



**The Changing Social Contract at the Transition to Adulthood:  
Implications for Individuals and the Polity**

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## **The Changing Social Contract at the Transition to Adulthood: Implications for Individuals and the Polity**

Over the past fifty years the transition to adulthood has become more protracted for younger generations in the United States. Financial independence and steady work with benefits are more elusive for youth today than they were for their parents and marriage and family formation are delayed (Settersten, Furstenberg, & Rumbaut, 2005). Trends over these same decades point to generational declines in conventional measures of civic engagement such as voting and party politics and values such as social trust which sustain democratic polities (Galston, 2001; Putnam, 2000; Smith, 2005).

In this paper we assess two aspects of social change – in individual lives and in the life of the polity and argue that, as younger generations consolidate identities, collectively they also are constituting society (Flanagan, Galloway, Gil, Galloway, & Nti; Youniss & Yates, 1997). These two aspects of social change are rarely looked at in the same study. However, we want to emphasize that social change is not only a historical process to which people react but also a phenomenon created by the collective decisions and actions of people. Thus, the kinds of choices youth make about their own lives are likely to be associated with the kind of society that, collectively, they are constructing. Insofar as the character of democracy depends in large part on the values and habits of the people (Bellah, Madsen, Sullivan, Swidler, & Tipton, 1985), trends in the political attitudes of youth are a barometer for the future of the polity.

Drawing from the Monitoring the Future (MTF) study, we examine trends in the perceptions, attitudes, and behaviors of high-school seniors in the United States between 1976 – 2003. With respect to individual lives, we look at patterns of stability and change in the personal meanings youth attach to work; in the material standards and consumer lifestyle to which they aspire; in their sense of comfort with change and control over their lives; in optimism about their own future and that of the world, and their feelings about becoming adults.

With respect to social change and the polity, we report trends in youths' commitment to goals that promote the common good, i.e., the importance they attach to making a contribution and being a leader in their community and of having a job where they can help others and do something worthwhile for society; their interest in current events and environmental awareness; and indicators of their participation in conventional and lifestyle politics, and volunteer work in their communities.

Our paper builds on analyses of several trends in the Monitoring the Future data reported by Schulenberg, Bachman, Johnston, and O'Malley (1994). The implications of social change and the prolonged period of the transition to adulthood also motivated that earlier report. We focus on several topics raised in the Schulenberg et al. (1994) report and extend the analyses beyond 1992, the last year analyzed in that report. In addition, we have included variables that tap high-school seniors' political and environmental attitudes and behaviors. These trends are revealing in their own right. However, by

simultaneously looking at trends in personal and political lives, we hope to raise questions about how youths' adjustment to changing conditions of transitioning to adulthood may have implications for the polity.

## **Background**

Younger generations today are grappling with a new social contract, i.e., a change in the ties that bind members of a nation together. In the mid-twentieth century, social markers such as finishing school, getting a job, getting married, and starting a family followed a predictable sequence. Thus there was more clarity about the connection between developmental tasks, social roles, and a match between institutional preparations and individual needs (Settersten et al., 2005). Compared to that relatively orderly sequence of roles, the trend for today's youth includes longer periods of schooling, combinations of work and education, delayed marriage, and lower lifetime fertility (Fussell & Furstenberg, 2005).

Furthermore, for young people today the job market is less predictable, training is a matter of constant retooling for the market's shifting demands, and it is increasingly incumbent on individuals to manage uncertainties. Economic restructuring and deindustrialization during the past thirty years has altered the educational requirements for jobs that can support a family. A college degree has replaced a high-school diploma as a sine qua non in the world of work. But some economists also are questioning whether more education is enough to protect younger generations from the vagaries of the changing market. Krugman (2005) notes that when the technology bubble of the late 1990's burst, so did the notion that American knowledge workers were invulnerable. Thus, even with more education, jobs in the future may be more tenuous.

