SILK STOCKINGS AND BLUE COLLARS

Social Work as a Career Choice of America's
1961 College Graduates

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INTRODUCTION

In his comprehensive report to the Federal Task Force on Social Work Education and Manpower, French notes:

> The two problems in maintaining and expanding a work force are recruitment and retention of workers. These problems . . . are faced by the organized profession as it seeks to expand its share of the available supply of persons in the labor force in competition with other occupational fields. The turnover problem of individual agencies, where personnel movement is easily charted, has received considerable attention, while the problem of movement into and out of the areas of social work specialization or social work as a field has received much less.[1]

In 1961 the National Opinion Research Center initiated a large-scale study of the nation's graduating class of that year. Just before they graduated, over 40,000 seniors on 135 campuses were given questionnaires by local representatives of NORC. They provided data on their career aspirations, occupational values, college experiences, plans for employment and graduate training, and a variety of background and demographic characteristics. All students in the sample, whether or not they responded to this 1961 wave, were followed up in 1962, 1963, and 1964. Thus longitudinal data from four points in time were made available on a large, representative sample of the college graduating class of 1961.[2]

Annually, each respondent in the panel reported the occupational field in which he planned to make his long-run career. In this way it was possible to study specific occupational and professional groups.

This report presents data on those respondents who identified social work as their long-run career choice on one or more of the first three waves of the study. Thus it follows college seniors through the first two years

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[1]David G. French, "Needed Research on Social Work Manpower: A Report to the Tank Force on Social Work Education and Manpower" (Washington: Department of Health, Education, and Welfare, 1954), pp. 1-3.

[2]A full description of the sampling procedures is contained in Appendix 5 of James A. Davis, Great Aspirations (Chicago: Aldine Publishing Co., 1964).

after graduation. Further, retrospective data from the first (senior) wave permit an analysis of the college years.

The study is viewed as a response to the growing concern for the supply and utilization of manpower in social welfare, and as a contribution to the increasing demand for empirical research in this entire area. It has limitations, however, of which the reader should be aware. The NORC college seniors study--the "parent" from which this report has descended--was not designed with any specific occupation in mind. In our case, this means that a number of issues and problems unique to social work were not included in the questionnaires and cannot be investigated in this study. For example, there are no data relating to the major "methods" of social work--casework, group work, and community organization--nor are there sufficiently detailed data on the type of agency in which the graduates find employment after graduation.

In the following paragraphs we give the plan of the report and briefly highlight some of the major threads which run through each of the five chapters.

Chapter I compares seniors aspiring to a career in social work with all other seniors; thus the chapter contains data on all 56,664 respondents[3] who returned questionnaires to the first wave of the study. Social workers and non-social workers are compared on sex, age, academic performance, parental income, and occupational values. Prospective social workers are differentiated from other students in each of these areas. In addition, comparisons are made among subgroups within the field. The title of this report is derived in part from one of the major findings on social origins; while female students come from higher income families than do men in the class as a whole, this phenomenon is especially pronounced in social work (Table I.7).

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[3]Because of differential sampling rates in the selection of the sample, it was necessary to weight the responses to avoid an overrepresentation of certain subgroups in the analysis. The weighting of all responses to the first wave thus produced 56,664 cases representing 33,782 actual individuals. The former figure yields unbiased data on the full graduating class of 1961.

Chapter II documents the scope of recruitment and defection in social work during three spans of time--college, the first year after graduation, and the second year after graduation. The chapter combines these two processes to trace net changes in the size of the group aspring to social work-- changes from the freshman year to the second year after graduation. It also presents an estimate of the total number of 1961 college graduates who identified social work as their career choice.

Although all the data in Chapter II are new and potentially useful, one set of findings has special importance. This is the impact on post-graduation loyalty of a freshman orientation to social work. Those respondents who cited social work as their career choice as seniors and as freshmen were substantially more loyal after graduation than those who claimed social work as seniors but not as freshmen. To state this in other terms, those who were loyal to social work from the freshman to the senior year were much more loyal after graduation than those who were recruited to the field between the freshman and senior year (pp. 48 and 49). Relatively few freshmen remained loyal to social work during college; but of those who did, a considerable proportion remained loyal after graduation.

These data have implications for any attempts to enlarge the number of college graduates oriented toward a career in social work. The number of college graduates who claim social work as their long-run career during the years after graduation can be increased substantially by (a) an increase in the number of freshmen oriented toward the field and (b) an increase in their rate of loyalty to the field during college.

This last point--sustaining loyalty to the field during college-- focusses attention on the general issue of loyalty (or its opposite, defection) in social work. Chapters II and IV document a rather sizable defection from the field during each of the three time periods selected for study. In the introductory paragraphs to Chapter IV we observe: "It is clear that social work could have grown significantly if the exodus from the field could have been reduced. The implications for policy are clear. A great deal of time and money is invested in recruitment programs, both at the national and local levels. But perhaps it might take less investment

of the profession's resources to retain the allegiance of those who have already identified with the field than to recruit more personnel to fill the ranks of social work."

In Chapter III we discuss the correlates of recruitment to social work, especially during the college years. The first table of the chapter reviews the associations between twenty-two variables and recruitment. It shows that occupational values, sex, academic performance, and race are most strongly associated with recruitment. The largest part of Chapter III is devoted to a multivariate analysis of recruitment during college. The chapter closes by identifying those fields which recruits to social work during college had identified as their career choices as freshmen.

Chapter IV parallels the previous chapter but deals with the concept of retention. It presents correlates of loyalty to social work during the three periods considered in this report--the college years, the first year after graduation, and the second year after graduation. Many of the variables which were associated with recruitment (either positively or negatively) are associated in the same way with retention. However, there are differences. Notably, men are more loyal to the field than are women; further, respondents who have no brothers or sisters display a rate of loyalty to the field which is considerably higher than that of those with siblings. The final section of Chapter IV draws together data on both processes, and Chart IV.2 summarizes much of the information on the correlates of both recruitment and retention.

Chapter V presents the only data on what the respondents actually did; it gives the activities during the first year after graduation of those seniors who cited social work as their career choice.

During the first year after graduation, about one-sixth of the senior aspirants began graduate education in social work; about one-third found employment in the field; and about one-half neither studied nor worked in the field. Chapter V correlates post-baccalaureate behavior with a number of the variables which had been introduced in previous chapters.

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The line of analysis in this report represents an attempt to avoid two extremes, both of which would mitigate its usefulness. On the one hand, we have attempted to do more than simply describe marginal percentage distributions of the data. We proceeded on the assumption that elaboration of the data through multivariate analysis would provide not only theoretical insights but practical clues to those responsible for manpower responsibilities in the field. Similarly, in Chapters III and IV we have used one measure of association--Yule's Q--as a means of summarizing relationships, rather than the somewhat more conventional procedures of assessing percentage differences.

On the other hand, we have refrained from pursuing relationships which may be real but obscure, or relevant only for small and practically unimportant subgroups in the sample. Similarly, we have not used measures of association or other statistical procedures which we felt would hinder rather than facilitate the reader's understanding of the point to be made. The ultimate purpose of a report is communication to the reader. Although we have tried to avoid the simplicity which tells little, we have also attempted to avoid the complexity which introduces barriers to understanding.

There are two models of the profession of social work which can be used to describe its response to manpower research in general and to this report in particular. The first model would take the structure of the profession as given and as relatively immune to change. It would follow, then, that groups of prospective social workers whose orientations or characteristics are inconsistent with the profession would either (1) show low rates of recruitment to the field or (2) once in, would show high rates of defection or (3) would modify their traits, if they are amenable to change, to be consistent with the field. In all these options, the individual adapts to the realities of the occupation. Under this model for example, the facts that non-social workers valuing freedom from supervision show low rates of recruitment to the field, or that social workers valuing monetary rewards show high rates of defection, can be viewed as functional for the field, since close supervision and modest pay are characteristics of the field. Or the fact that the group with high academic performance

in college shows a pattern of relatively high defection and low recruitment can be accepted on the grounds that, as constituted, the profession places primary emphasis on the member's emotional stability, sensitivity to and acceptance of others, and skill in relating to others, and secondary emphasis on intellectual ability.

The second model of response to research of this nature would view the profession as adaptive. Thus the high defection and low recruitment of individuals oriented toward monetary rewards would be viewed as a loss of manpower--a loss which might be reduced by a change in the structure of the profession. Similarly, high defection and low recruitment of those with the greatest intellectual skills would be viewed as a manpower loss which internal changes in the profession might alleviate.

These two stances relative to the implications of research findings are, we take it, similar to the two conceptions of the profession which Henry Meyer has termed social work as "community" and social work as "movement."

The "community" aspect of the profession is viewed as an impediment, creating restrictiveness and inflexibility. The competing strain of "movement" produces change and evolution leading to greater skill and expanded service. Meyer asks:

> How can the more adaptive impulses of the social work profession be encouraged? A manpower policy for social welfare ought to view the profession as one of the objects of its policy. It seems to me that social work can and will adapt to external demands which support movements within the profession already in evidence. A clear and explicit commitment to back the innovative movements--in training, techniques of practice, and organizational form--will encourage the profession to develop capabilities of significance for social welfare manpower. It will stimulate those aspects of professionalization that make for "movement" rather than "community."[4]

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[4] Henry J. Meyer, "Professionalization in Social Work and Its Implications for Manpower in Social Welfare," unpublished paper presented to the Institute on Research Approaches to Manpower Problems in Social Welfare Services, August 23-26, 1964.

CHAPTER I

CHARACTERISTICS OF SENIORS SELECTING
SOCIAL WORK AND OTHER FIELDS

This chapter presents data about seniors who select social work as their long-run career field, and it compares these data with characteristics of other students. We have divided the entire sample of graduating seniors into four groups, according to the field which, immediately before graduation, they claimed was their "anticipated career field." The four fields are social work, education, social sciences, and "all other" fields (a residual group).[1] The number of seniors falling into each group follows.

Social work	. . . .	990
Education	. . . . .	17,438
Social sciences	. .	2,241
All other fields	.	35,995
		56,664

Education and social sciences were isolated as fields for comparison because freshman social workers defect primarily to these two fields, and, to a lesser extent, these two fields primarily supply recruits to social work.

This chapter will thus provide (1) a description of personal and background characteristics of those seniors selecting social work as their career field; (2) a comparison of these students with those selecting education and social sciences; and (3) a comparison with all other students graduating in the class of 1961.

Sex and Age

Data describing the sex and age compositions of social work and other fields are shown in Table I.1. The table documents the heavy selection of women into social work; 771 of the 990 seniors choosing social work (78 per cent) are female.

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[1]In this classification, "education" includes all primary, secondary, and specialized teaching fields. "Social science" includes clinical, social, industrial, experimental, and general psychology; anthropology; economics, political science, and international relations; sociology; area and regional studies; general social science.

TABLE I.1

SEX AND AGE OF SENIORS SELECTING SOCIAL WORK AND OTHER FIELDS

Sex and Age	Social Work	Social Science	Education	All Other Fields
Sex (per cent male)	22 (990)	66 (2,241)	31 (17,438)	73 (35,995)
Age (per cent "young"-- age twenty-one or younger)	54 (978)	49 (2,207)	50 (17,236)	43 (35,532)
NA, age	12	34	202	463
Total N	990	2,241	17,438	35,995

The age data might lead to the first (and erroneous) impression
that social work attracts slightly younger students than do other fields.
The percentage "young" (age twenty-one or younger) is about five points
higher than social science and education, and eleven points higher than all
other fields.

When sex is introduced, a different story emerges. Sex and age are
themselves so highly correlated (female college seniors being noticeably
younger than men) that what appeared to be an overrepresentation of young
people in social work is actually a reflection of the overrepresentation
of women. Table I.2 gives the details.

TABLE I.2

AGE, BY SEX, OF SENIORS SELECTING SOCIAL WORK AND OTHER FIELDS
(Per Cent "Young"--Age 21 or Younger)

Sex	Social Work	Social Science	Education	All Other
Male	27 (218)	43 (1,451)	29 (5,297)	37 (26,071)
Female	62 (760)	60 (756)	60 (11,939)	62 (9,461)

N 55,953
NA, age 711
Total N 56,664

For all fields, women are distinctly younger than men. (That is, the proportion aged twenty-one or younger is higher for women than for men.) Obviously, the women who reach their senior year have, to a greater extent than men, gone straight through; male students' educational careers have been delayed or interrupted. These contrasting patterns of educational career probably stem from two sets of factors. First, men encounter more obstacles to a smooth passage through academic life than do women. A few see military service, and it is quite probable that, on the whole, the men in a freshman class have less academic ability and come from families of lower income than do their female classmates. (This is certainly true by the time the freshman cohort reaches the senior year.) Second, the response of men and women to academic obstacles is different. Education is a necessary requirement for men if they wish access to money and higher-status occupations.[2] For women, it is not their own education, but that of their husbands which identifies the niche they occupy. For many women, then, two modal types emerge: those who drop out of college for marriage or work, and those who go straight through their college career without interruption. Each type of behavior produces a relatively young group of senior women.

Table I.2 shows that slightly over 60 per cent of the senior women are twenty-one or younger. Table I.2 further reveals that not only are social workers not younger than their classmates, but the men are actually older. A glance at complete age data for men in Table I.3 confirms that men in social work are distinctly older than the other men graduating from college in 1961. About one-third of the men in social work are twenty-five or older, while less than one-third are twenty-one or younger.

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[2] For a recent analysis of the effect of education on occupation, see Otis Dudley Duncan and Robert W. Hodge, "Education and Occupational Mobility: A Regression Analysis," _Amer. J. Sociol._, LXVII (May, 1963), 629-44. The authors summarize a portion of their findings thus: "Our findings, then, are reasonably unequivocal on two points, if we state them conservatively: (a) Education is a more important determinant of occupational achievement than is father's occupation. (b) Education accounts for an important component of such effect on occupational achievement as father's occupation does have."

TABLE I.3

AGE OF MEN IN SOCIAL WORK AND OTHER FIELDS
(Per Cent)

Age	Social Work	Social Science	Education	All Other
Twenty-one or younger	27	43	29	37
Twenty-two to twenty-four	39	37	44	42
Twenty-five or older	34	20	27	21
Total	100 (218)	100 (1,451)	100 (5,297)	100 (26,071)

N 33,037
NA, age   467
Total N 33,504

In attempting to discover why social work should contain fewer younger (and more older) aspirants among the men, we proceed from an observation made earlier that students with relatively low academic ability may encounter more frequent academic hiatuses and thus as a group be older than their more gifted peers.

Table I.4 presents the full data on age as it varies among groups according to field, sex, and Academic Performance Index (API).[3] The table permits a number of interpretations. First, API does have a consistent effect on the age of seniors, regardless of field or sex. The percentage who are "young" decreases within each group as one moves from high to low API. Because this figure is lowest among those with low API, we should expect that

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[3] The Academic Performance Index was designed by Norman Bradburn and James A. Davis (both of the NORC staff) in the preparation of the major report on the college seniors study. Each respondent was classified as scoring high, medium, or low on this index. API is simply the respondent's self-reported grade point average, standardized for the quality of his undergraduate college. Its derivation is reported in Appendix I.

any field-sex group which contains a heavy proportion of low API students
would therefore be an older group.

TABLE I.4

AGE, BY SEX AND API, FOR SOCIAL WORK AND OTHER FIELDS
(Per Cent "Young"--Age 21 or Younger)

API	Social Work	Social Sciences	Education	All Other
		Male		
High	-- (16)	50 (362)	42 (455)	51 (4,763)
Medium	38 (56)	44 (529)	31 (1,685)	40 (8,584)
Low	22 (146)	37 (553)	26 (3,143)	29 (12,642)
		Female		
High	64 (132)	69 (275)	64 (2,043)	65 (2,382)
Medium	66 (298)	68 (320)	60 (5,118)	63 (3,863)
Low	57 (330)	52 (154)	59 (4,712)	58 (3,155)

N. 55,716
NA API and/or age. . ____948
Total N. 56,664

This is clearly the case with men. An inspection of the case bases
in parentheses shows that men in social work are one of only two sex-field
groups (the other being men in education) in which low API students out-
number high and medium students combined (146 of 218 men in social work are
low on API). And because such a large proportion of these 146 men are older
students (only 22 per cent are young), they reduce the total proportion of
young students among men in social work.

It is instructive to note that men in social work who are medium
on API are not much different in their age composition from the rest of the
sample; 38 per cent are "young." However their weight is relatively small,
accounting for only 56 of the 218 men in social work.

In comparing the fields singled out for this analysis, API still does not differentiate women in social work from the rest of the sample; female social workers high on API are just as young as their sisters in other fields who are similarly gifted. Among the men, within each API group the social scientists are almost as young or younger, and the social workers and educators older than the rest of the sample.

Perhaps the most general picture emerging from Table I.4 is the joint effect sex and API have on age. The large age difference between the sexes can be only partially explained by API, since differences still exist between the sexes within each API group; among the high API educators, for example, 64 per cent of the women are young, while the figure for men is 42 per cent. Another way of emphasizing the strong effect of sex on age is the observation that the least talented women are still younger than the most talented men.

Finally, API makes a greater impact on the age structure of senior men than on the women. Take the "all other" group in Table I.4, for example. Among men, the percentage "young" drops from 51 to 40 to 29 among high, medium, and low API groups, respectively; the falloff among the women is only from 65 to 63 to 58. This pattern holds in general throughout the table. A reasonable explanation for this is the probability that women of low API simply drop out of school and thus escape surveys of college seniors. As a result even the low API women who graduate are a fairly young group. On the other hand, men will return to academic life even if their relatively limited abilities lead to an interruption of schooling somewhere along the way. The low API men who do attain the B.A. will contain a relatively high proportion of older individuals (or relatively low figures in the third row of Table I.4).

Socio-economic Status

The distribution of the respondent's parental income is shown in Table I.5. The table indicates that social workers' families are at least as well off as the families of other students, and are moderately more affluent than those of education students. The variance of the income of social workers' families is slightly greater than the variance found among other seniors-- that is, both poor families and wealthy ones are overrepresented among social workers. By combining cells from Table I.5, we can derive the percentage of students in each field whose families earn either less than $5,000 or more than

$15,000. For social work, this statistic is 42 per cent; for all other, 38 per cent; for social science, 37 per cent; and for education, 37 per cent.

TABLE I.5

PARENTAL INCOME BY FIELD

(Per Cent)

Income	Social Work	Social Science	Education	All Other
Less than $5,000	22	17	24	19
$5,000 to $7,499	27	27	31	27
$7,500 to $14,999	31	36	33	35
$15,000 or more	20	20	13	19
Total	100 (822)	100 (1,993)	100 (14,311)	100 (31,259)

N	48,385
NA or DK	8,279
Total N . . .	56,664

Past studies of graduate students in social work have led to the uniform conclusion that "social work students tend to come from families which are lower on the socio-economic scale."[4] This general impression is probably a product of the fact that studies of students aspiring to social work have traditionally been limited to those in graduate school. Table I.6 is drawn from three different studies--this one, a study of graduate students in fall, 1960, and a study of graduate students in 1954.[5]

The apparently lower-class origins of the graduate students in the 1954 study can be attributed to at least three factors. First, the study was conducted a number of years earlier than the other two. The general increase in income during the interval between the earlier and later studies would account for much of the apparent increase in the financial well-being of students. Looking at the second, fourth, and sixth columns in Table I.6, we see that the proportion of all American families earning less than $5,000 has decreased from 59 per cent in 1955 to 42 per cent in 1960 to 39 per cent in 1962. Thus, it is

[4]Milton Wittman, "Personnel Adequate to Social Welfare Responsibility," paper presented at the National Conference on Social Welfare, Annual Meeting, May 26, 1964.

[5]The 1960 study is reported in Arnulf Pins, Who Chooses Social Work, When and Why? (New York: Council on Social Work Education, 1963). The sample consisted of a complete census of all entering first-year master's students. The 1954 study is reported in Milton Wittman, Scholarship Aid in Social Work

TABLE 1.6

PARENTAL INCOME DISTRIBUTION, UNDERGRADUATE AND GRADUATE SOCIAL WORK STUDENTS IN THREE SELECTED STUDIES
(Per Cent)

Income	Undergraduate Seniors (1961)[a]	All Families in United States (1962)[b]	Graduate Students (1960)[c]	All Families in United States (1960)[b]	Graduate Students (1954)[d]	All Families in United States (1955)[b]
Less than $5,000	22	39	33	42	57	59
$5,000 to $9,999	42	43	43	44	31	35
$10,000 or more	36	18	23	14	12	6
Total	100	100	99	100	100	100
N	822		1,783		680	
NA, DK . .	168		988[e]		-	
Total N . .	990		2,771		680	

[a]Source: this study.

[b]Source: U. S. Bureau of the Census, Statistical Abstract of the United States (Washington, D. C.: U. S. Government Printing Office, 1964), Table 457.

