

Sewell W H & Hauser R M. *Education, occupation, and earnings: achievement in the early career*. New York: Academic Press, 1975. 237 p.
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This book reports new research on social and psychological factors in the educational, occupational, and economic attainments of a large sample of Wisconsin men who had been followed over a 10-year period since graduation from high school. The analysis uses structural equation models to determine the direct and indirect effects of the background variables on later attainments as mediated by social psychological variables. [The SSC® indicates that this book has been cited in over 330 publications.]

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In this book we presented an extensive analysis of the achievements of a large sample of Wisconsin men during the 10 years following their graduation from high school. The analysis focused on the causes and consequences of higher education. It provided new and important evidence concerning: the effects of socioeconomic background and academic ability on subsequent educational and occupational attainments and earnings; the role of social psychological factors in the achievement process; the influence of college quality on occupational and economic attainments; and the effects of military service on earnings.

The data are of unique quality because they come from a longitudinal study that has been successful in obtaining follow-up information on almost 90 percent of the original sample. The data include information on the socioeconomic origins and current socioeconomic attainments of the sample, as well as measures of academic ability, high-school grades, signifi-

cant others' encouragement, educational and occupational aspirations, and military service.

The analysis extends and elaborates an earlier structural equation model of achievement, commonly known as the "Wisconsin Model,"^{1,2} by adding earnings as the final dependent variable and by disaggregating the parents' socioeconomic status measure into its components: income, occupation, and education; and the significant others' influence index into its components: parents', teachers', and peers' influence. This made it possible to measure the direct and indirect effects of each of these variables on the achievement variables. This model successfully elaborates the complex process by which social psychological variables mediate the influence of socioeconomic origins on educational, occupational, and earning attainments. The model was then used to examine the effects of quality of college on socioeconomic attainments and, finally, the effects of ability, educational attainment, and military service on earnings.

Since the publication of this book, we have compiled new information from interviews with our original sample members and with a probability sample of their siblings. These data have enabled us to examine the differences between the socioeconomic achievements of males and females at mid-life;³ to determine the effects of measurement error on our models;⁴ to construct models to study the effects of family structure on achievement;⁵ to examine the effect of birth order on educational attainment in full sibships;⁶ and to study the extent of sibling similarity in age at marriage, fertility patterns, and socioeconomic achievements.^{7,8}

The book has been frequently cited because it provided a highly visible model, based on successful longitudinal data collection, at a time when sociologists had just become interested in explaining individual socioeconomic attainments.

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2. Sewell W H, Haller A O & Ohlendorf G W. The educational and early occupational status attainment process: replication and revision. *Amer. Sociol. Rev.* 35:1014-27, 1970. (Cited 230 times.) [See also: Sewell W H. Citation Classic. (Smelser N J, comp.) *Contemporary classics in the social and behavioral sciences*. Philadelphia: ISI Press, 1987. p. 295.]
3. Sewell W H, Hauser R M & Wolf W C. Sex, schooling, and occupational status. *Amer. J. Sociol.* 86:551-83, 1980. (Cited 65 times.)
4. Hauser R M, Tsai S L & Sewell W H. A model of stratification with response error in social and psychological variables. *Sociol. Educ.* 56:311-22, 1983.
5. Sewell W H & Hauser R M. On the effects of family and family structure on achievements. (Taubman P, ed.) *Kinometrics: the determinants of educational attainment, mental ability and occupational success within and between families*. Amsterdam: North-Holland, 1977. p. 255-83.
6. Hauser R M & Sewell W H. Birth order and educational attainment in full sibships. *Amer. Educ. Res. J.* 22:1-23, 1985.
7. Hauser R M, Sewell W H & Claridge B. *The influence of family structure on socioeconomic achievement*. Madison, WI: University of Wisconsin, Center for Demography and Ecology, 1982. 41 p.
8. Hauser R M & Sewell W H. Family effects in simple models of education, occupational status and earnings: findings from Wisconsin and Kalamazoo studies. *J. Labor Econ.* 4:S83-118, 1986.