Q97j. NEATNESS OF INTERIOR
		48% 31 12 45	1. Very neat and clean 2. Fairly neat and clean 3. Fairly disordered 4. Very disordered 9. N.A.
49	177		Q97k. SEX OF RESPONDENT
		52% 48	1. Male 2. Female
50	178		Q97l. WERE THERE ANY QUESTIONS YOU THINK THE RESPONDENT DID NOT SEEM TO ANSWER FRANKLY OR HONESTLY? IF SO, GIVE QUESTION NUMBERS AND THE REASON YOU DOUBT THE ANSWER.
			1. YES 5. NO, interviewer makes no mention of problem questions
51-53	179		Q97M CODE QUESTIONS MENTIONED AS DIFFICULT. CODE THREE MENTIONS.
54-56	180		010. Question one 491. Question 49a. 492. Question 49b Etc.
57-59	181		000. INAP. Coded '5' in col. 50, no second or third mentions 192 = QX19.

Code '0' in
cols. 51-59

DFCK 05

COLUMN NUMBER	VARIABLE NUMBER	N	QUESTION AND CODE
---------------	-----------------	---	-------------------

1-4			Project Number (965) (1)
5-6			Deck Number (05)
7-9			Interview Number (001-900)

10	182		Q47. <u>R's OWN OCCUPATION.</u>
----	-----	--	---------------------------------

Are you working at the present time. Unemployed (keeping house), or what?

Code 0 in Col. 14	1. WORKING (AT LEAST 10 HOURS/WEEK)	65%
	2. RETIRED	8
Code 0 in Col. 11-12, 19-21; Code 998994 in Cols. 13-18.	3. UNEMPLOYED	4
	4. KEEPING HOUSE	22
	5. STUDENT (IF HALF TIME OR MORE)	1
Code 0 in Col. 11-12, 19-21, Code 998993 in Cols. 13-18.	7. OTHER see supervisor	1
	9. NA - see supervisor	

COLUMN VARIABLE
NUMBERS NUMBER N

11 183

Q47A. IF R IS UNEMPLOYED

How long have you been unemployed?

- 0.1% 1. One week or less
- 0.4 2. 2-4 weeks
- 6.2 3. 1.1-3 months
- 0.6 4. 3.1-6 months
- 0.5 5. 6.1-12 months
- 0.5 6. 12.1-24 months
- 1.4 7. More than two years
- 8. DK
- 9. NA
- 96.3 0. Inap; coded 1, 2, 4, or 5 in Col 10, R has never worked.

12 184

CLASS OF WORKER - RESPONDENT

Q47D. (Do/Did) you have your own business or (do/did) you work for someone else?

- 4% 1. OWN BUSINESS
- 72 2. SOMEONE ELSE
- 9. NA
- 24 0. INAP - Student or housewife, coded 4 or 5 in col. 10

13-15 185

INDUSTRY - RESPONDENT

Q47C. What kind of business (is/was) that in?

Industry is coded from U.S. Bureau of the Census, 1960 Census of Population, Alphabetical Index of Occupations and Industries, revised edition (Washington: Government Printing Office, 1960). With the following supplement; 998-Inap, "Student" or "Housewife" only occupation reported.

SUMMARY OF BUREAU OF CENSUS INDUSTRY CODES

The individual industry codes frequently are grouped into the following 12 major industries:

- 015 to 018 Agriculture, forestry and fisheries.
- 126 to 156 Mining
- 196 Construction
- 206 to 459 Manufacturing
- 506 to 579 Transportation, communications, and other public utilities.
- 606 to 699 Wholesale and retail trade.
- 706 to 746 Finance, insurance, and real estate.
- 806 to 809 Business and repair services.
- 846 to 849 Entertainment and recreation services.
- 816 to 839 Personal services.
- 867 to 898 Professional and related services.
- 906 to 936 Public administration
- and
- 998 Student; housewife; INAP; naval worker
- 999 Industry entry incomplete or missing.

OCCUPATION - RESPONDENT

16-18 186

If working, retired or unemployed.

Q47B. What kind of work (do/did) you do?

Q47E. Do (did) you have an official job title?
What (is/was) it?

Each occupation is coded from the U.S. Bureau of the Census, 1960 Census of Population, Alphabetical Index of Occupations, Government Printing Office, 1960 with the following supplements: 998 - "Student" only occupation reported; and 994 - Inapplicable "housewife."

SUMMARY OF BUREAU OF CENSUS OCCUPATION CODES

The individual occupation codes frequently are grouped into the following 11 major occupations:

- 000 to 195 Professional, technical, and kindred workers.
- 200 to 222 Farmers and farm managers.
- 250 to 290 Managers, officials, and proprietors, except far.
- 301 to 370 Clerical and kindred workers.
- 380 to 395 Sales workers
- 401 to 555 Craftsmen, forementand kindred workers
- 601 to 775 Operatives and kindred workers
- 801 to 804 private household. workers
- 810 to 890 Service workers, except private household.
- 901 to 985 Laborers, except farm and mine.
- and
- 993 Student
- 994 Inapplicable; never worked; housewife
- 995 Occupation entry incomplete or missing

Where alphabetic codes are given in the Alphabetical Index for occupation and industry, these are changed into the following numerical equivalents:

INDUSTRY	A 016	OCCUPATION	N 200
	B 359		P 804
	C 196		Q 411
	D 659		R 290
	E 876		S 394
	F 636		T 7.5
	G 638		U 902
	H 868		V 903
	J 916		W 775
	K 316		X 935
	L 506		Y 370
	M 258		Z 302

COLUMN VARIABLE
NUMBER NUMBER N

19-20 187
188 (19)

Q47F. How many hours a week (do/did) you work at
this job?

CODER: CODE ACTUAL NO. OF HOURS. IF RANGE
IS GIVEN, CODE MIDPOINT. ROUND UP.

- 01. One hour or less.
- 02. Two hours
etc.
- 97. R says he works 24 hours a day.
- 98. DK
- 99. NA
- 00. Inap. coded 4 or 5 in Col. 10.

21 189

Q47G. During the past five years how many times, if
at all, were you unemployed when you didn't
want to be? (DON'T COUNT ILLNESS OR STRIKES)

CODE EXACT NUMBER OF TIMES UNEMPLOYED.

- 8% 1. One time
 - 2 2. Two times
etc.
 - 7. 7 or more times unemployed.
 - 8. DK
 - 9. NA
 - 1
86% 0. Inap; student or housewife; never unemployed
during past 5 years
- 2%: 3 times - 5 times

COLUMN VARIABLE
 NUMBERQ NUMBER N

22 190 Q56. Are you single, married, divorced, widowed, or separated?

- | | | |
|-----------------------------|---|----|
| Code 0 in Cols. 23-25 | 1. SINGLE | 5% |
| Code 998994 in Cols. 26-31; | 2. MARRIED | 71 |
| Code 0 in Col 32. | 3. DIVORCED | 7 |
| | 4. WIDOWED | 8 |
| | 5. SEPARATED (if occupational information obtained, see supervisor) 9 | |
| | 9. NA. See supervisor | |

23 191 Q57. If R IS PRESENTLY MARRIED, ASK ABOUT SPOUSE:

Is your (husband/wife) working at the present time, unemployed (keeping house), or what?

- | | | |
|---|--|-----|
| Code 0 in Col 24 | 1. WORKING (AT LEAST TEN HOURS PER WEEK) | 41% |
| Code 0 in Col. 24-25, and Col. 32, code 998994 in Cols. 26-31 | 2. RETIRED, PERMANENTLY DISABLED | 3 |
| | 3. UNEMPLOYED, TEMPORARY ILLNESS | 22 |
| | 4. KEEPING HOUSE | 24 |
| | 5. STUDENT (Half time or more) | 1 |
| Code 0 in Col 24-25 & col 32. Code 998993 in Cols 26-31. | 7. Other - See supervisor | |
| | 9. NA- See supervisor | |
| | 0. Inap. R not presently married. | 29% |

COLUMN
NUMBER VARIABLE
 NUMBER N

24 192

Q57A. How long has (he/she) been unemployed?

- 1. One week or less
- 2. 2-4 weeks
- 3. 1.1-3 months
- 4. 3.1-6 months
- 5. 6.1-12 months
- 6. 12.1-24 months
- 7. More than two years

- 8. DK
- 9. NA

97.6% 0. Inap. coded 1, 2, 4, or 5 in col 23,
spouse has never worked; no spouse.

25 193

IF SPOUSE WORKING, RETIRED OR UNEMPLOYED:

Q57D. CLASS OF WORKER: SPOUSE

Does (Did) he (she) have his (her) own business
or work for someone else?

- 2% 1. OWN BUSINESS
- 45 2. SOMEONE ELSE

- 9. NA

53% 0. INAP, no spouse, spouse housewife or student

COLUMN
NUMBER

VARIABLE
NUMBER

N

DAS-9(5/11
Deck 05
Page 8

26-28 194

INDUSTRY - SPOUSE

Q57C. What kind of business (is/were) that in?

Coded according to U.S. Bureau of Census
Industry code; see cols. 13-15.

29-31 195

OCCUPATION-SPOUSE

Q57B. What kind of work does (did) he (she) do?
Does (did) he (she) have an official job
title?

What is (was) it?

Coded according to U.S. Bureau of Census
Occupation Code; see Cols. 16-18.

32 196 Q

Q57F. During the past five years how many times if
at all, was your husband/wife unemployed when
he/she didn't want to be? (DON'T COUNT ILLNESS
OR STRIKES)

CODE EXACT NUMBER

1. One time
2. Two times
etc.
7. 7 or more times unemployed

8. DK.

9. NA

93.4% 0 Inap; never unemployed in past five years,
housewife

(CODER: TURN TO PAGE 24 OF INTERVIEW)

COLUMN
NUMBER

VARIABLE
NUMBER N

DAE-965 N
Deck 05
Page 9

33

197

Q69.

When you were growing up, what did your father
mainly do?

SUMMARY CODE OF R'S RESPONSE

Code 0 in Col. 34, Code 999995 in Cols. 35- 40.

- 89% 1. Father's occupation obtained
- 6 2. Father died when R was young
- 4 3. DK-father left home when R was young
- 4 4. DK-father retired, disabled
- 1 8. DK-no explanation given
- 9. NA-question not asked.

CODE CLASS OF WORKER, INDUSTRY AND OCCUPATION
AS WELL AS POSSIBLE FROM INFORMATION OBTAINED.

34

198

CLASS OF WORKER - FATHER

- 23% 1. Worked for self
- 58 2. Worked for someone else.
- 3 9. NA, cannot tell from information obtained
- 10 0. Inap, coded 2,3,8, or 9 in Col. 33.

35-37

199

INDUSTRY - FATHER

Coded according to U.S. Bureau of Census
Industry code - for major groupings, refer
to code for cols. 13-15.

38-40

200

OCCUPATION - FATHER

Coded according to U.S. Bureau of Census
Occupation Code for major groupings refer to
code for Cols. 16-18.

Q77. Now would you think of the person who is your closest friend and whom you see most often.

41-42 139

Q77A. How many years of school did this person complete?

Percentage	Distribution	
38	0 Education	00. No formal education
7	Grades 1-8	01. First grade
16	9-11	↓
42	High School Diploma	12. High school diploma
23	Grades 13-17	↓
9	DK, NA	16. College degree (4 year)
		17. Some graduate work; graduate degree
		20. Completed some type of technical training.
		21. High school plus technical training

Code 0 in
Col. 43 code
998994 in col.
44-49

- 97. Inap; R has no close friend
- 98. DK
- 99. NA

Q77B. What kind of job does this friend have?

CODE CLASS OF WORKER, INDUSTRY AND OCCUPATION AS WELL AS POSSIBLE. (Variables 201, 202, 203)

43 201

Q77B. CLASS OF WORKER- CLOSEST FRIEND

- 1. Works for self
- 2. Works for someone else.
- 8. DK
- 9. NA, occupation not obtained
- 0. Inap, R has no close friend, friend is housewife, student

COLUMN
NUMBER

VARIABLE
NUMBER N

DAS-965/1
Deck 05
Page 11

44-46 202 Q77B.

INDUSTRY - CLOSEST FRIEND

Coded according to U.S. Bureau of Census
Industry code; see cols. 13-15.

47-49 203 Q77B.

OCCUPATION - CLOSEST FRIEND

Coded according to U.S. Bureau of Census
Occupation code; see cols. 16-18.

Deck 06. Negro Open

COLUMN NUMBER	VARIABLE NUMBER	N	QUESTION AND CODE
------------------	--------------------	---	-------------------

1-3			Project: 965
4			Race (Negro=1)
5-6			Deck: 06
7-9			Interview Number

4. Is crime or vandalism something of a problem or not in this neighborhood?

Code 0 in cols. 11-12

- 1. YES, PROBLEM 43%
- 5. NO 55
- 8. DK 1
- 9. NA

4A. How do you think your neighborhood could be made safer from crime and vandalism?

205 distrib: CODE TWO MENTIONS, IN ORDER OF MENTION

- 19% 1. IMPROVED OR INCREASED POLICE SERVICE (R refers to actions protecting the public): "more police"; "more patrolling"; "prompter response to calls"; "more Negro police"
- 1 2. STIFFER LAWS, PENALTIES OR LAW ENFORCEMENT (R refers to actions against law violators): "less court leniency"; "more forceful police action"
- 2 3. MORE STREET LIGHTS
- 6 4. CITIZEN AND NEIGHBORHOOD COOPERATION: "block clubs"; "watch out for neighbor's property"; "less fear of reporting crime"
- 7 5. CONTROL OR SUPERVISION OF YOUTH: "parents should control kids"; "keep kids in at night"; "more jobs or recreational facilities for kids"
- 2 7. Other
- 5 8. DK, "There is no solution," e.g.
- 1 9. NA
- 57% 0. INAP., no second mention, coded 5, 8 or 9 in col. 10.

Make Card

207

7. Is there a block club in this neighborhood?

Code J in col. 15	1. YES	53%
	5. NO	39
Code 6 in col. 14	8. DK	7
	9. NA	1

208

7A. Do you attend meetings?

21%	1. YES	
31	5. NO	
2	9. NA	or 8
46%	0. INAP., coded 5/in col. 13.	

209

7B. Have the people in the neighborhood ever gotten together to help each other out or to complain about a problem?

	1. YES	
	5. NO	
Code 0 in cols. 16-17	8. DK	22%
	9. NA	5%
	0. INAP. coded 1 in col. 13.	48%

(16-17)

7C. What sort of problems (Has the block club/have neighbors) tried to solve?

CODE TWO MENTIONS Code external problems in col. 16 code internal or ambiguous problems in col. 17.

210

PROBLEMS WHOSE SOURCE IS EXTERNAL TO IMMEDIATE NEIGHBORHOOD OR WHICH ARE NOT CONTROLLABLE TO NEIGHBORHOOD

- 3% 1. POOR SCHOOLS AND REC. FACILITIES FOR CHILDREN: "more playgrounds"; "get streets roped off"; "better schools"
- 17% 2. POOR CITY SERVICES (other than schools and children's recreation): "street lights"; "traffic lights or signs"; "street cleaning"; "garbage collection"; "traffic problems"

(CODE CONTINUED NEXT PAGE)

7C (cont)

3% 3. CRIME AND VANDALISM: "need more police"; "tried to get more protection"

4 1. PROBLEMS WITH PRIVATE ENTERPRISE: "made complaints about a bar"; "look out a petition because a house was a hazard"; "protested the store owner because of his prices"

7. Other external action:

8. DK

9. NA

12

2

58%

0. INAP., no external action mentioned, or coded 5, 8 or 9 in col. 15.

17 211

7C. PROBLEMS WHOSE SOURCE IS WITHIN AND CONTROLLABLE BY NEIGHBORHOOD

18% 1. CARE AND BEAUTIFICATION OF PROPERTY AND NEIGHBORHOOD: "keep up property"; "clean up alleys"

3 2. CARE, CONTROL OR ENTERTAINMENT OF CHILDREN: "keeping kids off streets"; "controlling roughness"; "giving parties for kids"

1 3. SOCIAL AND SUPPORTIVE FUNCTIONS: "getting acquainted"; "holding block parties"; "helping neighbors through crises" (e.g., death in family)

3 6. Other internal action (e.g., "coop buying")

1 7. Ambiguous whether external or internal action

4 8. Neighbors/block club have done nothing; not solved problems; not tried to solve problems

3 9. NA

67% 0. INAP., only external action mentioned or coded 5, 8 or 9 in col. 15.

10-19 212, 213 (18)
10-21 214, 215 (23)

19. Having to a question about schools, in Detroit they have seen many teenagers dropping out of school before finishing. What do you think is the main reason for this?
- 10A. IF R SAYS MAINLY "PARENTS" OR "HOME," ASK: Why do you think the parents (home/upbringing) are (is) like that?

CODE TWO MENTIONS; CODE "MAIN" REASON FIRST; RESPONSE TO "A" HAS PRIORITY

ASCERTAIN FIRST WHETHER R SEES FAULT IN THE INDIVIDUAL OR (DROPOUT OR PARENT) OR IN THE SYSTEM

I. SOURCE IS IN THE INDIVIDUAL (implies individual can change the situation)

213: SUMMARY CODE

21%: 1

- A. The teenagers themselves are at fault
11. NEGATIVE EVALUATION OF DROPOUTS: they are lazy; no good; they just don't want to go.
12. DROPOUTS DON'T UNDERSTAND IMPORTANCE OF EDUCATION: they don't see the need for education; not interested in education.
13. COMPETING "PULLS": they want to work, things, to make money, sex, pregnancy, marriage.
17. Other (e.g., "follow example of others example itself not specified)

Make card

B. Parents of dropouts at fault
(If generalized to "most people," "parents in general," "the world today," code under "system" or "social")

21%: 2

21. THE PARENTS DON'T CARE: not interested in their kids; too busy with own affairs.
22. THE PARENTS ARE TOO LENIENT: don't set enough guidelines; poor training; not enough discipline in the home.
27. Other "Parents at fault".

Make card

COLUMN
NUMBER

VARIABLE
NUMBER

18-19,
20-21
(CONT)

212, 213
214, 215

21% : 3

II. SOURCE IS IN THE SYSTEM OR SOCIETY
(Implies the individual has no direct control)

A. Home situation

31. PARENTS LACK TIME FOR KIDS: working mothers; broken homes; no time for adequate guidance.

32. LACK OF MONEY: kids don't have basic necessities for school (e.g., clothing, books); teenager must work to help support family.

33. CUMULATIVE EFFECT: parents themselves are poorly educated and don't understand need for education, and therefore don't push kids enough.

Make card

37. Other "home situation".

B. Schools, School system

18% : 4

41. POOR SCHOOLS: irrelevant curriculum; don't adequately prepare today's youth; poor teachers; inadequate facilities.

42. SCHOOLS TOO LENIENT: insufficient discipline in schools.

MAKE CARD

47. Other "schools"

C. System or society, in general

4% : 5

51. TOO MATERIALISTIC: social pressure (on parents or teenagers, or in general) to make money, to get ahead; value of money takes precedence over value of education

52. MORAL DECAY: lack of discipline in society as a whole; society is too lenient

53. GENERATION GAP: poor communication between generations; rebellion of youth

Made Card

57. Other "society" (e.g., rejection of "unusual" or "different" people such as the poor or handicapped)

212, 213
214, 215
(cont)

79% 6

- 61. Kids are bored, not interested, etc. (not tell if because of individual or ps school)
- 67. Other ambiguous source
- 98. DK
- 99. NA
- 00. Inap, no second mention.

Make card

8% 9

22 216

15. All in all, in a public school that is attended mostly by Negro children--do you think the principal should be a Negro, a white person, or that his race should not make any difference?

- 18% 1. NEGRO
- 1 2. WHITE
- 81% 3. NO DIFFERENCE
- 8. D.K.
- 9. N.A.

Code 0 in
cols. 23-24

23-24 217

15A. IF NEGRO OR WHITE:
What is the main reason you feel this way?

NEGRO

- 8% 01. Understand Negro children/aware of Negroes' problems: whites don't understand what the children/race needs, he knows from experience what it's like to be a Negro
- 2 02. Fairer/better treatment: Negro principal would show more interest/respect, treat kids fairly; white principal wouldn't try his best to do the right thing.
- 1 03. More respect for/response to Negro authority: kids will behave better; they'll get along better with Negro authority, can cope with/handle them better
- 04. Parental/community relations: Negro parents will work with him; he can participate in the activities of the community
- 1 05. Should have model of successful Negro: let kids know we can be leaders; give them somebody colored to look up to; if there was not a Negro principal it would look like we didn't have enough sense to be one
- 1 06. Self rule: Negroes should run own schools/ blacks should be taught by blacks; believe in Negro leadership; because they're all Negro children, if he's got learning why shouldn't he teach his own color?
- 07. Provides jobs for Negroes

WHITES

1 09. R says principal should be white (for any reason)

Make
 Card

— 10. Other

2 11. DK; NA

81% 00. INAP., coded 3,8, or 9 in col. 22.

COLUMN VARIABLE
NUMBER NUMBER N QUESTION AND CODE

25-26,
27-28

218
219

17. What do you think was the greatest contribution of Dr. Martin Luther King?

CODE TWO MENTIONS

PHILOSOPHICAL PRINCIPLES

218: 28%

- 01. NON-VIOLENCE (specifically mentioned or described in other words)
"bringing people together instead of fighting";
"not using brute force"; "respect for law";
"preventing militancy"
- 15 02. BELIEF IN POSSIBILITY OF A BETTER WORLD:
"interracial harmony"; "understanding and love among men"; "teaching people to live together"
- 2 03. RELIGIOUS REFERENCE
"a Christ-like man"; "fulfilling the Bible";
"his faith in God"
- Low Priority 12 04. PERSONAL GREATNESS (no specific mention of goals): "a great man", "a good man";
"giving his life"; "doing what he believed in"

SOCIAL ACCOMPLISHMENTS

- 24 05. NEGRO CIVIL RIGHTS ACTIVITIES (assumed to refer to Negroes unless "all people" or "all minorities" etc. specified):
"integration"; "boycotts"; "marches";
"aroused awareness of unjust conditions";
"improved economic conditions of Negroes"
- 6 06. IMPROVED SOCIAL CONDITIONS FOR ALL MINORITIES:
"worked for all poor people"
- 6 07. INCREASED NEGRO PRIDE OR UNITY:
"increased self-respect of the Negro"
- 1 08. NEGATIVE EVALUATION OR DISAGREEMENT with King:
"he was too political for a minister"
- Make Card 09. Other
- 3 10. DK
- 1 11. NA, refused to answer
- 00. INAP., no second mention

29 220

19. Some people are saying that the assassination of Martin Luther King will drive Negroes and whites further apart. Others think that it will bring them closer together. Which do you think will probably happen?

Code 0 in
Cols 31-32

1. FURTHER APART 8%

Code 0 in
cols. 30&32

2. CLOSER TOGETHER 6%

Code 0 in
cols 30-31

3. NO CHANGE (or both) 19

8. DK 4

9. NA 1

19A. Why do you feel this way?

30 221

IF FURTHER APART

1% 1. INCREASED WHITE FEAR of Negro violence:
"They knew there could be another riot so they closed all the bars."

1 2. INCREASED WHITE FEAR of Negro gains:
"Whites just want to keep us down."

2 3. INCREASED NEGRO distrust or fear of whites:
"A lot of Negroes have gone over to the side of violence now."

2 4. INCREASED DISTRUST OR FEAR by both races:
(or no clear racial reference).

Make card

~~1~~ 7. Other

8. DK ("I just feel that way," "I don't know why")

3 9. NA

91 0. Inap., coded 2 or 3^{or 8} in col. 29.

IF CLOSER TOGETHER

31 222

18% 1. INCREASED WHITE UNDERSTANDING OF RACIAL PROBLEMS
(Whites only are specified or implied, or "they" appears to refer to whites) "they now realize that people should be given a fair chance."

2 2. INCREASED WHITE FEAR (Whites experiencing threat or danger): "they don't want to push Negroes into more violence"; "They know we will fight for our rights)"

31 (cont) 222

195. (cont)

1% 3. INCREASED NEGRO UNDERSTANDING; "Negroes will use non-violence now"

18 4. INCREASED UNDERSTANDING OF RACIAL PROBLEMS BY ALL PEOPLE (Both whites and Negroes specified or implied, or use of "they" with racial reference not clear): "because he showed the people that there could be understanding regardless of color"

10 5. IMPACT OF KING'S SPIRITUAL BELIEFS; GENERALIZED RESPECT FOR KING without reference to any change in understanding or action: "because he died for it, it will advance"; "because he was a Christ-like man"

8 6. Action or improvement occurring, reason unspecified

Make card ~~3~~ 7. other

2 8. DK ("I can't say, I just feel that way")

6 9. NA

31% 0. INAP., coded 1 or 3/in col. 29. ^{or 8}

IF NO CHANGE OR BOTH

32 223

5 1. White resistance to change (specified or implied). "Grief was for show--the white are glad he's dead." "Only Negroes had a feeling for his death"

2. Negro action unchanged. "They're still having demonstrations and there's talk of more violence."

9 3. No basic change created by assassination. (Without reference to whites specified or implied). "Other assassinations haven't changed things." "There'll always be 10% that won't change" "The two races have always been far apart."

1 4. Mixture of different reactions: "some people are closer, some further"

2 6. Hasn't been long enough to tell.

Make Card ~~1~~ 7. Other

2 8. DK ("I just feel that way")

~~3~~ 9. NA

76% 0. Inap coded 1 or 2, in col. 29

33,34 224
225

X19. Now that Martin Luther King is gone, who do you think is the single most important Negro leader in the country?

CODE TWO POSITIVE RESPONSES IN COLS. 33-34. IN ORDER OF MENTION. CODE NEGATIVE RESPONSE IN COL. 35.

POSITIVE

- 224: 36%
- 1. Rev. Ralph Abernathy ("the man who took King's place")
 - 3 2. Mrs. Coretta King ("Martin Luther King's wife")
 - 3 3. Militant Leader(s) (e.g. Rap Brown, Stokely Carmichael, Muhammad Ali)
 - 4 4. Political Leaders (e.g. Mayor Stokes, Charles Diggs, Patrick, Nicholas Hood, Adam Clayton Powell)
 - 8 5. King is irreplaceable ("no one could take his place"; "other current figures not of his stature; "no confidence in anyone else.")
 - 6 6. Non-militant civil rights leaders (e.g. Roy Wilkins, Whitney Young)
 - 2 7. OTHER
 - 34 8. DK; too early to tell; "no one has proven themselves yet;" "no single one has emerged yet"
 - 2 9. NA
 - 1% 0. INAP: No 2nd mention; no positive response

Make card

NEGATIVE COMMENT ABOUT:

- 35 226
- 1. Rev. Ralph Abernathy (e.g., it wouldn't be Abernathy)
 - 2. Mrs. Coretta King
 - 3. Militants
 - 4. Political Leaders
 - 5. Martin Luther King (I never followed him anyway)
 - 7. OTHER
 - 8. Negative reference to all leadership or politics in general ("I don't deal with politics;" "I don't follow any leader")
 - 9. NA
 - 97% 0. INAP., No negative response

Make card

22. The number of families on welfare has been going up in the past few years. What do you think is the main reason for this?

36-37 227, 229 (36)

38-39 228, 230 (38)

CODE TWO MENTIONS. CODE "MAIN" REASON FIRST, IF INDICATED;

SOURCE IS IN THE INDIVIDUAL

229 SUMMARY

34%: 1.

- 11. Laziness
welfare recipients don't want to work; don't try to help themselves; lack incentive; want something for nothing; are too fussy to take menial job; lack education and not interested in getting it.
- 12. Broken homes
unwed, separated, or divorced mothers with no support
- 13. Old age or poor health, disability, so not able to work
- 14. Poor family training
"parents didn't teach them how to work"; "don't know how to handle money"
- 15. No hope in the future (no explanation given for why); lack of self-pride

Make card

17. Other "source is in the individual"

SOURCE IS IN THE SYSTEM

36%: 2

- 21. Lack of opportunities for job training or education "Can't get education or training so they can't get a job."
- 22. Lack of jobs "not enough jobs", "automation" (unemployment coded here.)
- 23. Quality of jobs poor "make more money on welfare than working at poor jobs." (lack of "opportunities" coded here)
- 24. Discrimination (in hiring, job training, etc)

(CODE CONTINUED next page)

36-37,
38-39
(cont)

227, 229
228, 230

(Q. 22 cont)

Low priority

- 25. Population is increasing through growth rate or migration rate, so welfare is also increasing
- 26. Migrants need welfare as an interim measure from time of arrival till they get on their feet and find a job.
- 27. Welfare system is had "Welfare is too easy to get"; "welfare system itself keeps them from becoming independent.

Make card

9% : 3

- 28. Other "source is in system" SOURCE IS AMBIGUOUS
- 31. Lack of job qualifications don't have enough education or training (n.e.c., see codes 11 and 21)
- 32. Welfare is a way of life (cumulative or habitual) family pattern is to be on welfare, "second or third generation welfare family"; "hard to pull out of it"

Make card

4% : 7

- 37. Other ambiguous source
- 71. Disagree with assumption of question (no source codeable) "I thought the number of people on welfare was going down"

12% : 9

- 72. Offer remedy (no source codeable) "They should learn a trade"
- 98. DK
- 99. NA
- 00. Inap.; No second mention.

40
40 231

23. Now I'd like to ask about complaints some people have made about the police - some people say the police treat citizens badly, such as using insulting language, being rough, or stopping people unnecessarily. Has this ever happened to you?

Code 0 in cols. 41-47	1. YES	27%
Code 0 in 41-43	5. NC	73%
Code 0 in 41-47	9. NA	

41-42 232

23A. Could you tell me what happened?

(Code most aggressive action mentioned)

- 01. Generally positive attitude - incident was a human mistake, misunderstanding; police generally do a good job.
- 7% 02. Stopped and questioned or searched unnecessarily.
- 8 03. Used rude, foul or insulting language rude behavior, or threatened violence.
- 2 04. Made unnecessary, inappropriate or rude requests or demands.
- 6 05. Unnecessary or false arrest; unnecessary ticketing; searching without a warrant
- 3 06. Physical mistreatment; unnecessary roughness; brutality.
- Low Priority 07. Refuse to say; won't talk about it.
- 08. R law something, but doesn't know what it was about DK; don't remember
- Make card 09. Other
- 10. NA
- 73% 00. Inap; coded 5 or 9 in col. 40.

COLUMN VARIABLE
NUMBER NUMBER N QUESTION AND CODE

43 233

23B. How long ago was that?

- 4% 1. Less than 6 months
- 6 2. 6 months--1 year
- 4 3. 1.1--2 years
- 5 4. 2.1--5 years
- 4 5. 5.1--10 years
- 3 6. More than ten years
- 1 9. NA
- 73% 0. INAP., coded 5 or 9 in col 40.

44 234

23C. Have you ever seen this happen or has it happened to anyone you know?

- Code 0 in
cols. 45-47
- 22% 1. YES
 - 50-5. NO
 - 1 9. NA
 - 27% 0. INAP., coded 1 or 9 in col 40.

45-46 235

23D. Could you tell me what happened?

REPEAT CODE FOR 23A, EXCEPT:

- 00. INAP., coded 1 or 9 in col. 40, or coded 5 in col. 44.

47 236

23E. How long ago was that?

REPEAT CODE FOR 23B, EXCEPT:

- 0. INAP., coded 1 or 9 in col 40, or coded 5 in col. 44.

48-49 237

87. Suppose there is a white storekeeper in a neighborhood. He hires white clerks but refuses to hire any Negro clerks. Talking with him about the matter does no good. What do you think Negroes in the neighborhood should do to change the situation?

CODE MOST AGGRESSIVE ACTION MENTIONED

- 5% 01. Nothing; you can't make him hire Negroes. It's his right to hire who he wants; he can hire who he wants and if I don't like it I can go somewhere else.
- 3 02. Petition: Sign a petition (to get him out) get a group together to talk to him.
- 4 03. Appeal to government or quasi-government agencies: Take it to court; appeal to Civil Rights Commission/Human Relations Commission; have the authorities close his store; report him (unspecified); appeal to Chamber of Commerce or Better Business Bureau and "Civil Rights Organization" (Unspecified);
- 1% 04. Appeal to Negro organizations; take it to the NAACP
- 77 05. Boycott (n.e.c., see code 01); Shop somewhere else; encourage others to boycott; boycott people he deals with (i.e., wholesalers); shop where they have Negro clerks.
- 1% 06. Open a cooperative/community store; Negroes should try to get a store of their own and buy him out.
- 3 07. Nonviolent direct action; Picket; sit-in; organize a march/demonstration; Negroes should get together and protest.
- 1 08. Get him out (unspecified "How") Run him out; get rid of him; close the store (CODE 01); THE STORE/RUN HIM OUT BY BOYCOTTING, " 05;
- 1% 09. Violent action: Toss bricks through his window; tear up his store; forcibly prevent white man's entering the store; burn down the store; shoot him; riot.
- 1% 77. Other.
- 88. DK
- 2% 99. *NA (and if R says "just go and ask him")*

LOW PRIORITY
CODE ONLY WHEN
OTHER MENTION

238

32A. What if that didn't work, what should you do then?

IF R REPEATS SOLUTION MENTIONED IN Q.32, OR SAYS IT "WILL WORK," RECODE SOLUTION HERE *

CODE MOST AGGRESSIVE ACTION MENTIONED

- 11% 01. Nothing; you can't make him hire Negroes; it's his right to hire who he wants; he can hire whom he wants and if I don't like it I can go somewhere else.
- 2. 02. Petition: Sign a petition (to get him out)
- 9 03. Appeal to government or quasi-government agencies: Take it to court; appeal to Civil Rights Commission/Human Relations Commission; have the authorities close his store; report him (unspecified); appeal to Chamber of Commerce, Better Business Bureau.
- 1% 04. Appeal to Negro organizations; take to the NAACP
- 53 05. Boycott (n.e.c., code 01): Shop somewhere else; encourage others to boycott; boycott people he deals with (i.e. wholesalers); shop where they hire Negro clerks
- 1% 16. Open a cooperative/community store; Negroes should try to get a store of their own, buy him out.
- 4 07. Non-violent direct action: Picket; sit-in; organize a march/demonstration
- Low Priority 08. Get him out (unspecified "how"): Run him out; get rid of him; close the store (CODE "CLOSE THE STORE/RUN HIM OUT" BY BOYCOTTING, 'AS 05)
- 2 09. Violent action: Toss bricks through his windows; tear up his store; forcibly prevent customer's entering the store; burn down store; shoot him; riot. (If R said this in col. 48 and 49, and 32A not asked, repeat what coded in 48-49.)

* N₀₀ = 00 not used. responses coded in variable 237 are repeated here.

- 3%77. Other
- 5%88. DK
- 5%99. NA

52-53 239

39. As you see it, what's the best way for Negroes to gain their rights--use laws and persuasion, use non-violent protest, or be ready to use violence?

IGNORE PRINTED CODE IN INTERVIEW.

- 00. Self help: Education must come first, get a job. -
- 01. LAWS AND PERSUASION 30%
- 02. NON-VIOLENT PROTEST 59%
- 03. VIOLENCE 5
- 04. Laws and Persuasion and non-violent protest. 1
- 05. Laws and Persuasion and Violence -
- 06. Non-violent protest and violence -
- 07. All three; laws and persuasion AND non-violent protest AND violence 1
- 08. Other 1%
- 09. -
- 10. NA 1%
- 11. Pray, turn to God. -

Code 0 in col. 54

MAKE CARD

54 240

39A. If using (laws and persuasion/nonviolent protest) doesn't work, then do you think Negroes should be ready to use violence?

- 1. YES
- 5. NO
- 8. DK
- 9. NA
- 0. Inap, coded 03, 05, 06, or 07 in cols. 52-53

Code 0 in cols. 55-56

241
242

398.6. When do you think violence would be necessary?
(GIVE CIRCUMSTANCES, NOT TIME)

CODE TWO MENTIONS

Retaliatory or Defensive Action

- 11% 1. As a defensive tactic: In retaliation;
"if they (police, whites) uses violence
against us" "when the whites start fighting")
- 3 2. In response to cumulative pressures:
("if they're pushed into it; only so much
you can take, not going to be pushed anymore")

Offensive Tactics

- 10 3. As a last resort: ("when all other means
fail;" "if exhausted all else")
- 1% 4. As the most effective means:
("they don't understand anything else;
you don't accomplish anything by being
nice"; "white diehards must be forced")
5. Violence is "way of our country":
"everything accomplished in our country is
through violence")

Make card

- ~~1%~~ 7. Other
8. DK
- 3% 9. NA
- 11% 0. INAP., coded 5 in col. 54, no 2nd mention

57-58 243

39. Thinking back what was the worst experience you have ever had with whites, or with a white person?

CODE MOST EXTREME MENTION

2% 00. Cheated or stole from R.

2 01. Physical abuse resulting in death or serious injury (e.g. hospitalization required)

10 02. Physical abuse; not leading to serious injury

2 03. Rude, crude requests, or demands with threat (explicit or implied) of physical abuse if R not comply.

3 04. False accusations (e.g., "teacher said I cheated," arrested for something I didn't do)

7 05. Direct verbal abuse; name-calling

16 06. Discriminatory restrictions on activities or opportunities (e.g., "wouldn't hire me," "wouldn't let me go to school") ^{or attempted restrictions}

4 07. Indirect derogatory references to race (verbal or other), lack of ordinary courtesy (e.g. "teacher was talking to class about 'Sambo'")

3 08. R refused to answer question

43 09. R denies having had any experiences EX

Make card

~~2~~ 10. Other

5 11. NA

59-60, 244, 245
61-62 246, 247

46. Another problem in Detroit these days is the number of unemployed men. What do you think is the main reason for this?

CODE TWO MENTIONS: CODE MAIN REASON FIRST

ASCERTAIN FIRST WHETHER R SEES FAULT IN THE INDIVIDUAL OR IN THE SYSTEM.

SOURCE IS IN THE INDIVIDUAL (No specific mention of race)

- 35% 11. Negative evaluation of the individual: Lazy; don't want to work; no moral commitments; want something for nothing; lack ambition or confidence; out of the habit of working.
- 2 12. Demands are too high: want too much money; want to start at the top; won't work if they don't like the job
- 1 13. Poor health: physical or mental handicaps; unable to work
- 2 14. Lack education, skills or experience and won't do anything about it (R clearly indicates that the problem is within the individual)

Make card

17. Other "individual" (e.g., "it's the mer")

SOURCE IS IN THE SYSTEM (No specific mention of race)

- 13 21. Not enough jobs available; not enough good jobs so wages too low to support family; automation, machines taking over jobs
- 2 22. Not enough opportunities for training or education; most people aren't qualified for the jobs available and can't get training
- 23. Too much welfare: they are as well off not working; socialism
- 24. Unions: pay scale too high to hire more people; qualifications for membership too rigid (no mention of race);
- 25. Families holding more than one job: more than one wage earner; men holding two jobs; working women

(code continued on next page)

QUESTION 46 CONT.