[c]Source: Arnulf Pins, Who Chooses Social Work, When and Why? (New York: Council on Social Work Education, 1963), Table XV.

[d]Source: Milton Wittman, Scholarship Aid in Social Work Education (New York: Council on Social Work Education, 1956), Table 5.

[e]NA in Pins' study includes 650 respondents whose fathers were retired or deceased.

evident that the apparent difference in parental income among the three studies stems largely from the fact that they span seven years.

It is of passing interest here that the income distribution of graduate social work students in 1954 resembled that of the entire population. This is surprising, for it would be expected that graduate students would, on the whole, come from higher strata than a nationwide cross-section. By 1960, social work graduate students had improved their position relative to the population as a whole. For example, Pins found that 23 per cent of the graduate students report parental incomes of $10,000 or more, whereas the nationwide figure for all families is 14 per cent.

A second possible explanation of the differences among the three groups is the fact that the 1954 and 1960 studies were samples of graduate students, while the NORC study of the class of 1961 sampled college seniors. Of course, graduate students are older than undergraduates, and this is especially true of graduate social work students who experience a comparatively long hiatus between the B.A. and the beginning of graduate training.[6]

The older age structure of graduate students can be related to lower-income origins in two ways. First, their greater age can reflect education hiatuses which stem from limited financial resources. Also, older students may have parents who have passed their earning peaks or who are retired. To put it another way, we must consider the possibility that the income differences shown in Table I.6 are due to a higher proportion of older students among graduate than among undergraduate students.

Education (New York: Council on Social Work Education, 1956). The sample consisted of a one-fourth sample of all first- and second-year master's students, plus all third-year and doctoral students.

[6]The postponement of graduate training by social workers is well documented. Warkov found the following differences among fields in the percentage of graduate students waiting five or more years after the bachelor's degree before entering graduate school: social work, 33 per cent; engineering, 15 per cent; humanities, 14 per cent; life sciences, 14 per cent; physical sciences, 10 per cent (see Seymour Warkov and Galen Gockel, "Career Choices of Undergraduate and Graduate Students: The Case of Social Work." [National Opinion Research Center, 1964, multilithed]). Pins found that 33.6 per cent of the first-year graduate students in his study waited four or more years after the B.A. degree before enrolling in graduate study (see Pins, op. cit., p. 72).

This takes us into an investigation of the age compositions of the three studies cited. There are indeed differences, but the three samples are not sufficiently comparable to determine whether age differences are causing the income differences. The proportion of social work students aged thirty or over in each study is as follows: 1954 graduate student study, 35 per cent; 1960 graduate student study, 31 per cent; 1961 under-graduate study, 4 per cent.[7]

Thus the age composition of the graduate students changed slightly from 1954 to 1960. Furthermore, the undergraduate social work students are (as expected) much younger than the graduate students, only 4 per cent being thirty or over.

Perhaps the most fruitful comparison is between the 1961 NORC study of seniors and the 1960 study of graduate students (the first and third columns of Table I.6). In such a comparison, the time of the two studies is virtually held constant, thus removing one possible cause of differences in income. A large part of the other cause of income differences--differential age structure--may also be removed by Pins' exclusion of the 650 respondents whose fathers were retired or deceased.

Unfortunately, the degree to which the age composition of these two studies are different cannot be accurately determined, because Pins neither gives age data on the 1,783 individuals for whom he presents income data, nor does he control for age. However, it seems reasonable that the 650 respondents excluded from Pins' study in Table I.6 because of fathers' retirement or death are older students--that the residual group of 1,783 graduate students on which the third column is based is quite a bit younger than the total group of all graduate students.

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[7]Data for the 1954 and 1960 studies of graduate students are taken, respectively, from Wittman (Scholarship Aid, p. 25), and Pins (op. cit., p. 31).

Despite our inability to measure precisely the age composition in Pins' 1960 sample of graduate students, we are prepared to state that the higher parental income of the undergraduates as shown in Table I.6 is only partially a result of the differential age structures of the two groups.

A third explanation for the fact that seniors aspiring to social work show higher parental income than graduate students in the field is the possibility that the composition of the student group actually does change between receiving the B.A. and beginning graduate work. Well-off students may defect from the field after graduation or decide not to attend graduate school. It is also possible that these relatively wealthy defectors are replaced by recruits to the field who are lower on the socio-economic scale. Because this report is based on a panel study, which looks at a cohort of individuals marching through time, these questions can be answered in later chapters. For the time being, this third explanation is left as an open question. Seniors in the class of 1961, at least, lend no support to the view that social work draws disproportionately from the lower socio-economic strata of society.

The study-wide income differences between the sexes are shown in Table I.7. For all fields, the proportion of "wealthy" women (those coming from families with a parental income of $15,000 or more) is higher than it is for men; the proportion ranges from 5 per cent among male educators to 34 per cent for female social scientists.

Men in social work come from less advantaged families than do their counterparts who are not in the field, but this is not true for women. Women in the field actually come from the "wealthy" families more frequently than other women, 24 per cent having parental incomes of $15,000 or more. The figure for all women who are not social workers (lumping together social science, education, and "all other" in Table I.7) is just under 21 per cent. The proportion for all female non-social workers is depressed because the field of education accounts for over one-half the women in the entire sample, and the income level of women in education is lower than that of women in other fields.

TABLE I.7

PARENTAL INCOME, BY SEX, OF SENIORS SELECTING SOCIAL WORK
AND OTHER FIELDS
(Per Cent Reporting Parental Income of $15,000 or More)

Sex	Social Work	Social Science	Education	All Other
Male	7 (193)	14 (1,347)	5 (4,808)	17 (23,839)
Female . . .	24 (629)	34 (646)	16 (9,503)	25 (7,420)

N. 48,385
NA or DK income. . 8,279
Total N. 56,664

As we did earlier when looking at age, we note that sex is corre-
lated with API, and we investigate the possibility that the higher income
of women is actually associated with their higher API, rather than with
their sex per se. Table I.8 shows the simultaneous relation between in-
come, sex, and API for each of the four fields.

The table shows a consistent relationship between the API of stu-
dents and their parental income, regardless of sex. Consider women in so-
cial work, for example. Table I.7 had shown that 24 per cent of them had
parental incomes of $15,000 or more. Table I.8 shows that this figure
jumps to 37 per cent for those women who score high on API--the highest
entry in the table--and sinks to 18 per cent for those of low API. The
same general pattern emerges for each sex-field grouping. The case of men
in social work is inconclusive because of the small case bases involved.

The table also repeats the earlier observation that women come from
higher status families than men. Even the low API women come from families
which are as advantaged as the high API men.

The association between seniors' API and their parental income is
difficult to unravel. There is undoubtedly mutual causality of an inter-
generational nature between income and intelligence. The higher intellec-
tual ability which is one factor producing the higher income of parents is

TABLE I.8

INCOME, BY SEX AND API, OF SENIORS SELECTING SOCIAL WORK
AND OTHER FIELDS
(Per Cent Claiming Parental Income of $15,000 or More)

API	Social Work		Social Sciences		Education		All Other	
Men								
High	-	(15)	20	(348)	14	(412)	25	(4,330)
Medium . .	4	(54)	11	(475)	5	(1,490)	19	(7,807)
Low	7	(123)	12	(504)	5	(2,808)	13	(11,356)
Women								
High	37	(115)	37	(248)	22	(1,678)	28	(1,930)
Medium . .	26	(246)	33	(276)	17	(4,093)	28	(2,987)
Low	18	(258)	33	(121)	13	(3,610)	21	(2,380)

```
                    N. . . . . . . . .   47,664
                    DK, income . . . . .  6,326
                    NA, income . . . . .  1,769
                    NA, API. . . . . . .    721
                    NA or DK, more than
                      one variable . . .    184
                          Total N. . . . . 56,664
```

passed on to their children. Greater affluence also permits advantaged ed-
ucation for the children from their earliest school days.

Further, successful survival through the academic obstacle course
is most probable for those who are intellectually and financially most fit.
Another way of viewing this is to imagine a group of high-school students
normally distributed in intellectual ability and parental income. There is
a high probability that those who are high on both intellect and income will
obtain a B.A.; there is a moderate probability that those who are high on
either intellect or income will stick through the four years of college; and
there is a low probability that those who are neither highly gifted nor well
off will finish. Four years later, when we look at those who have completed

college, we will find an overrepresentation of those who are both highly gifted and financially well off. Consider the following hypothetical distribution of a group of high-school seniors:

Intellectual Ability	Income	
	High (Per Cent)	Low (Per Cent)
High . . .	30	20
Low . . .	20	30

As college seniors, they might be distributed in the following way because of the differential rates of enrollment and dropout:

Intellectual Ability	Income	
	High (Per Cent)	Low (Per Cent)
High . . .	60	15
Low . . .	15	10

In this formulation, intellectual ability and high parental income are not necessarily correlates of each other. Each is an independent attribute, the presence of which facilitates a student's passage through college and the absence of which throws obstacles in his path.

In the foregoing paragraphs we have used the term "intellectual ability," implying that it is somehow synonymous with the API on which the analysis was based. However, as Appendix I indicates, API is an index composed of two separate measures--the student's self-reported grade point average and his school's quality as measured by the National Merit Scholarship test scores of its entering freshmen. Thus API is not actually a direct measure of respondents' intellectual ability because one component (school quality) is an institutional characteristic and the other (grade point average) taps students' motivation and faculty standards, as well as intellectual ability.

Thus it becomes necessary to determine whether the association be-
tween API and parental income is actually an association with one or the
other of its constituent parts. The story is told in Table I.9.

TABLE I.9

PARENTAL INCOME, BY SCHOOL QUALITY AND GRADE POINT AVERAGE
(Per Cent of Respondents Claiming Parental
Income of $15,000 or More)

Grade Point Average	School Quality		
	I and II	III	IV
B or higher . .	39 (128)	17 (500)	9 (318)
B-	38 (129)	17 (391)	4 (277)
C+ or lower .	47 (124)	17 (657)	8 (352)

$$
\begin{array}{ll}
\text{N . . . .} & 2,840 \\
\text{DK, income. . . .} & 392 \\
\text{NA, income. . . .} & 113 \\
\text{NA, GPA . . . . .} & \underline{52} \\
\text{Total N. . . .} & 3,397^{a}
\end{array}
$$

[a]This table is based on a representative sub-sample of all
respondents.

The association between API and income is largely an association be-
tween school quality and income. The percentage who are "wealthy" ($15,000
or more parental income) drops off rapidly as one proceeds from the higher
to the lower quality schools.

Going down each column, however, we see that within each level of
school quality the proportion of wealthy students does not vary much with
their grade point average.

Because there is much more to grade point average than only intel-
lectual ability we cannot say that Table I.9 shows that the proportion of
wealthy students does not vary with intellectual ability itself. However,
because schools of high intellectual quality are also the more expensive

ones, an underlying relationship between API and parental income may be
simply stated: wealthy parents can afford expensive schools.[8]

Occupational Values

An important determinant of occupational choice is the pattern of
occupational values which the individual possesses. Empirical studies of
career choice have shown a strong relationship between the values a person
holds and the career he chooses. In a sense, career choice can be viewed
as a mode of obtaining rewards and satisfactions which are consistent with
the occupational values one holds. The job one holds is thus viewed as a
potential source of rewards.

To carry this point further, the selection of a certain occupation
rather than others is evidence that the individual has an image of that oc-
cupation which is at least somewhat congruent with the values he already
holds. Thus if it can be shown that students selecting engineering tend to
underchoose the value "an opportunity to work with people," their impression
of the task and setting of engineering must be one which involves little con-
tact with people. Or if it can be shown that students selecting the humani-
ties also overselect the value "a chance to be original and creative," it
can be concluded that they view the humanities as an arena in which their
desire for originality can be expressed.

In a study which preceded the NORC college seniors study by about
a decade, Rosenberg surveyed a national sample of college students, using a
list of occupational values on which the list reported here was patterned.[9]

---

[8] The association between parental income and expensiveness of school
has been tabulated for one group of seniors--those choosing social work as
freshmen. For three types of school, the proportion of students claiming a
parental income of $15,000 or more is as follows:

Public colleges . . . . 11 per cent
Private colleges (tuition under $900) . . . 17 per cent
Private colleges (tuition over $900) . . . 47 per cent

[9] Morris Rosenberg, Occupations and Values (Glencoe, Ill.: Free Press,
1957). The paragraphs which follow are drawn from Chapter III.

Rosenberg isolated three independent dimensions of occupational values. (1) He noted that the values "opportunity to work with people rather than things" and "opportunity to be helpful to others" were highly correlated; he labeled this the "people-oriented" value complex. (2) The values "chance to earn a good deal of money" and "give me social status and prestige" were highly correlated and were termed the "extrinsic reward-oriented" value complex. (3) The values "permit me to be creative and original" and "opportunity to use my special abilities or aptitudes" formed a dimension which Rosenberg termed the "self-expression-oriented" value complex.

Relevant here is the relation Rosenberg found between the occupational choice of students and the values they held. Those students opting for social work endorsed the people-oriented values far more frequently than the rest of the students; in fact, of eighteen occupations selected, students choosing social work ranked significantly higher than students choosing every other occupation on the score Rosenberg devised to measure the strength of the orientation toward people. The story on the extrinsic-reward dimension was exactly the opposite. Social work aspirants ranked at the bottom of the eighteen occupations selected in the intensity of their endorsement of extrinsic values which, it will be recalled, were the values of money and prestige. Social work occupied a middle, but slightly low rank among the eighteen occupations on Rosenberg's third dimension, that of self-expression.[10]

---

[10]In the NORC study reported here, the questionnaire item eliciting occupational values plus the actual wording of the response categories were as follows:

Which of these characteristics would be very important to you in picking a job or career? (Circle as many as apply.)

1. Making a lot of money.
2. Opportunities to be original and creative.
3. Opportunities to be helpful to others or useful to society.
4. Avoiding a high-pressure job which takes too much out of you.
5. Living and working in the world of ideas.
6. Freedom from supervision in my work.
7. Opportunities for moderate but steady progress rather than the chance of extreme success or failure.
8. A chance to exercise leadership.
9. Remaining in the city or area in which I grew up.
10. Getting away from the city or area in which I grew up.
11. Opportunity to work with people rather than things.
12. None of the above.

Turning to the data of this study, it is therefore not unexpected that values constituting a "service dimension" strongly characterize individuals selecting social work as a career. The specific questionnaire items which we have identified as constituting an orientation toward service are "opportunity to work with people rather than things" and "opportunity to be helpful to others or useful to society." Respondents who select one of these values tend also to select the other; the association between these values is high--Yule's Q among social workers is +.58, among the sample at large, +.55.[11] Table I.10 presents the proportion of seniors in the four broad fields selecting each of these two values.

TABLE I.10

SERVICE-ORIENTED VALUES OF SENIORS SELECTING SOCIAL WORK
AND OTHER FIELDS
(Per Cent Selecting Each Value Presented)

Value	Social Work	Social Sciences	Education	All Other
"Opportunity to work with people rather than things" (people)	83	60	70	45
"Opportunity to be helpful to others or useful to society" (helpful)	91	72	82	56
N	990	2,241	17,428	35,768
NA	-	-	10	227
Total N	990	2,241	17,438	35,995

From Table I.10 it is apparent that social workers greatly (one might say almost unanimously) overselect the two values we have identified as constituting a service orientation. Lumping all respondents together, the study-wide proportion endorsing "people" is 56 per cent; for social workers it is 83 per cent. The study-wide proportion endorsing "helpful" is 65 per cent; for social workers it is 91 per cent.

_____

[11]Yule's Q is described in Chapter III.

The other two specific fields isolated in this chapter, social science and education, also show rates of selection of these values which are higher than the study-wide rates. Although we have not yet demonstrated the exchange of students between social work and education or social science, such exchange does exist and can be viewed as a circulation of students among fields with similar structural requirements--work with or concerning other people.

A service-orientation index can be constructed by observing the simultaneous responses to the values of "people" and "helpful." We classify a respondent endorsing both values as scoring high; one endorsing either value is classified as medium; and a respondent endorsing neither "people" nor "helpful" is classified as low on the service-orientation index. When seniors choosing social work are compared with all those not choosing the field, 77 per cent of the former score high on the index, while only 42 per cent of the latter score high.

Table I.10 indicated that social work aspirants scored high on each of the two measures of a "people" orientation. But since other data have shown that this orientation is particularly prevalent among women, it is again necessary to control for sex to determine the extent to which the apparent service-orientation of social workers is simply a function of the high proportion of women in the field. Table I.11 therefore presents the percentages by sex. It demonstrates that the field differences are real, and not a spurious result of the differential sex compositions of these fields. Men in social work are distinctly more people oriented than other men; women in social work show a similar overselection of these values when compared with women in other fields.

A second major orientation is toward intellectual pursuits. Two values, which are highly correlated (Q = +.70 for social workers, and +.68 among the sample as a whole) constitute such an orientation; these are "opportunity to be original and creative" and "living and working in the world of ideas." Table I.12 gives the proportion of students in each of the four selected fields endorsing each of these two values.

TABLE I.11

SERVICE-ORIENTED VALUES, BY SEX, OF SENIORS SELECTING
SOCIAL WORK AND OTHER FIELDS
(Per Cent Selecting Each Value Presented)

Value	Men				Women			
	Social Work	Social Sciences	Educa- tion	All Other	Social Work	Social Sciences	Educa- tion	All Other
People	80	59	60	41	84	64	74	57
Helpful	88	72	77	50	91	72	84	70
N . . .	219	1,478	5,393	26,276	771	763	12,035	9,492
NA . .	-	-	5	133	-	-	5	94
Total N	219	1,478	5,398	26,409	771	763	12,040	9,586

TABLE I.12

INTELLECT-ORIENTED VALUES OF SENIORS SELECTING
SOCIAL WORK AND OTHER FIELDS
(Per Cent Selecting Each Value Presented)

Value	Social Work	Social Sciences	Education	All Other
"Opportunity to be original and cre- ative" (original)	34	57	49	51
"Living and working in the world of ideas" (ideas)	27	58	37	38
N	990	2,241	17,428	35,768
NA	-	-	10	227
Total N	990	2,241	17,438	35,995

The story here is clear enough. On each measure, relatively few
seniors planning a career in social work exhibit an orientation toward in-
tellectual occupational values. Of the four groups, the social scientists
select these values to the greatest extent, followed by the "all other"
group and educators, followed at a distance by the social workers. The

proportion of social workers selecting these values is about one-half of the proportion of social scientists choosing them.

The low rate of endorsement of these intellectual values among social workers is not explained by the fact that there are relatively few high API students in the field. When API is controlled, a picture much like that in Table I.12 emerges--within each of the three API groups, social workers select these two values at a rate which is notably under the rate for non-social workers.

As we did earlier when investigating the service dimension, we can construct an index reflecting an orientation toward intellectual pursuits. Respondents checking both "original" and "ideas" were identified as being high on an intellectualism index. Whereas 17 per cent of the seniors opting for social work scored high, 28 per cent of those seniors headed for other fields scored high on the index.

A third major orientation which can be identified by inspection of occupational values is one we shall call the "independence" orientation. The two values constituting such an orientation are "making a lot of money" and "freedom from supervision in my work." They display a high association with each other among social workers (Q = +.61) and a relatively high association among the sample as a whole (Q = +.39). Table I.13 presents the comparison of the four fields.

TABLE I.13

INDEPENDENCE-ORIENTED VALUES OF SENIORS SELECTING
SOCIAL WORK AND OTHER FIELDS
(Per Cent Selecting Each Value Presented)

Value	Social Work	Social Sciences	Education	All Other
"Making a lot of money" (money)	11	18	12	31
"Freedom from supervision in my work" (freedom)	8	22	14	22
N	990	2,241	17,428	35,768
NA	-	-	10	227
Total N	990	2,241	17,438	35,995

On both measures seniors choosing social work display low interest in these measures of independence. (Perhaps "enterprise" would be another term which would catch the spirit of this index.) Indeed, the proportion of social workers selecting each value is about one-third the proportion of the "all other" group, with education falling closer to social work on the freedom component, and both social sciences and education falling closer to social work in their relative lack of interest in money.

Both these values are sex related, with men selecting them more frequently than women. As above, it is necessary to investigate the possibility that the low social work selection of independence values is no more than a reflection of the low proportion of men in the field.

Table I.14 controls for sex, and it shows that the apparent strong difference between social work and the other fields is somewhat muted when each sex group is considered separately. As a means of grasping this, we recall that when both sexes were merged in Table I.13, the "all other" group chose these independence values at a rate which was about three times that of the social workers. In Table I.14 this ratio is generally less than 3:1 within each sex group and for each value. The reduction of field differences among men on money is slight, however; male social workers continue significantly to eschew money as an important characteristic of their future career or job. Indeed, on these measures men in social work show little or no greater affinity for an independence orientation than do women in general. Although controlling for sex diminishes these field differences a little, it by no means eliminates them. Within each sex group and on each value, social workers score low on independence when compared with others of the same sex.

