

WEB APPENDIX

RECONSIDERING THE EFFECTS OF EDUCATION ON POLITICAL PARTICIPATION

JOURNAL OF POLITICS

Cindy D. Kam*
Associate Professor
Department of Political Science
Vanderbilt University
VU Station B #351817
Nashville, TN 37235-1817
cindy.d.kam@vanderbilt.edu
615.322.6222 (phone)
615.343.6003 (fax)

Carl L. Palmer
Doctoral Candidate
Department of Political Science
One Shields Avenue
University of California, Davis
Davis, CA 95616
clpalmer@ucdavis.edu
530.752.0966 (phone)
530.752.8666 (fax)

*Corresponding author. Contact information valid as of 7/1/08.

Covariates in Propensity Score Regression, 1965-1973 Political Socialization Study

Youth Covariates, measured in 1965

Cognitive Ability:

Number of public affairs courses taken
 Frequency of reading the newspaper about politics
 Frequency of listening to the radio about politics
 Frequency of reading magazines about politics
 Amount of political conversation with family
 Amount of political conversation with friends
 Amount of political conversation with adults
 Curriculum followed in High School

External Efficacy:

Does government listen to your opinion
 Is government crooked
 Is government wasteful
 Trust government to do what is right
 Are representatives in government smart
 Is government for everyone

Personality Characteristics:

Does the respondent's life go as they wish
 Does the respondent have good luck
 Does the respondent finish their plans
 Does the respondent typically win arguments
 Does the respondent have strong opinions
 Is the respondent's mind easily changed
 Does the respondent trust others
 Does the respondent help others
 Can others be trusted to be fair

Civic Participation:

Officer in a school organization
 Participation in school publications
 Participation in hobby clubs
 Participation in school subject clubs
 Participation in occupational clubs
 Participation in neighborhood clubs
 Participation in religious clubs
 Participation in youth service organizations
 Participation in miscellaneous clubs

Parental Covariates, measured in 1965

Cognitive Ability:

Frequency of reading the newspaper about politics
 Frequency of listening to the radio about politics
 Frequency of watching TV about politics
 Frequency of reading magazines about politics

External Efficacy:

Does government listen to your opinion
 Is government crooked
 Is government wasteful
 Trust government to do what is right
 Are representatives in government smart
 Is government for everyone

Personality Characteristics:

Does the respondent's life go as they wish
 Does the respondent have good luck
 Does the respondent finish their plans
 Does the respondent typically win arguments
 Does the respondent have strong opinions
 Is the respondent's mind easily changed
 Does the respondent trust others
 Does the respondent help others
 Can others be trusted to be fair

Civic Participation:

Participation in church or religious organizations
 Participation in fraternal organizations
 Participation in professional organizations
 Participation in civic organizations
 Participation in civil liberties organizations
 Participation in neighborhood clubs
 Participation in sports clubs
 Participation in informal clubs
 Participation in farm groups
 Participation in women's clubs
 Participation in miscellaneous clubs

Political Participation:

Vote in 1964 Presidential election
 Attempt to persuade anyone in 1964 Presidential election
 Attend any political rallies
 Other political acts on behalf of candidates or parties
 Member of any political clubs
 Wear a button or post any campaign signs
 Donate money to parties or candidates

Continued on the next page...

Youth Covariates, continued	Parental Covariates, continued
<u>Other:</u> Strength of partisanship Youth knowledge index Respondent's plans for school next year Does the respondent have a phone at home Gender Race	<u>Other:</u> Strength of partisanship Parental knowledge index Employment status Level of education Household income Homeownership

The youth and parental knowledge indices were constructed from responses to the following questions: length of U.S. Senate term, where is Tito a leader, number of members on the U.S. Supreme Court, name of governor of respondent's state, location of WWII Concentration Camps, and FDR's partisanship.

Covariates in Propensity Score Regression, 1980-1986 High School and Beyond Study