59-60 244, 245
61-62 246, 247
cont.

- 1% 26. Poor coordination between job and labor markets: people don't know how to find jobs; population influx where no jobs are available; they don't go where there are jobs
- 27. Certain groups aren't hired (excluding racial): older people; those eligible for the draft; those with police records; e
- 1% 28. Other "system" (e.g., "It's the system")

Make card

SPECIFIC MENTION OF RACE

- 1% 31. (INDIVIDUAL) Negroes don't want to work; Negroes are lazy
- 8 41. (SYSTEM) Discrimination against Negroes in hiring, in job training; prejudicial treatment on the job (e.g., lower pay); discrimination in unions
- 51. (AMBIGUOUS) Negroes don't have the necessary education, skills or training

Make card

SOURCE IS AMBIGUOUS

- 24 61. Lack of education, skills, training or experience (codes 14 and 22 are higher priority)

Make card

- 67. Other ambiguous source
- 1% 97. Disagree with assumption of question ("I thought employment was up")
- 4% 98. DK
- 1% 99. NA
- 00. INAP., no second mention

DECK 17 NEGRO OPEN (Cont.)

COLUMN NUMBER	VARIABLE NUMBER	N	QUESTION AND CODE
1-3			Project: (965)
4			Race: (Negro=1)
5-6			Deck (07)
7-9			Interview Number (001-999)
10	248		Q.50. Do (did) Negroes have an equal opportunity to be hired for and promoted to <u>all</u> jobs in the company (business/organization), or only to some jobs?

	41%	1. ALL JOBS
Code 0 in Cols 11-12	23	5. SOME JOBS
	2	8. DK
	2	9. NA
Code 0 in Cols. 11-15	33%	0. Inap, R not employed in an organization or business.

11	249		Q.50A. <u>Which jobs are (were) closed to Negroes?</u>
			(IF R MENTIONS TOKEN EMPLOYMENT, CODE AS CLOSED TO NEGROES AND INDICATE TOKENISM BELOW)
			<u>Closed jobs dependent on skill level</u>
			1. Jobs for which Negroes lack skills
			<u>Closed jobs dependent on level in the organizational hierarchy</u>
			2. <u>All jobs but the dirty work</u> ; everything they can keep you from getting.
	6%		3. <u>Skilled jobs and above</u> (e.g., electricians, repairmen; anything requiring specific skill training)
	7%		4. <u>Lower level supervisory or managerial jobs and above</u> (e.g., foremen, office manager, buyers, supervisors)
	4%		5. <u>Top jobs</u> ; head of organization and chief deputies (e.g., the president, vice-presidents, board of directors, school principals, branch manager)

(Code continued next page)

Q. 50A

Q. 50A

Q. 50A

249

Q. 50A

Classified jobs dependent on status systems

4% 6. Jobs with high status; all jobs that pay well; all jobs requiring public contact; all white collar jobs

Make card

7. Other

1% 8. DK

1% 9. NA

76% 0. Inap., coded 1, 8, 9 or 0 in Col. 10

250

Q. 50A DID R MENTION TOXIN EMPLOYMENT PRACTICES?

2% 1. Yes, R indicated toxin hiring of Negroes

21 5. No, no toxinism indicated

9. NA to Q. 50A

77% 0. Inap., coded 1, 8, 9 or 0 in Col. 10

251

Q. 51 Is (was) your own immediate supervisor white or Negro?

51 1. WHITE

15 2. NEGRO

1 9. NA

33 0. Inap., coded 0 in Col. 10; R did not work for an organization of business if employed

Code 0 in Col. 14-15

252

Q. 51A Do (did) you feel he treats (treated) his whites and Negroes equally in the workplace on the job?

41% 1. YES

8% 2. NO

9. NA

49% 0. Inap., code 2, 9 or 0 in Col. 10

Code 0 in Col. 15

Yes = 346

No = 71

INAP = 414

15

253

Q. 5111. How does (CIS) he treat people differently?

CODE FIRST RESPONSE

6%

1. Actions showing differential treatment in actual work activity "Whites get the good jobs, Negroes the hard"; "Whites aren't checked on and Negroes are"; "Whites get more responsibility and autonomy"

2. Actions showing differential respect "He talks to people differently"; "Shows lack of personal respect for Negroes"

1%

3. Implied differential attitudes "Just by your color it makes a difference"; "If I were white he'll give me a better break"; "I just know he doesn't like Negroes"

8. DK
9. NA

1%
92%

6. Inap., coded 28 or 0 in Col. 13, 30 coded 1 or 2 in Col. 14.

16

254

Q. 5112. Now looking ahead and thinking about the next few years, do you expect your family's financial situation to get better, stay about the way it is now, or get worse?

70%

1. GET BETTER

23%

2. STAY THE WAY IT IS NOW

4

3. GET WORSE

2

8. DK

1

9. NA

255

46%

1. System will improve, get worse or stay the same (e.g., higher or lower pay; higher or lower taxes; more or fewer jobs available; the world is unpredictable; management benefits will or won't change)

43%

2. Self or family situation will improve, get worse or stay the same. (e.g., educating self for better job; working hard and getting bills paid; starting a new business; children will need more money or less money; planning to retire)

MARK CARD

2%

Other

3%

8. DK

6%

9. NA

18 256

Q.64. What about safety from crime. Do you feel safer than you did before the disturbance, not as safe, or just the same?

Code 0 in Col. 20-21

4%

1. SAFER

Code 9 in Col. 19

35%

2. NOT AS SAFE

Code in Cols. 19-21

59%

3. SAFE

1%

8. DK

1%

9. NA

19 257

Q.64A. Why do you feel safer?

2%

1. More police protection; mobile units; police working around the clock.

2.

More self protection: I bought a gun; bought a car for transportation; made a car purchase when I had protection.

3.

More law and order or police. Police faster. They've shown they care business and the surrounding area.

1%

Other

DK (Don't Know)

96%

DK, codes 7, 8, or 9 in Col. 19

260, 261
 262, 263
 264, 265

3% Improve police response to...
 police; things for...
 time

1 15 Under economic conditions: Increase welfare payments; guaranteed annual income; wage increasing taxes; lower rents; control on prices of merchandise; give low cost loans; conditions (unspecified)

10% 16 Mr. Deacon should...
 explanation (1-2-10 see 2012...
 (1-2-10): these everyone should...

6 21. Improve police department of...
 police; police need to...
 police need to...

21. Have black leadership; have...
 officers/only head

7% 20. Improve communication between...
 talk to their leaders; how...
 white man for...
 visit...
 down; let them know...
 improve their conditions, other...
 (1-2-10), the provides

23% 18. Police...
 have the...
 stop it before...
 police...
 police...
 police...
 police...

20. 2012 2013...
 ...

20. 2014 2015...
 ...

20. 2016 2017...
 ...

100 years of...

260, 261
262, 263
264, 265

- 80. [faded]
- 81. [faded]
- 82. [faded] **rat control.**
- 83. [faded]
- 84. [faded]
- 85. [faded]
- 86. [faded]
- 87. [faded]
- 88. [faded]
- 89. [faded]
- 90. [faded]
- 91. [faded]
- 92. [faded]
- 93. [faded]
- 94. [faded]
- 95. [faded]
- 96. [faded]
- 97. [faded]
- 98. [faded]
- 99. [faded]

AM 800

266, 267

- 96. [faded]
- 97. **Both equally important; both.**
- 98. **NA.**

268

C. 62-612
Cols 81-89

95% : 12
5% : 3
9 : 14

81-82

269
270 (31)

Q. 76A What was the main reason that you did not
pursue education?

Individual Choice or Individual Circumstance

- 8% 11. LACK OF MOTIVATION TO STUDY: tired of school, too young to know the need for education, followed example of other kids.
(If tired of school and wanted to withdraw, code 12)
- 7% 12. WANTED TO MAKE MONEY; wanted to work.
- 13% 13. UNWANTED: Wanted to get married; got pregnant, pregnancy.
- 1 14. WAS SICK: Illness.
- 1 15. LACK OF INTELLIGENCE: Not smart enough to do it; learn.
- 6 16. OTHER INDIVIDUAL ACTION: Just quit, didn't want
family involvement, family specific, etc.
- 20 17. Had to work to (help) support family.
- 1 18. Had to stay home to (help) care for family.
- 4 19. Other or unspecified troubles with family prevented continuing education (e.g., father wouldn't allow; wife home after disagreement with parents).

External or System Sources

- 21% 20. Went to school before school; money; lack of basic necessities (e.g., food, clothing, room)

(continued on next page)

260
0.76

3%

1% 3% Other source is in system
1%

5%

270: Summary Percentages:

- 35% 1.
- 25% 2.
- 30% 3.
- 4% 9.
- 5% 0.

DECK 03 - NEGRO OPEN

COLUMN NUMBER	VARIABLE NUMBER	N	QUESTION AND CODE
1-3			Project: (965)
4			Race: (Negro=1)
5-6			Deck (08)
7-9			Interview Number (001-999)
10	271		<p>Q.11 Do you think Negroes get as good an education as whites in Detroit schools, or not as good an education?</p> <hr/> <p>1. AS GOOD 28.4 % 2. NOT AS GOOD 64.8 — 7. OTHER — 8. DK 5.5 % 9. NA</p>
11-12	272, 273 274, 275		<p>Q.11A Why do you think Negroes don't get as good an education?</p> <hr/> <p>CODE TWO MENTIONS IN ORDER OF MENTION (DO NOT CONSIDER EACH SENTENCE A SEPARATE MENTION--UNLESS THERE ARE TWO DISTINCT IDEAS)</p> <p><u>INDIVIDUAL:</u> Individual student is at fault</p> <p>7% 10. <u>Lack of motivation:</u> E.g., Some kids just don't care, they just won't. Students don't take advantage of opportunity, they're not interested in school. They don't want to take the time for homework.</p> <p>6% 11. <u>Behavior problems.</u> E.g., Children are so ill-mannered that teachers can't teach. No discipline. Hard to teach.</p> <p><u>FAMILY AND COMMUNITY INFLUENCE</u> is at fault:</p> <p>2% 20. <u>Parents:</u> just don't train their children properly so they'll take school seriously. The people around here just don't support the schools. The Negro people must show more interest in the schools. The parents make it difficult for them to get with the work at school.</p>

11-12 (cont.)

13-14

272-273

274-275

8%

SYSTEM: Problems lie with systematic factors without mention of direct discrimination or invidious comparisons with white schools and resources.

30. Teachers lack motivation or are of poor quality
 Teachers just aren't dedicated any more; they just don't take the time. They get that paycheck so they don't have to try.
 The teachers start out wrong with them, don't give them homework, and the kids get used not to doing anything.
 The teachers don't take enough time, don't use right methods.
- 1% 31. Teachers constrained: (Factor beyond their control limit teachers) are understaffed, overworked, poorly paid
 Teachers just don't have the time, there aren't enough of them.
- 6% 32. Facilities overcrowded, in poor condition, poorly financed
 Classrooms are overcrowded, the buildings are run down, They don't have the proper facilities
- 2% 33. Curriculum and school activities are deficient
 They don't make allowances for poor performances of the past, so they don't help kids to upgrade themselves now.
 They don't give the right courses.
 They don't have enough after-school activities.
 No course offered to get a job, or go to college
34. Parents lack influence (System-obstacles implied rather than blame attributed to parents).
 Parents don't know how or are afraid to get involved in school activities
- 2% 35. Other General Problems--not specifically racial
 It's the poor of all races, the education isn't turned to their needs, the atmosphere is one where the greatest need is to survive and the school isn't relevant.

SYSTEM DISCRIMINATION: Direct references to discrimination. Or direct or implied comparisons between educational conditions for white and Negro schools or individuals.

- 4% 40. Teacher prejudice: Teachers discriminate or lack interest because children are Negro.
 Teachers prefer the white schools; they don't care if the colored learn.
 White teachers just lack the interest.
 Teachers don't have same interest in Negro and white students.

11-12 (Cont.)
3-14

272-73
274-75

- 7% 41. Teachers of poorer quality or fewer of them.
E.g., They just furnish the second class teachers, the old ones, retired.
The majority of the better teachers are in the white or mixed schools.
Negro schools aren't up to whites, not as many advantages (Advantages?) Yes, like teachers and things.
They don't have as many teachers
- 13% 42. Facilities poorer. [Also general references to "schools" and school conditions.]
E.g., Whites go to the better schools.
The location they have to be in.
The schools get better and better the farther out you go in the suburbs
The Negroes are in the ghetto schools and the ghetto schools don't get much.
Schools aren't up to the standard of the whites schools.
Educational facilities are unequal.
Negro schools haven't had the things to work with, the advantages.
- 3% 43. Program: Curriculum and/or activities are less adequate, (for Negro children or in Negro schools)
E.g., They don't get the same classes and the same privileges.
White schools have the crafts and economics classes
They don't have anything after school for the kids
- 2% 44. Other discriminatory experiences or racial problems in the schools. ("They" apparently refers to school personnel)
E.g., There was prejudice and discrimination and racial problems in the school. Negro kids don't get fair share in most schools.
- 4% 45. General Discrimination or inequality in the society.
(Pervasive attitudes in society or conditions beyond immediate school factors)
It's the color of their skin, whites think they're just trash.
Because the white people want to keep the Negroes down.
Stems from the total society, separatism that has existed for many years

97. OTHER

98. DK

1% 99. NA } Coded 1, 8, or 9 in Col. 10

35% 00. INAP. R responded that Negro education was as good as white--No second mention

COLUMN
NUMBER

VARIABLE
NUMBER

N

QUESTION AND CODE

15

276

Q11B. Which do you think is the most important thing to do now to improve the education of Negroes in Detroit--work to get all city schools more integrated, or work to improve conditions in the mostly Negro schools?

20%

1. INTEGRATION

37

2. IMPROVE NEGRO SCHOOLS

5

3. Both (Neither 1 nor 2 is circled;

MAKE
CARD

7. OTHER

R explains both).

8. DK

2%

9. NA

34%

0. Inap. Coded 1, 8, or 9 in col. 10.

16

277

Q.21,21A. Do you think the poverty program is really a serious effort to help the poor, or that it is just an empty promise?

NOTE: Code Q. 21 and Q21 A together in this column

59% 1. SERIOUS EFFORT to 21 (A not asked)

EMPTY PROMISE (to Q.21). Code in categories 2-6 according to response to Q21A.

HIGH PRIORITY

4% 2. Program is poorly conceived for helping poor:

NOTE: The implication here is that we should fight poverty, but the program is merely a feeble or fundamentally misdirected attempt.

E.g., "Poor people should supervise the programming; "Programs are stop-gap;" "Whites can't understand the Negro problem;" "Not getting at source of problems."

10% 3. Program doesn't reach/help those who need it:

E.g., "haven't been doing very much to help the poor;" "Lot of rich people getting the money" "People who need help don't get it;" "It's just so many people who need help and can't get any?"

7% 4. Poor organization or too much spent on staff and administration.

NOTE: Include here assertions that program is good idea but poorly organized or run. E.g., "need better organization and planning."

E.g., "Too much to the people who run it, not enough to the poor people;" "The staff workers misused the jobs that were supposed to go to the poor."

LOW PRIORITY

8% 5. Mere lack of results

Code here mere assertions that program hasn't accomplished much, where no further reason is given for its failure (except perhaps personal experience where program did nothing)

E.g., "It's just a lot of talk, no action;" "Haven't done nothin' yet" "I spent my time taking tests."

COLUMN VARIABLE
NUMBER NUMBER N QUESTION AND CODE

16 (cont)

MAKE
CARD

2%

6. EMPTY PROMISE: OTHER REASONS (Not codable in 2-5, or DK or NA to Q.21A.)

LOW PRIORITY

NOTE: Code here people who are against helping poor people at all, or feel they don't need to be helped.

MAKE
CARD

1%

7. OTHER (in response to Q. 21)

6%

8. DK (to Q.21)

3%

9. NA (to Q. 21)

17

278

Q35 First, some leaders have organized marches and picketing about the lack of housing and jobs. Do you feel that these are worthwhile?

Code 0
in col. 18

- 87% 1. YES
- 12% 5. NO
- 1% 8. DK
- 9. NA

18

279

Q35A Why do you think

- 4% 1. INEFFECTIVE

Definition; Respondent feels that the strategy doesn't accomplish anything. Activity is seen as legitimate, but the authorities do not respond.

Example: "They (picketing) don't really move anything, (landlords) (employers) don't give some leeway." "All this picketing and demonstrating is a waste of time, especially when it comes to jobs; for peace, yes."

- 2% 2. USE OTHER (INSTITUTIONAL) MEANS - More legitimate
- Definition: R suggests specific means, which he feels are better to deal with the problem. The means suggested are seen as more legitimate and less aggressive, than the original strategy e.g., Negotiation, Voting, etc.

Example: "Best way to get at this problem is through the vote". "They should sit down and talk it over with the person they're doing business with."

- 3% 3. ILLEGITIMATE OR UNNECESSARY

Definition: R does not feel that such a strategy should be employed on principle e.g., "Because should not have to do this in a free America", or he feels the action is not necessary because he does not recognize the problem.

Example: "You don't have to picket and march, you just got to be educated and be qualified." "Doesn't bring us job or respect."

COLUMN
NUMBER

VARIABLE
NUMBER

N

QUESTION AND CODE 35 A (Cont.)

18 (cont.) 279

4. *Why not worthwhile?*
MILITANT

0.4%

Definition: R objects to the strategy because it is not sufficiently aggressive. Suggests a more militant strategy e.g., Economic boycott, walkout, rioting, etc.

Example: "They should be out there doing something like July 23, 1967." You have to sit in; marching does nothing."

1.5%

NOT WORTHWHILE

Mere assertion that it is not worthwhile and assertion is unexplained "We do not accomplish anything." "Hasn't done anything until now."

MAKE
CARD

7.

OTHER

8.

DK

9.

NA

1%
88%

0.

INAP. (Coded 1 in Col. 17)

19

280

Q35 What about students walking out of high schools to force improvements in the schools. Do you think this is worthwhile or not?

code 0 in
col. 20

- 61% 1. YES
- 36% 5. NO
- 2% 8. DK
- 9. NA

20

281

Q36A Why don't you think it's worthwhile?

CODE MAIN EMPHASIS

2% 1. INEFFECTIVE, FUTILE

Definition: The respondent objects to the strategy solely on the basis of its effectiveness. He sees the action as futile. The implication is that the activity is legitimate but authorities don't respond.

Example: "Because they walked out and there have been no changes." "Because when they walk out they don't do anything about it."

2. CONVENTIONAL INSTITUTIONALIZED MEANS

11%

R suggests other means of solving the problem varying from personal negotiation to group action.

Example: "Should complain to parents or principal." "They should get up a committee and go to see the Supt. of schools." "PTA should do it." "Parents should intercede for the students".

3. MARGINAL COST

4%

Definition: Objection to the strategy is based on the "cost" involved. Walking out is seen as being dangerous for the student

Example: "Gains attention, but education wise it is no good." " They loose time demonstrating.

4.

COLUMN
NUMBER

VARIABLE
NUMBER

N

QUESTION AND CODE Q36A. (cont.)

20 (cont) 281 (cont)

4. ILLEGITIMATE, UNNECESSARY *code here responses that mention combinations of categories 2 & 4.*
Definition: Objection to the strategy is aimed at the action itself or at the student taking the action. Walking out is not the kind of thing students should be doing.

Example: "Shouldn't walk out." "I don't like this method. It shows disrespect for authority." "Just want t chance to skip school." "Some of their homes are not as good as the school. They just like violence and it doesn't do any good". "Not hurting anyone but themselves" "They should take advantage of the opportunity."

Unnecessary: Also included in this category are respondents who object to walking out because they deny that there is a problem, The action is seen as unnecessary.

Example: "There is no problem; Students have no reason for action." "3/4 of the time they don't have a real cause." "One person gets into the school and brainwashes them to do it."

6% 5. Combination of 2 & 3
1% 6. combination of 3 + 4

MAKE
CARD

7. OTHER

8. DK

3% 9. NA — Include here mere assertion that "it doesn't do any good."

0. INAP (Coded 1 in col. 19)

282

Q37. Some leaders want to organize Negroes into groups to protect themselves against any violence by whites. Do you think this is worthwhile or not?

Code 0 in
Col. 22

MAKE
CARD

- 30% 1. YES
67% 5. NO
7. OTHER
2% 8. DK
1% 9. NA

Code 0 in
Col. 23

22

283

Q37A. Why do you think it's worthwhile?

6% 1. SELF DEFENSE

Definition: Need for protection is seen in personal terms by the respondent. He expresses concern for his own or his family's personal safety, as opposed to the safety of the Negro community as a whole.

Example: "I believe in self defense and protect family be it white or colored." "It is a poor man who won't protect his family from violence."

7% 2. RESPONSE TO IMMEDIATE OR CONCRETE ACTION OR THREAT FROM WHITES

Definition: Emphasis in this category is on what whites are doing which requires defensive action on the part of Negroes. Stresses Immediacy of white threat concrete reference to the actions of whites. Accepts probability of real threat.

Example: "Whites do it so why not Negroes." "When we read about the gun clinics and sale of arms, make you feel a little silly if you're not organized, so if we're going to have an all civil war let's be prepared." "If whites know that a group is organized to protect themselves and their homes ~~they~~ won't be so apt to come in and start violence." (This is an example of a deterrence response stressing what whites are likely to do.)

12% 3. GENERAL DEFENSE AGAINST VAGUE OR HYPOTHETICAL DANGER (from whites)

Definition: Here the need for protection is seen not so much in personal terms but in more abstract and general terms, often against an unspecified white threat or assault. Group emphasis. More hypothetical.

<u>COLUMN</u>	<u>VARIABLE</u>	<u>N</u>	<u>QUESTION AND CODE</u>
<u>NUMBER</u>	<u>NUMBER</u>		

2 (Cont)	283 (cont.)		
----------	-------------	--	--

White threat seems less immediate.

Example: "Protection is better than no protection. It's survival." "If violence should come we should know how to protect ourselves." "Getting together is better than doing nothing." "Because we have got to protect ourself, after all, we got to fight for our life in America" (The reference here is less concrete)

2% 4. ARMING FOR RIGHTS

Definition Respondent views such groups as enabling Negroes to launch attacks against whites and the white power structure. Arming necessary to struggle for rights not just to protect life.

Example: "They can get into groups and fight them back for jobs and things." "We will stand together and fight for our rights."

MAKE CARD	—	7.	OTHER
--------------	---	----	-------

8. EK

2% 9. NA

67% 0. INAP Coded 5, 8, or 9 in Col. 21.

NAME
DATE

VARIABLE
NUMBER

N

QUESTION AND CODE

Q37

Some leaders want to organize Negroes into groups to protect themselves against any violence by whites. Do you think this is worthwhile or not?

Q37B. Why do you think this isn't worthwhile?

284

10%

1. INEFFECTIVE, FUTILE

Definition: Respondent feels there is no point in organizing protective groups as they would only be defeated by the white power structure or by white protective groups.

Example: "If Negroes are aiming for protection it's suicidal. With the police and National Guard armed as they are: Stoner rifles, tear gas, riot training, it's just suicidal." Because I think there are a lot of Negroes that have guns and the whites would not sell them arms. What can Negroes do with pocket knives?"

5%

2. OTHER INSTITUTIONALIZED MEANS

Definition: R suggests that there are better ways to deal with the problem which are already established such as the police.

Example: "That's a police job. If you'd be a riot should be police." "We're all protected. We have a law; I don't figure that I got to protect myself from anyone."

27%

3. FEAR OF VIOLENT CONSEQUENCES

Definition: The objections to the strategy in this category emphasize the reciprocal harm that could come to Negroes if they organized against white violence. Respondent expresses concern that such organizing could result in race riots, civil war, or senseless killing. Emphasis is on the provocative effect of organizing. Against violence

NA Why?

Examples: "By organizing groups like this will cause violence because other people think they will do them harm". "That's just starting a small war." "Lot of people will be killed for nothing." "It would make more trouble than anything else."

9%

4. ILLEGITIMACY-PRINCIPLE (PURE CATEGORY)

Definition: R objects to the strategy because it violates the principle of non-violence or brotherly love. To be coded here a Respondent should be more than just anti-violence because violence provokes violence category 3. He...

Note 2. 275.

DAS 965/N
Deck 08
page 14

Category 3: Whenever a respondent says he is against violence but the reason remains unclear or ambiguous, (i.e. is it based on fear or principle) the response should be coded in category three.

Category 4: This is a pure category. Only Rs who assert a positive principle such as brotherly love or "like King" should be coded here.

284 (cont.)

Q37B. (cont.)

be for a positive principle E.g., peace, love.
Examples: "People should teach brotherly love and train how to live together." "I believe like King: you ain't got to be violent."

10% 5. ILLEGITIMACY-UNNECESSARY

Definition: Respondent objects to the strategy because he denies the existence of the problem. He does not believe that the white community poses a threat to the Negro community.

Examples: "They don't need to organize against whites...for what?" "Only violence that comes will come from one of the brothers. It doesn't come from whites." "Because I don't think white people is going to bother no one."

MAKES HARD 1% 7. OTHER

1% 8. DK
6% 9. NA
30% 0. INAP.

Coded 1, 8, or 9 in col. 24.

COLUMN NUMBER	VARIABLE NUMBER	N	QUESTION AND CODE
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285

Q43 & 43A. Suppose someone you knew told you he could "pass" into white society, and was going to because of the advantages it would give him. How would you feel toward this person?

A. If NOT CLEAR: Why would you feel that way?

[Code 43 and 43A as a single total response. Disregard routine "wouldn't care" comments if clear approval or disapproval is subsequently indicated. If both approval and disapproval are indicated about equally, code as 3, Ambivalent.]

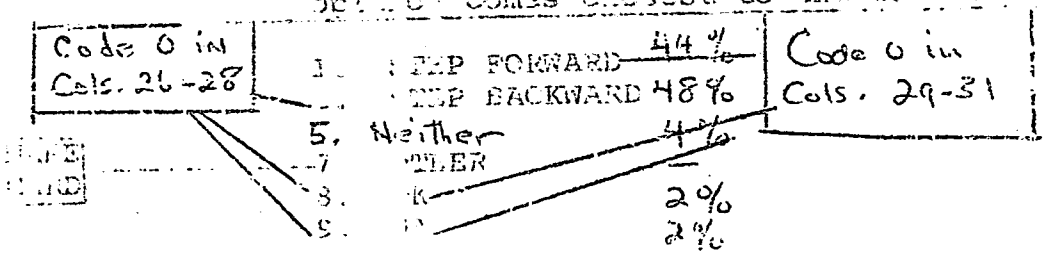
- 20% 1. Approval of Passing Without Reservation. Because "If I could pass for better advantage, anyway to survive, do it." "Anytime a person gets an opportunity, if it's to his advantage, it's OK with me." "If that's what he wanted to do, I feel it would be all right if he could get away with it." "Better luck to him, if he can make it, I wish him the best of luck."
- 31% 2. Don't Care, It's his Own Life, Ambivalent "I wouldn't care either way he went, just suit himself like others do." "I couldn't care less. To each his own." "If that's his feeling, let him go." "If that's what pleases him, he got a right to do it." "I wouldn't have any ill feelings toward any person who had such a desire."
- 10% 3. Disapproval Because Each Individual Should be Himself (If mention of race pride, code as 4 instead).
Sorry for him! (P) Doesn't know himself, no pride in what he is. He will destroy himself. He is an opportunist." "I wouldn't feel he should. Should just be what you are."
- 20% 4. Disapproval Because Negroes Should Be Proud of Own Race or Support Own Race Prideful
"Not very good. (P) You should be proud of your race." "I would feel very hostile. He is an opportunist. It is a great thing to be a Negro."
- 12% 5. Disapproval: Other or No Reason Given
- 2% 6. Emphasis on Danger of Being Discovered, with no indication of Approval or Disapproval
"I would feel sorry for him (P) If someone found out about it he would be in worse shape than before."
- 2% 7. OTHER
- 2% 8. Don't know. (If "Don't Care" code as 2)
- 2% 9. NA

LOW
Priority

MAKE
CARD

286

21. Do you feel that last year's events have been a step forward for the cause of Negro rights? Other people feel that it has been a step backward for the cause of Negro rights. Which of these comes closest to the way you feel?



287

22. If you feel it was a step forward, what was the main emphasis? ATTITUDE CHANGED (AWARENESS)

21% 1. Awareness of plight or discrimination (mention of action taken). Whites especially specifically or generalized "they" or "we" indicated. No suggestion of willingness to act.

E.g., Brought to light a lot of things that people's eyes (whites) that people didn't know about. Didn't satisfied. See what a Negro is in. Some people been saying certain things: Negroes made their own things expressed more clearly.

7% 2. Awareness of Negro determination, resistance, threat. Includes emphasis on assertiveness by Negroes.

E.g., It made the white man realize that he wasn't afraid; it was sending the message that the mortgage was due, keep the money, the whole amount will be due, at least you see the what might happen. And we will see that we will fight to the end. We will see we will try anything to get the money. Let people know we were tired of the man.

3. Improvement in material conditions (ALREADY TAKEN CARE OF)

9% 3. Improvement in material conditions

E.g., More jobs now, housing being built, governmental committees started, bills have been passed, more money from the Committee and getting the money to the streets; it's been good for our people.

<u>COLUMN NUMBER</u>	<u>VARIABLE NUMBER</u>	<u>N</u>	<u>QUESTION AND CODE</u>
26 (cont)	287 (cont)	4%	4. <u>Better Attitude</u> (or general reference to better treatments, rights). E.g., In places you didn't get treated right it is better now; it's made the police more cautious; Got rights now that we didn't have; Look at Negro now for what is himself.
		1%	5. Material damage necessary or advantageous in part. E.g., Got rid of some bars that should have gone long ago.
		2%	7. <u>Other positive references not classifiable above.</u>
		8.	DK
		2%	9. NA
		54%	0. INAP., Q. not asked Coded 2, or 5, 8 or 9 in Col. 25.

MAKE
CARD

they

288

22%
22%

3% 8. DK
9. NA
52% 6. Inap. Coded 2, 8, or 9 in Col. 25.

28

289

Q60C. What were they?

CODE MAIN MENTION:

ATTITUDES CHANGED (Whites specifically referred to or implied)

- 5% 1. Prejudice; hatred increased; respect decreased
 E.g., Created sense of hate of Negro; what black could have done he can't do now.
 I think it prejudiced whites against us, more
 Nobody loved us anyway, they just tolerated us at best.
 It makes it look like the Negro is to blame and that's about all
 The white people I work with feel that violence only hurts the Negroes cause.
 I don't believe in looting and violence and it gave Negroes a bad image
 He caused his people to be condemned for his looting
 Negro in a white neighborhood now feels contempt from whites.

- 1% 2. Fear: Increased fear and distrust of Negroes (whites implied or mentioned)
 E.g., Since there has been an accumulation of fear and uneasiness,
 Now they're afraid to hire Negroes afraid it might start up again and jeopardize their business.
 They made people not want to trust them.
 Citizens may be apprehensive when Negroes move next door.
 Nobody trusts anymore

COLUMN NUMBER	VARIABLE NUMBER	N	QUESTION AND CODE
28 (cont.)	289	1%	3. <u>Set back to race relations (without specific reference to hatred or fear)</u> E.g., Detroit was really on the move--race relations were at an all time high.
			ACTION
		12%	4. <u>Material damage and/or personal suffering caused by the riots itself.</u> E.g., Stores are closed--can't get checks cashed now. Loss of life and property. Killed innocent people; put people out of work. Instead of asking for money to step forward, now it has to be used to build with. All the burning and looting.
		1%	5. <u>Moral rejection of the action (without any specific reference to material damages)</u> E.g., Not that way. I just don't believe in violence. It was just looting and stealing - nothing more than that. It's a bad example for children - they'll think they can just take things.
		1%	6. <u>No improvement: nothing good came out of it</u> I don't think it helped any. I haven't seen any gain. Because they were just looting and didn't gain nothing out of it. It didn't help anyone - it just abused Negro rights. Burning and looting by Negroes, I don't think that helped their cause at all.
			7. <u>OTHER (MAKE CARD when main reason is difficult to judge.</u>
		3%	8. DK
		75%	9. NA
			0. INAP. Coded 2, 8, or 9 in col. 25

MAKE CARD

COLUMN VARIABLE
NUMBER NUMBER N QUESTION AND CODE

290

Q60D. Why do you feel it was a step backward for
the cause of Negro rights?

CODE MAIN MENTION:

ATTITUDES CHANGED (Whites specifically referred to or
implied)

44%

1. Prejudice; hatred increased; respect decreased.
E.g., Created sense of hate of Negro; what black
could have done he can't do now.
I think it prejudiced whites against us, more.
Nobody loved us anyway, they just tolerated us
at best.
It makes it look like the Negro is to blame and
that's about all.
The white people I work with feel that violence
only hurts the Negroes cause.
I don't believe in looting and violence and it
gave Negroes a bad image.
He caused his people to be condemned for his
looting.
Negro in a white neighborhood now feels contempt
from whites.

2%

2. Fear: Increased fear and distrust of Negroes
(whites implied or mentioned)
E.g., Since there has been an accumulation of
fear and uneasiness.
Now they're afraid to hire Negroes, afraid it
might start up again and jeopardize their
business.
They made people not want to trust them.
Citizens may be apprehensive when Negroes move
next door.
Nobody trusts anymore.

3%

3. Set back to race relations (without specific
reference to hatred or fear).
E.g., Detroit was really on the move--race
relations were at an all time high.

COLUMN VARIABLE
NUMBER NUMBER N

QUESTION AND CODE 60D.(cont.)

9 (cont.) 290

ACTION

25%

4. Material damage and/or personal suffering caused by the riots itself.

E.g., Stores are closed-can't get checks cashed now.

Loss of life and property.

Killed innocent people; put people out of work. Instead of asking for money to step forward, now it has to be used to build with.

All the burning and looting

5%

5. Moral rejection of the action (without any specific reference to material damages)

E.g., Not that way. I just don't believe in violence.

It was just looting and stealing - nothing more than that.

It's a bad example for children - they'll think they can just take things.

8%

6. No improvement: nothing good came out of it.

I don't think it helped any. I haven't seen any gain.

Because they were just looting and didn't gain nothing out of it.

It didn't help anyone - it just abused Negro rights.

Burning and looting by Negroes, I don't think that helped their cause at all.

MAKE CARD

7. OTHER (MAKE CARD when main reason is difficult to judge.)

3%

8. DK

9. NA

51%

0. INAP. Coded 1, or 5, or 8, or 9

in Col. 25.

<u>COLUMN NUMBER</u>	<u>VARIABLE NUMBER</u>	<u>N</u>	<u>QUESTION AND CODE</u>
--------------------------	----------------------------	----------	--------------------------

290

Q60D. Why do you feel it was a step backward for the cause of Negro rights?

CODE MAIN MENTION:

ATTITUDES CHANGED (Whites specifically referred to or implied)

44%

1. Prejudice; hatred increased; respect decreased.
E.g., Created sense of hate of Negro; what black could have done he can't do now.
I think it prejudiced whites against us, more. Nobody loved us anyway, they just tolerated us at best.
It makes it look like the Negro is to blame and that's about all.
The white people I work with feel that violence only hurts the Negroes cause.
I don't believe in looting and violence and it gave Negroes a bad image.
He caused his people to be condemned for his looting.
Negro in a white neighborhood now feels contempt from whites.

2%

2. Fear: Increased fear and distrust of Negroes (whites implied or mentioned)
E.g., Since there has been an accumulation of fear and uneasiness.
Now they're afraid to hire Negroes, afraid it might start up again and jeopardize their business.
They made people not want to trust them.
Citizens may be apprehensive when Negroes move next door.
Nobody trusts anymore.

3%

3. Set back to race relations (without specific reference to hatred or fear).
E.g., Detroit was really on the move--race relations were at an all time high.

30

291

Q60E: Do you think the riots had any good effects
 for the cause of Negro rights?

Code 0 in	11%	1. YES
Col. 31	37-5	5. NO
MAKE CARD		7. OTHER

- 8. DK

3 9. NA

49% 6. INAP. Coded 1, 8, or 9 in Col. 25.

Q60F: What were they?

31

292

CODE MAIN EMPHASIS
 ATTITUDES CHANGED (AWARENESS)

- 6% 1. Awareness of plight or dissatisfaction (without mention of action taken). Whites referred to specifically, or generalized "They" or "people" indicated. No suggestion of militance of Code 2.
 E.g., Brought to light a lot of ills.
 Opened people's eyes (whites) that people (Negro) weren't satisfied.
 See what a hopeless situation you're in.
 Some people became aware of certain things.
 Negroes made their needs expressed more clearly.
- 2% 2. Awareness of Negro determination, militance, resistance, threat. Includes emphasis on the assertiveness by Negroes.
 E.g., It made the white man aware that Negroes weren't afraid; it was sending the message that the mortgage was due, keep the payments up or the whole amount was due.
 It made people realize what might happen.
 Whites have begun to see that we will fight for our rights.
 They see we will try anything to get it better.
 We let people know we were tired of bad treatment.

ACTION TAKEN (ALREADY TAKEN OR SOON IN PROSPECT)

- 2% 3. Action on material conditions
 E.g., More jobs now.
 Housing being rebuilt.
 Governmental committees starting to take action.
 More bills have been passed.
 Formation of New Detroit Committee and getting down to the man on the street.
 It did open up a lot of things for poor people.

COLUMN VARIABLE
NUMBER NUMBER

N

QUESTION AND CODE

12 (cont) 292

1. Better Attitude (or general reference to better treatments, rights).

E.g., In places you didn't get treated right, it is better now.

It's made the police more cautious.

Got rights now that we didn't have.

Look at Negro now for what is himself.

1% 5. Material damage necessary or advantageous in part.

E.g., got rid of some bars that should have gone long ago.

MAKE
CARD

7. OTHER positive references not classifiable above.

4% 8.

DK

1% 9.

NA

87% 0.

INAP., Q not asked Coded 1, 8, or 9 in

Col. 25.

293

Q73. How much would you like a (son/daughter) of yours to be like you when (he/she) grows up— exactly like you, pretty much like you, slightly like you, or not at all like you?