As we did earlier with the "service" and "intellect" dimensions, we have constructed an "independence orientation" index. On this index, 16 per cent of the social work seniors and 37 per cent of those choosing other fields scored high or medium.

TABLE I.14

INDEPENDENCE-ORIENTED VALUES, BY SEX, OF SENIORS SELECTING
SOCIAL WORK AND OTHER FIELDS
(Per Cent Selecting Each Value Presented)

Value	Men				Women			
	Social Work	Social Sciences	Education	All Other	Social Work	Social Sciences	Education	All Other
Money .	13	22	14	35	10	12	11	18
Freedom .	16	25	17	24	6	15	13	15
N . . .	219	1,478	5,393	26,276	771	763	12,035	9,492
NA . . .	-	-	5	133	-	-	5	94
Total N .	219	1,478	5,398	26,409	771	763	12,040	9,586

One other occupational value is presented here because of the rel-
atively low rate of endorsement by social workers and because of its sig-
nificance for the profession. Included in the list of values was "a chance
to exercise leadership." The percentage viewing this as a desirable job
characteristic for each group is as follows: social work, 31; social sci-
ence, 40; education, 35; and "all other," 43. Controls for sex uncover a
pattern similar to our data for "money." There is little difference be-
tween women in social work and other women on the "leadership" value. Men
in social work, however, when compared to men in other fields, underchoose
leadership to an extent approximating their relatively low choice of money
as an occupational value.

In an effort to draw together this discussion of differential en-
dorsement of occupational values in Table I.15, we present the distribution
of respondents in each of the three indices mentioned in the previous pages--
service, intellect, and independence.

The summary picture of seniors planning careers in social work is
one of differentiation from the rest of the graduating class of 1961 on
each of the major value dimensions investigated here. Compared to their
peers who did not plan careers in the field, social workers place unusually

TABLE I.15

SOCIAL WORKERS AND NON-SOCIAL WORKERS COMPARED
ON THREE INDICES OF OCCUPATIONAL VALUES
(Per Cent)

Position on Index*	Service-Orientation Index		Intellect-Orientation Index		Independence-Orientation Index	
	Social Work	Non-Social Work	Social Work	Non-Social Work	Social Work	Non-Social Work
High . .	77	42	17	28	2	7
Medium .	19	36	27	33	14	30
Low . .	4	23	55	39	84	63
Total .	100	101	99	100	100	100

N, social work 990
N, non-social work . . .54,096
NA, career field 1,341
NA, values 42
NA, both 195
Total N 56,664

*Respondents were categorized as high on the index if they en-
dorsed both values comprising the index. They scored medium if they
endorsed one of the two values in the index. They scored low if they
endorsed neither of the values. For the values constituting each index,
see text.

high value on jobs or careers which give them an opportunity to be of ser-
vice; they are relatively uninterested in jobs which contain an intellec-
tual component; and they are relatively uninterested in monetary rewards
and the opportunity to operate independently on the job. These field dif-
ferences are not functions of the heavy representation of women in social
work, for the field differences hold up within each sex group. Further,
a fourth comparison reveals that prospective social workers are less likely
than their fellow seniors to endorse leadership as a value.

Academic Achievement

Earlier we used API as a control to see whether age and income dif-
ferences between social work and other fields might be associated with this
index. However, we have not yet turned to a discussion of academic perform-
ance as such.

The API was a trichotomy--respondents were scored as high, medium, or low on an index which represented their grade point average, standardized for quality of undergraduate school. In the entire sample, 19 per cent scored high on API. For our four groups, the percentage scoring high is as follows: social work, 15; social science, 29; education, 15; and "all other," 20.

Controls for sex in Table I.16 demonstrate that the general advantage shown by women exists within each of the field groups selected here. The proportion of women in social work scoring high (17 per cent) is more than twice the proportion of men in social work scoring high (7 per cent). This statistic runs from 7 per cent among men in social work to 36 per cent among women in social science. Table I.16 further reveals that social work and education continue to show similar levels of academic quality under sex controls.

TABLE I.16

ACADEMIC PERFORMANCE INDEX, BY SEX, FOR SENIORS SELECTING
SOCIAL WORK AND OTHER FIELDS
(Per Cent Scoring High on API)

Sex	Social Work	Social Sciences	Education	All Other
Male	7 (218)	25 (1,451)	9 (5,286)	18 (26,409)
Female	17 (760)	36 (755)	17 (11,877)	25 (9,586)

N 55,759
NA, API 905
Total N 56,664

The API, it should be remembered, is the respondent's grade point average, standardized for the quality of his school. Its construction and use were dictated by the realization that two students--one earning a B+ average at Harvard or Princeton and the other earning a B+ at Lower Winsocki

Normal--possess different intellectual capabilities, although both checked "B+" when they filled out our questionnaire. Although the API is described in greater detail in Appendix I, the following diagram presents the basis on which the respondents were distributed into the three API groups.

```
==================================================
 School |            Grade Point Average
Quality | A   A-   B+   B   B-   C+   C   C-   D+
--------|-----------------------------------------
   I    |  High
        |  API
   II   |  (Top
        |  19%)              Medium API
  III   |                    (next 37%)      Low
        |                                    API
   IV   |                              (Bottom 44%)
--------|-----------------------------------------
```
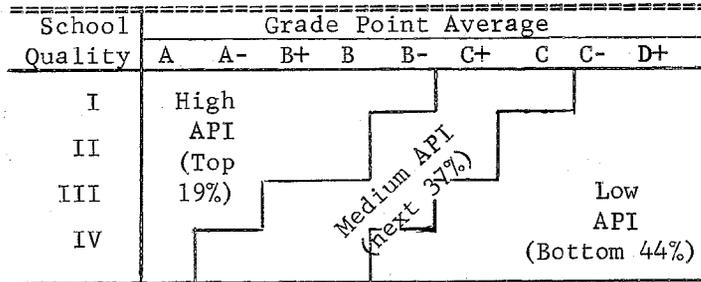
Thus a student in one of the top quality schools could earn a B-average and still turn up in the high API group, whereas a student in the bottom school stratum needed a straight A average to be so classified. There are, then, two logical explanations for the relatively low proportion of social workers showing up in the high API group in Table I.16. Either they could be sparsely represented in the high quality schools (but receive no worse grades than other students in schools of similar quality) or they could be distributed among four school-quality levels in the same proportions as other students, but receive distinctly lower grades than others. Of course both factors could be operating. Each component is one which reflects on the ability of a group of students. School quality was derived from data on students--the National Merit Scholarship Qualifying Test scores for each school's entering freshmen (Appendix I). If a given career field is underrepresented in the schools admitting the brightest students, it is reasonable to assume that the field contains relatively few such students.

In an effort to unravel these relationships, we first determine the proportion of students enrolled in high quality schools (Table I.17).

TABLE I.17

ENROLLM NT IN SCHOOLS OF HIGH QUALITY, BY SEX, AMONG SENIORS
SELECTING SOCIAL WORK AND OTHER FIELDS
(Per Cent Enrolled in Quality I and II Schools)

Sex	Social Work	Social Science	Education	All Other
Male	3 (219)	14 (1,478)	4 (5,398)	16 (26,409)
Female	11 (771)	24 (763)	7 (12,040)	18 (9,586)

N . . 56,664

The by now familiar pattern emerges. Men in social work are greatly
under-enrolled in the top quality schools, followed closely by men in edu-
cation. Whereas the study-wide proportion of all students enrolled in Qual-
ity I and II schools is 13.5 per cent, social work students and education
students of both sexes fall well below this figure.

There are two possible explanations for the shortage of men study-
ing social work in upper quality schools. The first is financial--we have
seen that among these men only 7 per cent claimed a parental income of
$15,000 or more. The high quality schools also tend to be those character-
ized by private control and high tuition. Men who are interested in social
work (it could be argued) are unlikely to enter schools of high academic
quality because of the relatively small number who can afford them. The
form in which the data are available to us do not permit us to investigate
this explanation.

The second possible explanation for the underrepresentation of men
in social work is an intellectual one--perhaps the field attracts men who
are limited in their rates of enrollment in high quality schools not for
financial reasons but by intellectual capacity. Table I.18 presents the
self-reported grade point averages for various subgroups at each quality
level. It seeks to answer the question "Although social work students are
underrepresented in the top quality schools, do they earn grades (compared

to their classmates in the same quality schools) at a level which is higher
or lower than that of non-social workers?"

TABLE I.18

GRADE POINT AVERAGE, BY SEX AND SCHOOL QUALITY, OF SENIORS
SELECTING SOCIAL WORK AND OTHER FIELDS
(Per Cent Receiving "High Grades")[a]

Sex and School Quality	Social Work	Social Sciences	Education	All Other
Quality I schools				
Men	– (3)	75 (145)	58 (144)	62 (2,350)
Women	81 (31)	84 (64)	78 (211)	77 (454)
Quality II schools				
Men	– (3)	41 (63)	28 (85)	33 (1,934)
Women . . .	20 (51)	48 (120)	39 (656)	40 (1,235)
Quality III schools				
Men	32 (142)	64 (888)	50 (2,130)	52 (14,222)
Women . . .	57 (504)	75 (486)	65 (6,545)	67 (5,460)
Quality IV schools				
Men	30 (70)	37 (355)	30 (2,927)	29 (7,494)
Women . . .	41 (174)	71 (85)	47 (4,465)	44 (2,263)

N. 55,759
NA 905
Total N . . . 56,664

[a]"High grades" here has a definition which varies among the
school quality groups. In quality groups I and III, the statistic
is the proportion earning a B- average or better. In quality groups
II and IV it is the proportion earning a B or better. This varia-
tion was necessitated by the method in which grades were derived for
this table. We "worked backwards;" from a larger table which cross-
tabulated school quality by API, we could derive the grade point av-
erage. However, since the cutting point producing the API groups
varied, we were forced to include B- in our definition of "high grades"
in two of the four school quality groups.

Fortunately, the purpose of this table is not to make comparisons
among levels of school quality but to concentrate on comparisons among
students within each of the four quality groups.

The comparisons to be made in Table I.18 are among students within the same school-quality groups. In Quality I and II schools the lack of sufficient cases makes it impossible to consider men who are studying social work. However, the few women in the field attending Quality I schools fare no worse than other women in the proportion receiving high grades in college. Within Quality II schools, women in social work display lower grades than other women, one-fifth of them earning a B or better.

In Quality III schools fewer men and women in social work receive high grades than do seniors in other fields. The difference among men is great; the difference among women is moderate.

In Quality IV schools social workers are not greatly different from other students in the proportion receiving high grades. The social work-social science comparison provides the greatest contrast, but setting aside the social scientists there is little difference between the grades received in Quality IV schools by seniors in social work and by those aspiring to careers outside the field.

By breaking down the API into its two component parts--school quality and grade point average--we have seen that both contribute to the relatively low proportion of social work seniors scoring high on the index in Table I.16. The significantly low proportion of men in social work who score high seems primarily to be due to their low enrollment in high quality schools--although we have also seen that in Quality III schools (where the majority of them are concentrated) the proportion receiving high grades is well under the figure for other men.

Further, in the schools of very high and very low quality, the seniors in social work do not fare too badly in the proportion receiving high grades. It is in the heterogeneous groups of schools of middle quality that, compared to other students, relatively few social work seniors receive high grades.

The initial finding from Table I.16--that only 7 per cent of the men in social work scored high on the API--raises questions suggesting further exploration. For example, it is possible that men in social work are

unique in their possession of a particular characteristic which also happens to be associated with low API. Perhaps neither their sex nor their chosen field, but some other characteristic is responsible for their low showing on the API.

For example, data not presented here show that Negroes, while still in the distinct minority, constitute a higher proportion of men in social work than of any other subgroup we have had a chance to observe; 20 per cent of the men in social work are Negroes, whereas the study-wide proportion of Negroes in the class of 1961 is 3 per cent. It is therefore necessary to see whether this unusually high representation of Negro men might affect the performance of men in social work as a whole. It could be argued that only 7 per cent of the men in social work scored high on API as a result of the relatively poor schooling of Negroes who make up one-fifth of the group. Such an argument would claim that if whites were compared with other whites and Negroes with other Negroes, men in social work would not demonstrate unusually low academic performance.

Such an argument is intuitively sensible but empirically unsubstantiated. When race controls are applied, we see that the Negroes raise rather than lower the proportion of men in social work who score high on API. Whereas Table I.16 reported that 7 per cent of all men in social work scored high, this figure is made up of the following components: among whites 5 per cent, but among Negroes 14 per cent score high on API.[12]

Similar results obtain when controls for socio-economic status are applied. Because there is a slight overrepresentation of students from lower-income families (almost one-third reported a parental income of less than $5,000) and because there is a general tendency for lower-income students also to be lower on API, we must consider the possibility that it is not sex or field, but income which is responsible for the fairly poor showing of men in social work.

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[12]There were also nine male respondents who classified themselves as "Oriental" or "other" who are excluded in this discussion. The 14 per cent figure for Negro men is actually six out of forty-three. Because the base is relatively small, this proportion should be viewed with some skepticism. However, the 5 per cent figure for white males can be relied on, being based on 166 respondents.

This approach is also unsubstantiated. The general negative association between social status and API does not exist among men in social work. In the table below we present the percentage scoring high on API for various subgroups of men in social work.

```
For all men in social work . . . . . . . . . . . . .  7

     Income
          Under $7,500. . . . . . . . . . . . . . .  9
          $7,500 or more. . . . . . . . . . . . . .  6

     Father's education
          Part high school or less. . . . . . . . .  8
          High-school graduate or more. . . . . .  7
```

Thus, because API and measures of social status are unrelated among men in social work, these measures cannot be used as an explanation of the low proportion of male aspirants to social work scoring high on API.

We are left, then, with the "real" fact of relatively low academic performance of men in social work, which cannot be explained by the racial or socio-economic structure of the group.

A final measure of academic achievement which provides data substantiating the findings on previous pages is the degree to which academic honors are differentially distributed among undergraduates aspiring to various fields. From a list of eleven awards or honors, respondents checked those which they had received or were fairly sure of receiving before graduation. The list included such awards as Phi Beta Kappa, graduation with honors, reaching at least the semi-finals of the National Merit Scholarship competition, an academic scholarship, participation in an honors program, etc. The following proportions of our four groups reported receiving one or more such honor: social work, 51 per cent; education, 58 per cent; social science, 70 per cent; "all other," 60 per cent. Further, among those who did receive at least one such award or honor, the average number per respondent was: social work, 2.00; education, 2.03; social science, 2.54; and "all other," 2.31. Thus both pieces of data (the proportion receiving and the per capita number received) parallel the findings so far--prospective social scientists and the "all other" group display greater evidence of achievement than do seniors planning on careers in social work and education.

CHAPTER II

EBB AND FLOW

In this chapter we present an overview of the scope of recruitment
into and defection from social work over a six-year period--from the fresh-
man year through the second post-baccalaureate year.

It is important to keep in mind the definition of terms such as "in-
to social work" and "from social work," since there are various ways in which
career choice might be conceptualized. In this chapter we are not concerned
with the implementation of plans by actual employment or enrollment in grad-
uate school, but with what might be called "occupational preference."[1]

In this report "choosing" social work is defined as the respondent's
anticipating that social work would be his eventual career field. The spe-
cific questionnaire item was "Please give what you expect to be your long-
run career, and ignore any school, stop-gap job, or temporary military serv-
ice which might precede it." This question was asked of each individual on
each of the three annual waves reported in this study: at graduation (1961),
one year later (1962), and two years later (1963). An earlier point in time--
the freshman year--was also included by asking that each senior retrospec-
tively recall his "career preference when [he] started college."

Thus the ebb and flow of the class of 1961 is measurable over three
spans of time--between the freshman and senior year[2] ("collegiate" defec-
tion and recruitment); between the senior year and one year after graduation

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[1] The concepts of vocational choice as preference and as entry are
examined in Donald Super, "A Theory of Vocational Development," Amer. Psychol-
ogist, VIII (May, 1963), 186.

[2] Since the data on freshman choice were obtained retrospectively (by
asking a sample of seniors to remember back to their freshman year) this study
clearly omits one type of "defector"--the student who entered college planning
to be a social worker and subsequently dropped out of college. All college
dropouts will obviously elude the net of a researcher who gathers information
from a sample of seniors.

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("first-year" defection and recruitment); and between one year and two years after graduation ("second-year" defection and recruitment).

This chapter is organized according to these spans, and correlates of defection and recruitment are presented in later chapters. Our purpose now is simply to document the magnitude of the process--to assess the holding power of social work on those who chose it and its ability to attract those who did not initially view it as a career choice.

Tables II.1, II.3, and II.4 present the relevant data in a rather severely collapsed form. Each table summarizes changes between two points in time. Because these materials are placed rather early in this report, and the reader has not had a chance to acclimate himself to the approach and terms used, we shall annotate these tables rather extensively in the text which follows.

Ebb and Flow during College

Table II.1 presents the relevant data for collegiate defection and recruitment;[3] it documents change between the freshman and senior year.

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[3]An explanation of the terms and of the symbols in the table may be in order at this point. Although it may have been evident in the discussion thus far, defection is defined as the choice of social work at Time 1 and the choice of a different field at Time 2. Loyalty is the choice of social work at both times. Thus all individuals who choose social work at Time 1 become either defectors or loyalists by Time 2 (provided, of course, they give information about their Time 2 career choice). Throughout this report, defectors will be symbolized +0, and loyalists ++. Similarly, recruits (0+) chose another field at Time 1 and social work at Time 2. The symbol N is used to identify respondents who did not answer the question on career field; thus the notation +N refers to the group which was in social work at Time 1 but did not provide career choice data for Time 2.

TABLE II.1

RECRUITMENT AND DEFECTION BETWEEN FRESHMAN AND SENIOR YEARS

Distribution	Social Work (+)[a]	Other Field (0)	NA (N)
Distribution of Respondents as Freshmen . .	693	55,110	861
Defection			
Number of freshmen choosing social work 693			
Less NA, senior choice (+N) . . . . . . -8	-8		+8
Less percentage choosing another field as seniors, among those who had chosen social work as freshmen (defectors +0) 66.3% of 685	-454	+454	
Recruitment			
Recruitment from other fields			
Number of freshmen choosing other fields 55,110			
Less NA, senior choice (ON) . . . . -1,003		-1,003	+1,003
Plus percentage choosing social work as seniors, of those who had chosen another field as freshmen (recruits 0+) . . . . 1.39% of 54,107	+751	-751	
Recruitment from unknown fields			
Number of freshmen NA on career field 861			
Less NA, senior choice . . . . . . -525			
Plus percentage choosing social work as seniors, of those who were NA on freshman choice (N+) . . . . 2.38% of 336	+8		-8
Enter those choosing other fields as seniors, of those who were NA on freshman choice (NO) . . .		+328	-328
Distribution of Respondents as Seniors .	990	54,138	1,536
Plus non-respondents to first wave of study			5,391
Distribution of Total Sample as Seniors Including Non-respondents	990	54,138	6,927

[a]See footnote 3 for a discussion of symbols used in the table.

Career choice at both times was elicited by the same questionnaire--
just prior to the respondent's graduation. In this first wave 56,664 indi-
viduals responded. The first row of Table II.1 shows that 693 respondents
remembered that social work was their freshman career preference, 55,110 had
selected some other field as freshmen, and 861 did not answer the question
on freshman choice.

The upper portion of the table deals with defection; it presents the
number and proportion of students who had selected social work as freshmen,
but who switched out of the field by their senior year. Of the 693 freshmen
social workers, eight did not respond to the question on senior choice, re-
ducing to 685 the number of students for whom both freshman and senior data
were elicited.

The first major component of change during college is the defection
of two-thirds (66.3 per cent) of the freshman choosers. Later analysis will
reveal the destinations and characteristics of these 454 defectors--our con-
cern here is with the magnitude of defection.

A defection rate of two-thirds seems large on the face of it, but
the figure has meaning only if social work can be compared with other fields,
or with the sample as a whole. The preliminary report of the NORC college
seniors study contained data on defection from specific fields. Table II.2
presents rates of defection for fields in which there were at least twenty-
five freshman choosers.[4]

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[4]James A. Davis, _Great Aspirations: Career Plans of America's June 1961
College Graduates_ (National Opinion Research Center Report No. 82, 1961).
The data presented here are adapted from Table 35b. Because of the prelimin-
ary nature of that report, part of the analysis was based on a representative
sub-sample of 3,397 respondents, thus reducing the case base for some fields
to a relatively small number. Nevertheless, a valid general rank-order of
fields can emerge, and for specific comparisons the differences in rate of de-
fection are greater than sampling error might produce.

