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Students and Their Opinions: Appendix

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APPENDIX

In the first part of this appendix are five questions and their corresponding choices of response as they appeared in the questionnaire. The responses of students to these questions are described and analyzed in our report, but the choices of response were not explicitly stated there. The distribution of responses for students in the project is given for each question. In the second part of the appendix, we describe the method and list of occupations used for classifying students into four socio-economic status (SES) classes.

The following are five questions as they appeared in the questionnaire with the responses of students in the project:

Mark the category which best describes you: (Mark one)

__ White/Caucasian	351	(51.8%)
__ Black/Negro/Afro-American	132	(19.5%)
__ Chicano/Mexican-American	38	(5.6%)
__ Latino/Latin-American	32	(4.7%)
__ Philippino [Sic]	25	(3.7%)
__ Asian/Asian-American/Oriental	59	(8.7%)
__ American Indian	4	(0.6%)
__ Other	28	(4.1%)
No Response	8	(1.2%)

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How much education do you intend to have?   (Mark one)

___ Do not care if I finish high school or not.   3   (0.4%)

___ I intend to finish high school but have no
     further educational plans.   72 (10.6%)

___ Technical, nursing, or business school after
     high school.   66   (9.7%)

___ Some college but less than 4 years.   101 (14.9%)

___ Graduate from a 4 year college.   210 (31.0%)

___ Professional or graduate school after college.   155 (22.9%)

___ Don't know.   67   (9.9%)

     No Response.   3   (0.4%)

Which of the following best describes your opinion of
legal education in high schools?

a. Legal education should be required in high
    schools.   240 (35.5%)

b. Legal education should be an elective in
    high schools.   383 (56.6%)

c. Legal education is unnecessary in high
    schools.   6   (0.9%)

d. Law should not be taught in high schools.   10   (1.5%)

     No Response.   38[a] (5.6%)

[a]This number includes 27 students who took the comparison group question-
naire which did not include this question.

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How important is the participation of law students in a
high school legal education program?

a. Very important.   228 (33.7%)

b. Important.   377 (55.7%)

c. Unimportant.   25 (3.7%)

d. Law students should not be involved in
    high school legal education.   10 (1.5%)

    No Response.   37[a] (5.5%)

[a]This number includes 27 students who took the comparison group question-
naire which did not include this question.

How would you describe the workings of the courts?

a. They are always fair.   41 (6.1%)

b. They are fair except on rare occasions. 334 (49.3%)

c. They are often unfair.   232 (34.3%)

d. They are almost always unfair.   20 (3.0%)

e. They are always unfair.   8 (1.2%)

    No Response.   42 (6.2%)

The classification of a student into one of four SES classes was

determined by what he indicated as his father's occupation. The first

questionnaire item presented the student with a list of occupations above

which appeared the following instructions, which were also read aloud by

the teacher.

Below and on the next page is a list of jobs. Follow these instruc-
tions.

a. First read the whole list. Then circle the job which is most
    like the job your father has. Circle only one job.

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b.   If you are living with a stepfather, circle his job
     instead.

c.   If you cannot find your father's job on the list, or
     one very much like it, print the name of your father's
     job on the empty line after the word "other" at the
     bottom of the list.

d.   If your family is on welfare, print "W" on the empty
     line after the word "other" at the bottom of the list.

e.   If your father is retired, is deceased, or for any
     reason does not work, ask for special instructions
     from the teacher. If you need any help, please
     ask your teacher.

The instructions for individual questions that may have been asked

of a teacher were the following:

1.   If a student's father is retired, he should print FATHER RETIRED
on the empty line after the word "other" at the bottom of the list <u>and</u>
circle his father's last occupation.

2.   If a student's father is deceased, he should circle his father's
last occupation.

3.   If a student's father does <u>not</u> work (for reasons other than being
retired) but his mother does, he should circle the job most like the job
his mother has.

4.   If a student's mother and father do <u>not</u> work and are <u>not</u> receiving
welfare, the student should print NO JOB after the word "other" at the bottom
of the list.

Each occupation listed in the questionnaire and other occupations in-

dicated by students were assigned to one of four SES classes that were

ranked from highest to lowest and that were determined, with few exceptions

by the Duncan Socio-economic Index.[1] This index assigns a numerical value

to each of the occupations in the Bureau of the Census 1950 detailed

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1. Albert J. Reiss, Jr.; Otis Dudley Duncan; Paul K. Hatt; and Cecil C.
North, *Occupations and Social Status* (New York: The Free Press 1961).