Code C in
Cols. 37-38

- 1. EXACTLY — 16%
- 2. PRETTY MUCH 36%
- 3. SLIGHTLY 19
- 4. NOT AT ALL 16

Code C in
Cols. 33-36

- 7. OTHER -
- 8. DK -
- 9. NA 12%

13-34
5-36

294, 295
296, 297

Q73A. In what ways would you like him (her) to be like you?

CODE TWO MENTIONS (First codable mention in 33-34; Second, if any in 35-36)

11%

10. Independence, strength of convictions, pride, self confidence

E.g., "Thinks for himself;" "Stand on one's own two feet;" "Keep her self-respect and pride;" "pride in himself;" "Be able to say what she thinks regardless of to whom or what it is;" "Stick up for his rights."

TRADITIONAL SUCCESS GOALS

9%

20. Ambitious, Industrious, Hardworking

E.g., "Be ambitious." "That he'll work"

4

21. "Good provider and family man."

E.g., "Be a good provider;" "Good husband father," "Good Mother." Emphasis on role.

4

22. Intelligence; educational or intellectual motivation.

E.g., "I've always been a reader, diligent searcher and wanted to know what's going on around me. Want her to be this like me." "Intelligent." "Going to school." "Be educated"

CONVENTIONAL MORALITY AND DECENCY (Inc. RELIGION)

3

30. Religious faith and practice

E.g., "religious faith" "church-going;" "God-fearing." Basically code any mention of a reference to religion" "God", or "church"

6

31. Obedience and respect of law and conventional mores. (This includes staying out of trouble and respect for parents). E.g., "don't drink, don't smoke don't run around on street corner." "Stay out of trouble." "tend to her own business and respect law and order and other people."

294, 295

6%

33. Other "Proclastic" responses "be Person w/ good morals"

296, 297

9%

40. Concern with being liked by others, or going or good natured.

(cont.)

E.g., "Nice guys;" "Easy to get along with;" "have my good nature;" "be nice."

ETHICAL CONCERN FOR OTHERS

11%

50. Concern with understanding and showing respect for others.

"Think of others before herself;" "Learn to do the right thing and treat people right;" "Learn to understand all people."

1%

51. Non-Violence (clean-cut mention non-violence

Low Priority

Code here specific mentions of being non-violent

1%

60. Physical appearance eg "looks like me"

~~1%~~

~~97. OTHER~~

98. DK

13% 99. NA

21% 00. INAP., (Coded 4 in Col. 32; no second mention)

37-38 298-299

Q73B. In what ways would you want him(har) to be different from you?

CODE MAIN RESPONSE (OR FIRST MENTION)

8% 10. Independence, strength of convictions, pride, self-confidence.
 E.g., "Be of her own image;" "More aggressive, not go going to authority;" "More sure of herself."

TRADITIONAL SUCCESS GOALS

2% 20. Ambitious, Industrious, Hardworking
 E.g., "More ambitious than I am;" "Ambition, when they see a job, go out and grab it."

4% 21. Have a better job or profession; accomplish more
 E.g., "Maybe get a better job than I got;" "Or, to accomplish more;" "Become a professional man."

40% 22. Show more interest in and/or get more education
 E.g., "Have a better education;" "Stay in school and finish;" "Education-wise, want them to be higher educated."

2% 23. "Better" or different marital or family conditions
 E.g., "Not get married as early and less children;" don't want her to have so many children;" "NOT be divorced and have more than two children."

CONVENTIONAL MORALITY AND DECENCY [INCL RELIGION]

1% 30. Religious faith and practice
 Basically code any mention of adherence to "religion." "God," or "church"
 E.g., "religious faith;" "go to church." "God-fearing"

1% 31. Obedience and respect for law conventional mores
 This category includes staying out of trouble and respect for parents.
 E.g., "don't drink, don't smoke." "Stay out of trouble." "Respect law and order and other people."

1% 32. Other "moralistic" responses

5% 33. Other "undesirable" personal traits (e.g., temper)
 "Don't have my temper," "Mean, pretty mean in my way."

1% 40. Concern with being liked by others, outgoing,
 "Get out and meet people;" "more sociable;"

COLUMN
NUMBER

VALUE
NUMBER

QUESTION AND CODE 736 (cont.)

37-38 (cont.)
298-299
(cont.)

1% 50. Concern with understanding and showing respect for others

E.g., "Think of others before herself;" "Learn to do the right thing and treat people right." "Learn to understand all people."

- MAKE 1% 97. OTHER
CARD
- 2% 98. DON'T KNOW
17% 99. NOT ASCERTAINED
14% 00. INAP. (Coded¹ in col. 32).
A

38% 1. ENOUGH (Churches are doing enough for civil rights)

NOTE: Recode as 1 respondents who answered "not enough" BUT want on with comments indicating that churches were doing as much as they could or should: e.g., They are doing the best they can.

(2-6) NOT ENOUGH (Churches not doing enough, should do one of the following)

23% 2. Provide leadership, education, organizing role, financial support (include general references to efforts against injustice, discrimination)

Emphasis on indirect and non-material

E.g., Ministers should be the peace leaders in the community and talk with the officials. Should be trying to pull people together on rights problems. Teach more the meaning of civil rights and working with those programs that are for it. Pointing out the rights and wrongs of discrimination. Reach out to people and push civil rights.

9% 3. Community welfare: provide aid for community welfare or betterment (Fairly direct aid mentioned or implied)

Emphasis on direct and material

E.g., They could do a lot for the poor with the money they get. Do more in the neighborhood with boys' clubs and helping old people. Offer scholarships to children. Put their money into Negro businesses here in the ghetto.

7% 4. Religious community: provide religious guidance or facilitate unity of church members. (No reference to providing unity for action on rights. No reference to criticisms of rights activity)

E.g., Try to get people together: there should not be so many churches, just a few. Have closer relationships with members. Teach people how to live in brotherhood. Teach what is in the Bible about nonviolence.

<u>COLUMN NUMBER</u>	<u>VARIABLE NUMBER</u>	<u>N</u>	<u>QUESTION AND CODE</u>
(cont.)	300	2%	5. <u>Change emphasis to more "religious" values:</u> (Implication that emphasis on civil rights or material problems is improper for churches.) E.g., "They should stay in the pulpit and not have so much to do with it."
		6%	6. Vague references to helping or being more involved: eg. "They should be more interested"- "Do more teaching" Code here people who said "not enough" to Q93, but who are <u>DK</u> , <u>NA</u> "other" or "vague" to Q 93A. (Make sure you have coded 7,8 or 9 only when person did not make a closed choice [if "enough" or "not enough"] in Q 93 [and hence 93A was INAP.]
			7. OTHER
		10%	8. DK
		6%	9. NA

Q X94 "Who are two or three of your favorite actors or entertainers?"

If R makes any comment indicating an assumption that he is to emphasize Negro or white name only.
MAKE CARD

[The following 5 variables are all based on classification of names given as answers to this question. Use all names given whether before or after a probe, unless retracted by respondent.]

40

301 { 28% 0
34% 1
28% 2
20% 3
2% 4 and over
Number of Negro Entertainers Mentioned
Code actual number: 0=Negroes given
1=1, 2=2, 3=3, 4=4, 5=5, or more; 9=NA, DK
[See list below for aid in classification]

41

302 { 42% 0
27% 1
18% 2
6% 3
2% 4 and over
Number of White Entertainers Mentioned
Code actual number: 0=No whites given
1=1, 2=2, 3=3, 4=4, 5=5, or more;
9=NA
[See list below for aid in classification]

42

303 { 10% 0
6% 1
20% 2
47% 3
12% 4 and over
Total Number of Entertainers mentioned: Negro and white summed.
Code sum of previous two variables; 0=No entertainers given or don't know, 1=1, 2=2, ...8=8 or more, 9=NA.

43

304 { 10% 0
30% 1
20% 2
10% 3
14% 4
11% 5
4% 9 and over
Ratio of Negro to White Entertainers Mentioned
(Use information from Cols. 301 to arrive at ratio)
45-41
0= Inapplicable; No entertainers of either race given

- 30% — 1= Only Negro entertainers mentioned.
- 20% — 2= More Negro than white entertainers mentioned
- 10% — 3= Equal number exactly of Negro and white entertainers mentioned.
- 14% — 4= More white than Negro entertainers mentioned.
- 11% — 5= Only white entertainers mentioned.
- 4% — 9=

{ 51% 0
25% 1
12% 2
6% 3
6% 9
Number of Negro Entertainers Mentioned Not Counting Harry Belafonte, Bill Cosby, Sammy Davis, and Sidney Poitier.
Code actual number: 0=None 1=1
2=2, 3=3, 4=4, 5=5; 9=NA.

LIST OF ABSENCE OF RACE OF ENTERTAINERS

(Numbers in parentheses represent frequencies in films:
130 interviews coded)

If name in an interview is not listed here, make call
as well as code.

NEGRO

Louis Armstrong (1)
Pearl Bailey (5)
Harry Belafonte (22)
Brook Benton (1)
James Brown (7)
Djann Carroll (1)
Ray Charles (1)
Nat King Cole (3)
Bill Cosby (12)
Sammy Davis, Jr. (35)
Ivan Dickson (1)
Billy Eckstein (1)
Duke Ellington (1)
Ella Fitzgerald (4)
Aretha Franklin (8)
Dick Gregory (2)
Mahalia Jackson (5)
Ahmad Jamal (1)
Martha Jean (1)
B. B. King (1)
Earth Kitt (2)
Ramsey Lewis (1)
Miriam Makeba (1)
Barbara McNair (1)
Marvalettes (1)
Johnny Mathis (1)
Wes Montgomery (1)
Greg Morrison (1)
Mus Catel (1)
Wilson Pickett (1)
Sidney Poitier (53)
Richard Pryor (1)
Lou Rawls (1)
Otis Redding (1)
Nipsey Russell (1)
Percy Sledge (1)
The Supremes (3)
Temptations (4)
Joe Tex (1)
Leslie Uggams (1)
Dionne Warwick (1)
Ethel Waters (1)
Flip Wilson (2)
Jackie Wilson (1)
Nancy Wilson (2)
Steve Wonder (1)

WHITE

Ed Ames (1)
Julie Andrews (1)
Lucille Ball (2)
Robert Bobb (1)
Joey Bishop (4)
Humphrey Bogart (1)
Bonanza (1)
Pat Boone (1)
Marlon Brando (4)
Yul Brynner (1)
Carol Burnett (2)
Raymond Burr (1)
Richard Burton (1)
Ed Byrnes (1)
James Cagney (1)
Johnny Carson (1)
Jack Carter (1)
Chuck Connors (1)
Gary Cooper (1)
Joan Crawford (5)
Bing Crosby (2)
Tony Curtis (1)
Betty Davis (7)
Marshal Dillon (1)
Kirk Douglas (1)
Mike Douglas (3)
Henry Fonda (1)
Clark Gable (3)
Zsa Zsa Gabor (1)
Ben Gazzara (1)
Jackie Gleason (1)
Lou Gordon (1)
Edie Gorme (1)
Lorne Green (1)
Rex Harrison (1)
Susan Haywood (1)
Audrey Hepburn (1)
Hillbillies (2)
William Holden (1)
Jack Jones (1)
Bill Kenedy (1)
Sueve Lawrence (1)
Jerry Lewis (3)
Art Linkletter (3)
Gina Lolarigeda (1)
Sophia Loren (2)
Fred Mac Murray (1)

CLASSIFICATION (cont)

WHITE
Macquize Sisters (1)
Dorothy Malone (1)
Ann Margaret (1)
Dean Martin (3)
Lee Marvin (2)
Paul Newman (14)
Fess Parker (1)
Barbara Parkins (1)
Gregory Peck (3)
Rowen and Martin (2)
Roy Rodgers (2)
Frank Sinatra (16)
Red Skelton (2)
Barbara Stanwyck (2)
Rod Steiger (2)
Jimmy Stewart (1)
Ed Sullivan (2)
Elizabeth Taylor (2)
Marlo Thomas (1)
Spencer Tracy (1)
Robert Vaughn (1)
John Wayne (16)
Jack Webb (1)
James West (1)
Richard Widmark (2)
Jonathan Winters (3)
Joan Woodward (1)
Loretta Young (1)

VARIABLE
NUMBER

DAS 965
Deck 08
Page 34

306

TRACT NUMBER

Indicated on the cover sheet. Tract numbers contain up to three digits and are sometimes followed by a letter. Therefore, the tract number variable is a four column code: The first three containing the given numbers and the fourth coded: 0=0, A=1, B=2, C=3, D=4.

307

SUBCOMMUNITY

Subcommunities represent combinations of census tracts as given in the Census Tract Coding Guide for Detroit SMSA. (See next 2 pages) Note that subcommunity is coded by guide number (01-49), making it a two column code.

308

EAST OR WEST OF WOODWARD

Indicates whether Respondent lives East or West of Woodward Avenue.

1. East
2. West

CITY OF DETROIT SUBCOMMUNITIES AND CENSUS TRACTS

DAS 965
Deck 08
Page 35

Side Numbers	Sub-communities	Census Tracts
01	1A	502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 530.
02	1B	527, 528, 529, 531, 532, 533, 534, 535, 536, 537, 538, 542, 543, 544, 545, 546, 547.
03	1C	522, 523, 524, 525, 526, 539, 540, 541, 548, 549, 550, 570.
04	2A	001, 002, 003, 004, 005, 033.
05	2B	009, 010, 035, 036, 037, 038, 039, 041, 042.
06	2C	023, 024, 025, 026, 027, 028, 029, 030, 031, 032, 034, 040, 043.
07	3A	017, 018, 019, 021, 154, 155, 156, 162, 163, 179, 180.
08	3B	164, 165, 166, 167, 168, 169, 212, 213, 251.
09	3C	174, 175, 176A, 176B, 176C, 176D, 177, 178, 181, 182.
10	4A	022, 151, 152, 153, 183, 184, 185, 186, 187, 188, 190, 191.
11	4B	551, 552, 553, 554, 555, 556, 557, 558, 559.
12	5A	521, 569, 794, 795, 796, 797.
13	5B	560, 561, 566, 567, 568, 655, 662, 663, 664, 665.
14	5C	565, 661.
15	6A	501, 517, 518, 519, 758, 759, 760, 761, 762, 766.
16	6B	755, 756, 757, 767, 768, 772, 773, 774, 775, 776.
17	6C	520, 763, 764, 765, 792, 793.
18	6D	769, 770, 771, 777, 789, 790, 791.
19	7A	751, 752, 753, 754, 779, 780, 782, 783, 784, 785.
20	7B	701, 702, 709, 710A, 710B, 711, 712, 713, 781, 786, 787, 788.

CITY OF DETROIT SUBCOMMUNITIES AND CENSUS TRACTS

DAS 965
Deck 08
Page 35 (cont)

<u>Guide Numbers</u>	<u>Sub- communities</u>	<u>Census Tracts</u>
21	8A	651, 652, 653, 654, 656, 657, 658, 659, 660.
22	8B	703A, 703B, 703C, 708A, 708B, 708C, 708D
23	8C	704, 705, 706, 707A, 707B, 707C.
24	8D	601A, 601B, 616A, 616B, 666A, 666B, 667A, 667B, 668A, 668B, 669A, 669B, 670, 671.

continued

Guide Numbers	Sub- communities	Census Tracts
25	9A	571, 572.
26	9B	562, 563, 564, 602.
27	9C	604, 605, 606, 607, 608, 609, 610, 611, 612A, 612B, 613A, 613B.
28	9D	603A, 603B, 614A, 614B, 615A, 615B.
29	10A	261, 262A, 262B, 263, 264.
30	10B	170, 171, 172, 173.
31	10C	301A, 301B, 302A, 302B, 302C, 306A, 306B, 307A, 307B.
32	10D	305A, 305B.
33	11A	256A, 256B, 401A, 401B, 407.
34	11B	257, 258A, 258B, 259A, 259B, 260, 408, 409A, 409B.
35	11C	303A, 303B, 303C, 204A, 304B, 304C, 304D, 451A, 451B, 459A, 459B.
36	12A	402A, 402B, 403A, 403B, 404A, 404B, 405, 406, 411, 412, 414, 415A, 415B.
37	12B	410A, 410B, 413, 452A, 452B, 453A, 453B, 454, 455, 456, 457A, 457B, 458A, 458B.
38	13A	352A, 352B, 353A, 353B, 354A, 354B, 354C, 354D, 355A, 355B, 356A, 356B, 359.
39	13B	205A, 205B, 206, 351A, 351B, 357A, 357B, 357C, 358A, 358B.
40	14A	203A, 203B, 204A, 204B, 207A, 207B, 208, 210.
41	14B	209, 252, 253, 254, 255.
42	15A	013, 014, 015, 016, 020, 118, 119, 120, 121, 157, 158, 159, 160, 161.
43	15B	011, 012, 101, 115, 116, 117, 122, 123.
44	15C	111, 112, 201, 202, 211.

Guide Numbers	Sub- communities	Census Tracts
45	15D	102, 103, 104, 105, 106, 107, 108, 109, 110, 113, 114.
46	16A	006, 051, 052, 053, 054, 055.
47	16B	007, 008, 065, 066, 067, 068, 069, 070, 071, 072, 073, 074.
48	16C	056, 058, 059, 060, 061, 062, 063, 064.
49	16D	057A, 057B, 075, 076.

DECK 01

WHITE COVER SHEET*

COLUMN NUMBER	Variable Number	
01-04		<u>Study Number (965)</u>
04		<u>Race (White=2)</u>
05-06		<u>Deck Number (01)</u>
07-09	1	<u>Interview Number (001-900) (in red pencil)</u>
10	2	<u>**Final Status of Cover Sheets</u>
		1. Completed Interview
		2. Refusals: Punched on Card Deck 05-A only.
		3. Not at Home or Respondent Absent: Punched on Card Deck 01-A only.
		4. Non-Interview Other (Eligible DU): Punched on Card Deck 01-A only.
		(5. House Vacant: Not Punched-Total for study 965W was _____ addresses.)
		(6. No such Address: Not Punched-Total for study 965W was _____ addresses.)
		(7. Address not a dwelling unit: Not Punched- Total for study 965W was _____ addresses.)
		(8. No eligible respondent: Not Punched- Total for study 965W was _____ addresses [____ race, ____ age, ____ female head of house].

*This is a sample from Detroit suburbs only. See attached map for suburbs covered. The ~~area~~ area is the same as that used since 1966. Only white heads and wives of heads of household 69 years and under were eligible and one third of unmarried male heads otherwise eligible were selected out on a random basis and not interviewed. See Col. ___ for weight to allow inferences to total population.

**This deck is used for coding of cover sheets of Interviews and sample non-interviews (Refusals, NAH, RA, Ni-Other.) However, only the Interview cases are included in merged tape files with other decks from the study. The non-interview cases are treated as a separate deck, Deck 01-A, and are stored in card form only. The "A" is not indicated on the cards, but the set of cards can be separated by using Col. 10, Deck 01.

COLUMN
NUMBER

Variable
Number

11-12

D4

3

FINAL INTERVIEWER'S NAME

(If non-interview, last Interviewer to dispose
of cover sheet.)

DAS STUDENTS, MALE

DAS STUDENTS, FEMALE

- | | |
|--------------------------------|--------------------------|
| 00. Alford, David | 20. Bullock, Barbara |
| 01. Aufrecht, Ron | 21. Foote, Andrea |
| 03. Finklestein, Harry | 22. Montemayor, Milagros |
| 04. Hammerman, Howard | 23. Schwab, Karen |
| 05. Hamby, Russ | 24. Kuika, Linda |
| 06. Iams, Howard | 25. Fox, Mary |
| 07. Kulka, Richard* | |
| 08. Sakdejayont, Yut (foreign) | |
| 09. Senter, Richard | |
| 10. Shannon, Thomas | |

13-15

4

SAMPLE CLUSTER NUMBER

(First two digits and convert to 1 for sample
numbers 1-9s, add preceding "0", e.g. 1s=011,
115=111) (field width on tape only 2 cols. wide 13-14
information in col. 15 was dropped - was redundant)

16-17

5

TOWN OR CITY

- | <u>%</u> | | <u>%</u> | |
|----------|----------------------|----------|----------------------|
| 4 | 01. Birmingham | 4 | 13. Redford Twp. |
| 4 | 02. Clawson | 3 | 14. Roseville |
| 0 | 03. Dearborn | 3 | 15. Royal Oak |
| 4 | 04. Dearborn Heights | 5 | 16. St. Clair Shores |
| 5 | 05. Farmington Twp. | 9 | 17. Southfield |
| 1 | 06. Ferndald | 5 | 18. Taylor Twp. |
| 6 | 07. Grosse Pte. Park | 4 | 19. Warren |
| 2 | 08. Hamtramck | 7 | 20. Wayne |
| 4 | 09. Inkster | 2 | 21. Wyandotte |
| 4 | 10. Lincoln Park | 2 | 22. Westland |
| 6 | 11. Livonia | | |
| 3 | 12. Melvindale | | |

* Also did some black interviews, summer.

COLUMN NUMBER	Variable Number		
18	6	A	<u>TYPE OF ADDRESS</u>
			1. Trailer
		73	2. Single Family DU, single story
		17	3. Single Family DU, Multiple story
		3	4. Flat in 2 or 3 family house
		0	5. Flat in 4 family house
		1	6. Flat in Apartment House (5-20 apts.)
		0	7. Flat in Apartment House (21plus apts.)
		*	8. Flat in Apartment House (NA # of apts.)
		6	9. N.A.
19	7	B	<u>"Are there any other dwelling units at the sample address that are not already listed on the segment listing sheet?"</u>
		98	0. No additional dwelling units. If yes, code actual number of dwelling units at address.
		1	1. 1
			3. 8 or more
		*	9. N.A.
20	8	D1	<u>Hour of day of last contact (Round down; 2:45=2)</u> (Round down; e.g. 2:45=2)
			1. 8-10AM
			2. 11-12 Noon
			3. 1-3 PM
			4. 4-6 PM
			5. 7-9 PM
			6. 12-12 Midnight

COLUMN
NUMBER

VARIABLE
NUMBER

N

1

21 9 D2 Date of Last Contact

⁸⁵ 1. April 24 to April 31

8 2. May 1 to May 10

1 3. May 11 to May 20

4. May 21 to May 31

5. June 1 to June 20

3 6. June 21 to July 10

2 7. ~~July 11 to July 20~~

8. July 21 and beyond

1 9. NA

22 10 D3 Day of week of last contact

9 1. Monday

4 2. Tuesday

12 3. Wednesday

26 4. Thursday

24 5. Friday

16 6. Saturday

9 7. Sunday

1 9. NA

23 11 D5 Number of "Not at Home" by respondent, plus
Respondent Absent (Included broken appointments.)

Code actual Number

8 = 8 or more

COLUMN NUMBER

Variable Number

24. 12 D5

Number of definite Refusals by anyone at DU

Code actual number 0 = 94%
1 = 6%

25 13 D5

Number of definite Refusals to DAS males.

Code actual number. 0 = 96%
1 = 4%

26 14 D5

Number of definite Refusals to DAS females.

Code actual number. 0 = 98%
1 = 2%

27 15 Ea & b

Respondent's Position in Household

- 38 1. Male Head of House
- 8 2. Female Head of House
- 54 3. Wife of Head of House
- 9. NA

28 16 Ec

Respondent's Race

- 92 1. White
- 2. Negro
- * 3. Other Non-White
- 7. 9. Na

29-30 17 Ed

Respondent's Age

18 (col 29)

Code Actual Age

- 99. NA = 2%
- 1 - 19
- 20 20-29
- 26 30-39
- 27 40-49
- 13 50-59
- 10 60-69
- * 70

COLUMN
 NUMBER

VARIABLE
 NUMBER N

31 19 Ee Respondent's Present Marital Status
 $\frac{\%}{2}$
 90 1. Single
 2 2. Married
 1 3. Divorced
 4 4. Separated or spouse absent for other reasons
 4 5. Widow(er)
 2 9. NA

32 20 Ed Race of Respondent's Wife (R=Married Male Head)
 25 1. White
 1 2. Negro
 0 3. Other Non-White
 12 9. NA
 63 0. INAP; R is unmarried male; R is female

33-34 21 Ee Age of Respondent's Wife (R=Married Male Head)
 22 (col 33) $\frac{\%}{6}$ for col 33
 Code Actual Age 1 - 1 5 - 4
 2 - 5 6 - 4
 3 - 9
 4 - 9
 99. NA
 63 00. INAP., R is unmarried Male; R is Female=6

35 23 Ed Race of Respondent's Husband (R=Wife of Head)
 43 1. White
 - 2. Negro
 - 3. Other Non-White
 10 9. NA
 48 0. INAP, R is unmarried, R is male.

36-37 24 Ee Age of Respondent's Husband (R=Wife of HEAD)
 25 (col 36) Code Actual Age
 8 99. NA
 48 00. INAP, R is unmarried female; R is male.
 -19 = .5 50's = 6
 20's = 10 60's = 5
 30's = 11 70's = .5
 40's = 12

COLUMN
NUMBER

VARIABLE
NUMBER N

FINAL REFUSALS ONLY (Code all other cover sheets
6 in Col's 38-46)

38

26

Fla Who refused

1. R designated
2. R's Wife
3. R's husband
4. Another person at DU
8. DK ("Can't tell")
0. INAP; Non-refusal; coded other than 2 in Col. 10.

Code 0 in
39-46

39-40

27

Flb Approximate Age of person who refused

28 (col 39)

Code Actual Age

99. NA
00. INAP., (Non-refusal)

41

29

F1c Sex of Person who refused

1. Male
2. Female
8. DK
9. NA
0. INAP., Non-refusal

42

30

F2 Refusal Occured

1. At door
2. After you were inside
3. By telephone (did not see who was refusing)
9. NA
0. INAP., Non-refusal

WHITE ADDITIONAL COVER SHEET INFORMATION

COLUMN
NUMBER

VARIABLE
NUMBER

N

D CODE RESULT OF EACH CALL LISTED IN THE CALL
RECORD

47

35

~~28~~

Call 1 :

38

1. INT- completed interview

3

2. REF- refusal

47

3. NAH or RA- not at home or respondent
absent

-

4. NI-Other- non-interview other (eligible
DU)

7

5. Tentative refusal (e.g. made appointment
to come back)

3

7. Other

48

36

Call 2 :

USE CODE FROM COL. 47 Except Add

0. INAP (NO SUCH CALL)

49

37

Call 3:

USE CODE FROM COLUMN 48

50

38

Call 4:

USE CODE FROM COLUMN 48

51

39

Call 5:

USE CODE FROM COLUMN 48

52

40

Call 6:

USE CODE FROM COLUMN 48

White Interview - Das 965

Col No. Variable No.

1-3 PROJECT NUMBER: 965
4 Race = 2 (white)
5-6 DECK NUMBER: 02
7-9 INTERVIEW NUMBER:

Cols. 9-15 are coded from boxes in center-top of face sheet.

41 10 SEX OF INTERVIEWER (FRONT PAGE, UNDER TIME INTERVIEW BEGAN)
1. Male
2. Female

42 11-13 SEGMENT NO:

43 14-15 DULS LINE NO:

1. First I'd like to ask how satisfied you are with some of the main services the city is supposed to provide for your neighborhood. What about the quality of public schools in this neighborhood--are you generally satisfied, somewhat dissatisfied, or very dissatisfied?

44 16 Q. 1A Quality of public schools

72
8
4 1. GENERALLY SATISFIED
2. SOMEWHAT DISSATISFIED
3. VERY DISSATISFIED

16
- 8. DK.
9. NA.

45 17 Q. 1B Parks and playgrounds for children in this neighborhood.

(Coder: use same code as for 1A.)

est
Var
#

18 46 Q1C

1C. Sports and recreation centers for teenagers in this neighborhood.

(Coder: use same code as for 1AAA

1=44% 2=13% 3=13% 8=31%

19. 47 Q1D

1D. Police protection in this neighborhood

(Coder: use same code as for 1A.)

1=90% 2=6% 3=2% 8=3%

20 48 Q1E

1E. Garbage collection in this neighborhood

(Coder: use same code as for 1A.)

1=85% 2=8% 3=6% 8=1%

21 49 Q3

3. If you have a serious complaint about poor service by the city, do you think you can get city officials to do something about it if you call them?

67

1. YES

-

3. No; R says he could not get corrective action by calling, but could by use of group or other pressure.

22

5. NO

12

8. DK.

9. NA.

22 50 Q3A

3A. Have you ever called a city official with a complaint about poor service?

37

1. YES

60

5. NO

8. DK.

3

9. NA.

CODER: please code each of the next 3 question with its subset.

23 51 Q4

4. Do you think the Mayor of Detroit is trying as hard as he can to solve the main problems offthe city, or that he is not doing all he could to solve these problems?

col 23 Var # Q4A
51 %

IF NOT DOING ALL HE COULD: Do you think he is trying fairly hard to solve these problems, or not hard at all?

- | | | |
|----|----|--------------------------|
| 49 | 1. | TRYING AS HARD AS HE CAN |
| 21 | 2. | FAIRLY HARD |
| 19 | 3. | NOT HARD AT ALL |
| 9 | 7. | OTHER |
| 2 | 8. | DK. |
| | 9. | NA. |
- MAKE CARD

24. Q5
52 How about the state government? Do you think they are trying as hard as they can to solve the main problems of cities like Detroit, or that they are not doing all they could to solve these problems?

5A. IF NOT DOING ALL THEY COULD: Do you think they are trying fairly hard to solve these problems, or not hard at all?

- | | | |
|----|----|----------------------------|
| 44 | 1. | TRYING AS HARD AS THEY CAN |
| 32 | 2. | FAIRLY HARD |
| 15 | 3. | NOT HARD AT ALL |
| 6 | 7. | OTHER |
| 3 | 8. | DK. |
| | 9. | NA. |
- MAKE CARD

25. Q6
53 How about the federal government in Washington? Do you think they are trying as hard as they can to solve the main problems of cities like Detroit, or that they are not doing all they could to solve such problems?

- | | | |
|----|----|----------------------------|
| 49 | 1. | TRYING AS HARD AS THEY CAN |
| 27 | 2. | FAIRLY HARD |
| 15 | 3. | NOT HARD AT ALL |
| 2 | 7. | OTHER |
| 4 | 8. | DK. |
| 3 | 9. | NA. |
- MAKE CARD

(S-1, S-1A, S-2 Open End)

26. Q12
54 Some people say ^{if} there are not enough jobs for everyone who wants one, the government should somehow provide the extra jobs needed. Others say that the government should not do this. What is your opinion?

- | | | |
|----|----|---|
| 54 | 1. | GOVERNMENT SHOULD DO THIS |
| 39 | 2. | GOVERNMENT SHOULD NOT DO THIS |
| 1 | 3. | R says federal government should <u>not</u> do this but city/state should |
| 2 | 7. | OTHER ^{if} 4. COMBINATION OF GOV'T & FREE ENTERPRISE |
| 3 | 8. | DK |
| 1 | 9. | NA |
- MAKE CARD

27. (55) Q13

Some neighborhoods in and around Detroit have public schools with better buildings and more trained teachers than others. Do you think the government should provide money to bring the poorer schools up to the standards of the better schools, or that the government shouldn't do this?

%

- 74 1. GOVERNMENT SHOULD DO THIS
- 15 2. GOVERNMENT SHOULD NOT DO THIS
- 9 3. R says federal government should not do this but city/state should
- 1 7. Other 4. Combination of gov't and free enterprise
- 1 8. DK (or gov't should help)
- 9. NA

Make Card

28 (56) Q14

There are areas in cities like Detroit where the housing is rundown and overcrowded. Some say the government should provide money to help improve the housing in such places. Others don't think the government should do this. What is your opinion?

- 46 1. GOVERNMENT SHOULD DO THIS
- 44 2. GOVERNMENT SHOULD NOT DO THIS
- 13 3. R says federal government should not do this but city/state should
- 4 4. Other 4. Continuation of gov't. and free enterprise should do this.
- 2 7. Other
- 3 8. DK.
- 9. NA

Make Card

(S-3, A-E, Open End)

29 (57) Q54

Do the police provide enough protection in your neighborhood against crime, some protection but not enough, or practically no protection at all?

- 82 1. ENOUGH
- 16 2. SOME BUT NOT ENOUGH
- * 3. NO PROTECTION AT ALL
- 4. No crime in this neighborhood (only if no choice made among 1, 2 or 3)

MAKE CARD

- 7. Other
- 1 8. DK
- * 9. NA

(S-5, S-5A, Open End)

30 (58) Q21

Do you think these disturbances should be called "riots" or "rebellions," or "revolts" or what?

- 60 1. RIOTS 2.5 4. Disturbances
- 24 2. REBELLIONS 1.5 5. Riots and revolts (or a combination)
- 7 3. REVOLTS
- 3 4. OTHER

MAKE CARD

- 3 3. DK.

Variable
Col. no. (#) Q. no.

31 Q. 23
(59)

Some people say these disturbances are mainly a protest by Negroes against unfair conditions. Others say that they are mainly a way a looting and things like that. Which of these seems more correct to you?

- 37 1. MAINLY PROTEST
 - 44 2. MAINLY LOOTING
 - 16 3. 50/50 MIXTURE
 - 2 8. DK
 - 2 9. NA
- (24, 24A, S-6, A-E. Open End)

32 Q. 27
(60)

Some people say that if Negroes riot in Detroit next summer, maybe whites should do some rioting against them. Others say such matters should be left entirely to the authorities to handle. What do you think?

- 5 1. WHITES SHOULD DO SOME RIOTING
- 91 2. LEAVE TO AUTHORITIES
- 3 3. " " " UNLESS IT COMES TO MY AREA; WHITES SHOULD PROTECT THEMSELVES.
- * 8. DK.
- 9. NA

(28. Open End)

33 Q. 28B
(61)

Thinking about the next five to ten years, what do you think would be the best thing to do about the problem or riots--build up tighter police control in the Negro areas, or try harder to improve the condition of Negroes?

- 18 1. TIGHTER POLICE CONTROL
- 61 2. IMPROVE NEGRO CONDITIONS
- 20 3. BOTH
- 2 4. HELP N'S IMPROVE THEIR OWN CONDITIONS
- 8. DK
- 9. NA

(S-7, S-8, 29, 29 A-B. Open End)

34 Q. 30
(62)

Do you think Negroes are justified in using orderly Marches to protest against racial discrimination?

Code 0 in Cols. 35-36	1. YES	65
	5. NO	34
	8. DK	*
	9. NA	*

Col. No. (4) Q. No.

35 Q. 30A 30A. IF YES: If that doesn't help, do you think Negroes are justified in protesting through sit-ins?

(63)

- | | |
|-------------------|---|
| Code 0 in Col. 36 | 27 1. YES |
| | 28 5. NO |
| | 28 8. DK. |
| | 29 9. NA |
| | 34 0. INAP., coded 5, 8 or 9 in Col. 34 |

35 Q. 30B, 30B. IF YES TO A: If that doesn't help, do you think Negroes are justified in protesting through riots?

(64)

- | | |
|----|---|
| 2 | 1. YES |
| 25 | 5. NO |
| - | 8. DK |
| 3 | 9. NA |
| 70 | 0. INAP., coded 5, 8, or 9 in Col. 34 coded 5, 8, or 9 in col. 35 |

37 Q. 31

(65)

31. Some Negro leaders are talking about having nonviolent marches and demonstrations in several cities in 1968 to protest lack of opportunity for Negroes. Do you think such demonstrations are different from riots, or that there is a real difference?

MAKE CARD

- | | | |
|----|---|------------------------|
| 66 | 1. ARE DIFFERENT FROM RIOTS | <i>sometimes/often</i> |
| 25 | 2. NO REAL DIFFERENCE | |
| 8 | 3. Nonviolent marches/demonstrations (usually) turn into riots, <i>or can cause riots</i> | |
| 1 | 4. Some are, some aren't: somewhat like a riot (more control) | |
| - | 7. OTHER (SPECIFY) | |
| - | 8. DK. | |
| *9 | 9. NA | |

38 Q. 5-9

(66)

5-9. In choosing people to fill jobs with higher pay and responsibility, do you think first preferences should go to qualified white people, or to qualified Negroes, or that race should not make any difference one way or the other?

- | | |
|----|--|
| *1 | 1. WHITE PEOPLE |
| *2 | 2. NEGROES |
| 97 | 3. RACE SHOULD NOT MAKE ANY DIFFERENCE |
| - | 8. DK. |
| 2 | 9. NA |

COLUMN
NUMBER

DECK 1

39 Q.35
Var# 67

Suppose you had a job where your supervisor was
A qualified Negro. Would you mind that a lot, a little
or not at all?

- | | |
|------|------------------|
| % | |
| 2 | 1. A LOT |
| 7 | 2. A LITTLE |
| 90 | 3. NOT AT ALL |
| - | 4. WOULD LIKE IT |
| * 8. | DK. |
| * 9. | NA. |

40 Q.S-10
68

How do you think the average white person in
the Detroit Area would answer this question about having
a qualified Negro as their supervisor on a job. Do you
think the average white person would mind it a lot, a little
or not at all?

- | | |
|----|------------------|
| 38 | 1. A LOT |
| 40 | 2. A LITTLE |
| 22 | 3. NOT AT ALL |
| - | 4. WOULD LIKE IT |
| 8 | 8. DK |
| 2 | 9. NA |

41 Q.36
69

Do you think that in Detroit many, some, or only a
few Negroes miss out on jobs and promotions because of
racial discrimination?

- | | |
|----|---------------|
| 22 | 1. MANY |
| 32 | 2. SOME |
| 30 | 3. ONLY A FEW |
| 12 | 4. NONE |
| 3 | 8. DK |
| 1 | 9. NA |

42 Q.37
70

Which of these statements would you agree with....
First, white people have a right to keep Negroes out
of their neighborhoods if they want to, or second, Negroes
have a right to live wherever they can afford to just
like white people.

CODE 0 IN
COLS. 43-44

- | | |
|----|--|
| 22 | 1. WHITES HAVE RIGHT TO KEEP NEGROES OUT |
| 69 | 2. NEGROES HAVE RIGHT TO LIVE ANYWHERE |
| 3 | 3. All right to have Negroes if "right kind" (income, class, etc.) |
| 2 | 4. R agrees with both statements; both are right |

MAKE A
CARD

- | | |
|---|----------|
| - | 7. OTHER |
| 2 | 8. DK. |
| 1 | 9. NA. |

COLUMN NUMBER Var#

DECK 2

43 Q37A ASK EVERYONE EXCEPT THOSE SAYING WHITES HAVE RIGHT TO KEEP NEGROES OUT: How about laws to prevent discrimination against Negroes in buying or renting houses and apartments? Do you favor or oppose such laws?

Code 0 in Col. 44

- 1. FAVOR
2. OPPOSE
8. UNDECIDED
9. NA.
0. INAP., coded 1 in Col. 42

44 Q37B IF OPPOSE OR UNDECIDED: Suppose there is no way for Negroes to get enough good housing without such laws--would you favor or (still) oppose them?