TABLE II.2

COLLEGIATE DEFECTION FROM SPECIFIC FIELDS
(Per Cent Choosing a Different Long-Run
Career as Seniors among Those Choosing
Each Field as Freshmen)

===

Other educational specialties
  (physical education, agri-
  cultural education, etc.). 29 (184)

Nursing. 33 (75)

Business 33 (234)

Elementary education 37 (268)

Secondary education (non-science). 41 (241)

Agriculture. 43 (67)

Accounting 44 (99)

Law. 45 (94)

Religion 46 (65)

Communications 49 (81)

Other. 50 (128)

Fine arts. 50 (107)

Electrical engineering 51 (132)

Physics. 54 (48)

Medicine 55 (164)

Chemistry. 55 (77)

Civil engineering. 56 (71)

Secondary education (science and
  mathematics) 56 (78)

Biological sciences. 59 (58)

Mathematics. 60 (42)

Health professions 60 (104)

Humanities 62 (84)

Engineering, other 63 (256)

"Clinical" 64 (39)

Social work. 68 (34)

Social sciences. 71 (58)

Government 86 (35)

Thus the majority of fields showed greater holding power during college than did social work; the freshmen of only two fields shown defected at a greater rate. As it is, some of these rates are if anything inflated because of the narrow boundaries placed around certain fields. For example, a freshman who chose elementary education and then switched to secondary education would be counted as one of the 37 per cent who defected from elementary education, although he had actually not abandoned his orientation to a teaching career. Similarly, a student who switched from electrical to civil engineering turns up as one of the 51 per cent defecting from the former field, although he had not given up his intention to work in the area of engineering.

Having established the scope of collegiate defection from social work, we return to Table II.1 and investigate the degree of recruitment into the field between the freshman and senior years. There were 55,110 individuals who recalled that as freshmen they had chosen a field other than social work. Of these, 1,003 did not reveal their senior choice, reducing the computational base to 54,107 for whom data at both times are available. Of these, 751 (1.39 per cent) were recruited into social work (0+). In addition, eight individuals selected social work as seniors who had not responded to the question on freshman career choice (N+).

As seniors, then, the 56,664 respondents to the first wave of the study were distributed as follows: 990 viewed social work as their long-run career choice, 54,138 selected some other field, and 1,536 did not answer the question on senior choice. To these 1,536, we add the 5,391 students in the sample who did not respond to the first wave of the study, thus raising to 6,927 the total number of seniors sampled for whom senior career choice was not available. These 5,391 are included now (near the bottom of Table II.1) because they were given questionnaires one year after graduation. That is, although they did not respond to the first wave as seniors, they were followed up on succeeding waves, and many of them responded. They are included in the succeeding tables, which trace the ebb and flow after graduation.

When the magnitudes of defection and recruitment are viewed simultaneously, a picture of field growth emerges. However, the simple finding that the field had increased by some 40 per cent during the college years obscures a good deal of switching in and out. We have seen that during college, a large group of defectors was replaced by an even greater number of recruits to the field.

First-Year Ebb and Flow

Table II.3 presents, in the same manner, the ebb and flow during the first post-baccalaureate year. It begins with the same data with which Table II.1 ended--the distribution of the sample as seniors. Of the 990 seniors who selected social work, one year later 175 did not provide data about their first-year career choice--they either did not answer the question (NA) or did not respond to the survey (NR). Thus the case base on which defection is based shrinks to 815. Of these, 333 respondents (40.9 per cent) defected from the field during their first post-baccalaureate year.

The middle portion of Table II.3 examines the extent of recruitment into social work during the first post-baccalaureate year among the 54,138 who had aspired to another field as seniors. First, we deduct the 10,309 who either did not answer the question regarding first-year choice or who did not respond to this wave of the study. Of the balance (43,829 respondents for whom both senior and first-year data are available), 268 shifted into social work from other fields during their first year out of college. In addition, seventy of the 6,927 students for whom senior data were unavailable turned up one year after graduation with social work as their career choice.

At the end of their first post-baccalaureate year, then, the 62,055 respondents in the study were distributed as follows (the bottom row of Table II.3): 820 viewed social work as their long-run career choice, 48,297 selected some other field, and 12,938 either did not answer the question on career choice or did not respond to the study.

TABLE II.3

RECRUITMENT AND DEFECTION DURING FIRST POST-BACCALAUREATE YEAR

Distribution	Social Work (+)	Other Field (0)	NA or NR[a] (N)
Distribution of Respondents as Seniors .	990	54,138	6,927
Defection			
Number of seniors choosing social work 990			
Less NA or NR, one year later (÷N) . -175	-175		+175
Less percentage choosing another field one year later, of those who had chosen social work as seniors (defectors +0) . . . . 40.9% of 815	-333	+333	
Recruitment			
Recruitment from other fields			
Number of seniors choosing other fields 54,138			
Less NA or NR, one year later (ON). -10,309		-10,309	+10,309
Plus percentage choosing social work one year later, of those who had chosen another field as seniors (recruits 0+) . . . . . . 0.61% of 43,829	+268	-268	
Recruitment from unknown fields			
Number of seniors NA or NR on career field 6,927			
Less NA or NR, one year later . . . 2,454			
Plus percentage choosing social work one year later, of those who were NA or NR as seniors (N+) . . . . 1.56% of 4,473	+70		-70
Enter those choosing other fields one year later, of those who were NA or NR as seniors (NO)		+4,403	-4,403
Distribution of Respondents One Year after Graduation	820	48,297	12,938

[a]The final column in this table and in Table II.4 contains respondents who either did not answer the question on career choice (NA), or who did not respond to the survey (NR).

The first (and erroneous) impression is that there was a rather sharp reduction in the number of social work aspirants during the first year out of school--from 990 as seniors to 820 one year after graduation. This does not indicate the "true" number of individuals selecting social work one year after graduation, however, because the number of respondents for whom career choice data are not available jumped from over 6,900 as seniors to almost 13,000 as first-year respondents. Certainly, some of the apparent decrease in the number of aspirants to any field can be partially explained by the increase in the number of respondents either not returning the questionnaire or not answering the question on career choice. Later we shall present figures which distribute a percentage of the non-respondents into social work and give a more accurate picture of actual field growth or decline (p. 50). For our present purposes it is enough to observe that almost 41 per cent of those who as seniors viewed social work as their career no longer did so one year after graduation. (Or, viewed from the perspective of stability in career choice, 59 per cent remained loyal.) Moreover, there was recruitment into the field during the first year which, on the basis of the data in Table II.3, apparently was not sufficient to replace those who defected. This will be confirmed when we apportion the non-respondents a little later, but we can say that during the first post-baccalaureate year, social work was characterized by high loss, high gain, and net loss.

Second-Year Ebb and Flow

Table II.4 presents, in the same form, the data showing the magnitude of recruitment into and defection from the field during the second year after graduation. As before, the top row begins with the data from the bottom of the previous table; it shows the number of respondents who, after their first year out of school, aspired to social work (820), who aspired to other fields (48,297), and for whom data were not available, through either non-response to the study or to the particular questionnaire item on career choice (12,938).

TABLE II.4

RECRUITMENT AND DEFECTION DURING SECOND POST-BACCALAUREATE YEAR

Distribution		Social Work (+)	Other Field (0)	NA or NR[a] (N)
Distribution of Respondents One Year after Graduation		820	48,297	12,938
Defection				
Number choosing social work one year after graduation	820			
Less NA or NR two years later (+N) .	-135	-135		+135
Less percentage choosing another field two years later, of those who had chosen social work one year after graduation (defectors +0) . . 22.6% of	685	-155	+155	
Recruitment				
Recruitment from other fields				
Number choosing other fields one year later	48,297			
Less NA or NR, two years later (ON).	-7,891		-7,891	+7,891
Plus percentage choosing social work two years later, of those who had chosen another field one year later (recruits 0+). . . . 0.56% of	40,406	+227	-227	
Recruitment from unknown fields				
Number NA or NR one year later . . .	12,938			
Less NA or NR two years later . . .	-6,564			
Plus percentage choosing social work two years later, of those who were NA or NR one year after graduation (N+) . . . . 1.73% of	6,374	+110		-110
Enter those choosing other fields two years later, of those who were NA or NR one year after graduation (NO)			+6,264	-6,264
Distribution of Respondents Two Years after Graduation		867	46,598	14,590

[a]See note to Table II.3

The top panel begins with the 820 first-year social workers and deducts the 135 who did not provide data on their second-year choice. Among the remaining 685, the defection rate was 22.6 per cent, or 155 individuals. Simultaneously, recruitment from other fields added 227 individuals to the group of aspirants, while an additional 110 were added from the group of 12,938 who had not provided data one year earlier. It is apparent that the field grew during the second post-baccalaureate year; the number claiming social work grew from 820 to 867 despite a simultaneous increase in the number of respondents for whom data were not available.

Of more importance at this point than an attempt to measure net growth or decline is the observation that the rate of defection decreased from 40.9 per cent during the first year to 22.6 per cent during the second year after graduation. The rate of recruitment into the field remained stable; during the first post-baccalaureate year, .61 per cent of those who had selected other fields as seniors shifted into social work by the end of their first year out of school, while the comparable figure for the second year is .56 per cent. However, it should be remembered that the base figures on which these recruitment rates are computed are large, and that small changes in the rate of recruitment can result in large changes in the absolute number of recruits. On a base of 40,000, for example, a change in the recruitment rate from 1 to 2 per cent would mean a doubling of the number from four hundred to eight hundred recruits.

The same data can be rearranged and placed in the more traditional turnover table. The turnover table simultaneously classifies each respondent who provided data at two points in time according to whether he was in or out of a given state at Time 1 and at Time 2. In our terms, the turnover table has the following form:

Time 2 Career Choice

		Social Work	Other
Time 1 Career Choice	Social Work	++ Loyalists	+0 Defectors
	Other	0+ Recruits	00 Nevers

Table II.5 presents the data in turnover form; each sub-table gives the data for all 62,055 respondents for one of the spans of time considered in this report--the "collegiate," first-year," and "second-year" periods.

TABLE II.5

SOCIAL WORK TURNOVER

===

a. During College

		Senior Career Choice		
		Social Work	Other	
Freshman Career Choice	Social Work	231	454	685
	Other	751	53,356	54,107
		982	53,810	54,792

N 54,792
NA, freshman choice only. . . . 336
NA, senior choice only. 1,011
NA, both. 525
Non-respondents 5,391
Total N 62,055

b. During First Post-Baccalaureate Year

		First-Year Choice		
		Social Work	Other	
Senior Career Choice	Social Work	482	333	815
	Other	268	43,561	43,829
		750	43,894	44,644

N 44,644
NA, senior choice only. 4,473
NA, NR, first-year choice only. 10,484
NA, NR, both. 2,454
Total N 62,055

c. During Second Post-Baccalaureate Year

		Second-Year Choice		
		Social Work	Other	
First-Year Career Choice	Social Work	530	155	685
	Other	227	40,179	40,406
		757	40,334	41,091

N 41,091
NA, NR, first-year choice only. 6,374
NA, NR, second-year choice only 8,026
NA, NR, both. 6,564
Total N 62,055

All the data in these turnover tables[5] were already included in the previous tables or could be easily computed from them. The major advantage in this presentation is the convenience and clarity turnover tables provide. For example, at a glance one can see that recruits outnumber defectors during college and during the second post-baccalaureate year, but not during the first post-baccalaureate year.

Choice Patterns

In the turnover tables each respondent was classified according to his state at two points in time. An additional perspective can be gained by classifying the respondents according to their state at all four points in time (freshman year, senior year, and first and second post-baccalaureate year) and observing the resulting patterns.

For example, how many of the freshman choosers of social work were still loyal at various later stages of their career? How many of them defected but were later re-recruited? Of the senior social workers, how many were still loyal after graduation?

Table II.6 considers the fate of those freshmen who viewed social work as their career field. It includes only the "complete panel"--those respondents who provided information about their career choice for all four points in time--and permits us to follow a given cohort--freshman choosers

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[5]The careful reader may be struck by apparent anomalies in these tables which are simply a function of the fact that some respondents did not respond to one of the waves of the study or did not answer one of the relevant questions. For example, Table II.5a might lead one to believe that 982 seniors selected social work as their career field; in Table II.5b that figure seems to be 815. Actually, neither of these figures is correct, for as we have seen in Table II.1, there were 990 seniors choosing social work. The apparent discrepancy stems from the fact that for a student to be included in a turnover table, he must have provided data for two points in time. In Table II.5a there were eight senior social workers who failed to provide data on their freshman choice, reducing the sum in the first column from 990 to 982. In Table II.5b there were 175 senior social workers who, one year later, failed to provide data on their first-year choice, reducing the sum in the top row from 990 to 815.

of social work--through the six years following their entrance into college.
Perhaps the major datum gained from the table is that after the defection
during college, there is little further change in the size of the group of
original freshman choosers of social work. Thus, by adding appropriate en-
tries in the "N" column, we see that the original group of 490 shrank to
145 by the senior year, to 142 by the first post-baccalaureate year, and then
grew to 150 by the second post-baccalaureate year.[6]

TABLE II.6

CAREER CHOICE PATTERNS OF FRESHMEN
SELECTING SOCIAL WORK AS A CAREER

Pattern	Time				N	Per Cent
	F	S	1	2		
A	+	+	+	+	110	22.5
B	+	+	+	0	13	2.7
C	+	+	0	+	7	1.4
D	+	+	0	0	15	3.1
E	+	0	+	+	9	1.8
F	+	0	+	0	10	2.0
G	+	0	0	+	24	4.9
H	+	0	0	0	302	61.6
					490	100.0

N. 490
NA or NR, any time 203
Total N 693

. This post-baccalaureate stability among freshman choosers was not
attained by completely stopping further defections from the field but stems
from re-recruitment of some who had defected at an earlier time. For ex-
ample, rows E and F from Table II.6 reveal that nineteen individuals (3.8 per

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[6]It may be necessary to repeat here that these figures tell us nothing
about the net gain or loss since they ignore recruitment into the field, an
important component of change. For example, although there was sizeable de-
fection from the field during college (as Table II.6 shows), the reader will
remember that there was an even greater recruitment during college, resulting
in a net gain from the feshman to the senior year.

cent of the original cohort) switched back into the field during the first year after college after having defected during college. Similarly, rows C and G represent thirty-one individuals (6.3 per cent) who were re-recruited during their second year out of college, after having defected at an earlier time. Although these "re-recruits" prevent the size of the group from becoming ever smaller, it should be noted that they still represent a small fraction of those who originally defected. For example, of those who defected during college (rows E through H), over 90 per cent were still out of the field two years after graduation.

In sum, the cohort of original freshman choosers of social work experiences rather sizeable attrition during college; but after graduation further defection is small and is compensated by re-recruitment.

Another perspective is gained when the group of seniors selecting social work is classified in the same manner. This group contains not only those who were loyal during college, but also those who were recruited to the field while on campus. Table II.7 presents the details.

TABLE II.7

CAREER CHOICE PATTERNS OF SENIORS
SELECTING SOCIAL WORK AS A CAREER

Pat-tern	Time				N	Per Cent
	F	S	1	2		
A	+	+	+	+	110	15.9
B	+	+	+	0	13	1.9
C	+	+	0	+	7	1.0
D	+	+	0	0	15	2.2
E	0	+	+	+	261	37.8
F	0	+	+	0	42	6.1
G	0	+	0	+	40	5.8
H	0	+	0	0	202	29.3
					690	100.0

N 690
NA or NR, any time 300
Total N 990

Again, adding the appropriate entries in the "N" column discloses
that the cohort of 690 seniors choosing social work decreased to 426 one
year later and then to 418 two years after graduation. With this group,
as with the freshmen choosing social work, defection during the second year
is balanced by simultaneous re-recruitment, producing little change.

Table II.6 disclosed no significant defection during the first post-
baccalaureate year among those who chose social work as freshmen; according
to Table II.7, however, there was a sizeable defection during the first post-
baccalaureate year among those who chose social work as seniors. This ap-
parent discrepancy is explained, of course, by the difference in composition
of the two cohorts. The seniors are composed of two groups--collegiate loy-
alists who had also selected the field as freshmen, and collegiate recruits
who had switched into social work from other fields during their college
days. The difference in post-baccalaureate behavior between freshman and
senior choosers is accounted for by the presence of a large number of col-
legiate recruits in the latter group.

This leads to a revealing finding about the impact of freshman
choice on post-baccalaureate loyalty. Of the 145 senior social workers who
had also selected the field as freshmen (rows A through D in Table II.7),
81 per cent were still loyal two years after graduation. On the other hand,
of the 545 seniors who had not selected social work as freshmen (rows E
through H), 55 per cent were still loyal after two years. To put it another
way, although relatively few freshman choosers of social work remained loyal
throughout college, of those who did, a very high proportion retained their
loyalty during the two years after graduation.

Classification of respondents at four points in time permits another
type of analysis--a retrospective look at the patterns of those who, two
years after graduation, claim social work as their career field. These are
the students who have entered the field at various points in the past and
who either remained loyal thereafter or who re-entered the field after an
earlier defection.

TABLE II.8

CAREER CHOICE PATTERNS OF THOSE
CHOOSING SOCIAL WORK TWO YEARS
AFTER GRADUATION

Pat-	Time				N	Per Cent
tern	F	S	1	2		
A	+	+	+	+	110	15.5
B	0	+	+	+	261	36.7
C	0	0	+	+	116	16.3
D	0	0	0	+	144	20.2
E	+	0	0	+	24	3.4
F	+	+	0	+	7	1.0
G	+	0	+	+	9	1.3
H	0	+	0	+	40	5.6
					711	100.0

N. 711
NA or NR, any time 156
Total 867

Combination of appropriate rows of Table II.8 permits us to deter-
mine how many of those who were opting for social work at the end of the
study had first selected the field at various points in time. The data re-
veal that 21 per cent had seen social work as their career as early as their
freshman year, 42 per cent first chose the field as seniors, 16 per cent
first entered one year after graduation, and 20 per cent two years after
their graduation from college. About three-fifths of the final group of
social workers had first selected the field during college; two-fifths (rows
C and D in Table II.8) were recruited for the first time during their post-
graduation days.

It should be remembered that this three-fifths/two-fifths ratio ob-
tains after only two years. As the years pass, more of the pre-graduation
choosers will defect; simultaneously, an increasing number of the class of
1961 will select the field for the first time after college. Thus, were we
to return to our respondents in (say) 1971, our data might be consistent
with those of Pins, who learned that one-half of the students in graduate
schools of social work selected the field as a career after their gradua-
tion from college.

A footnote to the data in Table II.8 is the previous instability of career choice of one-ninth of this group; rows E through H contain those respondents who identified social work as their career field two years after graduation, but who had once defected and then re-entered the field.

Growth and Decline

Thus far we have investigated the magnitude of recruitment and defection, but have not put these two components of change together to produce an adequate notion of the degree to which the field grew or became smaller during the period in question. Tables II.1, II.3, and II.4 did present the actual number of respondents claiming social work as their career choice, but as noted then, wave-to-wave variation in the number of respondents who did not provide data could account for apparent changes in the number of respondents claiming social work as a career.

There are two methods of handling this problem. First, it is possible to construct a hypothetical number of aspirants to the field by apportioning out the non-respondents into social work and other fields in the same proportion as those who did respond. Second, it is possible to eliminate all those who failed to provide data at at least one point in time--to restrict analysis only to the "full panel."

Using the data from Tables II.1, II.3, and II.4, we have apportioned out the non-respondents into social work and "other" in the same proportion as those who did respond. For example, using the data from the top row of Table II.1, we have changed the freshman distribution of respondents as follows:

	(+) Social Work	(0) Other	(N) No Data	
From	693	55,110	6,252	= 62,055
To	771	61,284		= 62,055

By this procedure, of the 6,252 individuals[7] who did not provide freshman data, seventy-eight were apportioned into social work, raising the number of freshman choosers from 693 to a hypothetical 771. Similarly, 6,174 of the 6,252 were apportioned into other fields, raising this number from 55,110 to 61,284.

This "constructed" number of 771 freshman choosers was then subjected to the already known rate of collegiate defection. Further, the number in other fields was subjected to the already known rate of collegiate recruitment into social work. By this procedure, the freshman figure of 771 was diminished by 511 defectors and replenished by 852 recruits, netting 1,112 senior social workers. Continuing with these 1,112, then, first- and second-year changes were computed in the same manner. The top half of Table II.9 presents the number of respondents selecting social work at each point and thus permits measurement of growth and decline. The first row gives the number of "constructed" social work aspirants determined by this process of apportionment; the second row gives the number determined by the second method--restriction of analysis to the full panel.

TABLE II.9

FIELD GROWTH AND DECLINE FROM FRESHMAN YEAR
TO TWO YEARS AFTER GRADUATION

Method	Number of respondents selecting social work as their career field			
	As Freshmen	As Seniors	One Year after Graduation	Two Years after Graduation
Construction method	771	1,112	1,029	1,138
Full panel method	490	690	634	711
	Numbers above, expressed as a percentage of those selecting social work as seniors			
Construction method	69	100	93	102
Full panel method	71	100	92	103

[7]The figure of 6,252 is composed of the 861 respondents who did not answer the question on freshman career choice, plus the 5,391 who did not respond to the first wave of the study (see Table II.1).