Analyses of work and earnings trends in the United States since the 1970s show that more of the jobs in the new economy are contingent (part time, of shorter tenure, with fewer benefits). Job instability is especially acute for African-American men (Bluestone & Rose 1997). Compared to the years between 1946 – 1972 when changes in a person's employment typically reflected promotions and raises, changes in employment today are more likely to be associated with demotion, unemployment, or displacement to other careers (Carnavale, 1995). Between the early 1970's and early 1990's unemployment increased to high levels, growth in median earnings was slow, and access to employer provided health insurance and pensions fell for the average worker (Danzinger & Gottschalk, 2005). During this period disparities between the haves and have-nots grew and there was a reformulation of the social contract of welfare policy for the poor.

### Trends in Civic Behaviors and Attitudes

Generally the political attitudes and behaviors of high-school seniors have not been a prominent concern of the social sciences, including political science. However, in the past decade there has been a resurgence of interest in the developmental foundations of political behavior, in large part due to worries that it has been on a precipitous decline. Based on most conventional indicators of political behavior, youth are less likely than their contemporary elders to vote, to be involved in partisan politics, or to use the media

to stay informed about current events. And this trend has worsened in recent decades. Although in any era, compared to their elders, youth are less interested in politics, in recent decades young people are less interested and engaged in civic issues when compared to youth of earlier eras (Smith, 2005).

Some scholars have suggested that non conventional political behaviors or lifestyle/consumer politics may be better indicators for young people today. In Keeter et al's (2002) national survey, whereas two thirds of the 15 – 25 year olds reported no involvement in conventional political forms (contacting a public official, writing a letter to a newspaper editor, or participating in protests and rallies) 51.4% said that they used boycotting and boycotting to voice their political views (i.e, refusing or deciding to buy something because of the conditions under which it was made).

### Community Service

Arguably, concerns about increasing self-indulgence and materialism in younger generations (Bellah, Madsen, Sullivan, Swidler, & Tipton, 1985) motivated the movement to institutionalize community service or service learning in public schools. In the late 1990s 64% of all public schools and 83% of public high schools provided some form of community service programs and nearly a third of all schools had service learning programs in place (Billig, 2000). According to the annual college freshman survey, part of the Cooperative Institutional Research Project conducted by UCLA's Higher Education Research Institute, in 2005 83% of entering students said that they volunteered at least occasionally during their senior year of high school but only 12% had worked for a local, state, or national campaign during high school (and this was the highest level since 1971) (<http://www.gseis.ucla.edu/heri/norms05.html>).

In summary, trends in civic engagement among adolescents and young adults suggest that, while direct volunteering in communities has become more common, participation in conventional (electoral) politics has declined.

## **Data and Methods**

Our results are based on secondary analyses of the MTF data set. Monitoring the Future is based on surveys of nationally representative samples of high school seniors. The annual surveys, begun in 1975, provide information on trends in substance use among American adolescents. In addition, MTF includes a large battery of attitudes, beliefs, and behaviors about work, leisure, family, political issues, and self assessments. Each year, between 16,000 and 18,000 high school seniors complete surveys which are group administered in their high school classes. Items are distributed across six different forms and the six forms are randomly distributed to students within each participating school. Thus the responses of 2,000 – 3,000 high-school students are reflected in each form.

Monitoring the Future provides an enormous wealth of information about the changing views of late adolescents over almost thirty years. Perhaps best known as the national barometer of trends in drug and alcohol use, MTF also includes hundreds of items about a wide range of adolescents' attitudes, beliefs, and behaviors. It is particularly useful for

our objective of exploring how trends in individuals' attitudes and behaviors may have implications for the polity because MTF is an especially rich source of trends in adolescents' political attitudes and behaviors.

We began by selecting items concerning the range of issues we were interested in and examining the time trends for each of them. We then combined conceptually related items that shared the same time trends. Though these similarities in time trends usually matched individual level correlations among items, there were interesting cases where highly related items at the individual level followed distinct patterns of change over time. Also, because our focus is on aggregate rather than individual change, we are able to combine items answered by different sub-samples. We simply form our scales out of the annual means for each item.

For each item we also examined differences in levels and trends between males and females, between ethnic or racial groups, between youths who do and don't plan to go to college, and between seniors whose parents had more and less education. There are, indeed, many large and important differences among these groups in views about many of these issues. Yet those differences are largely consistent over time, so that the overall trends held for all of these groups, with few exceptions. Because our focus today is time trends, we will say little about group differences in this presentation.