- 1. FAVOR
2. (STILL) OPPOSE
8. UNDECIDED
9. NA.
0. INAP., coded 1 in Col 42; coded 1 in Col. 43

45 Q38 Do you think that in Detroit many, some, or only a few Negroes miss out on good housing because white owners won't rent or sell to them?

- 1. MANY
2. SOME
3. ONLY A FEW
4. NONE
8. DK.
9. NA.

46 Q39 If a Negro family with about the same income and education as you moved next door to you, would you mind it a lot, a little, or not at all?

Code 0 in Col. 47

- 1. MIND A LOT
2. MIND A LITTLE
3. NOT AT ALL
4. WOULD LIKE IT
5. ALREADY IS A NEGRO FAMILY NEXT DOOR
8. DK.
9. NA.

COLUMN NUMBER VAR #

DECK 2

47 Q.39A. IF NEGRO FAMILY NOW LIVES NEXT DOOR: How do you feel about that--would you say you mind it a lot, a little, or not at all?

75 %

- * 1. MIND A LOT
- 2. MIND A LITTLE
- 3. NOT AT ALL
- 4. LIKE IT
- 8. DK.
- * 9. NA
- 99 0. INAP., coded 1-4 or 8 or 9 in Col 46

48 Q.40 In this block and the two or three blocks right around here, are all the families white, most white, about half white, or are most of them Negro?

76

Code 0 in Cols. 49-50

- | | | |
|----|------------|----|
| 1. | ALL WHITE | 96 |
| 2. | MOST WHITE | 3 |
| 3. | HALF WHITE | .5 |
| 4. | MOST NEGRO | - |
| 8. | DK. | - |
| 9. | NA. | .5 |

49 Q.40A. UNLESS ALL WHITE OR DON'T KNOW: Do you personally know any of the Negroes who live around here?

77

Code 0 in Col. 50

- * 1. YES
- 5. NO
- 8. DK.
- 9. NA.
- 97 0. INAP., coded 1 or 8 in Col. 48

50 Q.40B IF YES TO A: Are you friends with any of them?

78

- * 1. YES
- 5. NO
- 8. DK
- * 9. NA
- 99 0. INAP., coded 1 or 8 in Col. 48; coded 5, 8, or 9 in Col. 49

(X37, X37A Open End)

COLUMN NUMBER

DECK 3

Vou#

51 Q. 5-11
79

Going back to the question of having a Negro family with the same income and education move next door, how do you think the average white person in the Detroit area would answer that: Do you think the average white person would mind it a lot, a little, or not at all?

- 51. 1. MIND A LOT
- 34 2. MIND A LITTLE
- 8 3. NOT AT ALL
- * 4. WOULD LIKE IT

MAKE CARD

- * 7. OTHER
- 4 8. DK
- 1 9. NA

52 Q. 41
80

Have you or anyone in your family ever moved from a neighborhood because Negroes were moving in and it was causing problems? Family includes nuclear & extended family aunts and uncles etc

- 15 1. YES
- 3. R. has plans (definite plans only) to move for this reason (in process of moving).
- 84 5. NO
- 6. DK.
- * 9. NA.

53 Q. 42
81

Have you ever known Negroes outside this neighborhood with whom you were friends?

Code 0 in 33-
Col. 54

- 63 1. YES
- 33 5. NO
- 8. DK.
- 6 9. NA.

54 Q. 42A
82

(Are/were) they about the same income as yours, a lower income, or a higher income?

- 39 1. SAME (Friends in school/at college)
- 17 2. LOWER
- 6 3. HIGHER
- 4 4. All of above: some of same and some higher and some lower
- 2 5. Same and lower
- 1 6. Same and higher
- 3 7. DK
- 6 9. NA.
- 3 0. INAP., coded 5, 8, or 9 in Col. 53

COLUMN
NUMBER

DECK 2

55 ⁸³ ₈₃ Q.44 If you had small children, would you rather they had only white friends, or would you like to see them have Negro friends too, or wouldn't you care one way or the other?

- 31 1. ONLY WHITE FRIENDS
- 21 2. NEGRO FRIENDS TOO
- 46 3. NOT CARE ONE WAY OR THE OTHER
- 2 8. DK.
- .5 9. NA.

56 ⁸⁴ ₈₄ Q.46 Do you think only a few white people in Detroit dislike Negroes, many dislike Negroes, or almost all white people dislike Negroes?

- 37 1. ONLY A FEW
- 53 2. MANY
- 5 3. ALMOST ALL
- 4. ALL
- 3 8. DK.
- 2 9. NA.

57 ⁸⁵ ₈₅ Q.47 How about the reverse: Do you think only a few Negroes dislike white people, many dislike white people, or almost all dislike white people?

- 35 1. ONLY A FEW
- 50 2. MANY
- 9 3. ALMOST ALL
- 4 8. DK
- 2 9. NA

58 ⁸⁶ ₈₆ Q.48 Some Negro leaders think all the teachers, bus drivers, store clerks, and other employees in Negro neighborhoods should be Negroes. Would you agree with that idea or would you disagree?

- 30 1. AGREE
- 66 2. DISAGREE
- 3 7. OTHER (SPECIFY)
- 1 8. DK.
- .5 9. NA.

MAKE
CARD

COLUMN
NUMBER[

DECK a

59 ^{VAR} ~~87~~ ⁸⁷ p. 49 ^{central city} Have you lived in ~~suburb~~ all your life?

Code 0 in
Cols. 60-61
66, 68-~~69~~
Code 34 in
Cols. 62-63

- 1. YES ¹¹
- 5. NO ⁸⁹
- 8. DK.
- 9. NA.

60-61 ⁸⁸ ~~89~~ (60) ⁸⁹ p. 49A ^{this} How long have you lived in/Detroit suburb?

CODE ACTUAL NUMBER OF YEARS: IF RANGE IS GIVEN, CODE MIDPOINT: ROUND 6 OR MORE MONTHS UP.

- 01. One year or less ⁵⁴ - 0
- 02. Two years ³⁷ - 1
- etc. ⁷ - 2
- ² - 3
- 98. DK ¹ - 4
- 99. NA ⁻ 5
- 00 INAP., coded 1 in Col. 59 ⁻ 6
- ⁻ 7

COLUMN
NUMBER

DECK 2

62-63 ^{102.4} ↓ Q.49B STATE R LIVED IN LONGEST DURING THE FIRST 10 YEARS OF HIS LIFE. (NOTE: If R lived 5 years in one place and 5 in another: age 5-10 has 1st priority. South over North has 2nd priority.)

90
91 (62)
96

*NOTE: NA CODE IS "00."

—	01	Puerto Rico	64	Mississippi	
—	02	Other U.S. Possessions	43	Missouri	
9	03	Foreign Country	81	Montana	
	03	Alabama	46	Nebraska	
	94	Alaska	88	Nevada	
	86	Arizona	.5	12	New Hampshire
.5	71	Arkansas	.5	22	New Jersey
	93	California		85	New Mexico
	84	Colorado	1	21	New York
.5	16	Connecticut	2	56	North Carolina
	51	Delaware		44	North Dakota
	53	District of Columbia	3	31	Ohio
.5	59	Florida		73	Oklahoma
	58	Georgia		92	Oregon
	95	Hawaii	3	23	Pennsylvania
1	82	Idaho		15	Rhode Island
.5	33	Illinois		57	South Carolina
	32	Indiana		45	South Dakota
2	42	Iowa	3	62	Tennessee
.5	47	Kansas		74	Texas
2	61	Kentucky		87	Utah
	72	Louisiana		13	Vermont
	11	Maine	.5	54	Virginia
	52	Maryland		91	Washington State
63	14	Massachusetts	3	55	West Virginia
	34	Michigan	.5	35	Wisconsin
1	41	Minnesota		83	Wyoming
			00	NA.	

SUMMARY CODE FOR REGIONS TO WHICH STATE BELONGS

*NOTE: NA AND INAP CODES ARE COLLAPSED-REGION IS FIRST DIGIT OF STATE CODE

1	1.	New England	6	6.	East South Central
5	2.	Middle Atlantic	.5	7.	West South Central
69	3.	East North Central		8.	Mountain
4	4.	West North Central		9.	Pacific
6	5.	South Atlantic	9	0.	OUTSIDE U.S.

64-65 Q. 19B. COUNTRY P. LIVED IN LONGEST DURING THE FIRST 10 YEARS
OF HIS LIFE

North America

- 01 United States
- 02 Canada
- 03 West Indies (Puerto Rico)
Jamaica, Bahama Islands,
Cuba, Hispaniola)

Northwestern Europe

- 04 Belgium
- 05 France
- 06 Alsace-Lorraine, Saar
Luxemburg
- 07 Normandy
- 08 Germany
- 09 Austria
- 10 Switzerland
- 11 Czechoslovakia
- 12 Great Britain
(also England)
- 13 Scotland
- 14 Wales
- 15 Northern Ereland
- 16 Scotch-Irish
- 17 Ireland
- 18 Scandinavia (n.e.c.)
- 19 Norway
- 20 Sweden
- 21 Denmark
- 22 Finland
- 23 Holland

EASTERN EUROPE

- 24 Poland
- 25 Hungary
- 26 Russia, Soviet Union
U.S.S.R
- 27 Armenia
- 28 Estonia, Latvia,
Lithuania
- 55 Austria-Hungary
- 71 Phillipines

Balkans

- 29 Yugoslavia
- 30 Serbo-Croatia (Croatian)
- 31 Albanna
- 32 Rumania
- 33 Transylvania
- 34 Greece, Macedonia
- 35 Bulgaria

Southern Europe

- 36 Italy (also Trieste)
- 37 Spain
- 38 Portugal
- 39 Cyprus
- 40 Maltese (malta)

Latin America

- 41 Mexico
- 42 Latin America (n.e.c.)

Africa

- 43 Israel
- 44 Egypt, Jordan, Saudi Arabia,
other Arabian countries
- 45 Persia, Syria, Iran
- 46 Turkey
- 47 Africa (n.e.c.)
- 48 Union of South Africa (Boers)
- 49 Union of South Africa,
Kenys (other clearly
English colony)

Asia and Australia

- 50 Australia and New Zealand
- 51 Japan
- 52 China
- 53 India
- 54 Southeast Asia (n.e.c.)
- 97 Other
- 98 DK.
- 99 NA.

COLUMN
NUMBER

DECK 3

66 Q.49C Was that in a large city (over 100,000 people),
a small city, a small town, or on a farm?

var #
93

- | | | |
|----|----|---------------------------|
| 49 | 1. | LARGE CITY (over 100,000) |
| 15 | 2. | SMALL CITY (10-100,000) |
| 16 | 3. | SMALL TOWN (under 10,000) |
| 9 | 4. | FARM |
| - | 8. | DK. |
| - | 9. | NA. |
| 10 | 0. | INAP., coded 1 in col. 59 |

67 Q.49B CODER: CODE WHETHER R's LONGEST RESIDENCE BEFORE
AGE 10 WAS NORTHERN STATE OR WAS FOREIGN

94

Consider the following states as Southern; all others
are Northern

- | | | |
|------------------|----------------|----------------|
| Alabama | Kentucky | Oklahoma |
| Arkansas | Louisiana | South Carolina |
| Washington, D.C. | Maryland | Tennessee |
| Delaware | Mississippi | Texas |
| Florida | North Carolina | Virginia |
| Georgia | | West Virginia |

Code 0 in Col 70	1.	Southern	13%
Code 0 in Cols 68-69	2.	Northern	79%
Code 0 in Cols 68-69	3.	Foreign	9%
	9.	NA.	

68-69 Q.49D IF SOUTHERN STATE IN B (LONGEST RESIDENCE BEFORE
AGE 10): How old were you when you left the South and
moved to the North?

95
96 (col 8)

CODE ACTUAL NUMBER OF YEARS: IF RANGE IS GIVEN, CODE
MIDPOINT: ROUND 6 OR MORE MONTHS UP

- | | | |
|----|-----|--|
| 6 | 01. | One year or less |
| 5 | 02. | Two years |
| 4 | 03. | |
| | | etc. |
| - | 98. | DK. |
| 1 | 99. | NA. |
| 88 | 00. | INAP., coded 1 in Col. 59, coded 2, 3, or 9 in Col. 67 |

COLUMN NUMBER

written instruction in questionnaire:
"ask all not born in South"

DECK 2

70 Q.49E IF NORTHERN STATE IN B (LONGEST RESIDENCE BEFORE AGE 10): Have you ever lived for more than a month in the South?

97

%
22
59
-
2
17

- 1. YES
- 5. NO
- 8. DK.
- 9. NA
- 0. INAP.,

coded 1, 3, or 9 in Col. 67

71 Q.49F IF PRESENTLY LIVES IN SUBURB: Did you ever live in the city of Detroit before moving to this suburb?

98

Code 0 in
Cols. 72-73
2
11

- 1. YES
- 5. NO
- 8. DK.
- 9. NA.
- 0. INAP, coded 1 in col. 59.

72-73 Q.49G IF YES TO F: How many years did you live there?

99
100 (12)

CODE ACTUAL NUMBER OF YEARS: IF RANGE IS GIVEN, CODE MIDPOINT: ROUND 6 OR MORE MONTHS UP TO NEXT YEAR

- | | |
|----------------------|------------------|
| | <u>% decades</u> |
| 01. One year or less | 54 - 0 |
| 02. Two years | 15 - 1 |
| | 16 - 2 |
| etc | 8 - 3 |
| | 4 - 4 |
| - 98. DK. | 1 - 5 |
| 2. 99. NA. | 0 - 6 |

? 00. INAP., coded 5, 8, or 9 in Col 71; coded 1 in col. 59.

WHITE INTERVIEW

1-3 PROJECT NUMBER 965

4 RACE = (white) a

5-6 DECK NUMBER 02

7-9 INTERVIEW NUMBER:

10-11 Q.50 What state (or country if outside of U.S.A.) was your father born in?

VAR.#

101

102 (10) %

*NOTE: NA CODE IS "00"

	01	Puerto Rico	64	Mississippi
	02	Other U.S. Possessions	43	Missouri
37	03	Foreign country	81	Montana
	63	Alabama	46	Nebraska
	94	Alaska	88	Nevada
	86	Arizona	5	12 New Hampshire
1	71	Arkansas	22	New Jersey
	93	California	85	New Mexico
	84	Colorado	3	21 New York
	16	Connecticut	3	56 North Carolina
	51	Delaware	1	44 North Dakota
	53	District of Columbia	3	31 Ohio
	59	Florida	1	73 Oklahoma
5	58	Georgia	92	Oregon
	95	Hawaii	6	23 Pennsylvania
	82	Idaho	15	Rhode Island
1	33	Illinois	57	South Carolina
1	32	Indiana	45	South Dakota
5	42	Iowa	6	62 Tennessee
1	47	Kansas	74	Texas
6	61	Kentucky	37	Utah
	72	Louisiana	13	Vermont
	11	Maine	1	54 Virginia
	52	Maryland	91	Washington state
2	14	Massachusetts	1	55 West Virginia
21	34	Michigan	1	35 Wisconsin
2	41	Minnesota	83	Wyoming
			1	00 <u>NA. or DK.</u>

SUMMARY CODE FOR REGION TO WHICH STATE BELONGS (FATHER)

*NOTE: NA AND INAP CODES ARE COLLAPSED

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

Col. No. Var. No. Q. 50 COUNTRY FATHER WAS BORN IN

12-13 103

North America

- 01 United States
- 02 Canada
- 03 West Indies (Puerto Rico, Jamaica, Bahama Islands, Cuba, Hispaniola)

Northwestern Europe

- 04 Belgium
- 05 France
- 06 Alsace-Lorraine, Saar, Luemburg
- 07 Normandy
- 08 Germany
- 09 Austria
- 10 Switzerland
- 11 Czechoslovakia
- 12 Great Britain (also England)
- 13 Scotland
- 14 Wales
- 15 Northern Ireland
- 16 Scotch Ireland
- 17 Ireland
- 18 Scandinavia (n.e.c.)
- 19 Norway
- 20 Sweden
- 21 Denmark
- 22 Finland
- 23 Holland

Eastern Europe

- 24 Poland
 - 25 Hungary
 - 26 Russia, Soviet Union, U.S.S.R
 - 27 Armenia
 - 28 Eastonia, Latvia, Lithuania
 - 55 Austria-Hungary
 - 71 Phillipines
 - 61 Slavido Countries (UNSPECIFIED)
- Central Eastern Europe

Balkans

- 29 Yougoslavia
- 30 Serbo-Croatia (Croatian)
- 31 Albania
- 32 Rumania
- 33 Transylvania
- 34 Greece, Macedonia
- 35 Bulgaria

Southern Europe

- 36 Italy (also Trieste)
- 37 Spain
- 39 Cyprus
- 40 Maltese (Malta)

Latin America

- 41 Mexico
- 42 Latin America (n.e.c.)

Africa

- 43 Israel
- 44 Egypt, Jordan, Saudi Arabia Arabian countries
- 45 Persia, Syria, Iran
- 46 Turkey
- 47 Africa (n.e.c)
- 48 Union of South Africa(B)
- 49 Union of South Africa, Kenya (other clearly English colony)

Asia and Australia

- 50 Australia and New Zealand
- 51 Japan
- 52 China
- 53 India
- 54 Southeast Asia (n.e.c.)
- 97 Other
- 98 DK.
- 99 NA.

COLUMN
NUMBER

DECK 3

14-15 0.51 And what state (country if outside U.S.A.) was
your mother born in?

Var#

*NOTE: NA CODE IS "00"

104	01	Puerto Rico	64	Mississippi
105 (14)	02	Other U.S. Possessions	43	Missouri
37	03	Foreign Country	81	Montana
	63	Alabama	46	Nebraska
	94	Alaska	88	Nevada
	86	Arizona	.5	12 New Hampshire
	71	Arkansas	22	New Jersey
	93	California	88	New Mexico
	84	Colorado	3	21 New York
	16	Connecticut	2	56 North Carolina
	51	Delaware	4	64 North Dakota
	53	District of Columbia	3	31 Ohio
	59	Florida	73	Oklahoma
	58	Georgia	92	Oregon
	95	Hawaii	4	23 Pennsylvania
	82	Idaho	15	1 Rhode Island
2	33	Illinois	57	South Carolina
5	32	Indiana	45	South Dakota
2	42	Iowa	6	62 Tennessee
.5	47	Kansas	74	Texas
6	61	Kentucky	87	Utah
	72	Louisiana		13 Vermont
	11	Maine	2	54 Virginia
5	52	Maryland		91 Washington state
	14	Massachusetts	2	55 West Virginia
24	34	Michigan	.5	35 Wisconsin
2	41	Minnesota		83 Wyoming
			.5	00. NA. or DK.

SUMMARY CODE FOR REGION TO WHICH STATE BELONGS (MOTHER)
*NOTE: NA AND INAP CODES ARE COLLAPSED

.5	1.	New England
7	2.	Middle Atlantic
30	3.	East North Central
6	4.	West North Central
7	5.	South Atlantic
12	6.	East South Central
1	7.	West South Central
-	8.	Mountain
.5	9.	Pacific
37	0.	FOREIGN; OUTSIDE U.S.

16-17 0.51 COUNTRY MOTHER WAS BORN IN

Var #
106

0.51

<u>%</u>	<u>North America</u>	<u>Balkans</u>
62	01 United States	29 Yougoslavia
12	02 Canada	30 Serbo-Croatia (Croatian)
	03 West Indies (Puerto Rico, Jamaica, Bahama Islands, Cuba, Hispaniola)	31 Albania
	56 <i>American Indian</i>	32 Rumania
	<u>Northwestern Europe</u>	33 Transylvania
		34 Greece, Macedonia
		35 Bulgaria
.5	04 Belgium	<u>Southern Europe</u>
.5	05 France	36 Italy (also Trieste)
-	06 Alsace-Lorraine, Saar, Luxemburg	37 Spain
-	07 Normandy	39 Cyprus
2	08 Germany	40 Maltese (Malta)
-	09 Austria	<u>Latin America</u>
-	10 Switzerland	41 Mexico
1	11 Czechoslovakia	42 Latin America (nee.c.)
2	12 Great Britain (also England)	<u>Africa</u>
3	13 Scotland	43 Israel
-	14 Wales	44 Egypt, Jordan, Saudi Arabia
-	15 North Ireland	Arabian countries
-	16 Scotch Ireland	45 Persia, Syria, Iran
1	17 Ireland	46 Turkey
-	18 Scandinavia (nee.c.)	47 Africa (n.e.c.)
.5	19 Norway	48 Union of South Africa (Boers)
.5	20 Sweden	49 Union of South Africa, Kenya (other clearly English colony)
1	21 Denmark	
-	22 Finland	<u>Asia and Australia</u>
.5	23 Holland	50 Australia and New Zealand
	<u>Eastern Europe</u>	51 Japan
6	24 Poland	52 China
1	25 Hungary	53 India
.5	26 Russia, Soviet Union, U.S.S.R	54 Southeast Asia (n.e.c.)
-	27 Armenia	97 Other
1	28 Estonia, Latvia, Lithuania	5 98 DK.
.5	55 Austria-Hungary	99 NA.
	71 Phillipines	
	61 Slavic Countries (UNSPECIFIED)	
	Central Eastern Europe	

Varitt 18-19 9,52A
107

108 20-21

What country did most of your ancestors come from
(besides America)?

CODER: IF R SAYS "HALF FROM ONE COUNTRY AND HALF FROM
ANOTHER," CODE 2 MENTIONS: IF NO SUCH DISTINCTION, CODE
00 IN COLS. 20-21

00# No second mention 74%

<u>North America</u>		<u>107</u>	<u>Balkans</u>	
01	United States	3	29	Yugoslavia
02	Canada	-	30	Serbo-Croatia (Croatian)
03	West Indies (Puerto Rico, Jamaica, Bahama Islands, Cuba, Hispaniola)	-	31	Albania
			32	Rumania
			33	Transylvania
* 56	American Indian	-	34	Greece, Macedonia
			35	Bulgaria
<u>Northwestern Europe</u>			<u>Southern Europe</u>	
* 4	04 Belgium	4	36	Italy (also Trieste)
-	05 France	-	37	Spain
-	06 Alsace-Lorraine, Saar, Luxemburg	-	38	Portugal
-	07 Normandy	-	39	Cyprus
19	08 Germany	-	40	Maltese (malta)
*	09 Austria	-	<u>Latin America</u>	
-	10 Switzerland	-	41	Mexico
2	11 Czechoslovakia	-	42	Latin America (n.e.c.)
5	12 Great Britain (also England)	-	<u>Africa</u>	
4	13 Scotland	-	43	Israel
1	14 Wales	-	44	Egypt, Jordan, Saudi Arabia, other Arabian countries
-	15 Northern Ireland	-	45	Persia, Syria, Iran
1	16 Scotch-Irish	-	46	Turkey
12	17 Ireland	-	47	Africa (neo)
*	18 Scandinavia (n.e.c.)	-	48	Union of South Africa (Boers)
2	19 Norway	-	49	Union of South Africa, Kenya (other clearly English colony)
*	20 Sweden	-		
*	21 Denmark	-		
*	22 Finland	-		
3	23 Holland	-		
<u>Eastern Europe</u>			<u>Asia and Australia</u>	
10	24 Poland	-	50	Australia and New Zealand
3	25 Hungary	-	51	Japan
2	26 Russia, Soviet Union, U.S.S.R.	-	52	China
-	27 Armenia	-	53	India
*	28 Estonia, Latvia, Lithuania	-	54	Southeast Asia (n.e.c.)
	55 Austria-Hungary	-		
	71 Phillipines	-	97	Other
			98	DK.
			99	NA.

61 Central/Eastern Europe (country not specified)
Slave Countries (n.e.c.)

(6)

COLUMN NUMBER

DECK 3

Vol. #
109

22 9.52B

How many of your grandparents were born in the United States?

%

50

0. NONE

2

1. ONE

12

2. TWO

3

3. THREE

30

4. FOUR

3

8. DK

-

9. NA

110

23 2.53

Are you single, married, widowed, separated, or divorced?

CODE 97 IN
COLS. 24-30

2

1. SINGLE

10

2. MARRIED

4

3. WIDOWED

5

4. SEPARATED

2

5. DIVORCED

-

6. Married female who states that husband is in Army

-

8. DK.

-

9. NA.

111

24-25 2.53A

IF MARRIED, WIDOWED, SEPARATED, OR DIVORCED: How many children have you had altogether? (INCLUDE ALL CHILDREN BORN ALIVE OR ADOPTED)

CODE ACTUAL NUMBER OF CHILDREN, INCLUDE ANY CHILD RAISED BY FAMILY; IF ANY QUESTION, SEE SUPERVISOR.

%

10

00 None

14-04

1-08

18

01. one

7-05

27

02.

3-06

18

03. etc.

1-07

2

97. INAP., coded 1 in Col. 23

-

98. DK

1

99. NA.

COLUMN NUMBER

DECK 3

Var-#
188
(R 5
col 10)

25 Q. 54

Are you working now (in school/retired/keeping house), unemployed, or what? (IF WORKING AND IN SCHOOL, COUNT AS IN SCHOOL, PROVIDING R IS AT LEAST HALF TIME IN SCHOOL. IF WORKING AND KEEPING HOUSE, COUNT AS WORKING, IF AT LEAST HALF TIME AT JOB.)

Code 0 in
Cols. 37-53

1. ^{etc} WORKING (and R is on sick leave/strike) Note: Short term health problem

Code 0 in
Cols. 33-54

2. ³ RETIRED (& R. cannot work because of permanent disability) but does not apply to Q's

Code 0 in
29-35 Cols.
& Cols. 46-53

3. ⁵ UNEMPLOYED (Includes pregnancy)

Code 0 in
Cols. 27-25

4. ⁵ STUDENT

Code 0 in
Cols. 27-53

5. ⁴⁶ HOUSEWIFE

MAKE CARD
Code 0 in
Cols. 37-53
if R has
ever worked.
if not, Code
0 in Cols.
30-53

7. ⁷ EITHER
9. NA.
(54A.-54B. Open-end)

IF WORKING OR RETIRED

189
(R 5,
col 11)

27 Q. 54C

(Do/Did) you have your own business or (do/did) you work for someone else?

Code 0 in
Cols. 28-29

- 1. ^{5%} OWN BUSINESS (mainly) NOTE: if minister says "self" change to "someone else" unless Evangelical.
- 2. ⁴⁸ SOMEONE ELSE (mainly)
- 3. Both (equally, or proportion of time not ascertained)
- 8. DK.
- 5 9. NA
- 4b 0. INAP., coded 3-5 in Col 26; R has never worked

(54D. OPEN-end)

Var-F

112

113 28-29 0.545
(28)

How many years (have/had) you been working in the same organization?

CODER: CODE ACTUAL NUMBER OF YEARS: IF RANGE IS GIVEN, CODE MIDPOINT: IF 6 OR MORE MONTHS, ROUND UP

01 One year or less

02 Two years

etc.

— 98 DK

3 99 NA

00 INAP., coded 3-5 in col. 26; coded 1 in Col. 27;
R has never worked

30-31 0.546 About how many hours week (do/did) you usually work in this job?

114

115 (30)

CODER: CODE ACTUAL NUMBER OF HOURS: IF RANGE IS GIVEN CODE MIDPOINT: ROUND UP

01. One hour or less

02. Two hours

etc

98 DK.

99. NA.

0 INAP., coded 3-5 in Col. 26; R has never worked

50= R says he works 24 hours a day

32 0.546

116

Considering the education and skill you (have/had) do you think your job (is/was) about right, or do you think you (belong/belonged) in a job with higher pay and responsibility?

3 1. ABOUT RIGHT

15 2. HIGHER PAY AND RESPONSIBILITY

* 8. DK.

3 9. NA.

48 0. INAP., coded 3-5 in Col. 26; R has never worked

VAR #

117

33

ASK IF PRESENTLY WORKING: IF RETIRED GO TO Q. 82

Q. 54H Do you work 10 hours or more a week at a second job?

- 6
42
-
3
50
1. YES
 5. NO
 8. DK.
 9. NA
 0. INAP., coded 3-5 in Col. 26; R has never worked

118

34

Q. 54I

Have you been unemployed at any time in the past five years when you didn't want to be? (DON'T COUNT ILLNESS OR STRIKES)

code 0 in 4
col 35-36 74

- 4
74
-
2
50
1. YES
 5. NO (& "only for illness or strikes)
 8. DK.
 9. NA.
 0. INAP., coded 2-5 in Col. 26; R has never worked

119

35

Q. 54J

How long was that (the longest unemployment) for?

- 1
2
-
-
1
-
-
2
Q. 4
1. One week or less
 2. 2-4 weeks
 3. 1.1 - 3.0 mo.
 4. 3.1 - 6.0 mo.
 5. 6.1- 12.0 mo.
 6. 12.1 - 24.0
 7. More than 2 years.
 8. DK.
 9. NA
 0. INAP., coded 2-5 in Col 2; coded 5, 8 or 9 in Col. 34
R has never worked.

COLUMN
NUMBER

DECK 03

VAR

36

120

54K. How many different times were you unemployed during the past 5 years?

- 1. Once
- 2. Twice
- etc
- 7. Seven or more times
- 8. DK
- 9. NA
- 0. INAP., coded 2-5; in Col 26; coded 5, 3 or 9 in Col. 34 R has never worked

37

121

54L. How long have you been unemployed?

- 1. One week or less
- 2. 2-4 weeks
- 3. 1.1 - 3.0 mo.
- 4. 3.1 - 6.0 mo.
- 5. 6.1 - 12.0 mo.
- 6. 12.1 - 24.0 mo.
- 7. More than 2 years
- 8. D.K.
- 9. N.A.
- 0. INAP., coded 1-2 or 4-5 in Col. 26; R has never worked.

VAR #

38 120 54L.

SUMMARY

- * 1. R has been unemployed for less than 5 years
- 2. R has been unemployed for 5 years or more
- 9. NA.
- 99 0. INAP., coded 1-2 or 4-5 in Col. 25; R has never worked

37

123

54M. Would you say you are unemployed now because you can't find the kind of job you are suited for, or because you ~~cannot~~ can't find any job at all?

- * 1. CAN'T FIND JOB SUITED FOR
- 2. CAN'T FIND ANY JOB
- 3. R is temporarily unemployed because of long-term health reasons-includes pregnancy
- 7. OTHER
- 8. DK
- 9. NA
- 99 0. INAP., coded 1-2 or 4-5 in Col. 25; R has ^{never} ~~never~~ worked

MAKE CARD

40

124

54N. IF UNEMPLOYED LESS THAN 5 YEARS: How many different times were you unemployed over the past 5 years?

- 1. Once
- 2. Twice
- etc
- 7. Seven or more times
- 8. DK.
- 9. NA
- 0. INAP., coded 1-2 or 4-5 in Col. 25; coded 2 or 9 in col. 38. R has never worked

41

125

54O. Did you have a regular job before you became unemployed (the last time?)

- * 1. YES
- 5. NO
- 8. DK.
- 9. NA
- 99 0. INAP., coded 1-2 or 4-5 in Col 25; coded 2 or 9 in Col 38. R has never worked

(54P-54R. Open-end)

VAR#

42-43

54S.

126
127 (42)

How many years did you work there?

CCDE ACTUAL NUMBER OF YEARS: IF RANGE IS GIVEN, CODE
MIDPOINT: IF 6 OR MORE MONTHS, ROUND UP.

- 01. One year or less
- 02. Two years

etc

98 DK.

99. NA

00 INAP., coded 1-2 or 4-5 in Col. 26; coded 2 or 9
in Col. 38; coded 5, 8, or 9 in Col. 41; R has never
worked

44-45

54T

128
129 (14)

About how many hours a week did you usually work at
that job just before you became unemployed?

CODE ACTUAL NUMBER OF HOURS: IF RANGE IS GIVEN, CODE
MIDPOINT: ROUND UP

- 01. One hour or less
- 02. Two hours

etc.

98 DK.

99. NA.

00. INAP., coded 1-2 or 4-5 in Col. 26; coded 2 or 9 in
Col. 38; coded 5, 8, or 9 in Col. 41. R has never worked.

46

IF R IS PRESENTLY IN SCHOOL AT LEAST HALF TIME

130

54U.

What year of school are you in now?

CODER: IGNORE PRINTED CODE NUMBER FOR "VOCATIONAL OR
OTHER." CODE HERE ONLY THE YEAR OF SCHOOL R IS IN NOW
OR, IF "VOCATIONAL," THE HIGHEST YEAR OF REGULAR SCHOOL
HE COMPLETED.

- 1. 9th grade (or less)
- 2. 10th GRADE
- 3. 11th GRADE
- 4. 12th GRADE
- 5. COLLEGE - 1st YEAR
- 6. COLLEGE - 2nd YEAR
- 7. COLLEGE - 3rd YEAR
- 8. COLLEGE - 4th YEAR (or more)

99.5

9. NA.

0. INAP., coded 1-3 or 5 in Col 26; R has never worked

VAR #

47. 54U. CODE WHETHER OR NOT R IS IN "VOCATIONAL OR OTHER" CATEGORY

131

Code 0 in Col. 48

- 1. YES
- 5. NO (also if R attends vocational-technical H.S. or grad school)
- 9. NA.
- 975 0. INAP., coded 1-3 or 5 in Col. 26; R has never worked

48 54U. CODE TYPE OF VOCATIONAL TRAINING

132

MAKE CARD

- 1. Business or secretarial
- 2. Nursing training
- 3. Trade school or technical
- 4. Job corps (also Manpower)
- 5. Army schools
- 7. Other
- 8. DK
- 9. NA
- 975 0. INAP., coded 1-3 or 5 in Col. 26; coded 5 or 9 in Col. 47; R has never worked

49-50 54V. What is the highest year of school you expect to finish?

133

CODE ACTUAL NUMBER OF YEARS R EXPECTS TO FINISH

- 99. DK, NA.
- 00 INAP., coded 1-3 or 5 in Col 26; R has never worked
- 13. M.A.
- 20 PH.D.

51-53 54W. About how much do you expect to earn a month in your first job after finishing school? (IF R EXPECTS TO BE DRAFTED, ASK ABOUT FIRST JOB AFTER ARMY SERVICE)

134
135 (51)

CODE NUMBER OF DOLLARS: IF RANGE IS GIVEN, CODE MIDPOINT: ROUND UP. IF NECESSARY TO CONVERT FROM WEEKLY WAGES, MULTIPLY BY 4.33

- 001. \$1
- etc
- 899. \$899 or more
- 998 DK
- 999. NA
- 000. INAP., coded 1-3 or 5 in Col 26; R has never worked R does not expect to work

(55A-55B Open-end)

54 VAR # 192
(Deck 5, col 18)

FATHER'S OCCUPATION

55C. (DOES/Did) he work for himself or for someone else?

- 27 1. Self (mainly)
- 72 2. SOMEONE ELSE (mainly)
- 3. Both (equally, or proportion of time not ascertained)
- .5 8. DK
- .5 9. NA

55 195 Q56.

Summary: R's RELATIONSHIP TO HEAD

Code 0 in Cols 55-57
(Deck 5, col 23)

- 46 1. RESPONDENT IS HEAD OF THE PRIMARY FAMILY IN THIS HOUSEHOLD
- 2. RESPONDENT IS CHILD OF HEAD OF FAMILY AND HEAD IS MALE
- 3. RESPONDENT IS CHILD OF HEAD OF FAMILY AND HEAD IS FEMALE
- 54 4. RESPONDENT IS WIFE OF HEAD OF FAMILY
- 5. RESPONDENT IS FATHER OR MOTHER OF HEAD OF FAMILY
- 6. RESPONDENT IS FATHER-IN-LAW OR MOTHER-IN-LAW OF HEAD OF FAMILY

MAKE CARD

- 7. OTHER
- 9. NA.

57A-57B. Open-End)

56

HEAD OF FAMILY

197
(Deck 5, col 27)

Q57C. Does (FAMILY HEAD) work for himself or someone else?

- 8 1. SELF (mainly)
- 89 2. SOMEONE ELSE (mainly)
- 3. Both (equally, or proportion of time not ascertained)
- 8. DK.
- .5 9. NA.
- 3 0. INAP., coded 1 or 2 in Col. 55, head is housewife, or has never worked, or head is student

57

57D. IF FAMILY HEAD WORKS FOR SOMEONE ELSE: Do you happen to know what (FAMILY HEAD'S) job title is?

not included as variable - information redundant.

- 1. YES
- 5. NO
- 9. NA
- 0. INAP., Coded 1 or 2 in Col. 55; coded 1 in Col 56, or head is a student

VAR#
136

EX(57E. Open-end)

58

57-57E SUMMARY: CODE WHETHER OR NOT R STATES HUSBAND (OR HEAD OF FAMILY) IS UNEMPLOYED OR RETIRED (INTERVIEWER NOTE)

90

- * 1. Yes, unemployed
- 1 2. Yes, retired
- 54 3. No, neither
- 15 0. INAP., Coded 1 or 2 in Col. 55, or head is a student

59-60

Q58A. What was the highest grade of school your father completed? =

137

- 2 00
- * 01
- * 02
- 3 03
- 5 04
- 2 05
- 5 06
- 4 07
- 18 08
- 7 09
- 7 10
- 4 11
- 12 12 - has high school diploma
- 3 13
- 4 14
- * 15
- 4 16 - has college degree
- 4 17 or more
- 15 98 DK
- * 99 NA

61-62

138

Q58B. What was the highest grade of school your mother completed?

(Coder: use same code as for 58A.)

63-64

139

Q58C. What is the highest grade of school you completed? (IF R NOW IN SCHOOL, CODE WITHOUT ASKING)

(Coder: use same code as for 58A)

65-66

140

Q58D. What was the highest grade of school (HEAD) completed? (IF HEAD OR CHILD OF HEAD, CODE WITHOUT ASKING)

(Coder: use same code as for 58A.)

67 141

Q58E. SUMMARY: +CODE WHETHER OR NOT R IS MARRIED MALE

Code 97 in Cols. 69-69 and 0 in Col.

- 1. Yes
- 5. NO

(IF NA., see supervisor)

VAR#

68-69 Q58E ASK MARRIED MEN ONLY: What was the highest grade of school your wife completed?

142 10
-
-
-
-
*
-
-
*
1
1
1
4
18
2
1
3
*
65
1
2

- 00
- 01
- 02
- 03
- 04
- 05
- 06
- 07
- 08
- 09
- 10
- 11
- 12 - has high school diploma
- 13
- 14
- 15
- 16 - has college degree
- 17 ~~XXXXXXXX~~
or more
- 97 INAP., Coded 5 or 9 in Col. 67
- 98 DK.
- 99NA.