Both methods presented in the table rest on the assumption that the rate of non-response was the same among social workers and non-social workers--among loyalists, recruits, and defectors. That is, these data are accurate to the extent that no group is over- or underrepresented because of differential response rate. The "constructed" method presents the "true" number of persons in the sample who would have identified social work as their career choice had everyone in the sample replied.

Table II.9 confirms the impressions gained earlier and summarizes the data in this chapter. The lower panel standardizes the number of respondents viewing social work as their career field, setting the figure for seniors at one hundred. As a result of the defection and recruitment which operate simultaneously, social work expands significantly during college, loses a little during the first post-baccalaureate year, and then regains these slight losses during the second post-baccalaureate year. The net result during college is expansion. The net result after graduation is relative stability.[8]

Projections

For planning and policy purposes, it may be helpful to determine the approximate total number of 1961 college graduates who were oriented toward a career in social work. Precise data are available from other sources on the number of students in graduate schools of social work, but these refer only to a specialized group, and, since students in schools of social work vary widely in their ages, they represent a large variety of college graduating classes.

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[8]Of course, the first period of time considered in this chapter spans four years, while the last two periods span only one year each. We would expect the amount of change to be related to the length of time during which the change could operate. Nevertheless, unless the pattern changes drastically during the third and fourth post-baccalaureate years it is safe to say that the four years before graduation see a much greater expansion of the field than do the four years after graduation.

In the major report on this study Davis estimated the size of the total spring, 1961, graduating class at 265,000 students.[9] After determining the percentage of our sample choosing social work as a career we can project this percentage to the entire graduating class. In Table II.10 below, column A presents the number of respondents choosing social work, and column B gives as a base the number of respondents providing data on career choice. These data were obtained directly from Tables II.1, II.3, and II.4.

TABLE II.10

PROJECTION OF ACTUAL NUMBER OF ASPIRANTS TO SOCIAL WORK
IN THE COLLEGE GRADUATING CLASS OF 1961

Time	Number of respondents		Per Cent Choosing Social Work (A/B)[a]	Estimated Total Number in Graduating Class Selecting Social Work (C x 265,000) (Rounded to the Nearest Ten)
	Selecting Social Work	Providing Career Choice Data		
	(A)	(B)	(C)	(D)
As freshmen	693	55,803	1.2419	3,290
As seniors	990	55,128	1.7958	4,760
One year later	820	49,117	1.6695	4,420
Two years later	867	47,465	1.8266	4,840

[a]The reader will note that the figures in column C are proportionately related to each other as are the numbers 69, 100, 93, and 102, when the figure for the senior year (1.7958) is set at 100. These are the same figures representing the change in size of the group of social work aspirants as derived by the constructive method in Table II.9.

Thus America's graduating class of spring, 1961, yielded approximately 4,760 students who, upon graduation, viewed social work as their long-run career field. As the previous data in this chapter indicated and as column D repeats, this figure did not change much between graduation and the end of the second post-baccalaureate year.

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[9]The procedure by which the estimate was made is included in Appendix II of this report.

CHAPTER III

CORRELATES OF RECRUITMENT TO SOCIAL WORK

So far we have described a group of social work aspirants in Chapter I--those college seniors who claimed the field as their long-run career choice. That chapter also compared this group with other 1961 graduates of America's colleges and universities. In Chapter II we investigated the scope of change during three spans of time--during college, during the first year after graduation, and during the second year after graduation. The components of change were _defection_--the switch from social work at the beginning of the time period to another field at the end--and _recruitment_--the switch into the field between two points in time. A good deal of defection and recruitment was measured during the period under scrutiny, and the net result of these processes was pre-baccalaureate growth and post-baccalaureate stability in the size of the group opting for the field.

We turn now from a description of the scope of recruitment and defection to a consideration of some of the factors associated with these processes. Questions immediately arise about correlates of the recruitment and retention already documented.[1] Are men or women more loyal to the field? Are the factors which lead to recruitment during college the same as those which operate during the second year after graduation?

This chapter will deal with correlates of recruitment; the following chapter will consider correlates of retention.

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[1]Until now we have spoken of defection from social work, since defection represents change, and Chapter II was concerned with change. From this point on, however, we shall refer to "retention" or stability of career choice. For example, during college, 66.3 per cent of the freshman choosers of social work defected; therefore the percentage remaining loyal (or "retaining" their career choice) was 33.7.

Since this chapter will discuss correlates of recruitment into the field, clarity dictates that in the next chapter recruitment be paralleled with retention, rather than with defection. Thus it will be possible to observe, for example, that a certain characteristic is associated with both recruitment and retention; that is, the characteristic not only "causes" people to switch into the field (0+), but it also tends to keep those in the field who had already selected it (++). (For an explanation of symbols representing recruitment, retention, and defection, see Chapter II n. 3.)

Correlates

Table III.1 presents values of Yule's Q; each entry shows the re-
lationship between recruitment into social work and a selected variable.
The first column shows the association between the variables and recruit-
ment during college; the second column treats recruitment during the first
post-baccalaureate year, and the third column treats recruitment during
the second post-baccalaureate year.

So that the balance of the report may be read with minimum diffi-
culty, an interpretation of Q as it is used in relation to recruitment
follows. The "recruitment Q" simply measures the degree to which two
groups differ in their rate of recruitment into social work during a spe-
cific span of time. For example, if 1.9 per cent of the students from
large metropolitan areas shifted into social work between their freshman
and senior years, while 1.1 per cent of those students not from large met-
ropolitan areas did so, the association between collegiate recruitment and
a large metropolitan hometown would be positive. Depending on the size of
the Q, we would say that this association is "weak" or "moderate" or
"strong."[2]

Since the nature of the data required us to work with small per-
centages, or rates of recruitment (for example, Table II.1 shows that 1.39
per cent of those not choosing social work as freshmen shifted into social
work by their senior year), we shall illustrate the meaning of the recruit-
ment Q by reconverting entries for one of the variables in Table III.1 into
their original raw data.

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[2]Although there are no rigid rules, we shall adopt the general con-
vention that a Q whose absolute value is greater than .20 is one worthy of
notice. In data such as those presented in Table III.1, however, if all
three Q's for a variable are positive or negative, this might be worthy of
comment even though one or two of the three do not reach .20. The data in
Table III.1 on API would be an example. For a discussion of Yule's Q, see
Leo A. Goodman and William H. Kruskal, "Measures of Association for Cross
Classifications," J. Amer. statist. Assoc. (December, 1954), 49, 732-64.

TABLE III..1

CORRELATES OF RECRUITMENT INTO SOCIAL WORK
(Q Coefficients during "Collegiate," "First-Year,"
and "Second-Year" Periods)

Characteristic	Collegiate	First Year	Second Year
Occupational values			
Helpful	+.66	+.31	+.32
People	+.57	+.36	+.31
Moderate, steady progress . .	+.18	-.21	+.12
Freedom from supervision . .	-.52	-.40	+.06
Leadership	-.15	-.35	-.10
Original and creative	-.33	-.31	-.31
Ideas	-.28	-.01	-.28
Money	-.37	-.47	-.19
Personal and background character-istics			
Sex: Male	-.70	-.32	-.23
API: High	-.17	-.17	-.64
Religion: Catholic	+.05	-.08	+.10
Parental occupation: white collar	+.16	+.24	+.04
Father's education: B.A. or more	+.18	+.17	.00
Parental income: $15,000 or more	+.13	+.23	-.03
Race: Negro	+.48	+.15	+.52
Age: 22 or older	-.14	+.03	-.03
Birth order: only child . . .	+.19	+.16	-.04
School control: private with high tuition	-.20	+.07	+.18
Career activity: research . .	-.44	-.09	-.36
Effect of parental advice: very important	-.14	-.24	-.04
Marital status: single	+.39	+.01	+.25
Political orientation: liberal	+.18	+.09	-.12

The data on sex from Table III.1 reveal that the three recruitment Q's for males are -.70, -.32, and -.23. This means that during college, men were recruited to social work at a rate which was well under that for women (Q = -.70). By the second post-baccalaureate year, the difference was still marked, but much smaller (Q = -.23). The original data are found below. Table III.2a presents the rates; Table III.2b presents the original numbers, along with the Q's computed from these numbers. The table

TABLE III.2

RECRUITMENT AND SEX

a) Per Cent Shifting into Social Work during Each Time Span Presented

	Collegiate Recruitment		First-Year Recruitment		Second-Year Recruitment	
	Men	Women	Men	Women	Men	Women
	.48 (32,375)	2.73 (21,732)	.44 (25,778)	.85 (18,051)	.45 (23,766)	.72 (16,640)

b) Actual Numbers on Which Above Rates Are Based

Status						
Recruits (0+)	157	594	114	154	108	119
Non-recruits (00)	32,218	21,138	25,664	17,897	23,658	16,521
Male Q	-.70		-.32		-.23	

presents a number of findings. First, and most central to the discussion here, the difference in the rates of recruitment of men and women narrows as the group of respondents passes from its pre-graduation to its post-graduation period. During college, the difference was great--2.73 per cent of the women who had not chosen social work as freshmen did so as seniors, while the figure for men was only .48 per cent. The numbers which produce these rates also produce a male Q of -.70. This large Q, in effect, reveals that there is a great difference in the degree to which men and women shift into the field during college. Its sign tells us that the rate for men is less than that for women.

During the first post-baccalaureate year, the gap narrows. Table III.1 gives a male Q of -.32. Table III.2a demonstrates that this approach to parity between the sexes was caused, not by an increase in the rate of recruitment among men, but by a drastic decrease (from 2.73 per cent during college to .85 per cent during the first year out) among women. Finally, during the second year after graduation, there is a further narrowing of the difference between the rates of male and female recruitment into social work, although the rate among women (.72 per cent) still exceeds that for men. Had there been no difference in the rates of recruitment, the value of Q would have been .00.

Table III.2a can be viewed from a different perspective. It shows that the male rate of recruitment into social work is stable across time, whereas the rate among women is relatively high during college and reaches stability only after graduation. Indeed, it is the high recruitment rate among women which accounts for the gain in the earlier characterization of social work as a "high gain, high loss, net gain" field during college.

One final observation on the data presented in Table III.2 stems from the actual numbers presented in part b. Although the rate of recruitment is a significant statistic (and will receive attention during this chapter), it tells nothing about the actual number of individuals in the group who switch into social work. Indeed, two groups may differ in their rates of recruitment and still yield the same number of recruits to the field if these rates are based on groups of different sizes. Something of this nature happens during the second post-baccalaureate year. Although the rate of recruitment for men is relatively low (.45 per cent), there are more men (23,766) than women (16,640) available. The net result is an almost equal number of men and women added to the group of social work aspirants during the second year.

To summarize this methodological parenthesis, the value of Q will tell the extent to which two groups differ in their rates of recruitment into social work. However, it will not indicate what the rates of recruitment are, nor will it give a clue to the actual number of recruits in the

groups. Comparing two rates of recruitment will indicate the level of re-
cruitment, but unless the base number is shown, it will not suggest the ac-
tual number of recruits in the groups.

The tables which are included in this chapter present, as the basis
for the analysis, the rates of recruitment--that is, data in a form similar
to Table III.2a. The value of Q is also presented, to facilitate a quick
and summary comprehension of the relationships imbedded in the tables.

Much of the subsequent analysis will proceed from Table III 1. The
first general observation is a common-sense one--that most variables are
quite "consistent." That is, if a characteristic is associated in a positive
or negative way with recruitment into social work during college, it con-
tinues to operate in a similar fashion during the post-college years. Ex-
pressed concretely and negatively, there are no variables which show a strong
positive association during one time period and a strong negative association
during another time period. Perhaps the one which would come closest is
school control; students from private, high tuition schools display rela-
tively low recruitment rates during college $(Q = -.20)$, but relatively high
rates during the second post-baccalaureate year $(Q = +.18)$. Later, after a
detailed investigation of retention in the next chapter, we shall see wheth-
er the same factors which draw people to the field also keep them there; for
the moment, however, our concern will be exclusively with recruitment.

The next general point to be made, before detailed consideration of
specific variables, is the importance of occupational values, sex, race, and
the Academic Performance Index (API) and the relative unimportance of vari-
ous socio-economic factors in the recruitment picture. The two occupational
values which are virtually prototypical of the field (see Chapter I) exert
strong influences on recruitment. Respondents viewing an "opportunity to
be helpful" and an "opportunity to work with people" as important job char-
acteristics are far more likely to shift into the field during each of the
time periods in question than are those who do not hold these values. To

give the reader an idea of the magnitude of the differences, the "helpful"
Q of +.66 during college is generated by these rates: 1.92 per cent of
those endorsing the value, but only .39 per cent of those not endorsing
the value were recruited into social work between their freshman and senior
year.

It should be emphasized that for two of the time periods presented
in this report, and in Table III.1, the data on occupational values were
elicited from the respondents before they switched into the field; it is
not an artifact of their prior choice of social work as a career. For ex-
ample, the first-year (1961 to 1962) recruitment Q's are based on values
elicited while the respondents were still in college (1961), and the re-
spondents involved are all those who had not selected the field at that
time. Similarly, the second-year (1962 to 1963) Q's are based on values
elicited at the beginning of the second post-baccalaureate year (1962), and
the respondents involved are all those who had selected the field at that
time.[3]

Some of the values in Table III.1 are inimical to recruitment.
Rates of recruitment into social work are relatively low among students who
endorse the following values: freedom from supervision in my work, a chance
to exercise leadership, opportunities to be original and creative, living
and working in the world of ideas, and making a lot of money.

The associations between these values and collegiate recruitment are
not surprising at this point, because they are based on virtually the same
groups of respondents as the comparisons in Chapter I. The group of collegiate
recruits in this chapter (0+) comprises the great majority of the senior
social workers who were considered in Chapter I. Further, those who did not
recruit into the field during college (00) comprise the great majority of
the people not in social work who were used for comparison purposes in Chap-
ter I. In other words, a characteristic which was associated with senior
choice of social work in Chapter I will certainly be associated with col-
legiate recruitment in Table III.1 of this chapter.

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[3] We therefore should make explicit that the collegiate Q's are based
on values elicited after the freshman-to-senior recruitment has taken place.
Our assumption, then, for collegiate Q's is that the same pattern would have
emerged had we obtained the values of the respondents as freshmen, not as
seniors.

The new data which Table III.1 show, however, are the correlates
during the two post-baccalaureate years. With but few exceptions, then,
if occupational values are correlated (either positively or negatively) with
recruitment during college, this correlation is maintained during the two
years after graduation.

The data on sex were presented earlier in this chapter as an example
of the use of Yule's Q. Along with values, sex is strongly associated with
recruitment; during each of the time periods men are less likely to shift
into social work than are women.

The strong association between race and recruitment (e.g., a Negro
collegiate Q of +.48) might give the erroneous impression that Negroes con-
stitute a large proportion of social work entrants. The basic figures are
these: 3.72 per cent of the Negroes not selecting social work as freshmen
and 1.33 per cent of the non-Negroes were recruited during college. Per-
centaging the data the other way reveals that Negroes comprised 8 per cent
of the group of recruits, but only 3 per cent of the non-recruits--that is,
only 3 per cent of virtually the entire sample. Thus, although the asso-
ciation between Negro and recruitment is strong, still, only one of every
twelve recruits during college is Negro.

Still scanning Table III.1 we see that one other variable is con-
sistently associated with recruitment--students scoring high on the API demon-
strate lower rates of recruitment than do students scoring low or medium
on the API. The high negative association of -.64 during the second post-
baccalaureate year is generated by these figures: .16 per cent of the high
API students, but .69 per cent of those with medium or low API scores
switched into social work during their second year after graduation.

There are three measures of socio-economic status (SES) reported in
Table III.1--father's occupation, parental income, and father's education.
A glance at the data reveals a rather consistent if not strong pattern of
associations; seven of the nine Q-values are positive. These seven range
from +.04 to +.23. The other two both occur during the second post-baccalau-
reate year (-.03 for income and .00 for education). The general finding

here is the moderate and consistent positive association between recruit-
ment and high occupational status, income, and education during college and
during the first year after graduation, and the lack of this clear evidence
during the second post-baccalaureate year.

Q's can be misleading when they deal with continuous variables such
as income and education. They may lead to the assumption that the associ-
ation is linear--for example, that "the higher the income, the greater the
recruitment." However, it is possible that some relationships are curvi-
linear; using the data being considered here, for example, we might find
that both the highest and the lowest income groups display high rates of
recruitment when the sample is divided into more than two income groups.
Such a relationship would not be revealed by the computation of a Q, which
requires that the continuous variables be dichotomized.

Something of this nature occurs in one of the associations with
income (although a more pronounced curvilinear relationship will be seen
when we consider retention in the next chapter). Table III.1 reveals a re-
cruitment Q of +.13 during college: this means that respondents whose pa-
rental income is $15,000 or more show a slightly greater tendency to be re-
cruited into social work than do students with a parental income of less
than $15,000. It does not necessarily follow that, if we establish more
than two income groups, respondents whose parental income is low therefore
display low rates of recruitment. The relevant data, presenting the rates
for four income groups, are as follows:

	Income			
	Under $5,000	$5,000- $9,999	$10,000- $14,999	$15,000 or More
Rate of re- cruitment	1.42 (9,450)	1.26 (21,359)	1.22 (7,453)	1.67 (8,033)

N 46,385
NA, DK income 7,722
NA, senior choice . . 1,003
Total N 55,110

The Q of +.13 is derived by collapsing the income categories to produce a dichotomy--$15,000 or more vs. less than $15,000. As such the higher income group displays higher recruitment than does the lower income group. However, had a Q been computed using $5,000 as the cutting point for the dichotomy, it would have been found that the _lower_ income group (in this case under $5,000) would have shown the higher rate of recruitment (1.42 per cent); a Q based on this dichotomy would have shown a slight positive association between low income and recruitment.

An investigation (not presented here) of the rates of recruitment on each of the three measures of socio-economic status reveals that this problem does not exist for most of the associations between these measures and recruitment. That is, when the Q in Table III.1 shows a moderate positive association between high status and recruitment, the reader can assume that there is a moderate negative association between low status and recruitment-- that is, the relationship is linear.

Thus far our survey of Table III.1 has included occupational values, sex, race, API, and socio-economic status, and has shown that there is a general consistency over the three spans of time (and among the three measures of SES) in the association between these variables and recruitment to social work.

Other variables should be briefly noted, precisely because they are not consistent. The type of control of each undergraduate institution was determined and three classes were identified: public colleges, private colleges with low tuition, and private colleges with high tuition. Table III.1 shows an increasing tendency for graduates of private high tuition colleges to be recruited into social work. During college (when the institutional effect would be greatest) students from these schools show relatively low rates of recruitment. Their rate of recruitment, compared to students from other types of schools, increases after graduation, until during the second post-baccalaureate year they demonstrate a distinctly higher rate than do graduates from other schools (Q = +.18).

The data on <u>birth order</u> reveal that only children switch into social work at a higher rate than do students with siblings. The association between "only child" and recruitment is positive, although moderate during the first two spans of time and negligible (Q = -.04) during the second year after graduation. However, the data are included at this point in preparation for a discussion of birth order and retention in the next chapter.

Respondents were asked about the <u>career activity</u> which they anticipated "would be an important part of their long-run career work." They could have selected any of the following: teaching, research, administration, or service to patients or clients. Table III.1 reveals that students oriented toward research display lower rates of recruitment into social work than do students without this orientation; this negative association is especially strong during college (Q = -.44).

Finally, the data on <u>marital status</u> reveal strong associations during college and during the second year after graduation, during which single respondents switch into social work at a greater rate than do married respondents.

Multivariate Associations

Table III.1 forms a base for further exploration of correlates of recruitment into social work. Although we now know that recruitment is associated with Variable X, there may be subgroups within which this relationship does not hold. Or, the apparent relationship between Variable Y and recruitment may be due to the influence of a third factor which is associated with both Variable Y and recruitment.

<u>Values</u>.--Since Table III.1 showed occupational values to be strong correlates of recruitment, we shall select a number of them for further discussion of collegiate recruitment. Table III.3 presents data for two of the values--"people" and "helpful"; it controls in turn for religion, sex, API, and parental income. Each entry is the per cent "recruiting in" to social work during college with a specific sub-group--that is, it is the

proportion of those selecting another field as freshman who shifted into social work by their senior year. It may be helpful to recall from Table II.1 that the percentage for the class of 1961 as a whole is 1.39.

The first row in Table III.3 presents the figures which produced the study-wide association (Q = +.57) between recruitment and people; 2.09 per cent of those endorsing "people" and .57 per cent of those not endorsing this value shifted into social work during college. Similarly, for the value "helpful," 1.92 per cent of those endorsing the value and .39 per cent of those not endorsing it were recruits, yielding a Q of +.66.