<p><u><i>Cognitive Ability:</i></u> Description of High School curriculum Amount of Math coursework Amount of English coursework Amount of French coursework Amount of German coursework Amount of Spanish coursework Amount of History coursework Amount of Science coursework Amount of Business coursework Amount of Trade/Industry coursework Amount of Technical coursework Amount of Vocational coursework High School grades Taken the SAT Taken the ACT Taken the ASVAB Ever enrolled in remedial English Ever enrolled in remedial Math Ever enrolled in Honors English Ever enrolled in Honors Math Ever enrolled in Bilingual classes Ever enrolled in educationally handicapped program Ever enrolled in Physically handicapped program Ever heard of Co-Op program Ever participated in Work Study Ever participated in Talent Search Ever participated in Upward Bound Ever participated in Continuation High School Ever participated in Alternative High School Ever participated in school for Pregnant students Ever participated in Work programs Ever participated in Junior ROTC How much time spent on homework each week How much time do you read the newspaper Vocabulary test scores Reading test score Math test scores Picture evaluation test score Mosaic evaluation test score Visualization test score</p>	<p><u><i>Relationship to School:</i></u> How many days were you absent without illness How many days were you late to school Should your school have emphasized basic subjects more Should your school have emphasized vocational programs more Did you not get enough work experience in school Counseling regarding your education in school Counseling regarding employment in school Has coursework being too hard interfered with your education Has finding it hard to adjust interfered with you education Has poor teaching interfered with your education Have poor study habits interfered with your education Has courses being too easy interfered with your education <u><i>Work Experience:</i></u> Age first worked for pay Did you work for pay last week Did you look for a job last week How many hours do you work a week Do you do your present job just for the money Is your present job more enjoyable than school Is your present job more important than school <u><i>External Influences:</i></u> Does your mother keep track of school performance Does your father keep track of school performance Time spent talking with mother and father about outside experiences How much has father influenced post-high school plans How much has mother influenced post-high school plans How much has counselor influenced post-high school plans How much have teachers influenced post-high school plans How much have friends influenced post-high school plans How much have military recruiters influenced post-high school plans How much have college recruiters influenced post-high school plans Father's suggested post high school plans Mother's suggested post high school plans Counselor's suggested post high school plans Teacher's suggested post high school plans Friend's suggested post high school plans Does your closest friend get good grades Does your closest friend like school Does your closest friend attend class Does your closest friend plan to attend college Is your closest friend popular How far in school does your mother want you to go</p>
--	---

Continued on the next page...

<p><u>Non-Cognitive Characteristics:</u> How important is success How important is getting married How important is having money How important are strong friendships How important is finding steady work How important is being a community leader How important is giving your children better How important is living close to parents How important is moving away How important is correcting inequalities How important is having children How important is leisure time Do you have a positive attitude Is good luck more important than hard work Do you feel like a person of worth Do you feel able to do as well as others Do you feel that plans rarely work out Is it better to be accepting or try to change things Do you feel satisfied with yourself Do you ever feel no good at all Do you feel confident in your plans</p> <p>Are you satisfied with your education Have you had disciplinary problems in school Are you interested in school Have you been suspended from school Do you cut classes at all Do you feel unsafe at school Have you been in serious legal trouble Do you like to work hard in school Do you enjoy working for pay Will you be disappointed if you do not graduate from college Do you have the ability to complete college Lowest level of education you will be satisfied with</p> <p><u>Civic Participation:</u> Activity index</p>	<p><u>Future plans</u> Expected High School graduation date Have you tried to enlist in the armed services Have you been sworn in to the armed services What will take up the most time after high school Plan to work after high school Plan on an apprenticeship after high school Plan to join the military after high school Plan to be a homemaker after high school Plan to attend a trade school after high school Plan to attend community college after high school Plan to take technical classes after high school Plan to attend a 4 year college after high school Plan to travel after high school Plan to attend trade school after high school Have you been accepted to any vocational school Do you plan to attend college in the future Have you applied for college admission Have you been accepted by any college or university What is your expected occupation How far do you expect to get in school If there was compulsory service after high school, would you chose community or military Did you expect to attend college in the 8th grade Did you expect to attend college in the 9th grade Did you expect to attend college in the 10th grade Did you expect to attend college in the 11th grade</p> <p><u>Other:</u> SES Index Were you born in the US How much of your life have you spent in the US Gender</p> <p>Race Origin Religion Household income Home ownership Father's job Father's education Mother's job Mother's education Do you have a learning disability Do you have a visual handicap Are you hard of hearing Are you at least partially deaf Do you have a speech disability Do you have an orthopedic handicap Do you have another health impairment Do you have any physical condition that might affect your education or ability to work Did anyone read to you when you were young How many of your brothers and sisters are in college</p>
--	--

The youth activity index was constructed from responses to the following questions: participation in varsity athletics, cheerleading, debate, band, chorus, photography, honors club, school newspaper, miscellaneous school clubs, student government, vocational clubs, church, and Junior Achievement. The SES index was constructed from responses to the following questions: Do you have the following in your home: a place to study, a daily newspaper, a set of encyclopedias, a typewriter, a dishwasher, your own room, and a calculator.