Each time trend we report is based on 60,000 to 70,000 cases, and all the differences big enough to be of any interest at all are significant. Thus we will spend less time reporting statistical significance and more on the big picture, relating trends across different domains and attitudes.

## **Results**

### Demographics

Over time the population of high-school seniors has become more ethnically diverse and more committed to a college education. About 80% of the 1976 cohort of high-school seniors was White whereas 63% of the 2003 cohort was White. In 1976, 27% of the respondents expected to graduate from a 4-year college and by 2003, this has nearly doubled, with 53% holding this expectation.

## IMPLICATIONS OF CHANGE FOR INDIVIDUALS

### Transitioning to adulthood

High school seniors' answers to two questions about expectations for their immediate futures match findings about the lengthening period of transition to adulthood or emergent adulthood in recent decades. The desire to leave home and live on one's own, which has been strong throughout this period, has steadily increased. Yet this is not at all a matter of eagerness to assume adult responsibilities, for at the same time seniors are more and more likely to say that they "feel hesitant about taking a full-time job and becoming part of the 'adult' world." Indeed, although eagerness to leave home is

consistently higher, the two lines show similar trends. The hesitation about becoming an adult is not simply a result of more students planning to attend college, for the trend holds both for college bound and non-college bound students. Thus, students increasingly anticipate a period of living on their own before taking on adult responsibilities.

#### Concern about change and pessimism about the future

We began our work anticipating that, because youth now face greater uncertainties about future job security in the rapidly changing labor market, they would be increasingly pessimistic about their futures and uncomfortable with the pace of change in modern life. We measured the two concepts with the items in the next slide. As you can see in the next figure, we were wrong. These two attitudes follow similar oscillating patterns over these 28 years, but the overall trend, especially in the last decade, has been toward greater comfort with change rather than concern, and greater optimism about the future rather than pessimism. The long term decline in concern with change is one of the most dramatic trends we uncovered.

#### Preference for risk, locus of control, and importance of job stability

Time trends for three other dimensions provide a helpful context for understanding students increasing comfort with change and optimism about the future as they face a rapidly changing world. Monitoring the Future includes two items reflecting preference for risk, several items measuring locus of control, and two items asking about the importance of job stability. Looking at the time trends in the next slide, we see that students have always placed a high priority on job stability (an average of about 4.5 on a 5 point scale), but that priority has waxed and waned, with a moderate decline since the mid-1990s. The net result is that high school seniors today appear no more worried about this issue than were seniors of 25 years ago. Turning to locus of control, today's youth do feel less in control of their lives and destinies, but the trend is very slight and not at all commensurate with the large declines over time in concern with change and pessimism about the future noted in the last slide. Turning to risk-taking, we found a sizable and unexpected trend that over time high school seniors have considerably greater preference for or enjoyment of doing risky or dangerous things, with most of that increase coming during the 1980s. Thus, we see a pattern of changes in late adolescents' world views consistent with greater comfort with change and optimism about the future: They find taking risks more appealing at the same time they place less priority on stable work and feel a little less control over their lives.

#### Job Characteristics: Status, Career, Helping Others

Schulenberg and colleagues (1994) examined trends up to 1992 for several aspects of views about work. They found decreases in importance respondents placed on work as an aspect of life, accompanied by increasing priority placed on job status and income, and inconsistent trends in importance placed on having jobs that benefit others. In extending the time frame to 2003, we examined a larger set of items and found distinct trends for three aspects of what high-school students are seeking in the world of work. The first set of two items focuses on jobs in which one can contribute to society, which matches Schulenberg and colleagues other oriented work. The next set of 11 items reflects a

career orientation, a job that is challenging, demanding, and a central part of one's life. This set includes Schulenberg and colleagues' theme of importance of work and expands it to a surprisingly broad set of issues, all of which share the same time trend. The last set of four items reflects a job where one is rewarded with high status and prestige but with little investment of the self, a theme that Schulenberg and colleagues contrasted with other oriented work, but which we found more independent over our longer time span. As the next figure shows, the sharp increase in priority of respect and prestige through the 1980s the Schulenberg and colleagues identified largely holds through today (perhaps declining slightly). Despite these aspirations for status, since the mid-1980s there has been a steady decline in interest in a career, i.e., having a job that calls for personal investment. Thus, the modest decline noted Schulenberg and colleagues has become a substantial long-term trend. The desire for jobs where one could help others or contribute to society shows a trend similar to that for jobs as a career. Since the mid 1980's high school seniors have been less likely to desire work that could benefit society. In summary, since 1976 there has been an increase in youth's desire for jobs that would afford them success and prestige but a decrease in the desire for jobs that are demanding or interesting or ones in which they could make a contribution to society.