70 Q58F. IS your wife working at a job 20 hours or more a week at present?

143
8
24
1
65

- 1. YES
- 5. NO
- 8. DK.
- 9. NA
- 0. INAP., coded 5 or 9 in Col 67

(S-13, S-13A, Open End)

VAR#

144

71 S-14 Do you have any children living at home?

And Code 0 in Cols. 72-77	74	1.	YES
	22	5.	NO
	-	9.	NA
	4	0.	INAP.

72-73 ¹⁴⁵ S-14A. How many?

21	01.	1 child	5 - 5%
22	02.	2 Children	6 - 2%
14	03.		7 - 0
10	04.	etc.	8 - 0.5
0.5	99.	NA	
26	00	INAP.	

74-75 ¹⁴⁶ S-14B How many of the children are 15 years of age or younger?

Code same as S-14A)

76-77 ¹⁴⁷ S-14B. SUBTRACT ^{from total # (in col 72-73)} TO FIND NO. OF CHILDREN OLDER THAN 15.

Code same as S-14A)

78-79 ¹⁴⁸ S-15 How many other people are there in this household besides you and your (husband/wife) and children?

01. One other person
 02. Two other people
 etc.
 99. NA
 00. INAP; NO OTHER PEOPLE

(6), 6)A. Open End)

DECK 04

QUESTION AND CODE

COLUMN NUMBER	VARIABLE NUMBER	
01-03		<u>PROJECT 1 965</u>
4		Race (white) = 2
05-06		Deck # 04
07-09		<u>INTERVIEW NUMBER</u>
10	149 Q61.	Would you say you go to church regularly, often, seldom or never? <hr/>
		1. REGULARLY
		2. OFTEN
		3. SELDOM
		4. NEVER
		8. DK.
		9. NA.
11	150 Q62	Do you and your family own this (home/apartment), pay rent for it, or what? <hr/>
		1. OWN OR BUYING
		2. RENT
		7. OTHER
		8. DK
		9. NA

Code 0 in Cols.
15-21 & 7 in
col. 22

MAKE
CARD

COLUMN
NUMBER

VAR#

12

151

Q62A. Would you say you are very satisfied, fairly satisfied, somewhat dissatisfied, or very dissatisfied with the housing you (and your family) now have?

- 53 1. VERY SATISFIED
- 38 2. FAIRLY SATISFIED
- 6 3. SOMEWHAT DISSATISFIED
- 3 4. VERY DISSATISFIED
- 8. DK.
- * 9. NA.

13-14

152

Q62B. How many rooms does your family have here altogether? (DO NOT INCLUDE BATHROOMS)

01. One Room

etc

- 98. DK.
- 99. NA.

VAR #

15-17 Q62C. About how much rent do you pay per month?

153
154 (15)

CODE ACTUAL NUMBER OF DOLLARS: IF RANGE IS GIVEN,
CODE MIDPOINT: ROUND UP

- 001..\$1 or less
etc
- 899 \$899 or more
- 998.DK
- 999.NA
- 000..UNAP, coded 1 in Col 1

NOTE: IF R GIVES ONE FIGURE THAT INCLUDES FOOD: TAKE
55% OF IT FOR HOUSING.

CONVERSION FROM WEEKLY TO MONTHLY PAYMENTS										
Weekly Payment	0	1	2	3	4	5	6	7	8	9
00	00	04	08	13	17	22	26	30	35	39
10	43	48	52	56	61	65	69	74	78	82
20	87	91	95	100	104	108	113	117	121	126
30	130	134	139	143	147	152	156	160	165	169
40	173	178	182	186	191	195	199	204	208	212
50	217	221	225	230	234	238	243	247	251	256
60	260	264	269	273	277	282	286	290	295	299
70	303	308	312	316	321	325	329	334	338	342
80	347	351	355	360	364	368	373	377	381	386
90	390	394	399	403	407	412	416	420	425	429
100	433	438	442	446	451	455	459	464	468	472

If weekly payments are given in dollars and cents, add:
\$1 to the monthly payment values if payments are between

\$2	\$x.24 and \$x.46
\$3	x.47 x.69
\$4	xx780 x.92

If weekly payments exceed \$109, multiply payments by 4.33.

VAR #

15-17 Q62C. About how much rent do you pay per month?

153
154 (15)

CODE ACTUAL NUMBER OF DOLLARS: IF RANGE IS GIVEN,
CODE MIDPOINT: ROUND UP

- 001. \$1 or less
- etc
- 899 \$899 or more
- 998 DK
- 999.NA
- 000. INAP, coded 1 in Col 1

NOTE: IF R GIVES ONE FIGURE THAT INCLUDES FOOD: TAKE
55% OF IT FOR HOUSING.

CONVERSION FROM WEEKLY TO MONTHLY PAYMENTS										
Weekly Payment	0	1	2	3	4	5	6	7	8	9
00	00	04	09	13	17	22	26	30	35	39
10	43	48	52	56	61	65	69	74	78	82
20	87	91	95	100	104	108	113	117	121	126
30	130	134	139	143	147	152	156	160	165	169
40	173	178	182	186	191	195	199	204	208	212
50	217	221	225	230	234	238	243	247	251	256
60	260	264	269	273	277	282	286	290	295	299
70	303	308	312	316	321	325	329	334	338	342
80	347	351	355	360	364	368	373	377	381	386
90	390	394	399	403	407	412	416	420	425	429
100	433	438	442	446	451	455	459	464	468	472

If weekly payments are given in dollars and cents, add:
\$1 to the monthly payment values if payments are between

\$2	\$x.24 and \$x.46
\$3	x.47 x.69
\$4	xx7.00 x.92

If weekly payments exceed \$109, multiply payments by 4.33.

VAR# 62D. Does the rent include furninshings, electricity, gas, or heat?

CODER: IGNORE PRINTED CODED NUMBERS AND CODE ONLY WHETHER OR NOT R MENTIONS EACH THING

18 155

Furnished

- 2 1. YES
- 8 5. NO
- 8. DK.
- 1 9. NA.
- 9/ 0. INAP., coded 1 in Col. 11

19 156

Electricity

(Coder: use same code as for 62D.)

20 157

Heat

(Coder: use same code as for 62D.)

21 158

Gas

(Coder; use same code as for 62D.)

22 159

SUMMARY CODE: NUMBER OF 1's IN COLS. 18-21

- 7 0. None
- * 1. One
- 2. Two
- 3. Three
- 4. Four
- 9/ 7. INAP., coded 1 in Col. 11.
- 1 9. N.A.

23 160 063.

Have you ever been forced to move or told you would have to move because the government was tearing down buildings to make way for new buildings, roads, or something else?

Code 0 in Cols. 24-27	4	1. YES
	9/	5. NO
	←	8. DK.
	←*	9. NA.

24 161 63A.

Were you actually forced to move or were you only told you would have to move?

- 2 1. ACTUALLY FORCED TO MOVE
- 2. PRESENTLY UNDER THREAT
- * 3. PREVIOUSLY UNDER THREAT BUT NOT ANYMORE
- 8. DK.
- 2 9. NA.
- 96 0. INAP., coded 5, 8, or 9 in Col. 23

25-26 63B.

What year was that?

162
163(25)

CODE NUMBER OF YEARS: IF RANGE IS GIVEN, CODE MIDPOINT; IF 6 OR MORE MONTHS, ROUND UP

- 01. 1967-68 (one year ago or less)
- 02. 1966 (two years ago)

etc.

- 98. DK.
- 99. NA.
- 00. INAP., coded 5, 8, or 9 in Col. 23

27 164 063C.

(Did/do) you accept this as fair, or (did/do) you think it (was/is) unfair?

- 3 1. FAIR
- 2. UNFAIR
- 8. DK.
- 2 9. NA.
- 96 0. INAP., coded 5, 8, or 9 in Col. 23

28 165 064.

In general, would you say you are pretty well satisfied with your family's present financial situation, more-or-less satisfied, or not satisfied at all?

- 51 1. PRETTY WELL SATISFIED
- 40 2. MORE-OR-LESS SATISFIED
- 8 3. NOT SATISFIED AT ALL
- 8. DK.
- * 9. NA.

VAR #

29

166

Q65.

During the last 3 or 4 years, has your family's financial situation been getting better, getting worse, or has it stayed the same?

- 62 1. GETTING BETTER
- 30 2. STAYED THE SAME
- 8 3. GETTING WORSE
- 8. DK.
- * 9. NA.

30

167

Q66.

Now, looking ahead and thinking about the next few years, do you expect your family's financial situation to get better, stay about the way it is now, or get worse?

- 58 1. GET BETTER
- 32 2. STAY THE WAY IT IS NOW
- 7 3. GET WORSE
- 3 8. DK.
- * 9. NA.

31

168

Q67.

I would like you to think of Negroes who have the same education you have. As far as the present income of your family, do you think you are better off, worse off, or in about the same position as the average Negro with the same education?

- 45 1. BETTER OFF
- 3 2. WORSE OFF
- 45 3. ABOUT THE SAME
- 7 8. DK.
- * 9. NA.

32

Q68. There's quite a bit of talk these days about different social classes. Most people say they belong either to the upper class, the middle class, the working class, or the lower class. Do you ever think of yourself as being in one of these classes?

- 50 1. YES
- 50 5. NO
- 8. DK.
- * 9. NA.

33

Q68A-68B SUMMARY: CODE CLASS R SAYS HE BELONGS TO

- 2 1. UPPER CLASS
- 56 2. MIDDLE CLASS
- 39 3. WORKING CLASS
- 4. LOWER CLASS
- 5. R refuses to think/answer in terms of class distinctions
- Other
- 7 8. DK.
- * 9. NA.

Make Card.

34

68A-68B. SUMMARY: CODE WHETHER OR NOT INTERVIEWER INDICATED THAT R MAY NOT HAVE UNDERSTOOD REFERENT OF "SOCIAL CLASSES"

- 3 1. Yes, interviewer indicates lack of understanding
- 96 5. No, interviewer did not indicate lack of understanding
- * 9. N.A.

34-35

69A. Please look at this card and tell me the category your total family income for 1967 fell into. Just

172

173 (35) OF 172

- 00. Under \$1,000
- 01. \$1,000 to 1,999
- 02. \$2,000 to 2,999
- 03. \$3,000 to 3,999
- 04. \$4,000 to 4,999
- 05. \$5,000, to 5,999
- 06. \$6,000 to 6,999
- 07. \$7,000 to 7,999
- 08. \$8,000 to 8,999
- 09. \$9,000 to 9,999
- 10. \$10,000 to 11,999
- 11. \$12,000 to 13,999
- 12. \$14,000 to 16,999
- 13. \$17,000 to 19,999
- 14. 20,000 & over

COLUMN
NUMBER

DAS-965
DECK 04

37-38 VAR# Q69B.
174

How much of your total family income was earned
by the (FAMILY HEAD)? Just tell me the letter
on the card that fits:

- 4 00. Under \$1,000
- * 01. \$1,000 to 1,999
- 1 02. \$2,000 to 2,999
- 2 03. \$3,000 to 3,999
- 4 04. \$4,000 to 4,999
- 9 05. \$5,000 to 5,999
- 8 06. \$6,000 to 6,999
- 10 07. \$7,000 to 7,999
- 13 08. \$8,000 to 8,999
- 10 09. \$9,000 to 9,999
- 16 10. \$10,000 to 10,999
- 8 11. \$12,000 to 13,999
- 8 12. \$14,000 to 15,999
- 3 13. \$17,000 to 19,999
- 4 14. \$20,000 and over

- 98. DK.
- * 99. NA.

(70, 70A, 70B. Open End)

39 VAR#
175

S-16A. A child should never be allowed to talk back to his parents or else he will lose respect for them. Would you mostly agree or mostly disagree?

MAKE CARD

- 64 1. MOSTLY AGREE
- 32 5. MOSTLY DISAGREE
- a 3. BOTH
- 1 7. OTHER
- * 8. DK.
- * 9. NA.

40 176

S-16B. If a child is unusual in any way, his parents should try to get him to be more like other people. Would you mostly agree or mostly disagree?

MAKE CARD

- 35 1. MOSTLY AGREE
 - 54 5. MOSTLY DISAGREE
 - 7. OTHER
 - 3 8. DK.
 - * 9. NA.
2. agree, if child is retarded.
3. depends on how he is unusual

41 177

S-17 What do you think is the most important thing a child should learn. Some say it is obedience and respect for authority; others say it is to be independent and decide things for himself. Which do you think?

- 57 1. OBEDIENCE AND RESPECT
- 25 2. BE INDEPENDENT
- 17 3. Both equally important (use only when no choice is made between 1 and 2)
- * 7. OTHER
- 8. DK.
- * 9. NA.

42 178

Q76. When you read about the long-haired hippies and people like that, do you feel some curiosity about their ideas, or do you feel mostly distaste for such people?

- 37 1. SOME CURIOSITY (also: R expresses liking/tolerance for hippies)
- 60 2. MOSTLY DISTASTE
- 1 3. Both (1 and 2) feels sorry for them
- 1 8. DK.
- * 9. NA.

COLUMN
NUMBER

-10-

DAS 965
DECK 04

VAR #

43

179

Q77

In schools do you think it's more important for children to learn about many different countries of the world, or to concentrate on our own country's history and geography?

- | | | |
|----|----|---|
| 74 | 1. | MANY DIFFERENT COUNTRIES |
| 17 | 2. | OWN COUNTRY |
| 6 | 3. | Both equally (use only when otherwise would be NA.) |
| 3 | 4. | Both, but ours first. |
| - | 8. | DK. |
| * | 9. | NA. |

44

180

Q78.

Do you favor trying out new ways of teaching subjects like arithmetic in schools, or do you think it's better to stick with the well-tried methods of the past?

- | | | |
|----|----|--------------------|
| 69 | 1. | NEW WAYS |
| 24 | 2. | WELL-TRIED METHODS |
| 7 | 8. | DK. |
| * | 9. | NA. |

45

181

A. Total length of interview

- | | | |
|----|----|-------------------------|
| - | 1. | Less than 30 min. |
| 27 | 2. | 30-44 min. (1/2 hour) |
| 40 | 3. | 45-59 min. (3/4 hr) |
| 20 | 4. | 60-74 min. (1 hr.) |
| 7 | 5. | 75-89 min (1 1/4 hr.) |
| 4 | 6. | 90-118 min (1 1/2 hr) |
| - | 7. | 120 or more min. (2 hr) |
| 1 | 9. | NA. |

46 VAR# B. Cooperativeness of respondent

- | | | |
|-----|----|-------------------------|
| 182 | 73 | 1. VERY COOPERATIVE |
| | 21 | 2. SOMEWHAT COOPERATIVE |
| | 3 | 3. NOT COOPERATIVE |
| | - | |
| | 2 | 9. NA. |

47 C. Interest of respondent in racial issues

- | | | |
|-----|----|----------------------|
| 183 | 36 | 1. GREAT INTEREST |
| | 53 | 2. ORDINARY INTEREST |
| | 9 | 3. LITTLE INTEREST |
| | - | |
| | 2 | 9. NA. |

48 D. Respondent's understanding of questions

- | | | |
|-----|----|-----------------------|
| 184 | 76 | 1. GOOD UNDERSTANDING |
| | 18 | 2. FAIR UNDERSTANDING |
| | 4 | 3. POOR UNDERSTANDING |
| | - | |
| | 2 | 9. NA. |

49-50 E. What persons over 14 years of age were present during the interview

185
186

CODE TWO MENTIONS

HIGH PRIORITY

- | | |
|----|-----------------------------|
| 36 | 1. SPOUSE |
| 1 | 2. PARENT |
| 5 | 3. CHILD OVER 14 |
| 5 | 4. OTHER RELATIVE OR FRIEND |

MAKE CARD

- | | |
|----|---|
| | 7. OTHER |
| | 9. NA. |
| 50 | 0. NONE, INAP., no second mention, children under 14) |

COLUMN
NUMBER

DAS-965
DECK 04

VAR #

31

187

R.

Neatness of home interior

- 57 1. VERY NEAT AND CLEAN
- 31 2. FAIRLY NEAT AND CLEAN
- 8 3. FAIRLY MESSY
- 1 4. VERY MESSY

3 9. NA.

Deck 5

Project 965/NI
Detroit Area Study
The University of Michigan
1967-68

Occupations - White

Column Variable
Number (#)

1-3 Project Number: 965

4 Race (4/5)

~~5-6~~ Deck Number: 04

~~7-9~~ Interview Number:

~~10 (188)~~ EMPLOYMENT STATUS - RESPONDENT

Q.54 Are you working now, (in school/retired/keeping house), employed or what? (IF WORKING AND IN SCHOOL, COUNT AS IN SCHOOL, PROVIDING R IS AT LEAST HALF TIME IN SCHOOL. IF WORKING AND KEEPING HOUSE, COUNT AS WORKING, IF AT LEAST HALF TIME AT JOB.)

Code 0 in
col 10 -
code 998 in
col. 11-13
code 993 in
col. 14-16

- 1. 50 R working - if half time (20 hrs.) or more
- 2. 3 R retired; permanently disabled
- 3. * R unemployed
- 4. * R student - if half time or more in school
- 5. 46 R housewife - if working, works less than 20 hours.

Code 0 in
Col. 10
Code 998 in
col. 11-13
Code 994 in
Col 14-16

- 7. - Other - see supervisor
- 9. - N.A. - see supervisor

COLUMN
NUMBER

Variable
(189)

11

(189)

CLASS OF WORKER - RESPONDENT

Q.54c (Do/Did) you have your own business or (do/did) you work for someone else?

(CODER: THIS QUESTION WAS NOT ASKED UNEMPLOYED RESPONDENTS. IF CLEAR FROM RESPONSES TO 54p-54r THAT R OWNED HIS BUSINESS OR WORKED FOR SOMEONE ELSE, CODE ACCORDINGLY. IF NOT CLEAR, CODE NA.

- | | | |
|----|----|--|
| 5 | 1. | OWN BUSINESS |
| 43 | 2. | SOME ONE ELSE |
| * | 9. | NA. |
| 46 | 0; | INAP - student or housewife, coded 4 or 5 in Col. 10 |

12-14

(190)

INDUSTRY - RESPONDENT

Q54B, (If working or retired)
Q54Q (If unemployed)

What kind of business (industry, organization) (is/was) that in?

Industry is coded from U.S. Bureau of the Census, 1960 Census of Population, Alphabetical Index of Occupations and Industries, revised Edition (Washington: Government Printing Office, 1960), with the following supplement:

998 - "Student" only occupation reported, or inapplicable because no person identified as appropriate referent of query.

SUMMARY OF BUREAU OF CENSUS INDUSTRY CODES

The individual industry codes frequently are grouped into the following 12 major industries:

- 016 to 018 Agriculture, forestry and fisheries.
- 126 to 156 Mining Mining
- 196 Construction
- 206 to 459 Manufacturing
- 506 to 579 Transportation, communications, and other public utilities.
- 606 to 699 Wholesale and retail trade
- 706 to 746 Finance, insurance, and real estate.
- 806 to 809 Business and repair services
- 846 to 849 Entertainment and recreation services
- 816 to 839 Personal services
- 846 to 849 Entertainment and recreation services
- 867 to 898 Professional and related services
- 906 to 936 Public administration.
- and
- 998 Student; housewife; INAP; Never worked
- 999 Industry entry incomplete or missing.

OCCUPATION - RESPONDENT

If working or retired -

- Q54A. What kind of work (do/did) you mainly do?
- Q54D. Do you know what your official job title (is/was)?

If unemployed -

- Q54F. What kind of job was that?
- Q54R. Do you know what your official job title was?

Each occupation is coded from the U.S. Bureau of the Census, 1960 Census of Population, Alphabetical Index of Occupations, Government Printing Office, 1960) with the following supplements: 993-"Student" only occupation reported; and 994 - Inapplicable, because no person identified as appropriate referent of query.

15-17 (191)

SUMMARY OF BUREAU OF CENSUS OCCUPATION CODES

The individual occupation codes frequently are grouped into the following 11 major occupations:

- 000 to 195 Professional, technical, and kindred workers
- 200 to 222 Farmers and farm managers.
- 250 to 290 Managers, officials, and proprietors, except farm.
- 301 to 370 Clerical and Kindred workers
- 380 to 395 Sales workers
- 401 to 555 Craftsmen, foremen and kindred workers
- 601 to 775 Operatives and kindred workers
- 801 to 804 Private household workers
- 810 to 890 Service workers, except private household
- 901 to 985 Laborers, except farm and mine.

and

- 993 Student
- 994 Inapplicable; never worked; housewife
- 995 Occupation entry incomplete or missing

Where alphabetic codes are given in the Alphabetical Index for occupation and industry, these are changed into the following numerical equivalents:

INDUSTRY	A 016	OCCUPATION	N 200
	B 359		P 804
	C 196		Q 411
	D 659		R 290
	E 876		S 394
	F 636		T 715
	G 638		U 902
	H 868		V 903
	J 916		W 775
	K 816		X 985
	L 506		Y 370
	M 258		Z 342

18 (192)

CLASS OF WORKER - FATHER

Q55C (Does/Did) he work for himself or for someone else?

- 27 1. SELF
- 72 2. SOME ONE ELSE
- * 8. DK
- * 9. NA. - class of worker not reported

COLUMN
NUMBER

Variable
(#)

Deck 5
WASH DC

19-21 (193)

INDUSTRY - FATHER

Q55B What kind of business (industry/organization) (is/was) that?

Coded according to U.S. Bureau of Census Industry code - For major grouping refer to code for Cols. 13-14.

22-24 (194)

OCCUPATION - FATHER

Q55A What (is/was) your fathers main job or occupation?

Coded according to U.S. Bureau of Census Occupation code - For major groupings refer to code for cols. 15-17.

25 (195)

SUMMARY CODE

Q56 RESPONDENT'S RELATIONSHIP TO HEAD OF PRIMARY FAMILY.

Repeat cols. 13-17
in Cols 25-3

- 1. RESPONDENT IS HEAD OF PRIMARY FAMILY
- 2. RESPONDENT IS CHILD OF MALE HEAD
- 3. RESPONDENT IS CHILD OF FEMALE HEAD
- 4. RESPONDENT IS WIFE OF HEAD
- 5. RESPONDENT IS FATHER OR MOTHER OF HEAD
- 6. RESPONDENT IS FATHER-IN-LAW OR MOTHER-IN-LAW OF HEAD
- 7. OTHER
- 9. NA. SEE Supervisor

26 (196)

Q57 EMPLOYMENT STATUS: HEAD OF FAMILY

(CODER: CODE FROM INTERVIEWER'S NOTES)

Code 0 in Col 27
Code 998 in Col 28-30
Code 993 in Col 31-33

- 1. Head working - if half time (20 hrs.) or more
- 2. Head retired, permanently disabled
- 3. Head unemployed
- 4. Head student - if more than half time in school
- 5. Head housewife
- 7. Other See Supervisor
- 9. NA.

Code 0 in Col 27
Code 998 in Col 28-30
Code 994 in Col 31-33

90
7
*
13
1

27

(197)

CLASS OF WORKER - HEAD OF FAMILY

Q57C Does (Family Head) work for himself or for someone Else?

- 6 1. SELF
- 89 2. SOME ONE ELSE
- * 9. NA
- 3 0. INAP - Student, coded 4 in col 25, or housewife, coded 5 in col 26.

28-30

(198)

INDUSTRY - HEAD OF FAMILY

Q57B What kind of business (industry/organization) is that in?

Coded according to U.S. Bureau of Census Industry code - for major groupings, refer to code for cols. 12-14.

31-33

(199)

OCCUPATION - HEAD OF FAMILY

Q57A What is (FAMILY HEAD'S) main job?

Q57E IF YES TO D: What is it?

Coded according to U.S. Bureau of Census Occupation Code For major groupings refer to code for cols. 15-17.

<u>COLUMN NUMBER</u>	<u>VARIABLE NUMBER</u>	<u>N</u>	<u>QUESTION & CODE</u>
1-3			<u>Project (965)</u>
4			<u>Race (White=2)</u>
5-6			<u>Deck Number (06)</u>
7-9			<u>Interview Number (001-999)</u>

CODER: NOTE ANY QUESTION IN WHICH R MAKES NEGATIVE REFERENCE TO NEGROES, AND CODE AT THE END OF EACH DECK. NOTE WHETHER REFERENCE WAS EXTREMELY CRUDE OR NEGATIVE (e.g., "NIGGER," "S.O.B.'s," SEND THEM BACK TO AFRICA), OR MILDER. IF R MAKES MILDER NEGATIVE REFERENCE, MAKE CARD. IN CASE OF MULTIPLE REFERENCES, CODE MOST EXTREME.

10-11, 200, 201 (11)
202, 203 (13)

S-1, S-1A. Turning to a question about schools, in Detroit there have been many teenagers dropping out of school before finishing. What do you think is the main reason for this? IF R SAYS MAINLY "PARENTS" OR "HOME," ASK: WHY do you think the parents (home/upbringing) are (is) like that?

CODE TWO MENTIONS: CODE "MAIN" REASON FIRST; RESPONSE TO "A" HAS PRIORITY

ASCERTAIN FIRST WHETHER R SEES FAULT IN THE INDIVIDUAL (DROPOUT OR PARENT) OR IN THE SYSTEM

COLUMN NUMBER	VARIABLE NUMBER	N
---------------	-----------------	---

10-11 (cont)	200, 201	
12-13	202, 203	

I. SOURCE IS IN THE INDIVIDUAL (Implies the individual can change the situation)

A. The teenagers themselves are at fault

- 9 11. NEGATIVE EVALUATION OF DROPOUTS: They are lazy; no good; they just don't want to go
- 8 12. DROPOUTS DON'T UNDERSTAND IMPORTANCE OF EDUCATION: they don't see the need for education; not interested in education
- 10 13. COMPETING "PULLS": they want to work, to buy things, to make money; sex, pregnancy, marriage
- 3 17. Other (e.g., "follow example of others," example itself not specified) "kids are dumb"

Make Card

B. Parents of dropouts at fault (If generalized to "most people," "parents in general," "The world today," code under "system or "society"

- 5 21. THE PARENTS DON'T CARE: not interested in their kids; too busy with own affairs
- 15 22. THE PARENTS ARE TOO LENIENT: don't set enough guidelines; poor training; not enough discipline in the home
- * 27. Other "Parents at fault"

Make Card

II. SOURCE IS IN THE SYSTEM OR SOCIETY (Implies the individual has no direct control)

A. Home situation

- 4 31. PARENTS LACK TIME FOR KIDS: working mothers; broken homes; no time for adequate guidance
- 3 32. LACK OF MONEY: kids don't have basic necessities for school (e.g., clothing, books); teenager must work to help support family
- 5 33. CUMULATIVE EFFECT: parents themselves are poorly educated and don't understand need for education, and therefore don't push kids enough
- 2 37. Other "home situation"

Make Card

COLUMN NUMBER	VARIABLE NUMBER	N
10-11		
12-13	200, 201	
(cont.)	202, 203	

B. Schools, school system

- 16 41. POOR SCHOOLS: irrelevant curriculum; don't adequately prepare today's youth; poor teachers; inadequate facilities.
- 2 42. SCHOOLS TOO LENIENT: insufficient discipline in schools
- ~~3~~ 47. Other "schools"

Make card

C. System or society, in general

- * 51. TOO MATERIALISTIC: social pressure (on parents or teenagers, or in general) to make money, to get ahead; value of money takes precedence over value of education
- 2 52. MORAL DECAY: lack of discipline in society as a whole; society is too lenient
- 2 53. GENERATION GAP: poor communication between generations; rebellion of youth
- ~~*~~ 57. Other "society" (e.g., rejection of "unusual" or "different" people such as the poor or handicapped)

Make card

III. SOURCE IS AMBIGUOUS (Cant tell if individual or system)

- 7 61. Kids are bored, not interested, nec (Can't tell if because of individual or poor school)
- ~~4~~ 67. Other ambiguous source
- 4 98. DK
- 99. NA
- 00 Inap, no second mention

MAKE CARD

COLUMN NUMBER	VARIABLE NUMBER	N
---------------	-----------------	---

14-15	204, 205 (14)	
16-17	206, 207 (16)	

QS-2 Another problem in Detroit these days is the number of unemployed men. What do you think is the main reason for this?

CODE TWO MENTIONS: CODE MAIN REASON FIRST

ASCERTAIN FIRST WHETHER R SEES FAULT IN THE INDIVIDUAL OR IN THE SYSTEM

SOURCE IS IN THE INDIVIDUAL (No specific mention of race)

- | | | |
|----|-----|---|
| 44 | 11. | <u>Negative evaluation of the individual:</u> Lazy; don't want to work; no moral commitment; want something for nothing; lack ambition or confidence; out of the habit of working |
| 4 | 12. | <u>Demands are too high:</u> want too much money; want to start at the top; won't work if they don't like the job |
| - | 13. | <u>Poor health;</u> physical or mental handicaps; unable to work |
| 5 | 14. | <u>Lack education, skills or experience and won't do anything about it</u> (R clearly indicates that the problem is within the individual) |
| * | 17. | Other "Individual" (e.g., "It's the men") |

SOURCE IS IN THE SYSTEM (No specific mention of race)

- | | | |
|----|-----|---|
| 12 | 21. | <u>Not enough jobs available;</u> not enough good jobs so wages too low to support family; automation, machines taking over jobs. |
| 8 | 22. | <u>Not enough opportunities for training or education;</u> most people aren't qualified for the jobs available |
| 6 | 23. | <u>Too much welfare:</u> they are as well off not working, socialism |
| 2 | 24. | <u>Unions:</u> pay scale too high to hire more people; qualifications for membership too rigid (no mention of race); strikes put men out |
| 2 | 25. | <u>Families holding more than one job:</u> more than one wage earner; men holding two jobs; working women |
| 1 | 26. | <u>Poor coordination between job and labor market</u> people don't know how to find jobs; population influx where no jobs are available; they don't go where there are jobs |
| * | 27. | <u>Certain groups aren't hired</u> (excluding racial) older people; those eligible for the draft, those with police records; etc. |
| 2 | 28. | Other "system" (e.g., "It's the system") |

COLUMN VARIABLE
 NUMBER NUMBER N

14-15 204, 205
 16-17 206, 207
 (cont)

SPECIFIC MENTION OF RACE

- * 31. (INDIVIDUAL) Negroes don't want to work; Negroes are lazy
- * 41. (SYSTEM) Discrimination against Negroes in hiring, in job training; prejudicial treatment on the job (e.g., lower pay); discrimination in unions
- 1 51. (AMBIGUOUS) Negroes don't have the necessary education, skills or training
- 5a. Other "It's the Negroes"

SOURCE IS AMBIGUOUS (No mention of race)

- 7 61. Lack of education, skills, training or experience (codes 14 and 22 are higher priority)
- 67. Other ambiguous source
- * 97. Disagree with assumption of question ("I thought employment was up")
- 4 98. DK
- 99. NA
- 00. INAP., no second mention

MAKE
 CARD

18 208

S-3 Now I'd like to ask about complaints some people have made about the police--some people say the police treat citizens badly, such as using insulting language, being rough, or stopping people unnecessarily. Has this ever happened to you?

Code 1 in
 cols 22-25
 Code 0 in
 cols. 19-21
 Code 0 in
 Col 19-25

- 10 1. YES
- 90 5. NO
- 9. NA

COLUMN VARIABLE
NUMBER NUMBER N

19-20 209

S-3A. Could you tell me what happened?

- * 01. Generally positive attitude - incident was a human mistake, misunderstanding; police generally do a good job.
- 3 02. Stopped and questioned or searched unnecessarily.
- 4 03. Used rude, foul or insulting language, rude behavior, or threatened violence.
- 04. Made unnecessary, inappropriate or rude requests or demands.
- 3 05. Unnecessary or false arrest; unnecessary ticketing
- 06. Physical mistreatment; unnecessary roughness, brutality
- 07. Refuse to say; won't talk about it.
- 08. Saw something, but doesn't know what it was about, D.K., don't remember.
- 09. Other
- 10. NA
- 90 00 INAP., coded 5 or 9 in col. 18.

Low
Priority

TAKE
CARD

21 210

S-3B. How long ago was that?

- * 1. Less than 6 months
- 2 2. 6 mo.-1 year
- 2 3. 1.1-2 years
- 1 4. 2.1-5 years
- 3 5. 5.1-10 years
- 2 6. More than ten years
- 9. NA
- 90 0. Inap., coded 5 or 9 in col. 18

COLUMN NUMBER VARIABLE NUMBER N

22 211 S-3C. Have you ever seen this happen or has it happened to anyone you know?

- | | | | |
|-----------------------------|---------------|----|-------------------------------|
| Code 0
in cols.
23-25 | 14 | 1. | YES |
| | 76 | 5. | NO |
| | | 9. | NA |
| | 10 | 0. | INAP; coded 1 or 9 in Col. 18 |

23-24 212 S-3D. Could you tell me what happened?
[Repeat code for 53-A] Except
0. Inap., coded 1 or 9 in Col. 18
OR coded 5 or 9 in Col. 22

25 213 S-3E. How long ago was that?
[Repeat code for 53B] Except
0. Inap., coded 1 or 9 in Col. 18.
OR coded 5 or 9 in Col. 22

26 214 QS-5. Do you think the police should have the right to stop and search people they just think look suspicious?

- | | | | |
|----------------------|----|----|-----|
| Code 0 in
Col. 27 | 76 | 1. | YES |
| | 21 | 5. | NO |
| | 2 | 8. | DK |
| | 1 | 9. | NA |

27 215 S5-A. Why do you feel this way?

- | | | | |
|------|----|----|--|
| MAKE | 6 | 1. | Violation of constitutional or human rights. |
| CARD | 12 | 2. | "Just suspicious looking" no sufficient cause; discriminates against certain types of people that police always think look suspicious (e.g., the poor, long-haired, Negroes, motorcyclists). |
| | * | 3. | Likely to trigger trouble or violence |
| | 2 | 7. | Other |
| | * | 8. | DK |
| | * | 9. | NA |
| | 79 | 0. | INAP., coded 1, 8 or 9 in Col. 26. |

COLUMN NUMBER VARIABLE NUMBER N

Q22. What do you think was the main cause of these disturbances?

CODER: EACH COLUMN IS A CODING CATEGORY FOR EACH COLUMN, THE CODE IS:

- 1. R mentions category
- 0. R does not mention category, or R's answer is DK or NA. to entire question, NA includes unspecified "lack of opportunity"

CONDITIONS (DISCRIMINATION)

Education/low quality of schools; want equality in education; insufficient education, over crowded schools; insufficient school facilities, dropouts

Unemployment/lack of jobs; not enough work; not enough job opportunity (AREA UNSPECIFIED); because unions were closed to Negroes; want equal rights to jobs.

Job quality or pay: Wanted better jobs/wages; discouraged about the jobs they have; Negroes can't get as good jobs as whites; get less money for the same job.

Housing: slums; crowded living conditions; sanitary places to live; ghettos; white won't rent to us; want open/fair occupancy? legislation

Lack of/poor quality of recreation facilities

Poverty/"poor living conditions"; because they're poor; born poor (CODE "LOW WAGES" IN COL. 30); lack the basic necessities of life.

Better life (aspirations for/inability to attain because they want something more out of life; wanted a better way of living; people with no hope for the future

Other economic conditions; high price (rents); cost of living is too high; high taxes; wanted cars like everyone else; poor welfare funds

28 216 90
 $\frac{2}{17}$ $\frac{1}{3}$

29 217 93 7

30 211 98 2

31 219 95 5

32 220 100 -

33 221 93 7

34 222 96 4

35 223 97 3

COLUMN NUMBER	VARIABLE NUMBER	N
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%

POOR TREATMENT (DISCRIMINATION)

36	224	$\frac{0}{99}$	$\frac{1}{1}$	<u>Police attitude/harassment/brutality: Police pick up any Negro they see; they're insulting/rough you</u>
----	-----	----------------	---------------	---

37	225	85	15	<u>Discrimination/wants civil rights/other treatment: Want to be treated equally/like a human being; rebelled against oppression; Negroes have been pushed too much; lack of integration/cause was segregation; want equal/civil rights; want to be treated with respect</u>
----	-----	----	----	--

YOUNG PEOPLE

38	226	93	7	<u>Young people/teenagers/children; (CODE AGE GROUP AND PROBLEM AREA: FOR EXAMPLE, IF CAUSE IS "TEEN AGES WHO DON'T HAVE RECREATION FACILITIES," CODE HERE AND IN COL. 32)</u> Code "dropouts" here and in "education"
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GROUPS AND LEADERS

39	227	97	3	<u>Communists; Communist agitators; Russians; Maoists</u>
----	-----	----	---	---

40	228	83	17	<u>Agitators/radicals/leaders: "Black Power:/ Rap Brown; rabblers; revolutionaries; outsiders; a few of the big shots got this going; Negro leaders did it; unfavorable mention of Negroes wanting Black Power/Supremacy</u>
----	-----	----	----	--

PEOPLE WITH UNDESIRABLE CHARACTERISTICS

41	229	65	35	<u>"UNDESIRABLES": People wanting something for nothing no respect for law; trouble makers; looters; mean people; people who wanted to create a disturbance; no home training; don't think for themselves; want more than they deserve; also includes "the Negro"</u>
----	-----	----	----	---

MISCELLANEOUS

42	230	99	*	<u>Failure to communicate; Lack of understanding; because of misunderstanding between the races</u>
----	-----	----	---	---

43	231	97	3	<u>Because nobody listened/in order to make people listen; Problems were not being solved; promises weren't kept; other ways didn't bring results; we had to awaken the community</u>
----	-----	----	---	---

COLUMN NUMBER	VARIABLE NUMBER	<u>o</u> <u>9</u> %	<u>1</u> <u>11</u>	
44	232	89	11	R ONLY mentions emotional feelings: Repressed feelings erupted; unrest; anger; frustration; dissatisfaction; revenge; racial tensions; hatred.
45	233	99	1	R only say: there was "no cause"
46	234	MAKE CARD 98	2	Other: Lack of God's love; whites did it to justify harsh treatment of Negro; etc.
47	235	99	*	Lack of Law Enforcement; people know they can get away with anything; because the law is too easy on people; not enough police; inability to control crime
48-49	236			CODE R's EMPHASIS WHEN DESCRIBING CAUSE OF DISTURBANCE
				USE CODES 5 TO 10 ONLY WHEN IT IS IMPOSSIBLE TO FIT R INTO CODES 1 to 4

- | | | |
|----|-----|--|
| 12 | 01. | Discrimination or other poor treatment |
| 29 | 02. | Undesirable characteristics of people or "no cause" |
| 18 | 03. | Conditions, with no reference to discrimination/poor treatment. |
| 12 | 04. | Groups or leaders |
| * | 05. | Combination of 1 and 2 |
| 2 | 06. | 1 and 3: "no jobs, police treat Negroes badly;" i.e., where the mention of discrimination is separate from the mention of conditions |
| * | 07. | 1 and 4 |
| * | 08. | 2 and 3 |
| 2 | 09. | 2 and 4 |
| * | 10. | 3 and 4 |
| - | 11. | Three emphasis (or more) |
| 16 | 97. | Other ONLY |
| 6 | 98. | DK. cause of disturbance |
| 3 | 99. | R's answer is NA |

COLUMN NUMBER VARIABLE NUMBER N

50

237

Q24. Do you think the large disturbances like those in Detroit and Newark were planned in advance, or that there was some planning but not much, or weren't they planned at all?