Controls for religion show that the association between these two values and recruitment is especially strong among Jews. While Jews who possess a "people" orientation are more likely (2.65 per cent) than gentiles to shift into social work, those who lack this orientation avoid the field almost completely; only two of 1,931 Jews not oriented to "people" (.10 per cent) were recruits.

A similar but not as pronounced picture emerges for the value helpful. Among the students endorsing "helpful," Jews displayed a higher rate of recruitment (2.21 per cent) than did gentiles; among those who did not endorse "helpful," Jews (.37 per cent) were less likely to be recruited than were Catholics, and equally as likely as Protestants. If, for gentiles, an orientation toward people or toward a helping role is an important concomitant of recruitment to social work, for Jews it is an essential one.

Controls for sex slightly reduce the association between recruitment and both "people" and "helpful," although these relationships still remain strong within each sex grouping. The original high association between "people" and recruitment (Q = +.57) was partially a function of the overrepresentation of women among recruits. The association between recruitment and "people" was to a small extent an association between recruitment and sex. The same phenomenon occurs with "helpful," where the "partial" associations are both slightly lower than the original association between recruitment and "helpful" of .66. The sex controls show the strong

TABLE III.3

COLLEGIATE RECRUITMENT AND VALUES BY BACKGROUND VARIABLES
(Per Cent Selecting Social Work as Seniors, among Those
Who Had Selected Another Field as Freshmen)

Background Variables	Value					
	People			Helpful		
	Yes	No	Q	Yes	No	Q
Total sample	2.09 (29,172)	.57 (24,894)	+.57	1.92 (35,257)	.39 (18,809)	+.66
Religion						
Protestant · ·	2.01 (17,561)	.64 (14,463)	+.51	1.90 (21,472)	.37 (10,552)	+.67
Catholic · · ·	2.27 (7,309)	.69 (6,230)	+.55	2.14 (8,495)	.54 (5,044)	+.61
Jewish · · · ·	2.65 (2,411)	.10 (1,931)	+.90	2.21 (2,717)	.37 (1,625)	+.72
Sex						
Men · · · · ·	.81 (14,587)	.22 (17,757)	+.57	.72 (18,356)	.17 (13,988)	+.63
Women · · · ·	3.37 (14,585)	1.44 (7,137)	+.38	3.22 (16,901)	1.04 (4,821)	+.50
API						
High · · · · ·	1.75 (5,265)	.29 (4,798)	+.70	1.52 (6,924)	.03 (3,139)	+.96
Medium · · · ·	1.97 (10,981)	.65 (8,631)	+.51	1.94 (13,221)	.25 (6,391)	+.81
Low · · · · ·	2.35 (12,504)	.65 (11,079)	+.57	2.14 (14,594)	.60 (8,989)	+.54
Parental income						
Under $5,000 ·	1.99 (4,919)	.80 (4,526)	+.43	1.80 (6,496)	.58 (2,949)	+.52
$5,000 to $14,999 · ·	1.93 (15,428)	.47 (13,460)	+.62	1.79 (18,539)	.29 (10,349)	+.76
$15,000 or more	2.46 (4,591)	.61 (3,437)	+.62	2.57 (4,936)	.22 (3,092)	+.85

joint effect of sex and values on recruitment. Women oriented to people display a recruitment rate of 3.37 per cent, while men not so oriented switched into the field at a rate of only .22 per cent.

Both "helpful" and "people" show similar relationships with re-cruitment under controls for API and income. In general, the higher the API and income, the greater the association between the values and recruit-ment. The strongest associations are between "helpful" and recruitment—among high API students (Q = +.96) and among high income students (Q = +.85).

An inspection of the actual rates of recruitment among various API groups discloses the source of the observation that the higher the API, the greater the association. Among low API students, rates of recruitment were relatively high--2.14 per cent for those endorsing "helpful" and .60 per cent for those not endorsing the item. These rates decreased with increas-ing API, and the presence or absence of a helpful orientation affects the rate at which they decreased. There is a steep reduction in the rate among those not endorsing the value, so that there were virtually no recruits to social work among the non-"helpful," high API students. These students, like the non-"helpful" men, or the non-"people" Jewish respondents, either tended initially to select fields from which defection is relatively low; or regardless of their initial fields, tended to defect relatively infre-quently; or, if they were equally as likely as others to defect from their original fields, they did not defect from them into social work.

Further insight into the relation of recruitment with "helpful" and with "people" can be gained by investigating the implications of the fact that these two variables are themselves highly correlated (Q = +.55). The extent of the independent association of each one with recruitment can be determined by cross-tabulating the two values and seeing how each is as-sociated with recruitment--first among those who endorsed the other value, and then among those who did not endorse the other one. The data reveal that only a slight amount of the association between each value and re-cruitment can be explained by the association between the values.

Recruitment Q's:

    People . . . . +.57
        Among those endorsing helpful . . . . . . +.50
        Among those not endorsing helpful . . . +.40

    Helpful. . . . . +.66
        Among those endorsing people. . . . . . +.61
        Among those not endorsing people. . . . +.52

Turning from the values of helpful and people to other values in Table III.1 which demonstrated an association with recruitment, it appears that a number of them are affected by controls for sex. Table III.4 reveals that the negative association between recruitment and money is limited to men; there is little difference in the rate of recruitment between women who do and who do not endorse money (Q = -.10). The low rate of recruitment among "money"-oriented men is the source of the moderately strong negative relationship between recruitment and "money" among them.

Sex-specific comparisons give further insight into the strong negative association between recruitment and the wish for freedom from supervision. Table III.4 shows that this relationship is particularly strong among women. Those women who wish to be free of supervision exhibit a rate of recruitment (.94 per cent) which is very low for women. Table I.14, which focused on all seniors selecting social work, presented similar data in a different form. There it was seen that female social workers underchose this value to a marked extent, when compared with women opting for other fields. Although men who seek freedom from supervision also exhibit lower recruitment rates than the study-wide rate for men, we can say women are primarily responsible for the general negative association between endorsement of this value and recruitment which had been observed in Table III.1.

The slight negative association between leadership and recruitment in which the total sample reveals (Q = -.15) is weakened under sex controls; among women, it is actually positive, if virtually nonexistent. The underlying association between sex and leadership--an association which can be seen from the base N's in parentheses--explains the original slight negative

TABLE III.4

COLLEGIATE RECRUITMENT AND VALUES, BY SEX
(Per Cent Selecting Social Work as Seniors,
among Those Selecting Another Field
as Freshmen)

Value	Total Sample	Sex	
		Men	Women
Money			
Yes.	.73 (13,185)	.26 (10,135)	2.30 (3,050)
No	1.60 (40,881)	.59 (22,209)	2.81 (18,672)
Q.	-.37	-.37	-.10
Freedom from super-vision			
Yes.	.52 (10,386)	.35 (7,395)	.94 (2,991)
No	1.60 (43,680)	.53 (24,949)	3.02 (18,731)
Q.	-.52	-.19	-.51
Leadership			
Yes.	1.17 (21,877)	.42 (15,282)	2.90 (6,595)
No	1.54 (32,189)	.55 (17,062)	2.66 (15,127)
Q.	-.15	-.12	+.05
Moderate, steady progress			
Yes.	1.77 (17,211)	.79 (10,248)	3.22 (6,963)
No	1.21 (36,855)	.34 (22,096)	2.51 (14,759)
Q.	+.18	+.39	+.13

association between recruitment and leadership. That is, the relatively low recruitment of leadership-oriented respondents (1.17 per cent) is a result of the preponderance of men among those who endorsed the value. Over two-thirds of the leadership-oriented students were men, and it is among men that recruitment to social work is low.

A wish for a job or career which affords moderate, steady progress is positively associated, in the total sample, with recruitment (Q = +.18). Controls for sex specify this association as being particularly strong among the men, but relatively weak among the women.

Table III.4, therefore, has demonstrated that some of the associations between occupational values and recruitment to social work are sex specific. Relatively high rates of recruitment are found among men who are not concerned with monetary return from their jobs and among those who value moderate, steady progress in their work rather than extreme chances for success or failure. Among women, the only significant relationship in Table III.4 is strongly negative--those who want freedom from supervision in their work are far less likely to be recruited into the field than are those who do not possess this orientation.

Controls for religion are presented in Table III.5 for two of the values, "steady" and "leadership." Among the Protestants, those seeking slow, sure progress and those who shun leadership roles display relatively high rates of recruitment. The associations in the total sample between these two values and recruitment are reduced or disappear among Catholics and Jews, but are strengthened among Protestants. Perhaps the most striking example is the value "leadership." Among those endorsing the value, Protestants are least likely to shift into social work during college; among those failing to endorse leadership, Protestants are most likely to be recruited to the field. The data for Jews show the opposite pattern, with Catholics displaying an intermediate position.

TABLE III.5

COLLEGIATE RECRUITMENT AND VALUES, BY RELIGION
(Per Cent Selecting Social Work as Seniors,
among Those Selecting Another Field
as Freshmen)

Value	Total Sample	Religion		
		Protestant	Catholic	Jewish
Moderate, steady progress				
Yes.	1.77 (17,211)	1.86 (10,523)	1.85 (4,335)	1.56 (1,153)
No	1.21 (36,855)	1.16 (21,501)	1.40 (9,204)	1.51 (3,189)
Q.	+.18	+.23	+.13	.00
Leadership				
Yes.	1.17 (21,877)	.95 (12,858)	1.61 (5,760)	1.74 (1,780)
No	1.54 (32,189)	1.69 (19,166)	1.49 (7,779)	1.37 (2,562)
Q.	-.15	-.31	+.04	+.12

Sex.--We turn away from an investigation of the relationship between occupational values and recruitment to a further exploration of some of the other variables listed in the basic table of this chapter, Table III.1. There, the data for sex revealed that men display rates of recruitment which are much lower than women; the male recruitment Q was -.70. This negative association is even stronger among Jews (Q = -.86), among high API students (Q = -.82), and among those with parental incomes of over \$15,000 (Q = -.89). These associations stem from the very low rates of recruitment to social work among men possessing these three characteristics. To give an example, the rates of recruitment of men and women, respectively, among the three religious groups are: Protestants, .58 and 2.48 per cent; Catholic, .43 and 3.57 per cent; Jew, .29 and 3.63 per cent. Thus it is clear that among men, Jews are the least likely to be recruited to social work, and among women, they are the most likely. This difference between Jewish men and women yields the strong relationship between sex and recruitment (male Q = -.86) among members of this religious group.

The three variables of religion, API, and income are themselves intercorrelated; as we noted in Chapter I, API and income are positively related, and other analyses of these data show that Jews display higher income and API. It is difficult to assess the independent effect of each on the association between sex and recruitment without simultaneously applying all three variables as controls--that is, comparing the recruitment rates of a large number of religion-income-API-sex sub-groups. While this is beyond the scope of this report, we can say that the general shortage of men occurs primarily among Jews, those with high API, and students from the wealthier families.

Socio-economic status.--Turning to a further investigation of the moderate but consistent associations of socio-economic status with recruitment to social work, we recall that both recruitment and social status are positively related to sex: the recruitment rate is high among women, and it is they who come from the higher SES families. Once more, it becomes necessary to break down the data on recruitment rate according to sex and see whether the associations between status and recruitment hold up within each sex grouping. This is done in Table III.6, which presents the recruitment data on three measures of social status--parental occupation, father's education, and parental income.

First, we consider occupation and education; the original Q associations between high status on these measures and recruitment were +.16 and +.18, respectively. Controls for sex show that these associations are not changed materially among women, but that among men they are reduced. Indeed, there is a moderately strong negative association between parental occupation and recruitment (Q = -.29) stemming from the low rate of recruitment among men whose fathers are white collar workers.[4]

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[4]"White collar" in Table III.6 includes those respondents who identified the occupation of their household head as professional, proprietor or manager, sales or clerical. This classification forms a dichotomy, in which "blue collar" includes skilled, semiskilled, service, unskilled, or farm workers.

TABLE III.6

COLLEGIATE RECRUITMENT AND SOCIO-ECONOMIC STATUS, BY SEX
(Per Cent Selecting Social Work as Seniors, among Those
Selecting Another Field as Freshmen)

Measure of Socio-economic Status	Total Sample	Sex	
		Men	Women
Occupation of house-hold head			
White collar	1.55 (31,813)	.38 (18,211)	3.12 (13,602)
Blue collar	1.11 (20,351)	.67 (13,029)	1.91 (7,322)
Q	+.16	-.29	+.24
Father's education			
College degree or more	1.80 (13,898)	.51 (7,284)	3.22 (6,614)
Less than college degree	1.28 (38,815)	.49 (24,240)	2.53 (14,575)
Q	+.18	+.03	+.13
Parental income			
$15,000 or more	1.67 (8,033)	.20 (4,508)	3.55 (3,525)
Less than $15,000	1.29 (38,352)	.53 (24,711)	2.67 (13,641)
Q	+.13	-.47	+.14
Parental income			
$10,000 or more	1.44 (15,576)	.43 (9,041)	2.85 (6,535)
Less than $10,000	1.31 (30,809)	.50 (20,178)	2.85 (10,631)
Q	+.04	-.07	.00

The data on parental income are clouded because of the different associations between income and recruitment which emerge when different cutting points on income are used. The study-wide association between income of $15,000 or greater and recruitment was a Q of +.13 (Table III.1). Among high income men the rate of recruitment (.20 per cent) is very low, yielding a strong negative association between high income and recruitment (Q = -.47).

If we lower our definition of high income to $10,000 or more, a little over one-third of the sample is included and, as the bottom panel in Table III.6 shows, the results are different. There is no general association between high income and recruitment (Q = +.04), and controlling for sex reveals none.

The different associations between recruitment and income which stem from these two definitions of high income are produced by the relatively low recruitment rates among men in the highest group ($15,000 or more) and the relatively high rate in the next-to-highest group ($10,000 to $14,999). The relationship between parental income and recruitment among men can be quickly summarized by presenting recruitment rates for the full income distribution. The curvilinearity of the association is apparent in Table III.7. According to this table, if "high" income is defined by a dichotomous cutting point of $15,000, the high income group exhibits low recruitment. As the third and fourth panels of Table III.6 demonstrate, the association between high income and recruitment among men is strongly negative (Q = -.47), but when the cutting point is set at $10,000, there is little difference between the recruitment rates of those whose parental incomes are above this level and those whose incomes are below it.

Thus the full percentage distribution presented in Table III.7 gives a clearer insight than a value of Q, which requires dichotomization of the data. For men, then, we can say that the rate of recruitment is highest among the lowest income group, and lowest among the highest income group. In the middle income group ($5,000 to $14,999), however, the data are inconsistent, with the next-to-highest group exhibiting a high recruitment rate.

TABLE III.7

COLLEGIATE RECRUITMENT AND PARENTAL INCOME AMONG MEN
(Per Cent Selecting Social Work as Seniors, among
Those Selecting Another Field as Freshmen)

Under $5,000	$5,000-$7,499	$7,500-$9,999	$10,000-$14,999	$15,000 or More
.67 (6,225)	.43 (8,439)	.42 (5,514)	.66 (4,533)	.20 (4,508)

N. 29,219
NA or DK . . 3,156
Total N. . 32,375

Table III.8 presents additional data on the association between
SES and collegiate recruitment, demonstrating how the association varies
with the API. On both measures of SES presented, the association is low-
est among those high on the API. For example, while there was a general
slight association between having a professional household head and re-
cruitment into social work (Q = +.13), this association is reduced to -.32
among high API students, but is positive among those in the medium and low
API groups.

TABLE III.8

COLLEGIATE RECRUITMENT AND SOCIO-ECONOMIC STATUS, BY API
(Per Cent Selecting Social Work as Seniors, among Those
Selecting Another Field as Freshmen)

Measure of Socio-economic Status	Total Sample	API		
		High	Medium	Low
Occupation of house-hold head				
Professional	1.67 (12,947)	.60 (3,341)	2.05 (4,887)	2.11 (4,559)
Nonprofessional	1.29 (39,217)	1.20 (6,437)	1.18 (14,057)	1.41 (18,114)
Q	+.13	-.32	+.25	+.19
Father's education				
College degree or more	1.80 (13,898)	1.01 (3,841)	1.85 (5,309)	2.44 (4,582)
Less than col-lege degree	1.26 (38,815)	1.11 (6,050)	1.24 (13,769)	1.33 (18,371)
Q	+.18	-.04	+.18	+.28

At the root of these differences in the association between social status and recruitment is the differential impact API makes on students from high status and low status families. Among the higher status groups (those with "professional" household heads, or those with fathers who have earned at least a college degree) the high API students exhibit quite low rates of recruitment into social work. This rate rises steadily as one moves from the high to the medium to the low API groups. Among the lower status groups, however, the impact of API is slight--there is little difference in the recruitment rates of the various API groups.

Thus high family status and high API combine to dissuade students from switching into social work during their college days. To put it another way, the general positive association between high parental status and recruitment holds up only among the medium and low API groups; among those of high API the association is negative.

Birth order.--Table III.1 revealed that only children (respondents with no siblings) switched into social work during college at a rate which was greater than the rate for those with siblings (Q = +.19). Various controls, presented in Table III.9, reveal that this association is specific to certain sub-groups.

TABLE III.9

Q ASSOCIATIONS BETWEEN "ONLY CHILD" AND COLLEGIATE
RECRUITMENT, AMONG VARIOUS SUB-GROUPS

All Students	Sex		Income			API		
	Male	Female	Under $5,000	$5,000-$14,999	$15,000 or More	High	Medium	Low
+.19	-.07	+.21	+.19	+.15	+.03	+.08	+.08	+.31

The positive association is a phenomenon almost completely limited to women, to low and middle income groups, and to those with low API scores. The association among women stems from the unusually high recruitment rate among those women who are only children--3.77 per cent.

Schachter investigated the relation between birth order and the "affiliative tendency"--the tendency for individuals to seek the company of others. In analyzing a series of experiments with students acting as subjects, he concluded that:

> First, when they are anxious, first-born and only children are considerably more likely to want to be together with other people than are later-born children. This is an anxiety-specific reaction, for there are no differences in this respect under non-anxiety producing conditions.
>
> Second, in terms of the demonstrated relationship between anxiety and affiliation, the effects of ordinal position might be attributed either to differential anxiety or to differential strength of the link between anxiety and affiliation. In fact, both factors seem to be operating. In anxiety-producing situations, first-born and only children are considerably more prone to want to be with people than are later-born children.[5]

Thus, for Schachter, first-born persons react to stressful situations with a greater degree of anxiety than do later-borns, and first-born persons, when compared to later-borns exhibiting the same degree of anxiety, demonstrate a greater tendency to seek the company of others.

In an attempt to find theoretical coherence in these data, Schachter posits "differential dependence or reliance on other people" as the factor which links birth order to the tendency to affiliate. "Such factors as the inferred differences in amount of parental attention, the existence of an anxiety-provoking person in the later-born child's environment, differential parental protectiveness, and so on lead to this expectation of differential dependence."[6] He cites a study by Haeberle which shows that only children have higher dependency scores than do first-born children, and that both groups are more dependent than later-born children.

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[5] Stanley Schachter, The Psychology of Affiliation (Stanford, Calif.: Stanford University Press, 1959), pp. 51-52. In this discussion a first-born child is the oldest of a number of siblings. An only child, as the term indicates, has no siblings.

[6] Ibid., pp. 83-85.

To compress Schachter's main argument, first-born children are raised in a family environment which promotes dependency; this dependency is in turn acted out in the first-born person's tendency for affiliation with others.

> It may therefore be that these various data on anxiety and affiliation represent just one manifestation of the relationship between ordinal position and dependence. . . . If this is correct, it should be expected that, in general, behaviors which are related to or derived from dependency will be related to ordinal position.[7]

An orientation toward a career in social work can be viewed as one expression of an affiliative tendency. Perhaps no other occupational role (save perhaps that of the teacher) brings the worker into such close, intimate, and sustained contact with others. Social work _is_ social.

Assuming that the general line of Schachter's argument is valid, if somewhat sketchy, we would predict that first-born respondents would overselect social work. The data give mild support to this view. During two of the time periods (Table III.1), the association between "only child" and recruitment is moderately strong. In Chapter IV we shall note that loyalty to the field is quite high among only children, as compared to those respondents with siblings.

Schachter found no difference between first and only children. Our data show that only children have the highest rate of recruitment (1.88 per cent); first children an average rate (1.36 per cent); and later-born children the lowest rate (1.20 per cent). The data by sex are shown in Table III.10.

TABLE III.10

COLLEGIATE RECRUITMENT AND BIRTH ORDER, BY SEX
(Per Cent Selecting Social Work as Seniors,
Among Those Selecting Another Field as
Freshmen)

Birth Order	Sex	
	Men	Women
Only child	.43 (3,987)	3.77 (2,915)
First-born	.41 (10,092)	2.71 (7,200)
Later-born	.54 (14,908)	2.30 (9,008)

N. 48,110
NA, birth order. 5,997
Total N. . . . 54,107

[7] _Ibid._, p. 86

While birth order is unrelated to recruitment among men, there is evidence that it affects the rate at which women are recruited into social work. The major difference is between those women who do and do not have siblings.