There are several ways to interpret these results. First, high-school seniors may not view work as central to who they are. In fact, when we shared these results with undergraduate students who will graduate college this year, they offered two interpretations. First, they noted that members of their generation expect that their work lives will mean moving from one job to another. Second, they said that they expect to work to make money but that a particular career is not a core piece of their self-concepts. A second interpretation is that, with jobs becoming more contingent, short-term, contractual rather than a long-term career ladder (Cote, 2006), perhaps this reluctance to invest in jobs is a response to employers' declining commitment to workers evident in downsizing and outsourcing. Nonetheless, the trends in desiring status but not a career would appear to be on a collision course, for status and prestige no doubt are largely limited to the most demanding jobs in which one invests oneself.

#### Attitudes toward marriage and family

Note that, in the interests of time, we did not prepare a slide for this domain. Our analyses confirm the trends that Schulenberg and his colleagues reported for through 1994. Basically, growing numbers of young people think that cohabiting is a good idea prior to marriage. At the same time, the commitment to marriage, family, and parenting has, if anything, become stronger over time. One interpretation of these trends could be that though youth are committed to family, they are choosing to postpone these commitments until later in life due to other (i.e., economic) insecurities.

#### Materialism: Consumption and Standard of Living

MTF has a very rich set of items tapping the importance that students attach to various consumer goods and the latest fashions. We have clustered these items into two sets. The first reflects the importance of popular consumer goods (of having the latest fashion and of 'keeping up with the Joneses'). The second includes questions about students' desire for major items such as houses, cars, and appliances, as well as having a lot of

money and having more than their parents. There were substantial increases in both types of materialism during the 1980s. Since then emphasis on having the latest fashions and ‘keeping up with the Joneses’ has declined to lower levels than the 1970s, but the priority placed on material wealth and major consumer goods has remained steady.

## IMPLICATIONS OF CHANGE FOR THE POLITY

### Materialism and Social Trust

The patterns in the lives of individuals intersect with trends in youth’s concern for the polity in important ways. We first illustrate this point by linking trends in social trust with trends in materialism. Our analysis extends and confirms the decline in social trust for high school seniors documented by Rahn and Transue (1995) and the declining trends due to generational replacement noted in analyses of the GSS (Easterlin & Crimmins, Smith, 2005). Social trust levels declined gradually from 1976 to 1989. Since 1989, however, social trust levels have remained stable. The more important point is that trends in trust follow an inverse pattern to those in materialism, especially in the importance of a high standard of living. During the decade of the 1980’s, the desire for a high standard of living went up and students’ endorsement that most people are fair and can be trusted went down. Both have remained fairly stable since 1991. Social trust is considered the grease that keeps Civil Society going since it is positively correlated with cooperation and with joining community organizations. Thus, the declines in trust have been a cause of concern for many who are worried about the state of democracy.

### Materialism, Concerns about Scarcity and Environmental Conservation

In the next slide we examine the trends in materialism (i.e., the desire for a high standard of living) with two environmental trends that have implications for the polity: One item taps students’ beliefs that we Americans should curb our consumption patterns (There will probably be shortages in the future, so Americans will have to learn to be happy with fewer things). The second is an environmental conservation scale which taps youth’s reports that they do or plan to conserve gas, electricity, and energy via behavioral changes.