Cod's 0 in
Co. 51-52

- 36 1. PLANNED IN ADVANCE
- 38 2. SOME PLANNING
- 34 3. NOT PLANNED AT ALL
- 3 8. DK
- * 9. NA

51-52

238

Q24A IF PLANNED IN ADVANCE: Who do you think did the planning?

CODE FIRST MENTION (EXCEPT WHERE COMBINATION IS PART OF CODE)

NOTE: A MENTION OF "COMMUNIST" HAS PRIORITY, then take person over group

"POLITICAL"

- 9 11. Communists (n.e.c., see next three categories) communist agitators, Russians; subversives; Maoists; DuBois Clubs
- 12. Communists AND Martin Luther King
- 8 13. Communists AND militant black groups or leaders (Rap Brown, SNCC; Muslims: "Black Power"/Black Nationalists; RAM)
- 3 14. Communists AND Martin Luther King AND militant black groups or black leaders (Rap Brown; SNCC; Muslims: Black Power/ Black Nationalists)
- 4 20. Radicals (Communist not mentioned): Revolutionaries; liberals; extremeists
- 4 21. Agitators; rabblers; outside agitators; Negro agitators; outsiders
- MAKE CARD 22. Other "political"

COLUMN VARIABLE
NUMBER NUMBER N

51-52 (con't) 238

NEGROES

- * 23. Martin Luther King AND militant black groups or leaders (Rap Brown, SNCC, Muslims)
- * 24. Martin Luther King (n.e.c., see codes 12,14,23)
- 1 25. Roy Wilkins (NAACP)
- 26. Floyd McKissick (CORE)
- 8 27. Rap Brown (SNCC); Stokely Carmichael
- 1 28. Muslims
- 5 29. Black power/black identity group/leader; black nationalists; black militants; Cleague; Henry
- 2 30. Other NEGRO organizations/leaders: Negro leaders (unspecified); Adam Clayton Powell
- 31. Educated Negroes; Negro intelligentsia

WHITES

- 33. Specific white militants: Father Groppi; Saul Alinsky
- 34. Whites/white groups (unspecified)

MISCELLANEOUS

- 35. Poverty program representatives
- 2 36. Leaders/organizations (race unspecified): Their leaders; one of their leaders; those civil rights groups
- 4 37. Other specific types of UNORGANIZED people/groups teenagers; lazy; the uneducated
- 1 88. Other
- 19 98. DK
- 2 99. NA, (includes "Negroes/Negro groups," unspecified)
- 27 00. INAP., coded 3, 8 or 9 in col. 50

Low Priority

MAKE
CARD

COLUMN NUMBER VARIABLE NUMBER N

53 239

QS-6 Suppose that during a riot the police see some young men looting--that is, stealing from stores. If there are not enough police to arrest the men peacefully, do you think the police should shoot some of them or not?

- | | | |
|--------------------------|----------|--|
| Code 0 in
Cols. 54-58 | 44
14 | 1. SHOOT THEM
2. SHOOT, BUT ONLY TO WOUND |
| Code 0 in
col 56-57 | 28 | 3. NOT SHOOT |
| Code 0 in
col. 54-55 | 3 | 4. Use safer method of control (e.g., tranquilizing gun, tear gas, mace, call more police) |
| Code 0 in
col. 54-58 | 7 | 5. First give warning, then shoot if necessary |
| | 1 | 6. Shoot only if someone's life is endangered, or if someone has been killed. |
| | 2 | 7. OTHER (recode "other" responses in above categories where possible) |
| | 1 | 8. DK |
| | * | 9. NA |

54 240

QS-6A Suppose the men are not only looting but are also burning down a store. Do you think the police should shoot them or not?

- | | | |
|--------------------------|----|--|
| Code 0 in
col. 55-58 | 10 | 1. YES |
| | 2 | 2. Shoot, but only to wound |
| | 2 | 3. Give warning, then shoot if necessary |
| | * | 4. Use safer method of control (e.g., mace, tear gas, tranquilizing gun, call more police) |
| Code 0 in
col. 55-57. | 11 | 5. NO |
| | 3 | 7. OTHER |
| | 1 | 8. DK |
| | 2 | 9. NA |
| | 72 | 0. INAP., coded 1,2,5,8, or 9 in col. 53. |

COLUMN VARIABLE
NUMBER NUMBER N

55 241

QS-6B. If that didn't work, do you think the police should shoot them or not?

Code 0 in col. 56-58

- 2 1. YES
- * 5. NO
- 8. DK
- 2 9. NA
- 96 0. INAP., coded 1, 2, 5, ^{or 7} 8 or 9 in col. 53, or coded anything but 4, in col. 54.

56 242

QS-6C. If that didn't work, do you think the police should shoot them or not?

USE SAME CODE AS IN col. 55

57 243

QS-6D. Suppose the men are not only looting but a also burning down a store. Do you think the police should shoot them or not?

USE SAME CODE AS IN col. 54.

58 244

QS-6E. Why don't you think the police should shoot them?

- 2 1. Life is more valuable than property.
- 3 2. Killing people is wrong.
- 1 3. Shooting will aggravate hostility, bring more trouble.
- 1 4. Someone innocent might get hurt (e.g., kids who don't know any better)
- 2 7. Other
- 8. DK
- 3 9. NA.
- 87 0. INAP.

MAKE CARD

COLUMN VARIABLE
 NUMBER NUMBER N

59

245

QS-6. SUMMARY CODE: CODE SUMMARY RESPONSE FROM
 TOTAL QUESTION

- 44 1. Shoot looters (coded 1 in col. 53)
- 24 2. Shoot looters, qualified (e.g., warning shot; not to kill; if endangering others) (coded 2,5, or 6 in col. 53)
- 8 3. Shoot if also burning (coded 1, in col 54 or 57)
- 8 4. Shoot if also burning, qualified (e.g., warning shot; not to kill; if endangering others) (coded 2, or 3 in col. 54)
- 4 5. Shoot if safer alternative does not work (e.g., mace, tear gas, more police) coded 1 in col. 55 or col. 56.
- 13 6. Do not shoot (coded 5 in col. 54, 55, or 57)
- 8. DK
- * 9. NA

Q.28. What do you think is the most important thing the city government in (CENTRAL CITY) could do to keep a disturbance like the one in Detroit from breaking out here?

60-61 246, 247
 62-63 248, 249
 64-65 250, 251

CODE THREE MENTIONS, CODE MOST IMPORTANT FIRST
ECONOMIC CONDITIONS

- 3 10. Education/school discrimination: Improve schools, help them get a better education; provide for better teachers; get same quality schools as whites
- 3 11. Employment; provide jobs/job training; provide day care centers so mothers can work
- * 12. Improve job quality or pay/job discrimination: Give better jobs/pay; open up the unions to Negroes
- 2 13. Housing: Tear down the slums; improve housing;

COLUMN VARIABLE
 NUMBER NUMBER N

60-61 246, 247
 62-63 (Con't) 248, 249
 64-65 250, 251

2 14. Pass "fair housing"/open occupancy laws

1 15. Recreation; provide recreation centers/
 swimming pools' things for people to do
 in their leisure time

1 16. Other economic conditions: Increase
 welfare payments; guaranteed annual in-
 come; stop increasing taxes; lower rents;
 control on prices of merchandise; give
 them "better living conditions" (unspeci-
 fied)

EQUAL TREATMENT

+ 20. Give Negroes equal rights/treatment; end
 discrimination (n.e.c., see cols. 10, 12,
 14, 21) (GENERAL): treat everyone
 equally/fairly

2 21. Improve police treatment of Negroes: stop
 police brutality/graft; more Negro police;
 police need to understand Negro problems

* 22. More black leadership; more Negroes in
 power/office/city Hall

COMMUNICATION

3 30. Improve communication between city and
 Negroes; talk to their leaders; have
 meetings so the white man can have the
 other side; city should visit troubled
 areas to see what needs to be done; let
 them know the city is trying to improve
 their conditions, city should keep (ful-
 fill) its promises

MORE CONTROL

64 40. Police protection/power: Enlarge police
 force; assign more police to troubled
 areas; have the national guard on hand if
 necessary; stop it before it starts; give
 police the power to shoot/enforce the law;
 disperse mobs that gather on street corners
 every night; don't allow loitering, com-
 municate to the people that looters will
 be shot on sight (police now (will) have
 this power and won't tolerate lawlessness

COLUMN VARIABLE
NUMBER NUMBER N

60-61 246, 247
62-63 (CONT) 248, 249
64-65 250, 251

- * 41. Stop the instigators: Arrest agitators; keep troublemakers out of the city
- 2 42. Harsher treatment for undesirables: Make stricter laws; get rid of soft judges; harsher punishment; put people who won't work in jail, put them in the army
- 50. Separatism: Keep them separate from whites; send them back to Africa
- 60. R ONLY says "We've done everything": What more do they want; we've given them plenty now, they're still not satisfied
- 3 70. R ONLY says "There's nothing you can do": You can't stop it
- 1 81. T.V., Radio and Newspapers should "cool it." (decreased publicity for incidents/agitators)
- 82. Better services, better medical care/legal council/street cleaning
- 83. Pray, be close to god/religion
- 84. Stop welfare, handouts/make Negro help himself (negative connotation)
- * 85. Self-help/informal education: give classes in planned parenthood; help Negro to help himself
- * 86. Convince them that rioting is not right/ the answer; show them they will only hurt themselves by rioting
- 87. Better government/new officials
- * 88. Other
- 6 93. E.K.
- 3 99. N.A. (includes, "give the people what they want," "remove the causes of riots" (Unspecified)
- 00. INAP.; no second mention; no third mention

MAKE CARD

COLUMN VARIABLE
NUMBER NUMBER N

QS-7. A few weeks ago the Negro leader Martin Luther King was shot in Memphis. Do you remember what your first reaction was when you heard about that? (PROBE NON-DIRECTLY FOR R'S FEELING ABOUT KING)

(CODE TWICE: FIRST FOR FIRST REACTION AND THEN FOR FEELING ABOUT KING)

66,67 252, 253

FIRST REACTION- CODE TWO MENTIONS:

- 8 1. Killing is wrong (expression of feeling about the deed rather than the man)
- 3 2. Got the wrong man: should get the militants
- 13 3. Trouble: will cause riots, create a worse situation
- 9 4. Expected it: not surprised, saw it coming
- 5 5. Personal sorrow: shock, sadness, disbelief, a terrible thing, it was too bad
- 7 6. General Approval: had it coming, got what he deserved
- 2 7. Other
- 6 8. No reaction: don't remember, didn't care, DK
- 3 9. NA
0. INAP, no second mention

MAKE
CARD

COLUMN NUMBER	VARIABLE NUMBER	N
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68

254

Q.S-7 (Con't) FEELING ABOUT KING: CODE R'S
GENERAL ATTITUDE TOWARD KING. USE
INTERVIEWER COMMENTS WHERE HELPFUL.

- | | | |
|----|----|---|
| 44 | 1. | <u>Total approval: a good man, a good leader of his race, contributed much to his country</u> |
| 14 | 2. | <u>Qualified approval; I thought he was a good man, but sometimes trouble followed him.</u> |
| 7 | 3. | <u>Pro-Con; Ambivalence: did some good, but violence and trouble followed him (cannot tell whether R mostly approves or mostly disapproves)</u> |
| 2 | 4. | <u>Qualified disapproval: he caused alot of trouble even though he tried to be non-violent</u> |
| 10 | 5. | <u>Disapproval: a trouble-maker; demanded too much; a Communist or Communist sympathizer</u> |
| 5 | 6. | <u>Indifference: paid no attention to him; don't care; didn't know anything about him</u> |
| | 7. | Other |
| 2 | 8. | DK how he feels |
| 16 | 9. | NA |

MAKE CARD

COLUMN NUMBER	VARIABLE NUMBER	N
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69

255

QS-0. Some people have proposed that no person, black or white, be allowed to own or carry guns except the police. Would you be for or against such a law against owning guns?

(Revised form) Some people have proposed that no person, black or white, be allowed to own or carry guns except the police. How do you feel about that?

33

1. Favor

11

2. Favor, with qualification (FAVOR IF ENFORCEABLE)

*

3. Pro-con- favor in some ways and against in others)

12

4. Against, with qualification

37

5. Against

-

7. Depends

2

8. DK

5

9. NA

COLUMN
NUMBER

VARIABLE
NUMBER

N

70

256

S-8 CODE KIND OF QUALIFICATIONS R MAKES

- 2 1. If enforceable
- 6 2. Occupational - protection of self or property (e.h., store owners)
- 2 3. Professional guards or watchmen (e.g., bank guards)
- 3 4. Home owners, protection of home and family
- 2 5. Other self-protection
- 9 6. Sportsmen; hunting
- 1 7. Must meet personal or personality requirements (e.g., not crazy; not too stupid; know how to use a gun)
- 8. Must meet other licensing and/or registrations requirements
- 4 9. Na, other
- 65 0. INAP; no qualifications

71

257

CODE WHETHER R MADE NEGATIVE OR CRUDE REFERENCE TO NEGROES (e.g., "nigger," "SOB's," "send them back to Africa").

MADE
CRUDE

4 1. Yes, R extremely crude or negative reference.

~~1~~ 3. R made milder negative reference

Code: 000 in
Co. 72-74

95 5. No, R made no such reference.

72-74

257

CODE MAIN QUESTION NUMBER OF NEGATIVE REFERENCE (Do not code A's or B's).

9 = S or X

(E.g., S-1A is coded 091; X37 is coded 937)

000. Inap, no negative ref.
Coded 5 in col. 71

DECK 07- WHITE OPEN

COLUMN NUMBER	VARIABLE NUMBER	N	QUESTION AND CODE
1-3			Project: (965)
4			Race: (White=2)
5-6			Deck (07)
7-9			Interview (001-999)

CODER: NOTE ANY QUESTION IN WHICH R MAKES NEGATIVE REFERENCE TO NEGROES, AND CODE AT THE END OF THE DECK. NOTE WHETHER REFERENCE WAS EXTREMELY CRUDE OR NEGATIVE (e.g., "NIGGER," "SOB'S," "SEND BACK TO AFRICA") OR MILDER. IF R MAKES MILDER NEGATIVE REFERENCE, MAKE CARD. IN CASE OF MULTIPLE REFERENCES, CODE MOST EXTREME.

10

259

Q.29. If top government officials in Washington said that a program spending more money for jobs, schools, and housing for Negroes is necessary to prevent riots, would you go along with such a program, or would you oppose it?

Code 6 in
Col. 11

- 66 1. GO ALONG
33 2. OPPOSE IT
1 8. DK
- 9. NA

COLUMN NUMBER	VARIABLE NUMBER	N
---------------	-----------------	---

11

260

Q29A. IF GO ALONG OR DON'T KNOW: Suppose the program increased your own taxes by 10%-- that is, if you were paying \$300 last year, you would pay \$330 this year, and so forth. Would you be willing in that case?

SUMMARY CODE: RESPONSES TO Q.29A

CODER: DISREGARD CODE IN QUESTIONNAIRE

Code	Description
54	1. YES
3	2. YES but R says, "if it's for whites too"
7	3. DON'T KNOW "Yes," if whites, "No," if whites aren't included
6	5. NO
33	6. Answered "OPPOSE IT" to Q29 and not asked 29A.
4	8. DON'T KNOW, unqualified
*	9. NA

Code in Cols. 12-15

COLUMN VARIABLE
NUMBER NUMBER N

12-13 261, 263
14-15 262, 264

Q29B. IF OPPOSE IT: Why wouldn't you support it?

CODE TWO MENTIONS; CODE THE SECOND MENTION UNDER A DIFFERENT HEADING THAN THE FIRST, IF POSSIBLE-code marginal comment if 29-B wasn't asked.

PROGRAM NOT NEEDED

- * 11. Negroes are not worse off: Have same opportunities; have as good as my kids; are enough jobs for everybody; have equal rights
- 2 12. Already doing enough: Giving everything; everything's being done for Negroes; they're already being dealt with very well
- * 13. Not needed (with no explanation) or for other reasons than 11 & 12

COST FACTORS

- 7 21. Opposition to tax increases or costs: Taxes already too high; spending enough money now
- * 22. R would support if meant no additional costs: = partial acceptance if salaries went up, too; give programs without taxing; if could be paid with existing taxes

ROLE OF GOVERNMENT-GOVERNMENTAL PROGRAMS

- * 31. Too much interference by Federal government. (No mention of alternative)
- | 32. Should be carried out by other agencies: Cities; private investors

COLUMN VARIABLE
NUMBER NUMBER N

12-13 (cont) 261, 263
14-15 (cont) 262, 264

- 2 33. Deficiencies of past (present) governmental programs: Negroes wouldn't get any of it--administrators get it all; they're trying too much with present programs; federal government programs are too remote & too impersonal; past programs not fruitful, lack of qualified people
34. Decision should not be made by a few people in Washington: People should vote on it; not because a few men in Washington say so
- 1 39. Other reasons referring to governmental role or programs

MAKE CARD

PROGRAM WON'T ACCOMPLISH ITS GOALS

- 5 41. Won't work or isn't the answer (General--no reason given) won't help; never has worked; it would be a waste
- 2 42. Won't prevent riots: People don't riot because they don't have jobs; they destroy after they have it; there'd be more riots; can't pay people to be good
- * 43. Won't work because of deficiencies in Negro: Haven't appreciated existing programs; don't take advantage of opportunities they have; no responsibility don't know how to spend money; don't try, don't care

MAKE CARD

49. Won't work for other reasons

NEGROES SHOULD HELP THEMSELVES--OPPOSITION TO GIVING

- 3 51. Against give-aways: The more you give, the more they want, shouldn't give them everything they want
52. Giving encourages Negroes' dependency: Giving them everything undermines Negroes

COLUMN VARIABLE
NUMBER NUMBER N

12-13 (cont) 261, 263
14-15 262, 264

3 53. Negroes should help themselves: (not negative about only Negroes, this is more constructive than 43) People themselves have to attain what they want; other nationalities didn't have it--they should do it for themselves; they should work like whites (we/I) do.

PROGRAM SHOULD INCLUDE BOTH NEGROES AND WHITES

- 4 61. Whites need help, too: Why just the colored, why not the white, too?
- 2 62. Should be equal treatment for all (no mention of white): Should be equal for all who need it; for all without distinction; there are other poor people; Puerto Rican & Indians also need help

PARTIAL ACCEPTANCE

- 71. R indicates partial acceptance without reasons for opposing
- 1 72. R does not object to helping Negroes objects to "anti-riot" purpose: If they need give, but not as bribe to prevent riots
- 1 88. Other responses (not codeable elsewhere)
- 98. D.K.
- 2 99. N.A.
- 61 00. INAP., coded 1, ^{2 or 3} 8 or 9 in col. 11; no second mention, & R says "NO" to 29-A & not asked 29-B.

MAKE CARD

COLUMN VARIABLE
NUMBER NUMBER N

16 265

Q32. On the average, Negroes in (CENTRAL CITY) have worse jobs, education, and housing than white people. Do you think whis is due mainly to Negroes having been discriminated against, or mainly due to something about Negroes themselves?

Code 0
in
Cols.
17-21

- 23 1. DISCRIMINATION
- 56 2. THEMSELVES
- 15 3. MIXTURE OF BOTH
- * 7. OTHER
- 2 8. D.K.
- 3 9. N/A.

COLUMN
NUMBER

VARIABLE
NUMBER

N

17-18

266

Q32A. IF THEMSELVES OF MIXTURE OF BOTH: What is it about Negroes themselves that makes them have worse jobs, education and housing?

PRIORITY CODE CATEGORIES 21-29 AND 51-59. IF THERE ARE MENTIONS IN BOTH CATEGORIES, CODE 61

DENIAL

Code 0
in
Cols.
19-20

3

11. Respondent did not answer Q32 and marginal comments indicate he denied that Negroes had worse jobs, education and housing. Coded 9 in Col. 16

4

12. Respondent answered "Themselves," "Mixture" or "Don't Know" to Q32 and then denied that Negroes have worse jobs, etc. Coded 2, 3 or 8 in Col. 16

HIGH PRIORITY

RESPONSES THAT MENTION GENETIC (INNATE) CHARACTERISTIC(S)

*

21. General mention of "race" or "racial differences" (as explanation of negative trait(s) or without other comment)

MAKE CARD

22. Any mention of color or other physical characteristics (with or without mention of their effect)

PRIORITY
OVER 21

2

23. Specific innate inferiority: It's their nature or they're born that way (with reference to negative traits); lower stage of development; primitive; lower order; backward; lack of intelligence; low mental ability

(CONTINUED)

COLUMN VARIABLE
NUMBER NUMBER N

17-18 266
(Cont)

29. Other mention of genetic (innate) characteristics

LOW PRIORITY ——— RESPONSES THAT ATTRIBUTE NEGATIVE TRAITS TO NEGROES---AMBIGUOUS AS TO WHETHER GENETIC (INNATE) (WITHOUT CAUSAL EXPLANATION

- * 31. Lack of moral values: Low morals; dishonest; untrustworthy; meanness
- 3 32. Misuse of money or property: Wreck property; don't take care of their homes; spend their money on ignorant things
- 31 33. Motivational deficiency: Lazy, don't want to improve; lack ambition; don't take advantage of their opportunities. don't try (care)
- 4 34. Dependency on government or welfare: Expect (want) government to take care of them; rather go on welfare than work
- 6 35. Negativistic attitudes (with no environmental explanation): Have a chip on their shoulders; holding a grudge; want to feel sorry for themselves; arrogant

MAKE CARD

39. Other negative traits

RESPONSES THAT MENTION IMMEDIATE ENVIRONMENT (DESCRIPTIVE OR EXPLANATORY)

- 3 41. Home environment (General) (i.e.c., see code 42) lack of home environment; lower family life; way they're brought up; poor home environment
- 3 42. Specific deficiencies in home environment (n.e.c., see code 41): Lack of parental control or discipline; fathers absent; working mothers; don't have parental models for success; don't get education at home

(CONTINUED)

COLUMN VARIABLE
NUMBER NUMBER N

17-18

266

MAKE CARD

49. Other conditions in immediate environment

RESPONSES THAT MENTION EXTERNAL ENVIRONMENTAL
CONDITIONS AS CAUSAL

- 1 51. Poverty: Because poor, get poor education; poverty cycle
- 6 52. Discrimination or lack of opportunity: Have had lowest of everything since slavery; have never had a chance; Negroes bitter (disillusioned/apathetic) because of long term discrimination
- * 53. Regional differences in environment: Migrant Southern Negroes lack education and are unemployable
- 8 54. Lack of education (without mention of other external environmental conditions), illiterate

MAKE CARD

59. Other external environmental conditions

OTHER RESPONSES

MAKE CARD

- 61. Mention of both genetic (innate) characteristics and environmental conditions
- 71. R says that differences are individual (without any other codeable response)

MAKE CARD

- * 88. Other (not elsewhere classified)
- 1 99. D.K.; N.A. (n.e.c., see codes 11 and 12)
- 25 00. INAP.; coded 1 in Col. 16, coded 8 in Col. 16 no marginal comment of denial

COLUMN VARIABLE
NUMBER NUMBER N

19

267

Q32A. SUMMARY CODE OF RESPONDENT'S USE OF
INTERVENING ENVIRONMENTAL VARIABLES TO EX-
PLAIN TRAITS OF NEGROES

(IF MORE THAN ONE MENTION OF NEGATIVE TRAITS,
CODE FIRST MENTION. GIVE PRIORITY TO EX-
TERNAL ENVIRONMENTAL EXPLANATION OVER IMMEDIATE
ENVIRONMENT) Note: If more than one type
of explanation is given for a negative trait,
code by same priorities as in Cols. 17-18.

MOTIVATIONAL DEFICIENCY-TRAITS DESCRIBED BY
CODE 33 IN COLS. 17-18

- 2 1. Explained by (linked to) discrimination
(coded) 52 in cols. 17-18)
- 2 2. Explained by (linked to) lack of education
(coded 54 in cols. 17-18)
- 2 3. Explained by (linked to) other external
environmental conditions (coded 51, 53,
& 59 in cols. 17-18)
- 2 4. Explained by (linked to) conditions in
immediate environment (coded 41, 42 &
49 in cols. 17-18)

OTHER NEGATIVE TRAITS - TRAITS DESCRIBED BY
CODES 31, 32, 34, 35, 39 IN COLS. 17-18

- 2 5. Explained by (linked to) discrimination
(coded 52 in cols. 17-18)
- 3 6. Explained by (linked to) lack of education
(coded 54 in cols. 17-18)
- 2 7. Explained by (linked to) other external
environmental conditions (coded 51, 53, &
59 in cols. 17-18)
- 3 8. Explained by (linked to) conditions in im-
mediate environment (coded 41, 42 & 49
in cols. 17-18)

(CONTINUED)

COLUMN VARIABLE
 NUMBER NUMBER N

19 (CONT'D) 267 48

9. R attributes motivational deficiency or other negative traits without environmental explanation (coded in 30's or 20's in cols. 17-18)

36

0. INAP.; R did not attribute motivational deficiency or other negative traits; or R answered "Discrimination" to 32, coded 00 in cols. 17-18; or D.K., N.A. to 32A., coded 98, 99 in cols. 17-18.

20 268

SUMMARY CODE--DEGREE TO WHICH RESPONDENT GENERALIZES--QUALIFIES IN RESPONSES TO QUESTION 32A

(CODE QUALIFICATION IF R GENERALIZES AND THEN QUALIFIES)

54

1. R applies negative characterization to Negroes without any qualification: All Negroes or a general they

5

2. R qualifies his negative characterization to apply to most Negroes but not all: A majority; three quarters; many

4

3. R qualifies his negative characterization to apply to some Negroes: Half; 50/50

*

4. R qualifies his negative characterization to apply to a few Negroes

3

5. Negative characteristics with qualifications but not codeable as 2, 3, or 4

2

6. R does not apply negative characterization

*

9. N.A.

32

0. INAP., coded 1 in col. 16; coded 00, 11, 12, 38, 99 in cols. 17-18.

COLUMN VARIABLE
NUMBER NUMBER N

21 269

Q32B. Do you think Negroes are just born that way and can't be changed, or that changes in the Negro are possible.

- 4 1. BORN THAT WAY
- 66 2. CHANGES POSSIBLE
- 3. DON'T KNOW
- 4 9. N.A.
- 26 0. INAP., coded 1 in col. 16

22-23

270
271 (22)

X37. Suppose a Negro family tries to move into an all-white neighborhood where it is clearly not wanted. Talking with the Negroes in the family about going someplace else does no good. What do you think the white people in the neighborhood should do to change the situation?

- 4 10. POSITIVE INTERVENTION WITH NEIGHBORS
Try to get neighbors to accept them; help them learn to live together.
- 11. POSITIVE INTERVENTION WITH THE NEGROES
Try to help the Negroes adjust to the neighborhood
- 15 12. POSITIVE ACCEPTANCE
Accept them as human beings; give them a chance;
- 4 23. POSITIVE ACCEPTANCE, QUALIFIED
Accept them if "right kind" of person (e.g., clean, enough money); if they're nice, give them a chance

COLUMN VARIABLE
NUMBER NUMBER N

22-23 270
271 (22)

- 22 24. NEUTRAL ACCEPTANCE (or can't tell if positive or negative) Nothing they can do; have to accept them, have to let them come.
- 2 25. NEGATIVE ACCEPTANCE
Accept it even though they don't like it.
- 2 36. NEGATIVE "HOLD THE LINE"
Try to keep the numbers down; one family is OK; white shouldn't move out.
- 4 37. TRY PEACEFULLY TO KEEP THEM OUT
Talk to them; try to get them to get elsewhere; buy house back at a profit.
- 7 38. OSTRACIZE THEM
Don't associate with them; whites should move out of the neighborhood
- 49. USE VIOLENCE (OR THREATEN) IF NECESSARY
- 1 77. Other
- 6 88. D.K.
- 33 99. N.A.

MAKE CARD

24-25 272
273 (24)

X37-A. What if that didn't work? What should the white people do then?

IF R SAYS :IT WOULD WORK," REPEAT CODE FROM COLS. 22-23

(Use same code as X37)

00. Insp. coded 24, 25, 88, 99
99. N.A.

COLUMN VARIABLE
 NUMBER NUMBER N

26 274 X37. CODE WHETHER R MENTIONED OPEN HOUSING LAWS

- 1. R mentioned laws with positive connotations (R approves of them)
- 2 2. R mentioned laws with no connotations
- 2 5. R mentioned laws with negative connotations (does not approve of them)
- 80 0. INAP, R did not mention open housing laws
- 16 9. N.A.

27 275 X37. CODE WHETHER R INDICATED FEAR OF OPEN CONFLICT OR VIOLENCE

- 1. Yes, R indicated fear (e.g., whites shouldn't do anything that would cause trouble)
- 84 0. INAP., no indication of such fear.
- 16 9. N.A.

28 276 S-12. Have you personally ever had an unpleasant experience with Negroes or with a particular Negro? From Page 14

Code 0 in Col. 29	27	1. YES
	72	5. NO
	1	9. NA

29 277 S-12A. What was that experience? (IF MORE THAN ONE, RECORD MOST UNPLEASANT)

- 7 1. Foul language or rude language:
 "mouthing things" "saying vulgar things"
 "smart remarks"
- 7 2. Physical abuse to R or R's family:
 "one grabbed me: Threatened
 "threw apples at me" physically

COLUMN VARIABLE
 NUMBER NUMBER N

29 (CONT'D) 277

- 3 3. Behavior which shocked or frightened R, although R not directly involved:
 "Negro boys were just playing with knives",
 "Negro gangs making trouble." "I've seen
 one Negro shooting another one in the
 streets."
- 2 4. Irresponsible behavior
 "failure to pay bills," "don't show up
 for work," "failed to be reliable,"
 "cleaning woman was lazy and didn't do the
 work"
- 1 5. Criminal acts; R directly involved; non-physical;
 6 7. Other stealing.
- 1 8. D.K.
- 2 9. N.A.
- 73 0. INAP, coded 5 or 9 in col. 28

30 S-13. Would you like to have gotten (even) more education than you did?

278

77 1. YES

Code 0 in cols. 31-32	22	5. NO
	*	9. NA

COLUMN NUMBER	VARIABLE NUMBER	N
---------------	-----------------	---

31-32

279-
280 (31)S13A. What was the main reason that you didn't get more education?

(CODE ONLY IF R ANSWERED "YES" TO Q.5-13)

Individual choice or individual difficulty

10

11. LACK OF MOTIVATION TO STUDY: tired of school; to young to know the need for education; followed example of other kids (If tired of school and wanted to make money, code 13)

*

12. LACK OF MOTIVATION TO EARN MONEY FOR SCHOOL: too lazy to work and family couldn't afford it

9

13. WANTED TO MAKE MONEY: wanted to work

13

14. MARITAL: wanted to get married; got married; pregnancy

1

15. R'S HEALTH: illness

*

16. LACK OF INTELLIGENCE: Not smart enough; couldn't learn

2

19. OTHER INDIVIDUAL ACTION: Just quit, that's all.Family Involvement, family specifically mentioned

9

21. Had to work to help support family

3

22. Had to stay home to (help) care for family

3

29. Other or unspecified trouble with family prevented continuing education (e.g. father wouldn't allow; left home after disagreement with parents.)

(Continued on next page)

COLUMN VARIABLE
NUMBER NUMBER N

31-32 (Con't) 279,
280

External or System Causes

- 16 31. Couldn't afford school; money; lack of basic necessities (e.g. food, clothing, books)
- 3 32. Depression
- 4 33. War; joined service; drafted
- 2 34. Not enough schools; schools too far away; kids not expected to continue school
- 35. Discrimination: couldn't attend the local school; couldn't get a job (because of race) to pay for schooling.
- 39. Unspecified necessity: was not able to continue school
- MAKE CARD - 97. Other
- 98. DK
- * 99. NA
- 23 00. Inap., coded 8 or 9 in col. 30.

COLUMN VARIABLE
NUMBER NUMBER N

33-34

281
282 (33)

Q60 and 60A. Is your religious preference Protestant,
Catholic, Jewish or something else?
IF PROTESTANT: What church or denomination is
that?

SUMMARY: RELIGIOUS PREFERENCE

- 01. Christian with no further explanation
- 02. No religious preference, "None"
- 03. Agnostic, Atheist

CATHOLIC

- 11. Roman Catholic
- 12. Greek Rite Catholic; Maronite; Uniate

EASTERN CHURCHES (specific mention of "Orthodox")

- 21. Greek Orthodox
- 22. Russian Orthodox
- 23. Rumanian Orthodox
- 24. Serbian Orthodox
- * 25. Other Orthodox, "Orthodox" with no other designation

JEWISH AND OTHER NON CHRISTIAN

- 31. Jewish
- 32. Mohammedan (Muslim, Islam)
- 33. Buddhist
- 34. Hindu
- 35. Other non-Christian

PROTESTANT-- NO DENOMINATION

- 41. Protestant, no denomination given (or Protestant circled and "none" given as denomination)
- 42. Non-denominational Protestant (e.g. Unity, United Prayer)
- 43. Community Church (no denominational basis)

PROTESTANT DENOMINATIONS

- 51. Presbyterian
- 52. Lutheran
- 53. Congregational

COLUMN VARIABLE
 NUMBER NUMBER N

33-34 (Con't)

281,
 282

Q60 and 60A (Con't)

- 54. United Church of Christ (code "Church of Christ" as 71)
- 55. Reformed (Dutch Reformed, Christian Reform
- 56. Evangelical
- 4 57. Episcopal, Anglican (Church of England)
- 58. Old Catholic Churches (e.g. American Catholic, North American, Old Roman Catholic Reformed Catholic)
- 10 61. Methodist, African Methodist Episcopal
- 62. United Brethren or Evangelical Brethren
- 14 63. Baptist
- 64. Disciples of Christ
- 70. Southern Baptist
- 2 71. Church of Christ (code "United Church of Christ" as 54)
- 72. United Missionary or Protestant Missionary
- 73. Nazarene or Free Methodist
- 74. Church of God, Church of God and Christ
- 75. Plymouth Brethren
- 1 76. Pentecostal, Assembly of God or Holiness
- 77. Primitive Baptist, Free Will Baptist ("Hard-shell" Baptist)
- 78. Sanctified (Apostolic overcoming Holy Church of God)
- 79. Other Fundamentalists
- * 80. Jehovah's Witnesses
- 81. Seventh Day Adventists
- * 82. Latter Day Saints; Mormon
- * 83. Christian Scientist
- 84. Spiritualistic
- * 85. Unitarian or Universalist
- 86. Quaker (Society of Friends)
- 87. Other Protestant (e.g. , Mennonite, Moravian)
- 88. Salvation Army
- 98. Other
- 99. DK, NA; Protestant circled and Q60A is blank

MAKE
 CARD

COLUMN VARIABLE
 NUMBER NUMBER N

35-36

283

Q70. Did any of your family income come from benefits, welfare payments or Social Security?

Code 0 in
 cols. 36-40

- 6 1. VETERANS BENEFITS
- * 2. WELFARE PAYMENTS
- 8 3. SOCIAL SECURITY
- 85 5. NO, NONE OF THESE
- 8. DK
- * 9. NA

36 — code "0"

36-37

284

Q70. CODE /TYPE OF WELFARE PAYMENTS, IF ANY

- 01. Old-age Assistance (OAA)
- 02. Medical Assistance for the Ages (MAA)
- 03. Aid to Families with Dependent Children (AFDC)
This includes all mentions of AFDC
- 04. Aid to the Blind (AB)
- 05. Aid to the Permanently and Totally Disabled (APDT)
- 06. Aid to the Aged, Blind or Disabled (AABD)
- 07. County/city welfare; trustee fund and "general welfare/relief"
- 08. Other
- * 09. DK, NA
- 99 00. Inap. coded 1, 3, 5, 8, or 9 in col. 35.

COLUMN
NUMBER

VARIABLE
NUMBER

N

38

285

Q70A. IF WELFARE PAYMENTS: Are you generally satisfied, somewhat dissatisfied, or very dissatisfied with the way you are treated by welfare workers and officials?

Code 0 in
cols. 39-40

- * 1. GENERALLY SATISFIED
- 2. SOMEWHAT DISSATISFIED
- 3. VERY DISSATISFIED
- 8. DK
- 9. NA
- 99 0. Inap. , coded 1,3,5,8, or 9 in col. 35.

code "0"

39
39-40

286

Q70B. What would you like changed in the way you are treated?

- 01. Not sufficient money: they always cut your money in one way or the other; they should allow more money for food/rent; won't give me shoes
- 02. Shouldn't pry into personal privacy; search the house; want to run your life; won't let you have a man in the house
- 03. Other mistreatment: Case workers treat you as if you are not as good as other people; raise hell if the floor is dirty but I can't afford a new broom don't keep their promises/give you the run around
- 04. Red Tape: Takes so long to get what I need; you have to wait all day in the office on reporting day
- 05. Should supply more services: They should help find jobs (and pay transportation expenses;) they should help find housing (and pay the first month's rent)
- 06. Better services (unspecified): I'm not getting the help I need; they don't give you what you want
- 07. Other
- 09. DK, NA
- 100 00. Inap. , coded 1,3,5,8, or 9 in col. 35 coded 1,8, or 9 in col. 38.

MAKE
CARD

COLUMN VARIABLE
NUMBER NUMBER N

41 287

CODE WHETHER R HAS MADE NEGATIVE OR CRUDE REFERENCES TO NEGROES (e.g. , "nigger," "SOB'S," "send them back to Africa") DO NOT CODE A REFERENCE WHICH IS ALREADY CODED AFTER QUESTION 5-2.