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classification.

The value assigned to each occupation is a linear combination of two variables obtained from 1950 census data--an education variable (the percent in each occupation who are high school graduates) and an income variable (the percent in each occupation reporting incomes of $3,500 or more) adjusted for age using age-specific education and income patterns. The weights used in the linear combination are the regression coefficients when these variables are used to predict the percent of "excellent" or "good" ratings obtained for 45 of 90 occupational titles in a 1947 National Opinion Research Center (Cecil C. North and Paul K. Hatt) survey of 2,920 respondents. We are unaware of an index using these methods based on more recent census data. Indeed, in a recent comparison[2] of nine popular scales for occupational status, the Duncan index is recommended.

Occupations in the armed forces were not assigned a Duncan score. We classified each armed forces member into the three highest SES classes as follows: In the highest SES class were placed captains through generals in the army, air force, or marines, and lieutenants through admirals in the navy and coast guard. In the second SES class were placed sergeants through lieutenants or master gunnery sergeants in the army, air force, or marines; petty officers through junior grade lieutenants in the navy and coast guard, and warrant officers. In the third SES class were placed privates, corporals

2. John P. Robinson, Robert Athanasiou, and Kendra B. Head, *Measures of Occupational Attitudes and Occupational Characteristics,* (1969) Appendix A to John P. Robinson, Jerrold G. Rusk, and Kendra B. Head, *Measures of Political Attitudes,* Survey Research Center, Institute for Social Research, The University of Michigan, Ann Arbor, (1968).

airmen and seamen.

Here are the occupations listed in the questionnaire and others frequently indicated by students as they were classified. The number of students in the project who indicated the corresponding occupation as that of their fathers' is given in parenthesis.

Highest SES class (Total = 147) Accountant (13), Architect (7), Armed forces member (3), Artist who paints pictures (1), Author of novels (0), Banker (6), Business Executive-management/administration (26), Chemist (3), College professor (8), County agricultural agent (0), Dentist (7), Engineer (25), Head of a department in state govt. (6), Judge (0), Lawyer or attorney (9), Mayor of a city (2), Newspaper columnist (0), Optometrist (0), Owner of a large business (7), Pharmacist (1), Physician or surgeon (12), Psychologist (2), Reporter on a daily newspaper (1), Scientist (1), Stockbroker (3), Superintendent of schools (0), Veterinarian (0), Other (4).

Second SES class (Total = 111) Actor (1), Armed forces member (3), Buyer for a store or a business (2), City commissioner (0), Computer programmer (6), Guidance counselor in a public school (1), Insurance agent (11), Interior decorator or designer (1), Interpreter/translator (0), Lab technician or hygenist (1), Minister or rabbi (1), Musician in a symphony orchestra (1), Official of a labor union (5), Owner of a small business (37), Public school principal (0), Radio announcer (1), Railroad engineer (0), Real estate salesman (6), Social worker for a city government (4), Teacher in a public school (4), Therapist—physical, speech, occupational (2), Traveling salesman (2), Undertaker (2), Other (20).

Third SES class (Total = 222) Armed forces member (1), Auto salesman (2), Automobile repairman (13), Bank teller (1), Barber (1), Bartender (6), Building contractor (5), Bus driver (4), Carpenter (15), Clerk-Salesman in a store (8), Dietician or home economist (0), Electrician (12), Fireman (6), Longshoreman (25), Machine operator in a factory (11), Mail carrier (4), Milkroute man (0), Musician in a band or combo (0), Nurse (7), Office Worker (12), Plumber (3), Policeman (14), Postal clerk (9), Printer (3), Railroad conductor (0), Restaurant cook (12), Singer in a night club (0), Truck driver (20), Welder (3), Other (25).

Lowest SES class (Total = 134) Cannery worker (0), Clothes presser in a laundry (4), Construction worker (23), Farm worker (2), Garbage collector (1), Gardener (2), Gas station attendant (1), Hospital orderly (4), Janitor (11), Night watchman (3), Nurse's aide (1), Painter (7), Railroad section hand (1), Restaurant worker-not cook (9), Shoeshiner (1), Slaughterer in a meat packing house (1), Soda fountain clerk (0), Street sweeper (0), Taxi driver (3), Teacher's aide (2), Warehouse worker (14), Welfare (21), Other (23).