It seems logical to assume that the perception that environmental resources are becoming scarce should be linked to environmental conservation behaviors, i.e., if the shortage of natural resources is salient, intentions to conserve them should be high. As the slide shows, after 1982 there was a precipitous decline in students’ beliefs that resources were scarce and Americans should learn to consume less. The downward trend continued, with some increase between 1988 and 1992 followed by another decline. In 1976 nearly 80% of students felt that we should be happy with less. In 2003 less than 50% agreed. Not surprisingly, at times when youth are more aware of scarce resources, youth are also more likely to report higher levels of personal conservation behaviors. Both of these indicators of environmental consciousness declined during the 1980’s. Students’ reports of environmental conservation have remained low and their beliefs that we should learn to be happy with less have continued to decline. This downward trend in perceptions of scarcity paralleled trends in desires for higher material standards of living, as over time

youth reported that they would not be content with consuming less. As we expected, trends in environmental conservation are in line with the awareness of scarcity and at odds with the desire for a higher material standard of living.

The trends in materialism during the decade of the 1980's are a mirror image, the inverse of trends in environmental conservation. As students wanted more money and material goods for themselves, they perceived less need for conserving resources. Since 1990, although materialism has flattened out, environmental conservation has, if anything, declined.

#### Environmental Stewardship: Government and Personal Responsibility

Youth trends in environmental concern can also be framed in terms of who youth view as responsible for environmental problems. As the next slide shows, trends in personal responsibility for the environment ("I make a personal effort to conserve and protect the environment") parallel trends in endorsing the government's responsibility in addressing these issues ("The government should solve environmental problems even if products are banned or changed"). Though the large differences in level suggest that perhaps youth hold higher expectations for the government than they do for themselves in terms of environmental responsibility, there seems to be a shared sense of accountability for environmental conservation as expressed in these parallel trends.

#### Political Engagement

Two sets of items tap high-school students' political engagement. One reflects conventional indicators of engagement in electoral politics, i.e., writing to elected officials, giving money to political candidates, and working on campaigns. The other set are less conventional, i.e., willingness to boycott or demonstrate for a cause. This second set is now referred to in the literature as a kind of 'life style' politics. According to several reports, youth today seem to be less engaged in the former (conventional) and more in the latter style of political behavior (Keeter et al., 2002; Micheletti & Stolle, 2005). The intention to vote (or actual voting) also is shown on this graph.

Two things are noteworthy. First, although the intention to vote is relatively high and stable across time, trends in actual voting do not bear these good intentions out. Furthermore, intentions to vote do not trend with any of the other indicators of political behavior. Second, trends in convention and lifestyle politics are not related. Whereas conventional political behaviors have been on a steady decline since 1977, lifestyle politics has waxed and waned, at its lowest point in the mid 1980's, increasing in the early 1990's and on the decline since 1993.

Although not shown on this graph, we also point out that the aggregated trend in environmental conservation has a strong association with the trend in conventional indicators of political engagement. As noted for both above, these trends have shown a substantial decline in the past 25 years. As these trends tend to occur together, one interpretation is that environmental awareness motivates involvement in electoral politics. Thus, environmental issues may be a good avenue through which to get youth politically involved.

### Trends in commitments to the “common good”

As we stated earlier, over the past fifteen years, service learning which connects classroom based learning with community based volunteer (civic) work has gradually become institutionalized in schools. In many cities and some states, a set number of hours of community service is a pre requisite for high school graduation. Criticisms of this policy direction note that volunteer and charity work cannot replace the role of government and social programs in addressing community needs. Further, they argue, younger generations may come to think of direct service as a ‘civic’ alternative to engaging in politics.

We addressed this issue by selecting four variables from the MTF data to assess trends in volunteer community service as well as trends in three indicators of youth’s interest and attitudes towards investing in ‘common good’ concerns: how interested they are in current events, the personal importance they attach to leading and contributing to their communities, and the importance they attach to doing something to redress inequalities in society.

As the next figure shows, since 1990 there has been a steady increase in the percent of time in the past month respondents report that they are doing volunteer work in their communities. This trend is very much in line with the institutionalization of service learning and emphasis on community volunteering in schools. However, as the next slide will show, this increase is especially marked among those who expect to go to a four year college when compared to their peers who do not. We should note that, during the past fifteen years, as community volunteer work has become a more normative expectation of one of the activities that every adolescent should do, it also has become a factor that colleges expect to see on students’ resumes. Although we might consider this a good shift in our collective expectations for adolescents, it does raise the specter of engaging in volunteer work for purposes of resume padding which one recent qualitative study has documented. Friedland and Morimoto (2005) found that the main reason most of their high-school interviewees gave for why they did volunteer work was that it would help them get into college.