2

1. Yes, R made extremely negative or crude reference

MAKE
CARD

3. R made milder negative reference

CODE 0 in
cols 42-44

5. No, R made no such reference

97

42-43

288

CODE MAIN QUESTION NUMBER OF NEGATIVE REFERENCE (DO NOT CODE A'S OR B'S)

9= S or X

(e.g. , S-1A is coded 091; X37 is coded 937)

97 00. Insp; coded 5 in col. 41

- * 29
- * 32
- * 34
- * 40
- * 79
- * 92

DECK 07 - NEGRO OPEN

COLUMN NUMBER	VARIABLE NUMBER	N	QUESTION AND CODE
1-3			Project: (965)
4			Race: (Negro=1)
5-6			Deck (08)
7-9			Interview Number (001-999)
10	271		<p>Q.11 Do you think Negroes get as good an education as whites in Detroit schools, or not as good an education?</p> <hr/> <p>1. AS GOOD 28.4 %</p> <p>2. NOT AS GOOD 64.8</p> <p>7. OTHER -</p> <p>8. DK 5.5 %</p> <p>9. NA</p>
11-12	272, 273 274, 275		<p>Q.11A Why do you think Negroes don't get as good an education?</p> <hr/> <p>CODE TWO MENTIONS IN ORDER OF MENTION (DO NOT CONSIDER EACH SENTENCE A SEPARATE MENTION--UNLESS THERE ARE TWO DISTINCT IDEAS)</p> <p><u>INDIVIDUAL:</u> Individual student is at fault</p> <p>7% 10. <u>Lack of motivation:</u></p> <p>E.g., Some kids just don't care, they just won't w Students don't take advantage of opportunity, they're not interested in school. They don't want to take the time for homework</p> <p>6% 11. <u>Behavior problems.</u></p> <p>E.g., Children are so ill-mannered that teachers can't teach. No discipline. Hard to teach.</p> <p><u>FAMILY AND COMMUNITY INFLUENCE</u> is at fault:</p> <p>2% 20. <u>Parents:</u> just don't train their children properly so they'll take school seriously. The people around here just don't support the schools. The Negro people must show more interest in the schools. The parents make it difficult for them to get with the work at school.</p>

11-12 (cont.)

13-14

272, 273

274-275

8%

SYSTEM: Problems lie with systematic factors with-
out mention of direct discrimination or invidious
comparisons with white schools and resources.

30. Teachers lack motivation or are of poor quality
Teachers just aren't dedicated any more; they
just don't take the time. They get that paycheck
so they don't have to try.
The teachers start out wrong with them, don't
give them homework, and the kids get used not to
doing anything.
The teachers don't take enough time, don't use
right methods.

1% 31. Teachers constrained: (Factor beyond their control
limit teachers) are understaffed, overworked,
poorly paid
Teachers just don't have the time, there aren't
enough of them.

6% 32. Facilities overcrowded, in poor condition, poorly
financed

Classrooms are overcrowded, the buildings are
run down, They don't have the proper facilities

2% 33. Curriculum and school activities are deficient
They don't make allowances for poor performances
of the past, so they don't help kids to upgrade
themselves now.

They don't give the right courses.
They don't have enough after-school activities.
No course offered to get a job, or go to college

34. Parents lack influence (System-obstacles implied
rather than blame attributed to parents.
Parents don't know how or are afraid to get
involved in school activities

2% 35. Other General Problems--not specifically racial
It's the poor of all races, the educationn isn't
turned to their needs, the atmosphere is one
where the greatest need is to survive and the
school isn't relevant.

SYSTEM DISCRIMINATION: Direct references to discrimi-
nation. Or direct or implied comparisons between
educational conditions for white and Negro schools
or individuals.

4% 40. Teacher prejudice: Teachers discriminate or lack
interest because children are Negro.

Teachers prefer the white schools; they don't care
if the colored learn.
White teachers just lack the interest
Teachers don't have same interest in Negro and
white students.

COLUMN VARIABLE
NUMBER NUMBER N

QUESTION AND CODE 11A (Cont.)

11-12 (Cont.)
13-14

272-73 7%
274-75

41. Teachers of poorer quality or fewer of them.
E.g., They just furnish the second class teachers, the old ones, retired.
The majority of the better teachers are in the white or mixed schools.
Negro schools aren't up to whites, not as many advantages (Advantages?) Yes, like teachers and things.
They don't have as many teachers
- 13% 42. Facilities poorer. [Also general references to "schools" and school conditions.]
E.g., Whites go to the better schools.
The location they have to be in.
The schools get better and better the farther out you go in the suburbs
The Negroes are in the ghetto schools and the ghetto schools don't get much.
Schools aren't up to the standard of the whites schools.
Educational facilities are unequal.
Negro schools haven't had the things to work with, the advantages.
- 3% 43. Program: Curriculum and/or activities are less adequate, (for Negro children or in Negro schools)
E.g., They don't get the same classes and the same privileges.
White schools have the crafts and economics classes
They don't have anything after school for the kids
- 2% 44. Other discriminatory experiences or racial problems in the schools. ("They" apparently refers to school personnel)
E.g., There was prejudice and discrimination and racial problems in the school. Negro kids don't get fair share in most schools.
- 4% 45. General Discrimination or inequality in the society.
(Pervasive attitudes in society or conditions beyond immediate school factors)
It's the color of their skin, whites think they're just trash.
Because the white people want to keep the Negroes down.
Stems from the total society, separation that has existed for many years

97. OTHER

98. DK
1% 99. NA } Coded 1, 8, or 9 in Col. 10
35% 00. INAP. R responded that Negro education was as good as white--No second mention

COLUMN
NUMBER

VARIABLE
NUMBER

N

QUESTION AND CODE

15

276

Q11B. Which do you think is the most important thing to do now to improve the education of Negroes in Detroit--work to get all city schools more integrated, or work to improve conditions in the mostly Negro schools?

MAKE
CARD

- 20% 1. INTEGRATION
37 2. IMPROVE NEGRO SCHOOLS
5 3. Both (Neither 1 nor 2 is circled;
7. OTHER R explains both)
8. DK
2% 9. NA
- 34% 0. Inap. Coded 1, 8, or 9 in col. 10.

COLUMN
NUMBER

VARIABLE
NUMBER

N

QUESTION AND CODE

16

277

Q.21,21A. Do you think the poverty program is really a serious effort to help the poor, or that it is just an empty promise?

NOTE: Code Q. 21 and Q21 A together in this column

59% 1. SERIOUS EFFORT to 21 (A not asked.)

EMPTY PROMISE (to Q.21). Code in categories 2-6 according to response to Q21A.

HIGH PRIORITY

4% 2. Program is poorly conceived for helping poor:

NOTE: The implication here is that we should fight poverty, but the program is merely a feeble or fundamentally misdirected attempt.

E.g., "Poor people should supervise the programming
"Programs are stop-gap;" "Whites can't understand the Negro problem;" "Not getting at source of problems."

10% 3. Program doesn't reach/help those who need it;

E.g., "haven't been doing very much to help the poor"
"Lot of rich people getting the money" "People who need help don't get it;" "It's just so many people who need help and can't get any?"

7% 4. Poor organization or too much spent on staff and administration.

NOTE: Include here assertions that program is good idea but poorly organized or run. E.g., "need better organization and planning."

E.g., "Too much to the people who run it. not enough to the poor people;" "The staff workers misused the jobs that were supposed to go to the poor."

**LOW
PRIORITY**

8% 5. Mere lack of results

Code here mere assertions that program hasn't accomplished much, where no further reason is given for its failure (except perhaps personal experience where program did nothing)

E.g., "It's just a lot of talk, no action;"
"Haven't done nothin' yet" "I spent my time taking tests."

<u>COLUMN</u> <u>NUMBER</u>	<u>VARIABLE</u> <u>NUMBER</u>	<u>N</u>	<u>QUESTION AND CODE</u>
--------------------------------	----------------------------------	----------	--------------------------

16 (cont)

MAKE
CARD

2%

6.

EMPTY PROMISE: OTHER REASONS (Not codable in 2-5, or DK or NA to Q.21A.)

LOW PRIORITY

NOTE: Code here people who are against helping poor people at all, or feel they don't need to be helped.

MAKE
CARD

1%

7.

OTHER (in response to Q. 21)

6%

8.

DK (to Q.21)

3%

9.

NA (to Q. 21)

COLUMN
NUMBER

VARIABLE
NUMBER

N

QUESTION AND CODE

17

278

Q35 First, some leaders have organized marches and picketing about the lack of housing and jobs. Do you feel that these are worthwhile?

Code 0
in col. 18

87%	1. YES
12%	5. NO
1%	8. DK
	9. NA

18

279

Q35A Why do you think _____

4% 1. INEFFECTIVE

Definition: Respondent feels that the strategy doesn't accomplish anything. Activity is seen as legitimate, but the authorities do not respond.

Example: "They (picketing) don't really move anything, (landlords) (employers) don't give some leeway." "All this picketing and demonstrating is a waste of time, especially when it comes to jobs; for peace, yes."

2% 2. USE OTHER [INSTITUTIONAL] MEANS -- More legitimate
Definition: R suggests specific means, which he feels are better to deal with the problem. The means suggested are seen as more legitimate and less aggressive, than the original strategy, e.g., Negotiation, Voting, etc.

Example: "Best way to get at this problem is through the vote". "They should sit down and talk it over with the person they're doing business with."

3% 3. ILLEGITIMATE OR UNNECESSARY

Definition: R does not feel that such a strategy should be employed on principle e.g., "Because should not have to do this in a free America", or he feels the action is not necessary because he does not recognize the problem.

Example: "You don't have to picket and march, you just got to be educated and be qualified." "Doesn't bring us job or respect."

COLUMN
NUMBER

VARIABLE
NUMBER

N

QUESTION AND CODE 35 A (cont.)

18 (cont.) 279

4. MILITANT *Why not worthwhile?*

0.4%

Definition: R. objects to the strategy because it is not sufficiently aggressive. Suggests a more militant strategy e.g., Economic boycott, walkout, rioting, etc.

Example: "They should be out there doing something like July 23, 1967." You have to sit-in; marching does nothing."

1.7%

NOT WORTHWHILE

Mere assertion that it is not worthwhile and assertion is unexplained "We do not accomplish anything." "Hasn't done anything until now."

MAKE
CARD

7.

OTHER

3.

DK

9.

NA

1%
88%

0.

INAP. (Coded 1 in Col. 17)

<u>COLUMN NUMBER</u>	<u>VARIABLE NUMBER</u>	<u>N</u>	<u>QUESTION AND CODE</u>
----------------------	------------------------	----------	--------------------------

19	280		Q36 What about students walking out of high schools to force improvements in the schools. Do you think this is worthwhile or not?
----	-----	--	---

code 0 in col. 20	61% 1. YES
	36% 5. NO
	2% 8. DK
	9. NA

20	281		Q36A Why don't you think it's worthwhile?
----	-----	--	---

CODE MAIN EMPHASIS

2% 1. INEFFECTIVE, FUTILE

Definition: The respondent objects to the strategy solely on the basis of its effectiveness. He sees the action as futile. The implication is that the activity is legitimate but authorities don't respond.

Example: "Because they walked out and there have been no changes." "Because when they walk out they don't do anything about it."

2. CONVENTIONAL INSTITUTIONALIZED MEANS

11%

R suggests other means of solving the problem varying from personal negotiation to group action.

Example: "Should complain to parents or principal." "They should get up a committee and go to see the Supt. of schools." "PTA should do it." "Parents should intercede for the students".

→ 3. MARGINAL COST

4%

Definition: Objection to the strategy is based on the "cost" involved. Walking out is seen as being dangerous for the student

Example: "Gains attention, but education wise it is no good." "They lose time demonstrating"

4.

COLUMN
NUMBER

VARIABLE
NUMBER

N

QUESTION AND CODE Q36A. (cont.)

20 (cont) 281 (cont)

4. ILLEGITIMATE, UNNECESSARY Code here, responses that mention combinations of categories 2 + 4.
80%
Definition: Objection to the strategy is aimed at the action itself or at the student taking the action. Walking out is not the kind of thing students should be doing.

Example: "Shouldn't walk out." "I don't like this method. It shows disrespect for authority." "Just want t chance to skip school." "Some of their homes are not as good as the school. They just like violence and it doesn't do any good". "Not hurting anyone but themselves" "They should take advantage of the opportunity."

Unnecessary: Also included in this category are respondents who object to walking out because they deny that there is a problem, The action is seen as unnecessary.

Example: "There is no problem; Students have no reason for action." "3/4 of the time they don't have a real cause." "One person gets into the school and brainwashes them to do it."

6% 5. Combination of 2 + 3

1% 6. combination of 3 + 4

MAKE
CARD

7. OTHER

8. DK

3% 9. NA — Include here mere assertion that "it doesn't do any good."

0. INAP (Coded 1 in col. 19)

21

282

Q37. Some leaders want to organize Negroes into groups to protect themselves against any violence by whites. Do you think this is worthwhile or not?

Code 0 in
Col. 22

MAKE
CARD

30% 1. YES
67% 5. NO

7. OTHER

2% 8. DK
1% 9. NA

Code 0 in
Col. 23

22

283

Q37A. Why do you think it's worthwhile?

6% 1. SELF DEFENSE

Definition: Need for protection is seen in personal terms by the respondent. He expresses concern for his own or his family's personal safety, as opposed to the safety of the Negro community as a whole.

Example: "I believe in self defense and protect family be it white or colored." "It is a poor man who won't protect his family from violence."

7% 2. RESPONSE TO IMMEDIATE OR CONCRETE ACTION OR THREAT FROM WHITES

Definition: Emphasis in this category is on what whites are doing which requires defensive action on the part of Negroes. Stresses immediacy of white threat concrete reference to the actions of whites. Accepts probability of real threat.

Example: "Whites do it so why not Negroes." "When we read about the gun clinics and sale of arms, make you feel a little silly if you're not organized, so if we're going to have an all civil war let's be prepared." "If whites know that a group is organized to protect themselves and their homes ~~they~~ won't be so apt to come in and start violence." (This is an example of a deterrence response stressing what whites are likely to do.)

12% 3. GENERAL DEFENSE AGAINST VAGUE OR HYPOTHETICAL DANGER (from whites)

Definition: Here the need for protection is seen not so much in personal terms but in more abstract and general terms, often against an unspecified white threat or assault. Group emphasis. More hypothetical.

COLUMN NUMBER	VARIABLE NUMBER	N	QUESTION AND CODE
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22 (Cont)	283 (cont.)		
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White threat seems less immediate.

Example: "Protection is better than no protection. It's survival." "If violence should come we should know how to protect ourselves." "Getting together is better than doing nothing." "Because we have got to protect ourself, after all, we got to fight for our life in America" (The reference here is less concrete)

2% 4. ARMING FOR RIGHTS

Definition: Respondent views such groups as enabling Negroes to launch attacks against whites and the white power structure. Arming necessary to struggle for rights not just to protect life.

Example: "They can get into groups and fight them back for jobs and things." "We will stand together and fight for our rights."

MAKE CARD	
--------------	--

	7.	OTHER	
	8.	EX	
2%	9.	NA	
67%	0.	INAP	Coded 5, 8, or 9 in Col. 21.

MIN
CODE

VARIABLE
NUMBER

N

QUESTION AND CODE

Q37

Some leaders want to organize Negroes into groups to protect themselves against any violence by whites. Do you think this is worthwhile or not?

284

Q37B. Why do you think this isn't worthwhile?

10%

1. INEFFECTIVE, FUTILE

Definition: Respondent feels there is no point in organizing protective groups as they would only be defeated by the white power structure or by white protective groups.

Example: "If Negroes are aiming for provocation, it's suicidal. With the police and National Guard armed as they are: Stoner rifles, tank riot training, its just suicidal." "Because I think there are a lot of Negroes that have guns and the whites would not sell them any. What can Negroes do with pocket knives?"

5%

2. OTHER INSTITUTIONALIZED MEANS

Definition: R suggests that there are better ways to deal with the problem which are already established such as the police.

Example: "That's a police job. If would be riot should be police." "We're all protected. We have a law; I don't figure that I got to protect myself from anyone."

27%

3. FEAR OF VIOLENT CONSEQUENCES

Definition: The objections to the strategy in this category emphasize the reciprocal harm that could come to Negroes if they organized against white violence. Respondent expresses concern that such organizing could result in race riots, civil war, or senseless killing. Emphasis is on the provocative effect of organizing. Against violence

NA Why?

Examples: "By organizing groups like this will cause violence because other people will think they will do them harm". "That's just starting a small war." "Lot of people will be killed for nothing." "It would make more trouble than anything else."

9%

4. ILLEGITIMACY-PRINCIPLE (PURE CATEGORY)

Definition: R objects to the strategy because it violates the principle of non-violence or brotherly love. To be coded here a Respondent should be more than just anti-violence because violence provokes violence category 3. He

Note Q. 37B.

DAS 965/N

Deck 08

page 14

Category 3: Whenever a respondent says he is against violence but the reason remains unclear or ambiguous, (i.e. is it based on fear or principle) the response should be coded in category three.

Category 4: This is a pure category. Only Rs who assert a positive principle such as brotherly love or "like King" should be coded here.

QUESTION AND CODE

284 (cont.)

Q37B. (cont.)

be for a positive principle E.g., Peace, love:

Examples: "People should teach brotherly love and train how to live together." "I believe like King: you ain't got to be violent."

10% 5.

ILLEGITIMACY-UNNECESSARY

Definition: Respondent objects to the strategy because he denies the existence of the problem. He does not believe that the white community poses a threat to the Negro community.

Examples: "They don't need to organize against whites...for what?" "Only violence that comes will come from one of the brothers. It won't come from whites." "Because I don't think white people is going to bother no one."

MAKE CARD

1% 7.
1% 8.
6% 9.
30% 0.

OTHER

DK
NA
INAP.

Coded 1, 8, or 9 in col. 24.

COLUMN
NUMBER

VARIABLE
NUMBER

N

QUESTION AND CODE

24

285

Q43 & 43A. Suppose someone you knew told you he could "pass" into white society, and was going to because of the advantages it would give him. How would you feel toward this person?

A. IF NOT CLEAR: Why would you feel that way?

[Code 43 and 43A as a single total response. Disregard routine "wouldn't care" comments if clear approval or disapproval is subsequently indicated. If both approval and disapproval are indicated about equally, code as 3, Ambivalent.]

20%

1. Approve of Passing Without Reservation Because
If I could pass for better advantage, anyway to survive, do it." "Anytime a person gets an opportunity, if it's to his advantage, it's OK with me." "If that's what he wanted to do, I feel it would be all right if he could get away with it." "Better luck to him, if he can make it, I wish him the best of luck."

31%

2. Don't Care, It's his Own Life, Ambivalent
"I wouldn't care either way he went, just suit himself like others do." "I couldn't care less. To each his own." "If that's his feeling, let him go." "If that's what pleases him, he got a right to do it." "I wouldn't have any ill feelings toward any person who had such a desire."

10%

3. Disapproval Because Each Individual Should be Himself (If mention of race pride, code as 4 instead).
Sorry for him! (P) Doesn't know himself; no pride in what he is. He will destroy himself. He is an opportunist." "I wouldn't feel he should. Should just be what you are."

20%

4. Disapproval Because Negroes Should Be Proud of Own Race or Support Own Race PRIORITY
"Not very good. (P) You should be proud of your race." "I would feel very hostile. He is an opportunist. It is a great thing to be a Negro."

12%

5. Disapproval: Other or No Reason Given

LOW
Priority

2%

6. Emphasis on Danger of Being Discovered with no indication of Approval or Disapproval

"I would feel sorry for him (P) If someone found out about it he would be in worse shape than before."

MAKE
CARD

2%

7. OTHER

2%

8. Don't know (If "Don't Care" code as 2.)

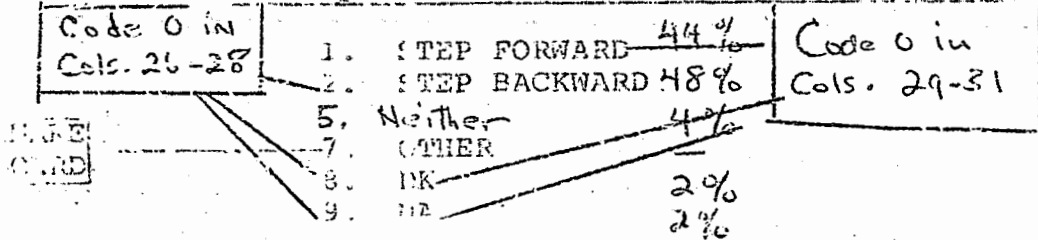
2%

9. NA

286

QUESTION AND CODE

Q60. Some people feel that last summer's disturbance was a step forward for the cause of Negro rights. Other people feel that it was a step backward for the cause of Negro rights. What opinion comes closest to the way you feel?



287

Q60A. Why do you feel it was a step forward for the cause of Negro rights?

CODE MAIN EMPHASIS
ATTITUDES CHANGED (AWARENESS)

21%

1. Awareness of plight or dissatisfaction (no mention of action taken). Whites referred to specifically or generalized "they" or "people" indicated. No suggestion of militance of Negroes.

E.g., Brought to light a lot of ills. Opened people's eyes (whites) that people (Negroes) weren't satisfied. See what a hopeless situation you're in. Some people became aware of certain things; Negroes made their needs expressed more clearly.

7%

2. Awareness of Negro determination, militancy, resistance, threat. Includes emphasis on the assertiveness by Negroes.

E.g., It made the white man aware that we weren't afraid; it was sending the message that the mortgage was due, keep the payments up or the whole amount will be due; it made people realize what might happen. Whites have had to see that we will fight for our rights; we will try anything to get the best. We let people know we were tired of segregation.

ACTION TAKEN (ALREADY TAKEN OR SOON TO BE TAKEN)

9%

3. Action on material conditions

E.g., More jobs now; housing being built; Governmental committees starting to take action; more bills have been passed; formation of Detroit Committee and getting down to work on the streets; it did open up some of the things for poor people.

<u>COLUMN</u> <u>NUMBER</u>	<u>VARIABLE</u> <u>NUMBER</u>	<u>N</u>	<u>QUESTION AND CODE</u>
26 (cont)	237 (cont)	4%	4. <u>Better Attitude</u> (or general reference to better treatments, rights). E.g., In places you didn't get treated right it is better now; it's made the police more cautious; Got rights now that we didn't have; Look at Negro now for what is himself.
		1%	5. Material damage necessary or advantageous in part. E.g., Got rid of some bars that should have gone long ago.
		2%	7. <u>Other positive references not classifiable above.</u>
		3.	DK
		2%	9. NA
		54%	0. INAP., Q. not asked Coded 2, or 5, 8 or 9 in Col. 25.

MAKE CARD

they

QUESTION NUMBER VARIABLE NUMBER N QUESTION AND CODE

288

Q60B. Do you think the riots had any bad effects?

22% 1. YES
22% 2. NO

8. DK
3% 9. NA
52% 0. Inap. Coded 2, 8, or 9 in cat. 25.

28

289

Q60C. What were they?

CODE MAIN MENTION:

ATTITUDES CHANGED (Whites specifically referred to or implied)

- 5% 1. Prejudice; hatred increased; respect decreased
E.g., Created sense of hate of Negro; what black could have done he can't do now.
I think it prejudiced whites against us, more
Nobody loved us anyway, they just tolerated us at best.
It makes it look like the Negro is to blame and that's about all
The white people I work with feel that violence only hurts the Negroes cause.
I don't believe in looting and violence and it gave Negroes a bad image
He caused his people to be condemned for his looting
Negro in a white neighborhood now feels contempt from whites.
- 1% 2. Fear: Increased fear and distrust of Negroes (whites implied or mentioned)
E.g., Since there has been an accumulation of fear and uneasiness.
Now they're afraid to hire Negroes, afraid it might start up again and jeopardize their business.
They made people not want to trust them.
Citizens may be apprehensive when Negroes move next door.
Nobody trusts anymore.

COLUMN NUMBER	VARIABLE NUMBER	N	QUESTION AND CODE
28 (cont.)	289	1%	<p>3. <u>Set back to race relations (without specific reference to hatred or fear)</u></p> <p>E.g., Detroit was really on the move--race relations were at an all time high.</p> <p>ACTION</p>
		12%	<p>4. <u>Material damage and/or personal suffering caused by the riots itself.</u></p> <p>E.g., Stores are closed--can't get checks cashed now. Loss of life and property. Killed innocent people; put people out of work. Instead of asking for money to step forward, now it has to be used to build with. All the burning and looting.</p>
		1%	<p>5. <u>Moral rejection of the action (without any specific reference to material damages)</u></p> <p>E.g., Not that way. I just don't believe in violence. It was just looting and stealing - nothing more than that. It's a bad example for children - they'll think they can just take things.</p>
		1%	<p>6. <u>No improvement: nothing good came out of it</u></p> <p>I don't think it helped any. I haven't seen any gain. Because they were just looting and didn't gain nothing out of it. It didn't help anyone - it just abused Negro rights. Burning and looting by Negroes, I don't think that helped their cause at all.</p>
			<p>7. <u>OTHER (MAKE CARD when main reason is difficult to judge.</u></p>
		3%	8. DK
			9. NA
		75%	0. INAP. (Coded 2, 8, or 9 in col. 25)

MAKE
CARD

<u>QUESTION NUMBER</u>	<u>VARIABLE NUMBER</u>	<u>N</u>	<u>QUESTION AND CODE</u>
------------------------	------------------------	----------	--------------------------

29 290

Q60D. Why do you feel it was a step backward for the cause of Negro rights?

CODE MAIN MENTION:

ATTITUDES CHANGED (Whites specifically referred to or implied)

- 44% 1. Prejudice; hatred increased; respect decreased.
E.g., Created sense of hate of Negro; what black could have done he can't do now.
I think it prejudiced whites against us, more.
Nobody loved us anyway, they just tolerated us at best.
It makes it look like the Negro is to blame and that's about all.
The white people I work with feel that violence only hurts the Negroes cause.
I don't believe in looting and violence and it gave Negroes a bad image.
He caused his people to be condemned for his looting.
Negro in a white neighborhood now feels contempt from whites.
- 2% 2. Fear: Increased fear and distrust of Negroes (whites implied or mentioned)
E.g., Since there has been an accumulation of fear and uneasiness.
Now they're afraid to hire Negroes, afraid it might start up again and jeopardize their business.
They made people not want to trust them.
Citizens may be apprehensive when Negroes move next door.
Nobody trusts anymore.
- 3% 3. Set back to race relations (without specific reference to hatred or fear).
E.g., Detroit was really on the move-- race relations were at an all time high.

COLUMN NUMBER VARIABLE NUMBER N QUESTION AND CODE 60 D.(cont.)

29 (cont.) 290

ACTION

25% 4. Material damage and/or personal suffering caused by the riots itself.

E.g., stores are closed-can't get checks cashed now.

Loss of life and property.

Killed innocent people; put people out of work.

Instead of asking for money to step forward, now it has to be used to build with.

All the burning and looting

5% 5. Moral rejection of the action (without any specific reference to material damages)

E.g., Not that way. I just don't believe in violence.

It was just looting and stealing - nothing more than that.

It's a bad example for children - they'll think they can just take things.

8% 6. No improvement: nothing good came out of it.

I don't think it helped any. I haven't seen any gain.

Because they were just looting and didn't gain nothing out of it.

It didn't help anyone - it just abused Negro rights.

Burning and looting by Negroes, I don't think that helped their cause at all.

MAKE CARD

7. OTHER (MAKE CARD when main reason is difficult to judge.)

3% 8. DK

51% 9. NA

0. INAP. Coded 1, or 5, or 8, or 9
in Col. 25.

30

291

Q60E: Do you think the riots had any good effects for the cause of Negro rights?

Code 0 in
Col. 31
MAKE
CARD

11% 1. YES

37-5. NO

7. OTHER

8. DK

3 9. NA

49% 6. INAP. Coded 1, 8, or 9 in Col. 25.

Q60F. What were they?

31

292

CODE MAIN EMPHASIS

ATTITUDES CHANGED (AWARENESS)

6% 1. Awareness of plight or dissatisfaction (without mention of action taken). Whites referred to specifically or generalized "They" or "people" indicated. No suggestion of militance of Code 2.

E.g., Brought to light a lot of ills.

Opened people's eyes (whites) that people (Negro) weren't satisfied.

See what a hopeless situation you're in.

Some people became aware of certain things.

Negroes made their needs expressed more clearly.

2% 2. Awareness of Negro determination, militance, resistance, threat. Includes emphasis on the assertiveness by Negroes.

E.g., It made the white man aware that Negroes weren't afraid; it was sending the message that the mortgage was due, keep the payments up or the whole amount was due.

It made people realize what might happen.

Whites have begun to see that we will fight for our rights.

They see we will try anything to get it better. We let people know we were tired of bad treatment.

ACTION TAKEN (ALREADY TAKEN OR SOON IN PROSPECT)

2% 3. Action on material conditions

E.g., More jobs now.

Housing being rebuilt.

Governmental committees starting to take action.

More bills have been passed.

Formation of New Detroit Committee and getting down to the man on the street.

It did open up a lot of things for poor people.

COLUMN VARIABLE
NUMBER NUMBER

N QUESTION AND CODE

31 (cont) 242

4. Better Attitude (or general reference to better treatments, rights).

E.g., In places you didn't get treated right, it is better now.

It's made the police more cautious.

Got rights now that we didn't have.

Look at Negro now for what is himself.

1% 5. Material damage necessary or advantageous in part.

E.g., got rid of some bars that should have gone long ago.

MAKE
CARD

7. OTHER positive references not classifiable above.

7% 8.

DK

1% 9.

NA

87% 0.

INAP., Q not asked Coded 1, 8, or 9 in

Col. 25.

293

Q73. How much would you like a (son/daughter) of yours to be like you when (he/she) grows up-- exactly like you, pretty much like you, slightly like you or not at all like you?

Code 0 in Cols. 37-38

Code 0 in Cols 33-36

- 1. EXACTLY — 16%
- 2. PRETTY MUCH 36%
- 3. SLIGHTLY 19
- 4. NOT AT ALL 16
- 7. OTHER -
- 8. DK -
- 9. NA 12%

294, 295
296, 297

Q73A. In what ways would you like him (her) to be like you?

CODE TWO MENTIONS (First codable mention in 33-34; Second, if any in 35-36)

11%

10. Independence, strength of convictions, pride, self confidence

E.g., "Thinks for himself;" "Stand on one's own two feet;" "Keep her self-respect and pride;" "pride in himself;" "Be able to say what he thinks; regardless of to whom or what it is;" "Stick up for his rights."

TRADITIONAL SUCCESS GOALS

9%

20. Ambitious, Industrious, Hardworking

E.g., "Be ambitious." "That he'll work."

4

21. "Good provider and family man."

E.g., "Be a good provider;" "Good husband & father." "Good Mother." Emphasis on role.

4

22. Intelligence; educational or intellectual motivation.

E.g., "I've always been a reader, diligent searcher and wanted to know what's going on around me. Want her to be this like me." "Intelligent." "Going to school." "Be educated"

CONVENTIONAL MORALITY AND DECENCY (Inc. RELIGION)

3

30. Religious faith and practice

E.g., "religious faith" "Church-going;" "God-fearing." Basically code any mention of a reference to religion" "God", or "church"

6

31. Obedience and respect of law and conventional mores. (This includes staying out of trouble and respect for parents). E.g. "don't drink, don't run around on street corners." "Get out of trouble." "tend to her own business and work and order and other people."

DEFINITION AND CODE Q734 (Cont)

294, 295
296, 297
(cont.)

- 6% 32. Other "moralistic" responses. "Be Person w/ good morals"
- 9% 40. Concern with being liked by others, outgoing, or good natured.
E.g., "Nice guys;" "Easy to get along with;" "have my good nature;" "be nice."

ETHICAL CONCERN FOR OTHERS

- 11% 50. Concern with understanding and showing respect for others.
"Think of others before herself;" "Learn to do the right thing and treat people right;" "Learn to understand all people."

Low Priority

- 1% 51. Non-Violence (clean-cut mention non-violence
Code here specific mentions of being non-violent)
- 1% 60. Physical appearance eg "looks like me"
- ~~1%~~ 97. OTHER
- 98. DK
- 13% 99. NA
- 21% 00. INAP., (Coded 4 in Col. 32; no second mention)

Q73B. In what ways would you want him(her) to be different from you?

CODE MAIN RESPONSE (OR FIRST MENTION)

3%

10. Independence, strength of convictions, pride, self-confidence.

E.g., "Be of her own image;" "More aggressive, not go going to authority;" "More sure of herself."

TRADITIONAL SUCCESS GOALS

2%

20. Ambitious, Industrious, Hardworking

E.g., "More ambitious than I am;" "Ambition, when they see a job, go out and grab it."

4%

21. Have a better job or profession; accomplish more

E.g., "Maybe get a better job than I got;" "Or, to accomplish more;" "Become a professional man."

40%

22. Show more interest in and/or get more education

E.g., "Have a better education;" "Stay in school and finish;" "Education-wise, want them to be higher educated."

2%

23. "Better" or different marital or family conditions

E.g., "Not get married as early and less children;" "don't want her to have so many children;" "NOT be divorced and have more than two children."

CONVENTIONAL MORALITY AND DECENCY [INCL RELIGION]

1%

30. Religious faith and practice

Basically code any mention of adherence to "religion." "God," or "church"

E.g., "religious faith;" "go to church;" "God-fearing"

1%

31. Obedience and respect for law conventional mores

This category includes staying out of trouble and respect for parents.

E.g., "don't drink, don't smoke." "Stay out of trouble." "Respect law and order and other people."

1%

32. Other "moralistic" responses

5%

33. Other "undesirable" personal traits (e.g., temper)

"Don't have my temper," "Mean, pretty mean in my way."

1%

40. Concern with being liked by others, outgoing,

"Get out and meet people;" "more sociable;"

QUEST
NUMBER

VARIABLE
NUMBER

N QUESTION AND CODE 738 (cont)

38 (cont.)
298-299
(cont.)

1% 50. Concern with understanding and showing respect for others

E.g., "Think of others before herself;" "Learn to do the right thing and treat people right." "Learn to understand all people,"

MAKE 1% 97. OTHER
CARD

2% 98. DON'T KNOW

17% 99. NOT ASCERTAINED

14% 00. INAP. (Coded in col. 32).
^

38% 1. ENOUGH (Churches are doing enough for civil rights)

NOTE: Recode as 1 respondents who answered "not enough" BUT want on with comments indicating that churches were doing as much as they could or should: e.g., They are doing the best they can.

(2-6) NOT ENOUGH (Churches not doing enough, should do one of the following)

23% 2. Provide leadership, education, organizing role, financial support (include general references to efforts against injustice, discrimination)

Emphasis on indirect and non-material

E.g., Ministers should be the peace leaders in the community and talk with the officials. Should be trying to pull people together on rights problems. Teach more the meaning of civil rights and working with those programs that are for it. Pointing out the rights and wrongs of discrimination. Reach out to people and push civil rights.

9% 3. Community welfare: provide aid for community welfare or betterment (Fairly direct aid mentioned or implied)

Emphasis on direct and material

E.g., They could do a lot for the poor with the money they get. Do more in the neighborhood with boys' clubs and helping old people. Offer scholarships to children. Put their money into Negro businesses here in the ghetto.

7% 4. Religious community: provide religious guidance or facilitate unity of church members. (No reference to providing unity for action on rights. No reference to criticisms of rights activity)

E.g., Try to get people together; there should not be so many churches, just a few. Have closer relationships with members. Teach people how to live in brotherhood. Teach what is in the Bible about nonviolence.

<u>COLUMN NUMBER</u>	<u>VARIABLE NUMBER</u>	<u>N</u>	<u>QUESTION AND CODE</u>
(cont.)	300	2%	5. Change emphasis to more "religious" values: (Implication that emphasis on civil rights or material problems is improper for churches.) E.g., "They should stay in the pulpit and not have so much to do with it."
		6%	6. Vague references to helping or being more involved: eg. "They should be more interested"- "Do more teaching" Code here people who said "not enough" to Q93, but who are <u>DK</u> , <u>NA</u> "other" or "vague" to Q 93A. (Make sure you have coded 7,8 or 9 only when person did not make a closed choice [if "enough" or "not enough"] in Q 93 [and hence 93A was INAP.]
			7. OTHER
		10%	8. DK
		6%	9. NA

Q X94 "Who are two or three of your favorite actors or entertainers?"

If R makes any comment indicating an assumption that he is to emphasize Negro or white name only, NAME CARD

[The following 5 variables are all based on classification of names given as answers to this question. Use all names given whether before or after a probe, unless retracted by respondent.]

40
301 { 20% 0
34% 1
28% 2
20% 3

Number of Negro Entertainers Mentioned
Code actual number: 0=Negroes given
1=1, 2=2, 3=3, 4=4, 5=5, or more; 9=NA, DK
[See list below for aid in classification]

41
302 { 2% 1 and over
42% 0
27% 1
18% 2
6% 3

Number of White Entertainers Mentioned
Code actual number: 0=No whites given
1=1, 2=2, 3=3, 4=4, 5=5, or more;
9=NA
[See list below for aid in classification]

42
303 { 2% 4 and over
10% 0
6% 1
20% 2
47% 3

Total Number of Entertainers mentioned: Negro and white summed.
Code sum of previous two variables; 0=No entertainers given or don't know, 1=1, 2=2, ...8=8 or more, 9=NA.

43
304 { 12% 4 and over

Ratio of Negro to White Entertainers Mentioned
(Use information from Cols. 301 to arrive at ratio)

- 10% — 0= Inapplicable; No entertainers of either race given
- 30% — 1= Only Negro entertainers mentioned.
- 20% — 2= More Negro than white entertainers mentioned
- 10% — 3= Equal number exactly of Negro and white entertainers mentioned.
- 14% — 4= More white than Negro entertainers mentioned.
- 11% — 5= Only white entertainers mentioned.
- 4% —

{ 57% 0
25% 1
12% 2
6% 3
6% 9

Number of Negro Entertainers Mentioned Not Counting Harry Belafonte, Bill Cosby, Sammy Davis, and Sidney Poitier.
Code actual number: 0=None 1=1
2=2, 3=3, 4=4, 5=5; 9=NA.

USA DISSEMINATION BY RACE OF INTERVIEWER

(Numbers in parentheses represent frequencies in files
100 interviews coded)

If name in an interview is not listed here, make call
as well as code.