Controls for religion reveal that Protestants and Catholics exhibit the study-wide pattern--only children have the highest rates of recruitment, followed by first-born and then later-born children. The patterns for Jews is different, however. The rates are: only children, 2.28 per cent; first-born children, .96 per cent; later-born, children, 1.75. Why the rate of recruitment for first-born Jewish children is so low is a question which must be unresolved. The earlier finding that the recruitment rate among Jewish men is very low raises the possibility that men are disproportionately represented among first-born Jewish college seniors. Controlling recruitment and birth order for religion and sex simultaneously, which is beyond the scope of this report, would shed light on this possibility.

Marital status.--Table III.1 revealed that during college, seniors who were single had switched into social work at a rate greater than those who were married (Q = +.39). Because some of this recruitment may stem from an association between marital status and sex (women being more likely to be single than men), it is necessary to control for sex to see whether it is sex, not marital status, which is responsible for the association. Table III.11 trichotomizes marital status and presents data for each sex.

TABLE III.11

COLLEGIATE RECRUITMENT AND MARITAL STATUS, BY SEX
(Per Cent Selecting Social Work as Seniors, Among
Those Selecting Another Field as Freshmen)

Marital Status	Total Sample	Sex	
		Men	Women
Single	1.67 (34,024)	.40 (18,792)	3.24 (15,232)
Married, no children .	.71 (3,917)	.55 (2,543)	1.02 (1,374)
Married, with children	.84 (2,728)	.86 (1,985)	.81 (743)

$$
\begin{array}{ll}
\text{N . . . .} & 40,669 \\
\text{NA, marital status. . .} & 13,438 \\
\text{Total N . . . .} & 54,107
\end{array}
$$

The data reveal that marital status has an entirely different effect on the recruitment of men and women. For men, the rate of recruitment to social work increases with increased family responsiblity. For women, the rate of recruitment is quite high among those who are single, but drops rapidly as one moves to the married, childless group and finally to those who are married with children. Indeed, we have identified one group of respondents within which the male rate of recruitment actually approximates that of the female rate--those who are married with children.

We can go beyond the data and speculate about the cause of these sex differences. For men, the reasoning follows this line: among college seniors, being married is a concomitant of greater age; greater age is a reflection of interruptions in academic progress due, to a certain extent, to limited academic ability. And since we have seen that men lower on the API over-recruit into the field, this may account for part of the apparently high rate of recruitment into social work of men who are married (.55 per cent), and especially those who have children (.86 per cent).

For women, it is possible that for all fields, a pattern somewhat similar to that in Table III.11 occurs. That is, not only social work, but any other field may be less likely to be a destination field for women with greater family responsibilities. Married women, more than single ones, are likely to have coded " housewife" as their senior field after having identified a substantive field of endeavor as their freshman career choice.

However, social work may be unique in the degree to which married women are reluctant to switch into the field. Despite the actual relative ease of entry and departure from employment in the field without graduate training, many women may still view graduate training as a prerequisite to a career in social work and as a cost which is too high--especially if one is recently married or responsible for the care of a home and children.

Parental influence.--Table III.1 reported a negative association (Q = -.14 during college) between respondents' claiming that parental advice was "very important" and recruitment into social work.[8] This means

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[8]The questionnaire item was: "Please rate [advice from parents] in terms of its effect on your career plans or decisions during college." The respondent could check "very important," "fairly important," "unimportant," or "never received any." The Q association reported above is based on the dichotomy "very important" vs. all other responses combined.

that those respondents who felt parental advice regarding their careers
was very important were less likely than others to shift into social work.
Table III.12 presents recruitment data, by sex, for respondents claiming
various degrees of parental effect on their career plans.

TABLE III.12

COLLEGIATE RECRUITMENT AND IMPORTANCE OF PARENTAL ADVICE, BY SEX
(Per Cent Selecting Social Work as Seniors, Among Those
Selecting Another Field as Freshmen)

Importance of Parental Advice	Total Sample	Sex	
		Men	Women
Very important	1.10 (10,781)	.79 (5,070)	1.38 (5,711)
Fairly important	1.40 (21,691)	.28 (12,647)	2.95 (9,044)
Unimportant or never received	1.50 (19,945)	.46 (13,630)	3.74 (6,315)

N 52,417
NA, parental advice . . 1,690
Total N 54,107

The general picture of decreasing recruitment rates with increas-
ing parental importance is established in the "Total Sample" column. Sex
controls reveal that this general pattern does not hold for men, but that
it is quite pronounced for women.

The parenthetical case bases in Table III.12 provide data on the
relationship between parental influence and sex. Among the men, almost
57 per cent claimed that parental advice was very important or fairly im-
portant, while the figure for women is 70 per cent. To some extent, this
is a class phenomenon, for income controls reveal that parental influence
is greatest among those of highest social status. Although we have not
simultaneously controlled for sex and status, it is probable that both con-
tribute to the importance of parental advice; that is, respondents who are
(a) female and (b) from high status families would be most likely to claim
advice from parents as very important, while respondents lacking these two
characteristics would be least likely.

Although it is clear that women are more likely to attach greater
importance to advice from parents than are men, it is still possible that
this is simply a specific manifestation of a more general tendency for women

to cite any source of help as important. That is, it may not be parents, per se, but sources of advice and help in general to which women, more than men, attach importance. The data do not support this possibility; respondents were asked to report how important various other sources were in terms of their career decisions. Men and women did not differ in the degree to which they felt psychological or vocational counselors or tests affected their career decisions. They differed slightly in the importance of their academic advisers, with women citing them as very important more often than men. The greatest difference between the sexes is in their view of the effect of parental advice. The greater frequency with which women cite parents, therefore, is not simply a reflection of a general tendency to cite all external sources more frequently than men; it is specific to this one source.

Summary

Thus far in this chapter we have identified the extent of the association between collegiate recruitment into social work and various variables. Further, we have seen how these associations differ among subgroups within the sample. Table III.13 summarizes the major findings on collegiate recruitment. It presents for each sex the strength of the relationship between various variables and recruitment.

For example, the entry for API shows that there is a strong negative relationship between high API and collegiate recruitment among men--a relationship stronger than -.40. This means that the rate of recruitment among men of high API was much lower than the rate for those with medium and low API.

Among men, low rates of recruitment to social work characterize those whose parental income is very high ($15,000 or more); who graduated from private, high tuition schools; who display high API; whose parents occupy white collar positions; who are Jewish; and who are single.

Among women, none of these characteristics leads to low rates of recruitment to social work. Indeed for two (white collar parents, and single marital status) the association is positive--that is, such women demonstrate high rates of recruitment.

TABLE III.13

COLLEGIATE RECRUITMENT AND VARIOUS CHARACTERISTICS, BY SEX
(Strength of Q Associations)[a]

Characteristic	Men	Women
Occupational values		
Helpful.	++	++
People	++	+
Moderate, steady progress.	+	
Money.	-	
Ideas.		-
Original	-	-
Freedom from supervision		--
Parental income: $15,000 or more.	--	
Father's occupation: white collar.	-	+
API: high.	--	
Religion: Jewish	-	
Birth order: only child.		+
School control: private, high tuition. . . .	--	
Marital status: single	-	++
Parental advice: very important.	+	--

[a]Each symbol represents a range of Q values, as follows:
              ++. . . . Q is stronger than +.40
               +. . . . Q is between +.20 and +.40
           No entry. Q has an absolute value less than .20
              -. . . . Q is between -.20 and -.40
             --. . . . Q is stronger than -.40

"Sending fields."--Finally, we are able to identify the fields which
supplied recruits to social work during college. The first column of Ta-
ble III.14 presents the distribution of fields which recruits to social work,
as freshmen, claimed as their long-run career fields. The second column
presents the fields which all respondents claimed was their freshman career
field.

TABLE III.14

FRESHMAN CAREER FIELDS OF RECRUITS TO SOCIAL WORK
AND OF THE ENTIRE SAMPLE
(Per Cent[a] Selecting Each Field as Freshmen)

Field	Recruits to Social Work	Total Sample
Education.	24.5	24.5
Secondary	10.0	7.5
Elementary.	7.0	8.0
Counseling and guidance	2.5	0.5
Physical education.	2.0	2.5
All other education	3.0	6.0
Social sciences.	12.5	3.0
Business	6.0	11.0
Humanities	5.0	5.0
Religion	4.5	2.0
Journalism	4.0	1.5
Law.	3.5	3.0
Medicine	3.5	5.0
Nursing.	3.5	2.5
Physical sciences.	2.5	6.0
Housewife.	2.0	0.5
Engineering.	1.5	14.0
All other.	13.0	12.0
No career preference as freshmen .	14.0	10.0
	100.0	100.0
	(751)	(3,318)[b]

[a]Rounded to nearest 0.5 per cent.

[b]Distribution based on 10 per cent random sub-sample.

Almost one-fourth (24.5 per cent) of the recruits to social work shifted into the field from education. Thus education easily outdistanced all other fields as a supplier of manpower to social work during college. However, the second column discloses that this is to be expected, since exactly 24.5 per cent of all respondents identified education as their freshman long-run career field. Thus it can be said (a) that more recruits to

social work entered the field from education than from any other field, but that (b) this does not represent an over-selection from education--it simply reflects the large proportion of all freshmen who initially select education.

Many of the differences in Table III.14 can partially be explained by sex differences. For example, the relatively low representation of engineering as a freshman choice among the recruits (1.5 per cent versus 14.0 per cent in the entire sample) can be explained partially, but probably not entirely by the fact that the overwhelming majority of freshman engineers were men, and the rate of enrollment into social work is low among men in general. Thus sex differences are partially masked by apparent field differences. In the case of engineering, however, it is unlikely that the great difference noted in Table III.14 can be totally explained by differential sex compositions. Certainly, if Table III.14 were limited to men only, a still relatively low proportion of the male recruits to social work would have claimed engineering as their career field.

Perhaps the greatest overrepresentation among the recruits to social work is among those who had selected social sciences as their freshman career field. Table III.14 reveals that about one-eighth of the recruits cited the social sciences as their freshman choice, although only 3 per cent of all freshmen did so.

This over-recruitment to social work on the part of the freshmen social scientists is a "real" one--that is, it cannot be explained by the sex composition of the freshmen involved. Recomputation of a table of Davis's reveals that slightly over one-half of the freshman choosers of the social sciences were men.[9]

The unusually high inmigration to social work from the social sciences deserves further exploration. Davis has noted that the social sciences

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[9] James A. Davis, Undergraduate Career Decisions (Chicago: Aldine Publishing Co., 1965), Table 3.3, p. 110.

are unique in that a number of variables which account for freshman choice of the social sciences are <u>not</u> associated positively with recruitment or retention in the field. He notes:

> It appears to us that many freshmen choose the social sciences in the belief that they are among the "helping professions" but learn in their courses that these disciplines (save, perhaps for clinical psychology) have a distinctly academic and intellectual rather than a service flavor.[10]

In particular, he notes that the value "people" acts in a discontinuous way. That is, it is positively associated with freshman choice of the social sciences--respondents endorsing people are more likely to select the social sciences as freshmen than are those who do not endorse the value. However, it is negatively associated with retention--respondents endorsing "people" are less likely to remain loyal than are those who do not endorse the value.

That social work is the destination of so many freshman social scientists would tend to substantiate Davis's assessment of the factors affecting defection from the social sciences during college.

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[10]<u>Ibid</u>. p. 46.

CHAPTER IV

CORRELATES OF RETENTION IN SOCIAL WORK

In this chapter we shall consider retention, or loyalty to the field of social work. As in Chapter III, which treated recruitment, we shall identify the three spans of time covered by this report: the "collegiate," "first-year," and "second-year periods.

As Chapter II clearly demonstrated, retention (or its opposite, defection)[1] is a crucial component of net change in the size of the group viewing social work as a long-run career field. While there has been substantial recruitment to the field during each of the time periods, it has been virtually nullified by simultaneous defection. Indeed, Table II.9 revealed that defection actually exceeded recruitment during the first post-baccalaureate year, resulting in a net decline in the size of the field during that time period.

It is clear that social work could have grown significantly if the exodus from the field could have been reduced. The implications for policy are clear. A great deal of time and money is invested in recruitment programs, both at the national and local levels. But perhaps it might take less investment of the profession's resources to retain the allegiance of those who have already identified with the field than to recruit more personnel to fill the ranks of social work. We do not imply that all defection from social work represents a genuine loss to the field; perhaps many individuals realistically recognize that they are not equipped by personality or social or political orientation.

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[1] It may be necessary to repeat here that defection and retention are complementary terms. If the rate of defection between two points in time is 25 per cent, then the rate of retention is 75 per cent. That is, if 25 per cent of a group defects from social work, 75 per cent remains loyal.

Chapter II, which was designed to measure change, cited defection as one component of change. This chapter will be concerned with the same process, but will express it in terms of retention. If a characteristic is positively associated with retention, those possessing the characteristic were more loyal to the field than those who did not possess it.

Yet, a large enough proportion of defectors from social work probably do represent a real loss of skilled manpower to warrant concern about this aspect of the manpower problem.

The following figures recapitulate the rate of retention for each of the three time periods identified in this study. Thus, of all those who selected social work as freshmen, only one-third still selected the field as seniors. Similarly, of all those who selected the field as seniors, almost 60 per cent were still loyal one year after graduation; the other 40 per cent had defected. Finally, of all those who selected the field one year after graduation, 77.4 per cent were still loyal one year later--two years after graduation.

	Per Cent
Collegiate retention	33.7
First-year retention	59.1
Second-year retention . . .	77.4

Correlates

Following the pattern of the previous chapter, Table IV.1 presents the magnitude of the association between retention and twenty-two characteristics, and covers all three time periods identified for this study.

The first general impression from Table IV.1 is that the associations with retention are fairly weak--at least weaker than the corresponding associations with recruitment. Only eleven of the retention coefficients presented in Table IV.1 exceed an absolute value of .30, whereas twenty-one of the recruitment coefficients in Table III.1 exceed that value. Most characteristics are thus associated more strongly with respondents' attraction to social work than they are with the loyalty of those who identified it as their career choice.

TABLE IV.1

CORRELATES OF RETENTION IN SOCIAL WORK

Q coefficients during "collegiate," "first-year," and "second-year" periods

Characteristic	Collegiate	First Year	Second Year
Occupational values:			
Helpful	+.07	+.53	+.41
People	+.26	+.22	+.40
Moderate, steady progress	-.23	+.14	+.09
Freedom from supervision	+.05	-.10	-.28
Leadership	-.38	+.09	+.17
Original and creative	-.20	+.14	+.06
Ideas	-.22	+.28	+.11
Money	-.21	-.32	-.34
Personal and background characteristics			
Sex: male	+.29	-.12	+.36
API: high	.00	+.11	-.18
Religion: Catholic	-.14	-.23	-.09
Parental occupation: white collar	+.17	+.13	-.03
Father's education: B.A. or more	+.08	-.06	-.15
Parental income: $15,000 or more	-.28	-.11	-.45
Race: Negro	+.48	+.17	-.10
Age: 22 or older	-.06	-.02	+.23
Birth order: only child	+.40	+.25	+.33
School control: private, high tuition	-.23	-.05	-.02
Career activity: research	+.04	-.21	+.11
Effect of parental advice: very important	-.22	-.24	-.10
Marital status: single	+.23	+.07	+.15
Political orientation: liberal	+.18	+.20	+.16

In an effort to highlight the major findings in this table, and to set the stage for further inquiry, we have summed the three values of Q for each characteristic and taken the average of these three coefficients.[2] Table IV.2 presents the characteristics showing the four strongest positive and four strongest negative average associations with retention.

TABLE IV.2

AVERAGE Q ASSOCIATIONS BETWEEN RETENTION AND SELECTED VARIABLES

Positive Associations	Negative Associations
Value: helpful . . . . +.34	Value: money . . . . -.29
Birth order: only child . . . . +.33	Parental income: $15,000 or more . . . . -.28
Value: people . . . . +.29	
Sex: male . . . . +.18	Parental advice: very important . . . . -.19
Race: Negro . . . . +.18	
Political orientation: liberal. +.18	Religion: Catholic . . . . . . -.15

For the most part this chapter will be devoted to a closer examination of those variables in Tables IV.1 and IV.2 which show a strong association with loyalty to social work.

The correlates of retention shown in the preceding two tables are based on groups which are predominantly female. This is an important, substantive fact with equally important methodological implications. The data on collegiate retention are based on 693 freshman choosers of social work, 85 per cent of whom were women. The data on first-year retention are based on 990 seniors selecting social work, 78 per cent of whom were women. Finally, the data on second-year retention are based on 820 respondents who chose social work one year after graduation, 73 per cent of whom were women.

Because such a large proportion of those selecting social work are women, there is normally little difference between the retention Q's computed

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[2]For example, the three coefficients for sex sum to +.53, which, divided by 3, yields an average Q of +.18.

for the entire sample and those computed for women only. However, although the retention Q's for women are fairly predictable from those in Table IV.1 for the entire sample, the Q's for the relatively few men frequently vary greatly from those presented in Table IV.1.

For example, Table IV.1 revealed an association of +.26 between the value "people" and retention during college. This means that those who endorsed this value as seniors were more likely to remain loyal during college than those who did not endorse it. Table IV.3 contains these data for each sex separately. In theory, presentation of such a table would be an attempt to discern whether this value has a differential impact on the loyalty of men and women. Here, however, it is included to show the difficulty in multivariate analysis when sample sizes are relatively small to begin with, and where the analytical subgroups are of very unequal size.

TABLE IV.3

COLLEGIATE RETENTION AND "PEOPLE," BY SEX
(Per Cent Remaining Loyal During College)

People	Total Sample	Sex	
		Men	Women
Yes	36 (572)	52 (92)	32 (480)
No . . .	25 (113)	6 (16)	28 (97)
Q	+.26	+.89	+.10

The "Total Sample" column shows the derivation of the positive association between "people" and retention--36 per cent of those endorsing the value remained loyal, while 25 per cent of those not endorsing it were loyal during college. The parenthetical entries show that the value was greatly over-chosen, being selected by 572 of 685 respondents who chose social work as freshmen and who also provided data on their senior career choice.

When the data are presented by sex, there is apparently a great difference in the behavior of men and women. The original Q of +.26 is partitioned

into an association of +.89 between people and retention among men and +.10 among women. Obviously, the original association was heavily weighted by the women, who comprise over 84 per cent of the sample of freshmen in social work, and was only slightly affected by the association among men, who comprise 16 per cent of the sample.

However, further inspection of Table IV.3 reveals that the data for men can hardly be relied on. There were only sixteen men who failed to endorse "people," and one of those sixteen (accounting for the figure of 6 per cent) remained loyal. Had that one person also defected, there would have been a perfect association (Q = +1.00) between "people" and retention among men! Substantively interpreted, this would have meant that an orientation toward people was an absolute necessity if men were to remain loyal to social work during college. Partial confirmation of a tendency in this direction will be established below when it is shown that, despite the few cases, the same pattern exists in the case of "helpful" (a variable similar to the one in question) and during a number of spans of time.

Table IV.3 is a specific example of a general problem which will limit the extent to which retention data can be analyzed. There we noted that the group of respondents who had selected social work at Time 1--the freshman year--(a) was overwhelmingly female and (b) overwhelmingly selected "people" as an occupational value. As a result, there were only sixteen respondents who lacked these characteristics (men who failed to endorse the value) for whom a rate of retention could have been computed. Thus the relatively small size of the field plus the lop-sided distribution of some of the characteristics of the respondents (sex, race, marital status, birth order) combine to make some case bases too small to analyze.

Sex.--We return to the substance of this chapter, a review and further analysis of the characteristics associated with retention. Among the variables in Table IV.2 positively associated with retention, sex is the only one which is completely inconsistent with the data on recruitment. The general picture is one of greater loyalty to social work among men than among women (average Q = +.18). However, Table IV.1 revealed that this association held during college (Q = +.29) and during the second post-baccalaureate year (Q = +.36),

but that during the first year after college, men were less loyal than women
($Q = -.12$).

It is during the first months after graduation that the new incumbents
of an occupation are fully exposed to the nature of the job and its rewards,
the characteristics of their peers, and the folkways and ideology of the occu-
pation. Two signal characteristics of social work are a preponderance of
women and relatively low pay. Both factors would be expected to dim the en-
thusiasm of men, more than women, for a career in the field, and we suggest
that these factors are responsible for the relatively low loyalty of men dur-
ing the first post-baccalaureate year. If these dynamics are at work, then,
they operate only during the first year after graduation, for as Table IV.1
reports, men are more loyal than women during the second year after college
($Q = +.36$).[3]

During the second year after college the differential loyalty of the
sexes can be viewed not from the perspective of high male loyalty, but low
female loyalty. This raises the possibility that the Q association of +.36
reported above is partially due to a depressed rate of loyalty among women
during the second year after graduation.