But what is the evidence that the increase in community volunteer work may be related to other trends in youths’ commitments to the common good? As the first slide shows, the importance that high school seniors attached to being a leader or contributing to their communities shows a trend that parallels that for volunteer work, although the increase in the former (leading and contributing) actually predates by a few years (starting around 1987) the increase in spending time volunteering in the community. However, there is an opposite pattern for the other two indicators. The importance that high school students attach to redressing inequalities actually starts to increase in the mid to late 1980’s (similar to the pattern for those years in their desire to lead and contribute to their communities). However, after 1994 this upward trend does not continue and certainly does not parallel the increase in engaging in volunteer work through 2003. Finally, high school students’ interest in current events actually started on a decline in 1992, a trend

that reversed sharply after 2001. We expect that this sharp turnaround was a response to 9/11 and its aftermath.

As noted earlier, there is relatively little research on the development of political beliefs and attitudes during the adolescent and young adult years. The work of Kent Jennings and his colleagues is one major exception to this rule. Jennings followed a national cohort of 1965 high school graduates into mid life, collecting data in 1973, 1982, and 1997. We refer to this work in particular because of their developmental argument that political orientations crystallize by the end of the third decade of life (Jennings, 1989). Whereas that may have been true for youth coming of age in the late 1960's, we speculate that for youth coming of age today, political orientations, like other domains of young adult development, may undergo a more prolonged period of exploration prior to crystallization. The question remains in what venues and through what means are youth exploring their political views.

### **Discussion**

Over the past 28 years, the population of high-school seniors has become more ethnically diverse and more committed to continuing their education beyond high school.

High-school seniors appear to be increasingly comfortable with change. They are optimistic about the future and find taking risks increasingly appealing. Stable jobs are somewhat less important and youth today feel somewhat less control over their fates but do not seem to be bothered by it. They are eager to leave home but not so sure about taking on full-time jobs in the adult world. Although marriage and family formation continue to be important goals, more expect that a period of cohabiting will occur before marriage. With respect to work it is increasingly valued as a source of status but not as a career or a means to contribute to society.

Materialist values have increased whereas environmental ones have declined. High school seniors have become less concerned about scarcity and protecting natural resources. They are less enamored of conventional political action but somewhat more inclined to lifestyle politics. Since the early 1990's high school seniors, especially those who are college bound, are engaging in community volunteer work. In line with this trend, they increasingly want to make a contribution to their communities but are less interested in current events or redressing inequalities in society.

There is little evidence that social changes have made young people more anxious. If anything, they are okay with change and even enjoy the idea of risk. Coupling this with their attitudes about leaving home and taking on adult full time jobs, one might conclude that they like the freedoms associated with becoming adults but not the responsibilities. With respect to the implications for the polity, in periods when youth voice concerns about change they also appear to be more committed to doing something about it.

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## Appendix

Variables included in constructs (some questions are paraphrased to reduce length)

### **Transition to adulthood (high score: agree)**

I am eager to leave home and live on my own--independent from parents	5D01W
I feel hesitant about taking a full-time job and becoming part of the 'adult' world	5D01X

### **Concern about change (high score: concerned)**

I enjoy the fast pace and changes of today's world	1A002B
Things change much too quickly in today's world	1A002C

### **Pessimism about the future (high score: pessimistic)**

In the next 5 years do you think things in this country will get better or worse	4A02
In the next 5 years do you think things in the rest of world will get better/worse	4A03
In the next 5 years do you think your own life will get better/worse	4A04
When I think about terrible things, hard to hold much hope for the world	4D10D
I think the times ahead will be tougher and less fun	1A002D

### **Preference for risk taking (high score: like risk)**

I get a real kick out of doing things that are a little dangerous	2D06E
I like to test myself every now and then by doing something a little risky	2D06F

### **Importance of job stability (high score: important)**

Importance of being able to find steady work	1A007F
Importance of a job that offers predictable, secure future	4A08Q