NEGRO

- Louis Armstrong (1)
- Pearl Bailey (5)
- Harry Belafonte (22)
- Erock Benton (1)
- James Brown (7)
- Dwight Carroll (1)
- Ray Charles (1)
- Nat King Cole (3)
- Bill Cosby (12)
- Sammy Davis, Jr. (35)
- Ivan Dickson (1)
- Billy Eckstein (1)
- Duke Ellington (1)
- Milla Fitzgerald (4)
- Aretha Franklin (8)
- Dick Gregory (2)
- Mahalia Jackson (5)
- Ahmad Jamal (1)
- Martha Jean (1)
- B. L. King (1)
- Earth Kitt (2)
- Ramsey Lewis (1)
- Miriam Makeba (1)
- Barbara McNair (1)
- Marvalettes (1)
- Johnny Mathis (1)
- Wes Montgomery (1)
- Greg Morrison (1)
- Mur Catel (1)
- Wilson Pickett (1)
- Sidney Poitier (53)
- Richard Pryor (1)
- Lon Rawls (1)
- Otis Redding (1)
- Nipsey Russell (1)
- Fancy Sledge (1)
- The Supremes (3)
- Temptations (4)
- Joe Tex (1)
- Beatie Uggams (1)
- Claune Warwick (1)
- Ethel Waters (1)
- Flip Wilson (2)
- Jackie Wilson (1)
- Walter Wilson (2)
- Boyz n the Bndz (1)

WHITE

- Ed Ames (1)
- Julie Andrews (1)
- Lucille Ball (2)
- Robert Bobb (1)
- Joey Bishop (4)
- Humphrey Bogart (1)
- Bonanza (1)
- Pat Boone (1)
- Marlon Brando (4)
- Yul Brynner (1)
- Carol Burnett (2)
- Raymond Burr (1)
- Richard Burton (1)
- Ed Byrnes (1)
- James Cagney (1)
- Johnny Carson (1)
- Jack Carter (1)
- Chuck Connors (1)
- Gary Cooper (1)
- Joan Crawford (5)
- Bing Crosby (2)
- Tony Curtis (1)
- Betty Davis (7)
- Marshal Dillon (1)
- Kirk Douglas (1)
- Mike Douglas (3)
- Henry Fonda (1)
- Clark Gable (2)
- Zsa Zsa Gabor (1)
- Ben Gazzara (1)
- Jackie Gleason (1)
- Lou Gordon (1)
- Edie Gorme (1)
- Lorne Green (1)
- Rex Harrison (1)
- Susan Hayward (1)
- Audrey Hepburn (1)
- Hillbillies (2)
- William Holden (1)
- Jack Jones (1)
- Bill Kenedy (1)
- Steve Lawrence (1)
- Jerry Lewis (3)
- Art Linkletter (3)
- Gina Lolarigeda (1)
- Sophia Loren (2)
- Fred Mac Murray (1)

CLASSIFICATION (cont)

WHITE
Macquire Sisters (1)
Dorothy Malone (1)
Ann Margaret (1)
Dean Martin (3)
Lee Marvin (2)
Paul Newman (14)
Fess Parker (1)
Barbara Parkins (1)
Gregory Peck (3)
Rowen and Martin (2)
Roy Rodgers (2)
Frank Sinatra (16)
Red Skelton (2)
Barbara Stanwyck (2)
Rod Steiger (1)
Jimmy Stewart (1)
Ed Sullivan (2)
Elizabeth Taylor (2)
Mario Thomas (1)
Spencer Tracy (1)
Robert Vaughn (1)
John Wayne (16)
Jack Webb (1)
James West (1)
Richard Widmark (2)
Jonathan Winters (3)
Joan Woodward (1)
Loretta Young (1)

VARIABLE
NUMBER

DAS 965
Deck 08
Page 34

306

TRACT NUMBER

Indicated on the cover sheet. Tract numbers contain up to three digits and are sometimes followed by a letter. Therefore, the tract number variable is a four column code: The first three containing the given numbers and the fourth coded: 0=0, A=1, B=2, C=3, D=4.

307

SUBCOMMUNITY

Subcommunities represent combinations of census tracts as given in the Census Tract Coding Guide for Detroit SMSA. (See next 2 pages) Note that subcommunity is coded by guide number (01-49), making it a two column code.

308

EAST OR WEST OF WOODWARD

Indicates whether Respondent lives East or West of Woodward Avenue.

1. East
2. West

CITY OF DETROIT SUBCOMMUNITIES AND CENSUS TRACTS

DAS 965
Deck 08
Page 35

<u>Guide Numbers</u>	<u>Sub- communities</u>	<u>Census Tracts</u>
01	1A	502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 530.
02	1B	527, 528, 529, 531, 532, 533, 534, 535, 536, 537, 538, 542, 543, 544, 545, 546, 547.
03	1C	522, 523, 524, 525, 526, 539, 540, 541, 548, 549, 550, 570.
04	2A	001, 002, 003, 004, 005, 033.
05	2B	009, 010, 035, 036, 037, 038, 039, 041, 042.
06	2C	023, 024, 025, 026, 027, 028, 029, 030, 031, 032, 034, 040, 043.
07	3A	017, 018, 019, 021, 154, 155, 156, 162, 163, 179, 180.
08	3B	164, 165, 166, 167, 168, 169, 212, 213, 251.
09	3C	174, 175, 176A, 176B, 176C, 176D, 177, 178, 181, 182.
10	4A	022, 151, 152, 153, 183, 184, 185, 186, 187, 188, 190, 191.
11	4B	551, 552, 553, 554, 555, 556, 557, 558, 559.
12	5A	521, 569, 794, 795, 796, 797.
13	5B	560, 561, 566, 567, 568, 655, 662, 663, 664, 665.
14	5C	565, 661.
15	6A	501, 517, 518, 519, 758, 759, 760, 761, 762, 766.
16	6B	755, 756, 757, 767, 768, 772, 773, 774, 775, 776.
17	6C	520, 763, 764, 765, 792, 793.
18	6D	769, 770, 771, 777, 789, 790, 791.
19	7A	751, 752, 753, 754, 779, 780, 782, 783, 784, 785.
20	7B	701, 702, 709, 710A, 710B, 711, 712, 713, 781, 786, 787, 788.

CITY OF DETROIT SUBCOMMUNITIES AND CENSUS TRACTS

DAS 965
Deck 08
Page 35 (cont)

<u>Guide Numbers</u>	<u>Sub- communities</u>	<u>Census Tracts</u>
21	8A	651, 652, 653, 654, 655, 657, 658, 659, 660.
22	8B	703A, 703B, 703C, 708A, 708B, 708C, 708D.
23	8C	704, 705, 706, 707A, 707B, 707C.
24	8D	601A, 601B, 616A, 616B, 666A, 666B, 667A, 667B, 668A, 668B, 669A, 669B, 670, 671.

Continued

Guide Numbers	Sub-communities	Census Tracts
25	9A	571, 572.
26	9B	562, 563, 564, 602.
27	9C	604, 605, 606, 607, 608, 609, 610, 611, 612A, 612B, 613A, 613B.
28	9D	603A, 603B, 614A, 614B, 615A, 615B.
29	10A	261, 262A, 262B, 263, 264.
30	10B	170, 171, 172, 173.
31	10C	301A, 301B, 302A, 302B, 302C, 306A, 306B, 307A, 307B.
32	10D	305A, 305B.
33	11A	256A, 256B, 401A, 401B, 407.
34	11B	257, 258A, 258B, 259A, 259B, 260, 408, 409A, 409B.
35	11C	303A, 303B, 303C, 204A, 304B, 304C, 304D, 451A, 451B, 459A, 459B.
36	12A	402A, 402B, 403A, 403B, 404A, 404B, 405, 406, 411, 412, 414, 415A, 415B.
37	12B	410A, 410B, 413, 452A, 452B, 453A, 453B, 454, 455, 456, 457A, 457B, 458A, 458B.
38	13A	352A, 352B, 353A, 353B, 354A, 354B, 354C, 354D, 355A, 355B, 356A, 356B, 359.
39	13B	205A, 205B, 206, 351A, 351B, 357A, 357B, 357C, 358A, 358B.
40	14A	203A, 203B, 204A, 204B, 207A, 207B, 208, 210.
41	14B	209, 252, 253, 254, 255.
42	15A	013, 014, 015, 016, 020, 118, 119, 120, 121, 157, 158, 159, 160, 161.
43	15B	011, 012, 101, 115, 116, 117, 122, 123.
44	15C	111, 112, 201, 202, 211.

Guide Numbers	Sub- communities	Census Tracts
45	15D	102, 103, 104, 105, 106, 107, 108, 109, 110, 113, 114.
46	16A	006, 051, 052, 053, 054, 055.
47	16B	007, 008, 065, 066, 067, 068, 069, 070, 071, 072, 073, 074.
48	16C	056, 058, 059, 060, 061, 062, 063, 064.
49	16D	057A, 057B, 075, 076.

Project 965
June 1969

Detroit Area Study

1967-68: Project No. 965

Title: A Study of Experiences and Problems in Detroit

Senior Investigator: Howard Schuman
Director of DAS

Teaching Fellows: James House
Jean Converse
James Lange

1. Storage of data

This study is currently stored on three work tapes numbered #1383, #1481 and #1914. Data from both Negro and white respondents were stored on all three tapes. For information on permanent files consult Archives Memorandum. Information is on files #5-#8 of Archives tape 3A and 3B, #1904 and #1673.

Archives IIIA - tape #1904 length - 1200' 9 track

<u>file #'s</u>	<u>file name</u>	<u>contents</u>
5	CCDICT.NV308	dictionary of variables for black questionnaire
6	CCDATA.NV308	data for black sample
7	C3DICT.WDAS	dictionary of variables for white questionnaire
8	C3DATA.WDAS	data for white sample

Archives IIIB - tape #1673 length - 1200' 9 track

5	DICT.DAS965B	dictionary of variables for black questionnaire
6	DATA.DAS965B	data for black sample
7	DICT.DAS965W	dictionary of variables for white questionnaire
8	DATA.DAS965W	data for white sample

The information is identical on both tapes. (1673 has standardized names). The descriptive information for the data sets of both samples follow:

	<u>965-B</u>	<u>965-W</u>
No. of Respondents	619	183
No. of Variables	308	288
Logical Record Length	386	367
Blocksize	3474	3303

Note: See DATA files have expiration dates (99365) i.e. last day 1999, which prevent them from being written over. To write over - instruct operator to "REPLY 'U'".

2. Negro Interviews:

A total of 619 interviews were obtained from Negroes living within the city of Detroit. Dwelling units of higher socio-economic status (as determined by residential quality of the segment) were drawn at twice the rate of lower status dwelling units. Thus, respondents in the lower status are double weighted, yielding a total weighted sample of 844 cases. The population was defined as all Negro heads of household or spouses of heads living in dwelling units within the city limits of Detroit, ages 18-69. Males were oversampled in order to equalize the number of males and females. (An imbalance in favor of females was expected from the high proportion of female-headed households in the Detroit Negro population.) For further details on sampling procedures, see "Sampling Memo for 1968 Detroit Area Study," by James House.

3. White Interviews:

185 interviews were taken from a supplementary sample of white respondents living in Detroit area suburbs (outside the city of Detroit but within that part of Detroit SMSA which was tracted in 1950). The white sample was drawn for two reasons: to carry forth certain research interests and--more importantly-- to provide a choice to graduate student interviewers as to whether to interview Negro or white respondents. The interview schedule for the white respondents included questions replicating parts of the DAS Negro questionnaire and parts of the 1968 15-city study (See Campbell and Schuman) as well as new questions.

4. Further Specifications of Negro Sample:

- A. Weighting: (See sampling memo.)
- B. Oversampling of males (See sampling memo)
- C. Interviewers:

As is customary in DAS, students enrolled in the course conducted interviews for approximately one week of intensive field work during the spring. All DAS students this year happened to be white. Professional interviewers from the Survey - Research Center gathered the greater share of the interviews in the course of the spring and summer. Only Negro professional interviewers were employed.

Segments of dwelling units were randomly assigned to the two racial groups of interviewers. Another set of segments was judged to be of somewhat higher risk for interviewers and was reserved for professional Negro interviewers. The total of 619 interviews was thus distributed into three interviewer groups:

<u>NUMBER OF INTERVIEWS</u>	<u>COMPARABLE WHITE</u>	<u>COMPARABLE NEGRO</u>	<u>SPECIAL NEGRO</u>	<u>TOTAL</u>
RAW	165	330	124	619
WEIGHTED	213	426	205	844

The first and second samples are appropriate for comparison by race of interviewer; the third is a special category not directly comparable.

Interviews

The distribution of interviews by race and sex is the following:

	<u>Interviewers</u>	<u>Number of Interviewers</u>
White	Males	155
	Females	58
Negro	Males	44
	Females	587
		<u>844</u>

The effort to employ Negro male interviewers met with very limited success.

Interviewer Effect: Of the 130 variables tested for differences by race of interviewer, the following variables show significant difference: (Chi-square value or difference of proportion). (Two tailed test).

<u>.01 level Variable Numbers</u>	<u>Short form of Variable name</u>	<u>.05 level Variable Number</u>	<u>Short form of Variable name</u>
56	Negro Parents	60	Child unusual (F Scale)
57	Negro Principal	85	Develop Negro Community
58	Negro Teachers	93	Whites - better break
65	Job Training	96	Cleage
76	Police would search unfairly	97	Ravitz
80	Negro customers treated	102	Job racial composition

<u>.01 level Variable Numbers</u>	<u>Short form of Variable Name</u>	<u>.05 level Variable Numbers</u>	<u>Short form of Variable Name</u>
81	Angry	107	Perception job discrimination
94	Trust		
98	Cavanagh	119	Region of first state
108	Call disturbance	143	Own or rent home
110	More jobs	153	Plan ahead
111	Officials listen	224	Leader after King
112	Negro more militant	245	Why unemployed men
121	Population 1st community	251	Negro-white supervisor
		293	Child like you
122	Whites in school		
144	Number of rooms	<u>.10 level Variable Numbers</u>	<u>Short form of Variable Name</u>
148	Visiting whites in neighborhood	50	Safe play area
152	Preferred neighborhood	78	Missed out housing
157	Civil rights in church	98	Conyers
200	Father's occupation	109	Rioters' race
218	King's contribution	113	White reaction
234	Police complaints	115	Detroit residence
238	Action vs. storekeeper	125	Children at home
261	Riot prevention	155	Run own life
277	Poverty program	164	Chronicle
282	Organize vs. whites	190	Marital status
286	Riot positive or negative	216	Negro principal
304	Entertainers	271	Negro-white education compared

The following variables were not significant:

49, 51, 52, 53, 54, 55, 59, 63, 64, 65, 67, 68, 74, 75, 77, 79, 82,
 83, 84, 86, 99, 100, 101, 104, 106, 116, 129, 130, 132, 134, 135, 136,
 137, 139, 140, 141, 145, 146, 147, 149, 151, 154, 156, 158, 159, 160,
 161, 162, 163, 165, 182, 184, 186, 187, 191, 193, 195, 203, 204, 207,
 213, 220, 229, 239, 240, 248, 254, 255, 256, 268, 278, 280, 285, 300,
 303, 243.

For Files 5 and 6 Tape #1383 only: Not on Archives tape.

<u>Variable Number</u>	<u>Variable Name</u>	<u>Tape Location</u>
309	Index of High Difference items (superseded by Variable 318)	387-88
310	Mean index of High Difference (superseded by Variable 319)	389-90

(cont. next page)

<u>VARIABLE</u>	<u>AGE IV</u>	<u>TAPE LOCATION</u>
311	Age in years...recoded to category...	391
	18-30	1
	31-40	2
	41-50	3
	51-69	4
AGE III		
312	Age in years...recoded to category...	392
	18-35	1
	36-49	2
	50-69	3
AGE II		
313	Age in years...recoded to category...	393
	18-40	1
	41-69	2
EDUCATION II		
314	Years of education...recoded to category...	394
	0-11	1
	12-17	2
EDUCATION III		
315	Years of education...recoded to category...	395
	0-8	1
	9-11	2
	12-17	3

<u>VARIABLE</u>	<u>INCOME II</u>	<u>TAPE LOCATION</u>
316	Category in variable 163...recoded to category...	396
	00-04	1
	05-10	2

INCOME III

317	Category in variable 163...recoded to category...	397
	00-03	1
	04-05	2
	06-10	3

13 Items were selected from among 30 variables showing significant difference by race of interviewer (.05 two tailed).

318 INDEX OF HOSTILITY AND IDEOLOGY 398-99

Recoding:

0 = Non militant or non aggressive answers

1 = Ambiguous or neutral

Total average ~~0.25~~ → 0.25

2 = Militant or aggressive

9 = NA

Variables were selected as indicators of interracial hostility of political militance by three out of four judges.

<u>VARIABLES COMPOSING INDEX</u>	<u>OLD CODE</u>	<u>NEW CODE</u>
92	1	0
	2,4,8	1
	3	2
	9	9
282	1	2
	5	0
	7,8	1
	9	9

VARIABLES COMPOSING INDESOLD CODENEW CODE

56	1	2
	3,4,8	1
	5	0
	9	9
57	1	2
	3,8	1
	5	0
	9	9
58	1	2
	3,4,8	1
	5	0
	9	9
112	1	2
	8	1
	9	9
	2,3	0
286	1	2
	2	0
	5,7,8	1
	9	9

<u>VARIABLE</u>	<u>OLD CODE</u>	<u>NEW CODE</u>
81	1	2
	2,7,8	1
	3	0
	9	9
7230	1	2
	5	0
	8	1
	9	9
93	1	0
	2	2
	3,4,8	1
	9	9
238	01	0
	02-09	2
	77,88	1
	99	9
218	1-3-8	0
	4	1
	5-7	2
	9-11	9
239	0,1,2,4,8,9	0
	3,5-7	2
	10,11	9

319

Mean of 318

4 missing data allowed

320

F scale 0-3

TAPE LOCATION

402

<u>VARIABLE</u>		<u>OLD CODE</u>	<u>NEW CODE</u>
59	1-4	1	0
		2,4,8	1
		3	2
		9	9
60	2-4	1	2
		5	0
		8	1
		9	9
63	3-4	1	2
		5	0
		8	1
		9	9

321

EXPERIENCED DISCRIMINATION 0-5

TAPE LOCATION

<u>VARIABLE</u>		<u>OLD CODE</u>	<u>NEW CODE</u>
77		1	1
		4,5	0
		8,9	9
78		1	1
		5	0
		8,9	9
104		1	1
		5	0
		8,9	9

EXPERIENCED DISCRIMINATION 0-5 (cont)

<u>VARIABLE</u>	<u>OLD CODE</u>	<u>NEW CODE</u>
106	1	1
	5	0
	8,9	9
243	00-07	1
	09	0
	08,10,11	9

322

Index of white contact 0-5 (using only those five white contact variables which show difference by race of interviewer)

122	1	1
	5	0
	8,9	9
148	1,2	1
	3	0
	8,9	9
102	1	0
	2,3	1
	8,9	9
151	1,2	1
	3	0
251	1	1
	2	0
	9	9

323

Index of Grievance 0-5

<u>VARIABLE</u>	<u>OLD CODE</u>	<u>NEW CODE</u>
80	1	0
	2	1
	8,9	9
76	1	1
	3,4,5	0
	8,9	9
107	1,2	1
	3,4	0
	8,9	9
271	1,7	0
	2	1
	8,9	9
79	1,2	1
	3,4	0
	8,9	9

324

INDEX OF SOCIAL OR ENVIRONMENTAL EXPLANATION

TAPE LOCATION

227	10-11; 14-17	0	406
	12-13; 31-37	1	
	18-30	2	
	38-99	9	

212	10-30	0	
	31-60	2	2
	61-67	1	
	68-99	9	

244

244	10-12; 14-17; 29-31	0	
	13; 42-67	1	
	18-28; 32-41	2	
	68-99	9	

COLUMN VARIABLE
NUMBER NUMBER N

16

265

Q32. On the average, Negroes in (CENTRAL CITY) have worse jobs, education, and housing than white people. Do you think whis is due mainly to Negroes having been discriminated against, or mainly due to something about Negroes themselves?

Code 0
in
Cols.
17-21

- 23 1. DISCRIMINATION
- 56 2. THEMSELVES
- 15 3. MIXTURE OF BOTH
- * 7. OTHER
- 2 8. D.K.
- 3 9. N.A.

COLUMN VARIABLE
NUMBER NUMBER N

17-18

266

Q32A. IF THEMSELVES OF MIXTURE OF BOTH: What is it about Negroes themselves that makes them have worse jobs, education and housing?

PRIORITY CODE CATEGORIES 21-29 AND 51-59. IF THERE ARE MENTIONS IN BOTH CATEGORIES, CODE 61

DENIAL

Code 0
in
Cols.
19-20

3

11. Respondent did not answer Q32 and marginal comments indicate he denied that Negroes had worse jobs, education and housing. Coded 9 in Col. 16

4

12. Respondent answered "Themselves," "Mixture" or "Don't" Know" to Q32 and then denied that Negroes have worse jobs, etc. Coded 2, 3 or 8 in Col. 16

HIGH PRIORITY

RESPONSES THAT MENTION GENETIC (INNATE) CHARACTERISTIC(S)

*

21. General mention of "race" or "racial differences" (as explanation of negative trait(s) or without other comment)

MAKE CARD

22. Any mention of color or other physical characteristics (with or without mention of their effect)

PRIORITY
OVER 21

2

23. Specific innate inferiority: It's their nature or they're born that way (with reference to negative traits); lower stage of development; primitive; lower order; backward; lack of intelligence; low mental ability

(CONTINUED)

COLUMN VARIABLE
NUMBER NUMBER N

17-18 266
(cont)

29. Other mention of genetic (innate) characteristics

LOW PRIORITY

RESPONSES THAT ATTRIBUTE NEGATIVE TRAITS TO NEGROES--AMBIGUOUS AS TO WHETHER GENETIC (INNATE) (WITHOUT CAUSAL EXPLANATION)

- * 31. Lack of moral values: Low morals; dishonest; untrustworthy; meanness
- 3 32. Misuse of money or property: Wreck property; don't take care of their homes; spend their money on ignorant things
- 31 33. Motivational deficiency: Lazy, don't want to improve; lack ambition, don't take advantage of their opportunities. don't try (care)
- 4 34. Dependency on government or welfare: Expect (want) government to take care of them; rather go on welfare than work
- 6 35. Negativistic attitudes (with no environmental explanation): Have a chip on their shoulders; holding a grudge; want to feel sorry for themselves; arrogant

MAKE CARD

39. Other negative traits

RESPONSES THAT MENTION IMMEDIATE ENVIRONMENT (DESCRIPTIVE OR EXPLANATORY)

- 3 41. Home environment (General) (n.e.c., see code 42) lack of home environment; lower family life; way they're brought up; poor home environment
- 3 42. Specific deficiencies in home environment (n.e.c., see code 41): Lack of parental control or discipline; fathers desert; wor working mothers; don't have parental models for success; don't get education at home

(CONTINUED)

COLUMN VARIABLE
NUMBER NUMBER N

17-18 266 MAKE CARD — 49. Other conditions in immediate environment

RESPONSES THAT MENTION EXTERNAL ENVIRONMENTAL
CONDITIONS AS CAUSAL

- 1 51. Poverty: Because poor, get poor education;
poverty cycle
- 6 52. Discrimination or lack of opportunity:
Have had lowest of everything since
slavery; have never had a chance; Negroes
bitter (disillusioned/apathetic) because
of long term discrimination
- * 53. Regional differences in environment:
Migrant Southern Negroes lack education
and are unemployable
- 8 54. Lack of education (without mention of
other external environmental conditions),
illiterate

MAKE CARD — 59. Other external environmental conditions

OTHER RESPONSES

MAKE CARD — 61. Mention of both genetic (innate) charac-
teristics and environmental conditions

— 71. R says that differences are individual
(without any other codeable response)

MAKE CARD * 88. Other (not elsewhere classified)

1 99. D.K.; N.A. (n.e.c., see codes 11 and 12)

25 00. INAP.; coded 1 in Col. 16, coded 8 in
Col. 16 no marginal comment of denial

COLUMN VARIABLE
NUMBER NUMBER N

19

267

Q32A. SUMMARY CODE OF RESPONDENT'S USE OF
INTERVENING ENVIRONMENTAL VARIABLES TO EX-
PLAIN TRAITS OF NEGROES

(IF MORE THAN ONE MENTION OF NEGATIVE TRAITS,
CODE FIRST MENTION. GIVE PRIORITY TO EX-
TERNAL ENVIRONMENTAL EXPLANATION OVER IMMEDIATE
ENVIRONMENT) Note: If more than one type
of explanation is given for a negative trait,
code by same priorities as in Cols. 17-18.

MOTIVATIONAL DEFICIENCY-TRAITS DESCRIBED BY
CODE 33 IN COLS. 17-18

- 2 1. Explained by (linked to) discrimination
(coded) 52 in cols. 17-18)
- 2 2. Explained by (linked to) lack of education
(coded 54 in cols. 17-18)
- 2 3. Explained by (linked to) other external
environmental conditions (coded 51, 53,
& 59 in cols. 17-18)
- 2 4. Explained by (linked to) conditions in
immediate environment (coded 41, 42 &
49 in cols. 17-18)

OTHER NEGATIVE TRAITS - TRAITS DESCRIBED BY
CODES 31, 32, 34, 35, 39 IN COLS. 17-18

- 2 5. Explained by (linked to) discrimination
(coded 52 in cols. 17-18)
- 3 6. Explained by (linked to) lack of education
(coded 54 in cols 17-18)
- 2 7. Explained by (linked to) other external
environmental conditions (coded 51, 53, &
59 in cols. 17-18)
- 3 8. Explained by (linked to) conditions in im-
mediate environment. (coded 41, 42 & 49
in cols. 17-18)

(CONTINUED)

COLUMN VARIABLE
NUMBER NUMBER N

19 (CONT'D) 267 48

9. R attributes motivational deficiency or other negative traits without environmental explanation (coded in 30's or 20's in cols. 17-18)

36

0. INAP.; R did not attribute motivational deficiency or other negative traits; or R answered "Discrimination" to 32, coded 00 in cols. 17-18; or D.K., N.A. to 32A., coded 98, 99 in cols. 17-18.

20

268

SUMMARY CODE--DEGREE TO WHICH RESPONDENT GENERALIZES--QUALIFIES IN RESPONSES TO QUESTION 32A

(CODE QUALIFICATION IF R GENERALIZES AND THEN QUALIFIES)

54

1. R applies negative characterization to Negroes without any qualification: All Negroes or a general they

5

2. R qualifies his negative characterization to apply to most Negroes but not all: A majority; three quarters; many

4

3. R qualifies his negative characterization to apply to some Negroes: Half; 50/50

*

4. R qualifies his negative characterization to apply to a few Negroes

3

5. Negative characteristics with qualifications but not codeable as 2, 3, or 4

2

6. R does not apply negative characterization

*

9. N.A.

32

0. INAP., coded 1 in col. 16; coded 00, 11, 12, 38, 99 in cols. 17-18.

COLUMN VARIABLE
NUMBER NUMBER N

21 269 Q32B. Do you think Negroes are just born that way and can't be changed, or that changes in the Negro are possible.

- 4 1. BORN THAT WAY
- 66 2. CHANGES POSSIBLE
- 3. DON'T KNOW
- 4 9. N.A.
- 26 0. INAP., coded 1 in col. 16

22-23 270
271 (22) X37. Suppose a Negro family tries to move into an all-white neighborhood where it is clearly not wanted. Talking with the Negroes in the family about going someplace else does no good. What do you think the white people in the neighborhood should do to change the situation?

- 4 10. POSITIVE INTERVENTION WITH NEIGHBORS
Try to get neighbors to accept them; help them learn to live together.
- 11. POSITIVE INTERVENTION WITH THE NEGROES
Try to help the Negroes adjust to the neighborhood
- 15 12. POSITIVE ACCEPTANCE
Accept them as human beings; give them a chance;
- 4 23. POSITIVE ACCEPTANCE, QUALIFIED
Accept them if "right kind" of person (e.g., clean, enough money); if they're nice, give them a chance

COLUMN NUMBER	VARIABLE NUMBER	N
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22-23	270 271 (22)	22	24. <u>NEUTRAL ACCEPTANCE (or can't tell if positive or negative)</u> Nothing they can do; have to accept them, have to let them come.
		2	25. <u>NEGATIVE ACCEPTANCE</u> Accept it even though they don't like it.
		2	36. <u>NEGATIVE "HOLD THE LINE"</u> Try to keep the numbers down; one family is OK; white shouldn't move out.
		4	37. <u>TRY PEACEFULLY TO KEEP THEM OUT</u> Talk to them; try to get them to get elsewhere; buy house back at a profit.
		7	38. <u>OSTRACIZE THEM</u> Don't associate with them; whites should move out of the neighborhood
		-	49. <u>USE VIOLENCE (OR THREATEN,) IF NECESSARY</u>
		1	77. Other
		6	88. D.K.
		33	99. N.A.

MAKE CARD

24-25	272 273 (24)
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X37-A. What if that didn't work? What should the white people do then?

IF R SAYS :IT WOULD WORK," REPEAT CODE FROM COLS. 22-23

(Use same code as X37)

00. Inap. coded 24, 25, 88, 99
99. N.A.

COLUMN VARIABLE
 NUMBER NUMBER N

26 274 X37. CODE WHETHER R MENTIONED OPEN HOUSING LAWS

- 1. R mentioned laws with positive connotations (R approves of them)
- 2 2. R mentioned laws with no connotations
- 2 5. R mentioned laws with negative connotations (does not approve of them)
- 80 0. INAP, R did not mention open housing laws
- 16 9. N.A.

27 275 X37. CODE WHETHER R INDICATED FEAR OF OPEN CONFLICT OR VIOLENCE

- 1. Yes, R indicated fear (e.g., whites shouldn't do anything that would cause trouble)
- 84 0. INAP., no indication of such fear.
- 16 9. N.A.

28 276 S-12. Have you personally every had an unpleasant experience with Negroes or with a particular Negro? From Page 14

Code 0	27	1. YES
in Col. 29	72	5. NO
	1	9. NA

29 277 S-12A. What was that experience? (IF MORE THAN ONE, RECORD MOST UNPLEASANT)

- 7 1. Foul language or rude language:
 "mouthing things" "saying vulgar things"
 "smart remarks"
- 7 2. Physical abuse to R or R's family:
 "one grabbed me: Threatened
 "threw apples at me" physically

COLUMN VARIABLE
 NUMBER NUMBER N

29 (CONT'D) 277

- 3 3. Behavior which shocked or frightened R, although R not directly involved:
 "Negro boys were just playing with knives",
 "Negro gangs making trouble." "I've seen
 one Negro shooting another one in the
 streets."
- 2 4. Irresponsible behavior
 "failure to pay bills," "don't show up
 for work," "failed to be reliable,"
 "cleaning woman was lazy and didn't do the
 work" "
- 1 5. Criminal acts; R directly involved; non-physical;
 6 7. Other *stealing.*
- 8. D.K.
- 2 9. N.A.
- 73 0. INAP, coded 5 or 9 in col. 28

30

278

S-13. Would you like to have gotten (even) more
 education than you did?

77 1. YES

Code 0 in cols. 31-32	22	5. NO
	*	9. NA

COLUMN NUMBER	VARIABLE NUMBER	N
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31-32

279-
280 (31)S13A. What was the main reason that you
didn't get more education?

(CODE ONLY IF R ANSWERED "YES" TO Q.S-13)

Individual choice or individual difficulty

- 10 11. LACK OF MOTIVATION TO STUDY: tired of school; too young to know the need for education; followed example of other kids (If tired of school and wanted to make money, code 13)
- * 12. LACK OF MOTIVATION TO EARN MONEY FOR SCHOOL: too lazy to work and family couldn't afford it
- 9 13. WANTED TO MAKE MONEY: wanted to work
- 13 14. MARITAL: wanted to get married; got married; pregnancy
- ! 15. R'S HEALTH: Illness
- * 16. LACK OF INTELLIGENCE: Not smart enough; couldn't learn
- 2 19. OTHER INDIVIDUAL ACTION: Just quit, that's all.

Family Involvement, family specifically mentioned

- 9 21. Had to work to help support family
- 3 22. Had to stay home to (help) care for family
- 3 29. Other or unspecified trouble with family prevented continuing education (e.g. father wouldn't allow; left home after disagreement with parents.)

(Continued on next page)

COLUMN VARIABLE
NUMBER NUMBER N

31-32 (Con't) 279,
280

External or System Causes

- 16 31. Couldn't afford school; money; lack of basic necessities (e.g. food, clothing, books)
- 3 32. Depression
- 4 33. War; joined service; drafted
- a 34. Not enough schools; schools too far away; kids not expected to continue school
- 35. Discrimination: couldn't attend the local school; couldn't get a job (because of race) to pay for schooling.
- 39. Unspecified necessity: was not able to continue school
- MAKE CARD - 97. Other
- 98. DK
- * 99. NA
- 23 00. Inap., coded 8 or 9 in col. 30.

COLUMN
NUMBER

VARIABLE
NUMBER

N

33-34

281,
282 (33)

Q60 and 60A. Is your religious preference Protestant, Catholic, Jewish or something else?
IF PROTESTANT: What church or denomination is that?

SUMMARY: RELIGIOUS PREFERENCE

- 01. Christian with no further explanation
- 3 02. No religious preference, "None"
- 03. Agnostic, Atheist

CATHOLIC

- 38 11. Roman Catholic
- 12. Greek Rite Catholic; Maronite; Uniate

EASTERN CHURCHES (specific mention of "Orthodox")

- 21. Greek Orthodox
- 22. Russian Orthodox
- 23. Rumanian Orthodox
- 24. Serbian Orthodox
- * 25. Other Orthodox, "Orthodox" with no other designation

JEWISH AND OTHER NON CHRISTIAN

- 3 31. Jewish
- 32. Mohammedan (Muslim, Islam)
- 33. Buddhist
- 34. Hindu
- 35. Other non-Christian

PROTESTANT-- NO DENOMINATION

- 3 41. Protestant, no denomination given (or Protestant circled and "none" given as denomination)
- 42. Non-denominational Protestant (e.g. Unity, United Prayer)
- 43. Community Church (no denominational basis)

PROTESTANT DENOMINATIONS

- 7 51. Presbyterian
- 12 52. Lutheran
- 2 53. Congregational

COLUMN VARIABLE
NUMBER NUMBER N

33-34 (Con't)

Q60 and 60A (Con't)

281

282

- 54. United Church of Christ (code "Church of Christ" as 71)
- 55. Reformed (Dutch Reformed, Christian Reform
- 56. Evangelical
- 4 57. Episcopal, Anglican (Church of England)
- 58. Old Catholic Churches (e.g. American Catholic, North American, Old Roman Catholic Reformed Catholic)
- 10 61. Methodist, African Methodist Episcopal
- 62. United Brethren or Evangelical Brethren
- 14 63. Baptist
- 64. Disciples of Christ
- 70. Southern Baptist
- 2 71. Church of Christ (code "United Church of Christ" as 54)
- 72. United Missionary or Protestant Missionary
- 73. Nazarene or Free Methodist
- 74. Church of God, Church of God and Christ
- 75. Plymouth Brethren
- 1 76. Pentecostal, Assembly of God or Holiness
- 77. Primitive Baptist, Free Will Baptist ("Hard-shell" Baptist)
- 78. Sanctified (Apostolic overcoming Holy Church of God)
- * 79. Other Fundamentalists
- * 80. Jehovah's Witnesses
- * 81. Seventh Day Adventists
- * 82. Latter Day Saints; Mormon
- * 83. Christian Scientist
- 84. Spirtualistic
- * 85. Unitarian or Universalist
- 86. Quaker (Society of Friends)
- 87. Other Protestant (e.g. , Mennonite, Moravian)
- 88. Salvation Army
- 98. Other
- 99. DK, NA; Protestant circled and Q60A is blank

MAKE
CARD

COLUMN VARIABLE
NUMBER NUMBER N

35-36

283

Q70. Did any of your family income come from benefits, welfare payments or Social Security?

- Code 0 in cols. 36-40
- 6 1. VETERANS BENEFITS
 - * 2. WELFARE PAYMENTS
 - 8 3. SOCIAL SECURITY
 - 65 5. NO, NONE OF THESE
 - 8. DK
 - * 9. NA

36 — code "0"

36-37

284

Q70. CODE /TYPE OF WELFARE PAYMENTS, IF ANY

- 01. Old-age Assistance (OAA)
- 02. Medical Assistance for the Ages (MAA)
- 03. Aid to Families with Dependent Children (AFDC)
This includes all mentions of AFDC
- 04. Aid to the Blind (AB)
- 05. Aid to the Permanently and Totally Disabled (APDT)
- 06. Aid to the Aged, Blind or Disabled (AABD)
- 07. County/city welfare; trustee fund and "general welfare/relief"
- 08. Other
- * 09. DK, NA
- 99 00. Inap. coded 1, 3, 5, 8, or 9 in col. 35.

COLUMN NUMBER VARIABLE NUMBER N

38

285

Q70A. IF WELFARE PAYMENTS: Are you generally satisfied, somewhat dissatisfied, or very dissatisfied with the way you are treated by welfare workers and officials?

Code 0 in
cols. 39-40

- * 1. GENERALLY SATISFIED
- 2. SOMEWHAT DISSATISFIED
- 3. VERY DISSATISFIED
- 4. DK
- 5. NA
- 99 0. Inap. , coded 1,3,5,8, or 9 in col. 35.

code "0"

39
40

286

Q70B. What would you like changed in the way you are treated?

- 01. Not sufficient money: they always cut your money in one way or the other; they should allow more money for food/rent; won't give me shoes
- 02. Shouldn't pry into personal privacy; search the house; want to run your life; won't let you have a man in the house
- 03. Other mistreatment: Case workers treat you as if you are not as good as other people; raise hell if the floor is dirty but I can't afford a new broom don't keep their promises/give you the run around
- 04. Red Tape: Takes so long to get what I need; you have to wait all day in the office on reporting day
- 05. Should supply more services: They should help find jobs (and pay transportation expenses;) they should help find housing (and pay the first month's rent)
- 06. Better services (unspecified): I'm not getting the help I need; they don't give you what you want)
- 07. Other
- 09. DK, NA
- 100 00. Inap., coded 1,3,5,8, or 9 in col. 35 coded 1,8, or 9 in col. 38.

MAKE
CARD

COL. NO. VARIABLE
NUMBER NUMBER N

41 287

CODE WHETHER R HAS MADE NEGATIVE OR CRUDE REFERENCES TO NEGROES (e.g. , "nigger," "SOB'S," "send them back to Africa") DO NOT CODE A REFERENCE WHICH IS ALREADY CODED AFTER QUESTION S-2.

2

1. Yes, R made extremely negative or crude reference
3. R made milder negative reference
5. No, R made no such reference

TAKE CARD
CODE 0 in
CS 62-44

97

42-43 288

CODE MAIN QUESTION NUMBER OF NEGATIVE REFERENCE (DO NOT CODE A'S OR B'S)

9= S or X

(e.g. , S-1A is coded 091; X37 is coded 937)

97 00. Insp; coded 5 in col. 41

- * 29
- * 32
- * 34
- * 40
- * 79
- * 92