### **Internal locus of control (high score: in control)**

Good luck is more important than hard work for success	5D01B
Every time I try to get ahead, something or somebody stops me	5D01E
Planning only makes a person unhappy since plans hardly ever work out anyway	5D01F
When I make plans, I am almost certain that I can make them work.	5D01J
I believe a person is master of his/her own fate	5D01P
Planning ahead makes things turn out better	5D01T
People who accept their condition in life are happier than those who try to change things	5D01G
If we leave things to God, they will turn out for the best	1A011H

### **Success oriented job characteristics (high score: values success)**

Importance of: Being successful in my line of work	1A007A
...A job which leaves you mostly free of supervision by others	4A08P
...A job that has high status and prestige	4A08B
...A job that most people look up to and respect	4A08T

### **Career oriented job characteristics (high score: values career)**

To me, work is nothing more than making a living	3A05B
I expect work to be a central part of my life	3A05C
I want to do my best in my job, even if this sometimes means working overtime.	3A05D
If you were to get enough money to live as comfortably as you'd like would you want to work?	3A06
Importance of: a job with an easy pace that lets you work slowly	4A08V

...A job where you can see the results of what you do	4A08A
...A job which is interesting to do	4A08C
...A job where most problems are quite difficult and challenging	4A08W
...A job where the skills you learn will not go out of date	4A08H
...A job which uses your skills and abilities—lets you do the things you can do best	4A08J
...A job where you can learn new things, learn new skills	4A08R

**Other oriented work characteristics (high score: values helping others)**

Importance of a job that gives you an opportunity to be directly helpful to others	4A08E
Importance of a job that is worthwhile to society	4A08K

**Standard of living materialism (high score: materialistic)**

Importance of having lots of money	1A007C
Compared with your parents, do you expect to own more or less?	5A16
Compared with your parents, what is the smallest amount that you could be content or satisfied to own?	5A17
Important in future to have: at least one car	3E09A
...at least 2 cars	3E09B
...a new car every 2 or 3 yrs	3E09D
...a house of my own	3E09F
...major labor-saving appliances	3E09I
...a vacation house	3E09K
...a motor-powered rec. vehicle	3E09L

**Consumer/fashion materialism (high score: materialistic)**

How much do you enjoy shopping for things like clothes, records, sporting goods, and books?	5A15A
How much do you care about having the latest fashion in your clothes, records, leisure activities, etc?	5A15B
How much do you care about whether your family has most of the things your friends/neighbors have?	5A15C
Important in future to have clothes in the latest style	3E09E
Important in future to have a high-quality stereo	3E09J

**Social trust (high score: trusting)**

Would you say most people can be trusted, or that you can't be too careful when dealing with people	1A008
Would you say most of the time people try to be helpful or they are just looking out for themselves	1A009
Do you think most people would try to take advantage of you or would they try to be fair	1A010

**Environmental conservation behaviors (high score: conservative)**

I cut down on driving to save gas.	5A12
I cut down on electricity to save energy.	5A13
I cut down on heat to save electricity.	5A14
I make a personal effort to conserve and protect the environment	4A07

**Awareness of scarcity (high score: aware)**

There will probably be more shortages in the future, Americans will have to learn to be happy with less	A03E
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**Governmental responsibility for the environment (high score: should be responsible)**

Government should take action to solve environmental problems	A06E
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**Personal effort to conserve (high score: make effort)**

How much of an effort do you make to conserve energy and protect the environment	A07
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**Voting behavior (high score: have voted)**

Have you voted or do you plan to vote in a public election	A17A
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**Grassroots activism (high score: active)**

Have you or do you plan to: boycott certain products or stores.	2A17F
... Participate in lawful demonstration.	2A17E

**Traditional political engagement (high score: active)**

Have you or do you plan to: write to public officials.	2A17B
...Give money to candidate or cause	2A17C
...Work in political campaign.	2A17D

**Importance of contributing to community (high score: value contributing)**

The importance of making a contribution to society	A007G
The importance of being a leader in my community	A007H

**Correct inequalities (high score: important to correct)**

The importance of working to correct social and economic inequalities	A007L
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**Community involvement/volunteering (high score: more involvement)**

How often do you participate in community activities or volunteer work	A02E
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**Interest in current events (high score: more interested)**

How much of an interest do you take in government or current events	A11
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