A complete formulation would state that during the first post-bacca-
laureate year, men are less loyal than women because of the impact on men of
the structure of the social work profession. During the second year, women

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[3]Men are much more loyal during the second year after graduation (86
per cent) than they are during the first year (54 per cent). The question
arises whether this is a characteristic of all men, regardless of field, or
whether it is peculiar to social work. What is needed is a comparison of men
in social work with men in other fields.

Ralph Underhill (formerly of the NORC staff; now Instructor in Sociol-
ogy, School of Business) has analyzed data on the men responding to the college
seniors study. He has merged some of the other fields into broader groupings,
producing twenty fields; his data permit a comparative approach. He notes
that during the first year after graduation, men in social work are far less
loyal to their field than are men in other fields; social work ranks seven-
teenth of twenty fields in terms of loyalty. During the second year, however,
the increased loyalty of men in social work raises the field to fourth of
twenty. In general, all men are moderately more loyal to their fields during
the second year than during the first. Compared with men in other fields, how-
ever, men in social work show a marked increase in second-year over first-year
loyalty.

are less loyal than men, as increased family responsibilities diminish their enthusiasm for a career in any field.

In order to investigate the relationship between sex and retention more thoroughly, we introduce parental income as a control variable. The reader will recall that income itself is apparently related to retention; Table IV.1 reported negative associations between retention and a parental income of $15,000 and over. Table IV.4 presents retention data by sex and income.

TABLE IV.4

SEX AND RETENTION, BY PARENTAL INCOME
(Per Cent Remaining Loyal during Each Time Period Presented)

Sex	Total Sample	Parental Income		
		Less than $5,000	$5,000 to $14,999	$15,000 or More
a. During College				
Men	45 (108)	56 (32)	39 (67)	- (6)
Women . . .	32 (577)	32 (100)	34 (242)	24 (126)
Q	+.29	+.46	+.11	-
b. During First Year after Graduation (1961-62)				
Men	54 (151)	73 (40)	50 (91)	- (8)
Women . . .	60 (664)	56 (97)	64 (323)	55 (129)
Q	-.12	+.36	-.28	-
c. During Second Year after Graduation (1962-63)				
Men	86 (166)	93 (40)	87 (112)	- (7)
Women	75 (519)	78 (54)	80 (273)	65 (119)
Q	+.36	+.58	+.25	-

The most striking characteristic of Table IV.4 is the high degree of loyalty among men from the lowest-income origins. In each sub-table (IV.4a,

b, and c) the highest rate of loyalty is exhibited by men whose family income is under $5,000. During college, the overall advantage displayed by the men is virtually limited to those respondents whose parents earned less than $5,000; when income exceeds this amount, there is little difference between the sexes.

During the first post-baccalaureate year, the general picture of lower male loyalty is reversed among the lowest income group. When parental income is under $5,000, there is actually a moderately strong tendency for men (73 per cent) to be more loyal than women (56 per cent). Table IV.4b specifies that the lower loyalty of men during the first post-baccalaureate year is limited only to those respondents claiming a parental income of $5,000 or more. The Q of -.28 is the only one of the six Q's presented which reflects low male loyalty.

Earlier we speculated that one reason for the generally lower loyalty of men during the first post-baccalaureate year is the impact on men of the limited financial return offered by social work. These income controls substantiate this view, if we assume that men with higher-income origins would be more sensitive to low pay in the field than are those men with lower-income origins. Table IV.4b demonstrates that men claiming a parental income of $5,000 or more are the least loyal of any sex-income group. They are less loyal than men of lower income, and less loyal than women of all income levels.

Table IV.4 can be interpreted in a different manner. Instead of noting how income affects already observed differences between men and women, we can see how sex affects differences among various income levels. Mechanically, this involves making horizontal, rather than vertical comparisons in Table IV.4.

We start by presenting retention data for the three income groups which are used as control groups in Table IV.4. During each of the three spans of time, the lowest-income group (under $5,000) is the most loyal, followed closely by the middle-income group, with the highest-income group demonstrating the lowest rate of loyalty.[4] When the analysis of loyalty differences among income

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[4]Later we shall see that the loyalty of the middle-income group is depressed by the low loyalty of the $5,000 - $7,500 group. Loyalty rates for the six income groups contained in the questionnaire are presented in Table IV.11.

groups is limited to women only in Table IV.4, we discover that the middle-income group is the most loyal; further, among women the highest-income group is the least loyal. An identical picture among women is found when father's education is used as the measure of socio-economic status.

The consistently high loyalty of men from low-income families thus leads to the following specifications of the general separate associations between retention and sex, and retention and income:

> Among respondents claiming a parental income of under $5,000, men are consistently and significantly more loyal than women.

> Among respondents claiming a parental income of over $5,000, men are more loyal than women, except during the first year after graduation, when the women show greater loyalty.

> Among the men, the under-$5,000 group is consistently and substantially more loyal than those claiming a parental income of more than this amount.

> Among the women, the middle-income group is more loyal than both the under-$5,000 and over-$15,000 group.

Change in marital status, as we have mentioned earlier, is another factor which might differentially affect the loyalty of men and women. We speculated that the relatively low loyalty of women during the second post-baccalaureate year might be due to the increase of family responsibilities during that period.

Table IV.5 controls the data on sex and retention for change in marital status. As such, it contains data on post-baccalaureate loyalty only, since no data were obtained on marital status of respondents as freshmen.

During the first post-baccalaureate year, the overall tendency of women to be more loyal than men (60 versus 54 per cent) is limited to those respondents who were stable in their marital status. That is, among those who were either single or married before and after their first post-bacca-laureate year, women were more loyal to social work than men. However, the picture is reversed among respondents who married during their first year after graduation; among these students, women display a low rate of loyalty (54 per cent).

TABLE IV.5

SEX AND RETENTION, BY CHANGE IN MARITAL STATUS

(Per Cent Remaining Loyal during Each Time Period Presented)

Sex	Total Sample	Change in Marital Status		
		Single at Beginning of Time Period, Married at End	Single at Both Times	Married at Both Times
a. During First Year after Graduation (1961-62)				
Men	54 (151)	71 (17)	61 (74)	49 (41)
Women . . .	60 (664)	54 (175)	63 (428)	70 (27)
b. During Second Year after Graduation (1962-63)				
Men	86 (166)	- (4)	88 (90)	79 (52)
Women . . .	75 (519)	61 (69)	82 (268)	73 (149)

During the second post-baccalaureate year, newly married women again demonstrate a low rate of loyalty (61 per cent). This rate is substantially lower than that for men of any marital status and lower than that for women who did not marry during the second year. Thus change of marital status affects the loyalty of women during the second post-baccalaureate year. Those who remained single during the second year are the most loyal; those who were married at both times display a rate of loyalty which is about average for all women; and those who married are least loyal (61 per cent).

It may be necessary to point out again that loyalty here simply involves a consistent orientation to social work at two points in time; it does not imply consistent employment or schooling. Although 61 per cent of a certain group remained loyal to the field, it is possible that fewer actually remained in the labor or academic market.

The concept of increased family responsibility can be extended to include the arrival of children. The "married" category can be subdivided into

those who do and who do not have children.   Respondents who were single at
Time 1 can therefore be classified into three groups according to their
Time 2 marital status: single; married without children; and married with
children.   During the first year after graduation, these groups exhibited
the following rates of loyalty to social work.

1961	1962	Per Cent
Single	Single	62
Single	Married, no children	59
Single	Married, with children	47

During the second year after graduation, the following rates of
loyalty applied.

1961	1962	Per Cent
Single	Single	84
Single	Married, no children	72
Single	Married, with children	31

The apparent low loyalty (31 per cent) of the group in the last line above
may be partially due to sampling error, since it is based on sixteen cases.
Yet it is unlikely that the loyalty of this group would have approached that
of those who assumed less family responsibility had the case base been more
substantial.

At any rate, the data are consistent for both periods, and the dif-
ferences are large enough to warrant the generalization that the greatest
loyalty is exhibited by those who are single both at the beginning and at
the end of the time periods studied in this report.

Continuing our investigation of the relationships between sex and
retention, we note that controls for race explain a small portion of the
greater loyalty of men during college.   Although they represent only about
one-eighth of the 108 freshman men selecting social work as freshmen, the
Negroes are quite loyal to the field.   When the analysis is limited to whites
only, the male Q during college is +.20, compared with an association of +.29
for all students reported in Table IV.1.   During the two post-baccalaureate

periods, the number of Negroes responding is too small to affect the previously reported associations between sex and retention.

Values.--Tables IV.1 and IV.2 revealed that two values, "helpful" (average Q = +.34) and "people" (average Q = +.29), were positively associated with loyalty to social work.

Table IV.3, which was presented for methodological purposes, hinted that an orientation toward people affects the loyalty of men and women differentially. In Table IV.6 we add the value "helpful" and include also the first-year period. Earlier we noted that the strong association between "people" and collegiate retention among men was suspect because of the small number of cases in one of the subgroups. Table IV.6 presents corroborating evidence, however. Among men, the association between each value and retention is strongly positive during each span of time presented. (During the second post-baccalaureate year there is no difference between men and women in the impact of values on retention.) Further, three of the four Q's among women are negligible--there is virtually no association between retention and service values among women.

TABLE IV.6

RETENTION AND SERVICE-ORIENTED VALUES, BY SEX
(Per Cent Remaining Loyal)

"People"	Sex		"Helpful"	Sex	
	Men	Women		Men	Women
a. During College			a. During College		
Yes	52 (92)	32 (480)	Yes	52 (91)	31 (529)
No	6 (16)	28 (97)	No	12 (17)	37 (48)
Q	+.89	+.10	Q	+.78	-.13
b. During First Year after Graduation (1961-62)			b. During First Year after Graduation (1961-62)		
Yes	60 (123)	61 (567)	Yes	60 (128)	62 (617)
No	29 (28)	56 (97)	No	22 (23)	38 (47)
Q	+.57	+.10	Q	+.68	+.45

The data from Table IV.6 can be summarized as follows:

The generally positive effect of service values is limited to men. For women, except for the value "helpful" during the first post-baccalaureate year, those endorsing service values display rates of retention which are approximately equal to the rates of those who do not have a service orientation.

During college, the general finding of greater loyalty among men than among women is limited only to those endorsing service values.

During the first post-baccalaureate year, the greater loyalty of women (compared with men) is limited to those not endorsing service values. There is little difference in the loyalty of men and women who select these values.

In summary, service values apparently have a strong positive effect on the loyalty of men. There is no evidence that endorsement of these values has a similar effect on the loyalty of women.

Table IV.7 reveals that the value "people" has a differential impact on the loyalty of high-status and low-status students. During college, the association between "people" and retention is substantially greater among the low-status students than it is among those from high-status backgrounds. This pattern obtains regardless of the measure of status used--parental income, occupation, or education. During college there is low loyalty among those low-status students who do not endorse the value "people."

During the first post-baccalaureate year (data for which are omitted from Table IV.7), the picture is mixed; that is, whether the relationship between "people" and retention is greater among high- or low-status respondents depends on the measure of status used. During the second post-baccalaureate year (Table IV.7b), it is the high-status students among whom the association between retention and "people" is greater. There is an exception when parental occupation is used as the measure of status; among blue collar students, the association between "people" and retention is +.43, and among white collar, +.25. Yet these associations are more nearly equal than during college, when they were +.60 and +.13, respectively.

TABLE IV.7

RETENTION AND "PEOPLE," BY MEASURES OF SOCIO-ECONOMIC STATUS

(Per Cent Remaining Loyal to Social Work During Each Time Period Presented)

"People"	Total Sample	Parental Income		Parental Occupation		Father's Education	
		Less Than $7,500	$7,500 or More	Blue Collar	White Collar	High School Graduate or Less	Some College or More
a. During College							
Yes	35 (572)	36 (244)	33 (234)	33 (169)	38 (386)	32 (292)	40 (276)
No	25 (113)	21 (39)	28 (53)	11 (28)	32 (78)	4 (49)	38 (60)
Q	+.26	+.36	+.12	+.60	+.13	+.84	+.04
b. During Second Year After Graduation (1962-63)							
Yes	79 (610)	85 (247)	75 (291)	81 (151)	78 (444)	83 (300)	76 (304)
No	63 (75)	83 (29)	55 (38)	63 (32)	68 (40)	77 (48)	39 (23)
Q	+.40	+.07	+.42	+.43	+.25	+.19	+.66

Making vertical comparisons of the Q associations, we note that on each measure of low status, the association between retention and "people" decreased considerably from the collegiate to the second-year period. Conversely, on each measure of high status, the association increased from the collegiate to the second-year period.[5]

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[5]Again, the sample sizes are small among the subgroups not endorsing "people," and the data must be viewed with some skepticism. While some of the implications of the findings demonstrate the need for further controls, such a procedure would clearly reduce the case bases to an impossibly small level.

Not surprisingly, when the value "helpful" is used instead of "people," a picture similar to Table IV.7 emerges.

A similar phenomenon occurs when Academic Performance Index (API) is dichotomized and used as a control. During college, the association between "people" and retention is +.41 among those low on API, and +.12 among those who score high or medium on the index. During the first year after graduation, the associations are +.40 and +.10, respectively--virtually the same as before. During the second year after graduation, however, the relation between "people" and retention is only +.22 among the lower API students, but has climbed to +.58 among those higher on API.

During the first two spans of time, the combination of two characteristics--low API and the absence of a "people" orientation--leads to a markedly depressed rate of loyalty; this produces the sizeable positive associations between "people" and retention among these low API students. During the second post-baccalaureate year, however, it is the higher API students among whom the absence of a "people" orientation leads to low loyalty.

Thus the absence of a "people" orientation substantially depresses the loyalty of three types of respondents: men, students with lower-status origins, and those with low API. These three characteristics are of course interrelated; the small size of the sample makes it impossible to conduct further analysis which would tell whether each has an independent effect on the loyalty of those without a "people" orientation, or whether the apparent effect of one characteristic is simply a manifestation of the impact of the other two.

Birth order.--Tables IV.1 and IV.2, the basic tables for this chapter, reported that birth order was rather strongly related to retention in social work, with only children being more loyal to the field than those with siblings. The Q associations ranged from +.25 to +.40 for the three periods of time in this report and averaged +.33. Sex controls (Table IV.8) reveal that the greater loyalty of those without siblings is especially pronounced among men.

TABLE IV.8

RETENTION AND BIRTH ORDER, BY SEX

(Per Cent Remaining Loyal during Each Time Period Presented)

Birth Order	Total Sample	Sex	
		Men	Women
a. During College			
Only child . .	52 (98)	91 (21)	42 (77)
First-born . .	27 (228)	32 (25)	27 (203)
Later-born . .	36 (272)	37 (57)	35 (215)
b. During First Year after Graduation (1961-62)			
Only child . .	69 (147)	75 (32)	67 (115)
First-born . .	58 (254)	45 (33)	60 (221)
Later-born . .	56 (323)	54 (71)	56 (252)
c. During Second Year after Graduation (1962-63)			
Only child . .	86 (114)	95 (37)	82 (77)
First-born . .	75 (200)	84 (31)	73 (169)
Later-born . .	76 (251)	84 (77)	72 (174)

For each of the sexes, and during each of the three spans of time, the
greatest loyalty is exhibited by only children. Further, in each of the three
sub-tables, it is the male only children whose loyalty to social work is great-
est.

In the previous chapter we referred to Schachter's hypothesis that
first-born individuals possess an "affiliative tendency"--the tendency to
value the company of others--to a greater extent than do later-born children.
We noted that only children were the most likely to switch into social work,
followed by first-born, with later-born respondents demonstrating the lowest
rate of recruitment (Table III.10). While this pattern was apparent, though

not strong, during the collegiate and first-year periods, it had disappeared by the second year after graduation.

The data on loyalty in this chapter reveal that birth order is more strongly related to retention than it is to recruitment. That is, only children who had selected social work as a career were substantially more likely to remain in the field than were others. The previous chapter revealed that only children who had not selected social work were slightly more likely to switch into the field than were others.

If the affiliative tendency is at work, it is more effective in keeping individuals in social work than it is in attracting them to the field in the first place.

Political orientation.--In this section we pursue the finding from the basic tables in this chapter (Tables IV.1 and IV.2) that retention in social work is related to respondents' political orientation. The average Q between "politically liberal"[6] and retention is +.18; these students are more likely to remain loyal to social work than those with a conservative orientation. The strength of this association does not vary from one time period to another. More detailed analysis shows that the correlation between political liberalism and retention is linear--that is, not only did those on the liberal end of the dimension demonstrate relatively high rates of loyalty but those on the conservative end were distinctly less loyal.

Controls for sex and for API in Table IV.9 reveal that the general positive association between political liberalism and retention varies among subgroups. Liberalism generally has a greater impact on the loyalty of men than of women, and this is especially true during college. Whereas the overall rate of loyalty for men during college is 45 per cent, Table IV.9 reveals that this figure jumps to 68 per cent for those men with liberal poltical

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[6]The specific questionnaire item was "Please rate yourself on the following dimension[s] as you really think you are." The association reported here is based on a dichotomy in which the respondents were classified as follows:

Fairly liberal
  politically
Very liberal   } Liberal
  politically

Neither
Fairly conservative
  politically   } Not liberal
Very conservative
  politically

views, but drops to 20 per cent among those not describing themselves as liber-
al. During the two years after graduation the association is still greater
among men than among women, but the differences are not marked and are based
on relatively small numbers.

TABLE IV.9

RETENTION AND POLITICAL ORIENTATION, BY SEX AND API
(Per Cent Remaining Loyal during Each Time Period Presented)

Political Orientation	Total Sample	Sex		API[a]	
		Men	Women	High	Medium, Low
a. During College					
Liberal . .	38 (373)	68 (57)	32 (316)	31 (78)	39 (290)
Not liberal	29 (294)	20 (51)	31 (243)	38 (45)	29 (247)
Q	+.20	+.79	+.02	-.15	+.22
b. During First Year after Graduation (1961-62)					
Liberal . .	64 (428)	60 (84)	65 (344)	51 (68)	67 (353)
Not liberal	54 (369)	48 (65)	56 (304)	81 (48)	50 (317)
Q	+.20	+.24	+.19	-.61	+.34
c. During Second Year after Graduation (1962-63)					
Liberal . .	81 (357)	89 (85)	79 (272)	67 (51)	84 (304)
Not liberal	76 (284)	84 (68)	73 (216)	80 (45)	75 (235)
Q	+.16	+.21	+.16	-.33	+.27

[a]API is dichotomized in a different manner than in other
tables; the high group (about one-fifth of the total) is contrasted
with the large group scoring medium or low on API.

Table IV.9 also presents controls for API, which is dichotomized to separate those with high API from all others. Although the general association between a liberal political orientation and retention is positive during each time period, as Table IV.1 had indicated, we see that this is not true among those students with high API. Within the high API group, it is the nonliberal respondents who consistently demonstrate relatively high rates of loyalty. To express it another way, in combination high API and a liberal political attitude depress the loyalty of respondents, although neither one is associated by itself with low loyalty.

We have already seen (page 48), that loyalty during the first post-baccalaureate year is strongly affected by freshman choice. Seniors selecting social work who had also selected social work as freshmen (that is, those who were loyal during college) were substantially more loyal during the first year after graduation than those who had not selected social work as freshmen (that is, those who were recruited to the field during college). Whereas the general rate of retention during the first year was 59 per cent, this figure is partitioned into 83 per cent among those who had chosen the field as freshmen, and 53 per cent among those who had not.

The strong impact of previous choice on retention has implications for the finding that the politically liberal are more loyal during each time period than others. We must consider the possibility that it is not their liberal political orientation, but simply their relatively high proportion of previously loyal students that accounts for the high post-baccalaureate loyalty of the liberal group.[7]

This can be investigated by breaking those who select social work at any time into two groups: those who were loyal during the time period immediately prior to the time period in question, and those who were recruited into the field during the previous period. We can then see whether there is still an association between liberalism and retention within each group.

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[7] It cannot be assumed that, at Time 2 Group A contains a higher proportion of Time 1-Time 2 loyalists than does Group B simply because Group A was more loyal than Group B. The proportion also depends heavily on Time 1-Time 2 recruitment rates in the two groups, as well as the Time 1 base numbers involved. Table IV.10 illustrates this point, with "liberals" as Group A and "not-liberals" as Group B.

The data are presented in Table IV.10. The top panel (Table IV.10a) deals with retention during the first year after graduation. The two control groups are those who had selected social work as freshmen ("loyalists" during college) and those who had not ("recruits" during college). By definition, all respondents in this panel of the table are those who selected social work as seniors; the statistic is the percentage who remained loyal during their first year after graduation.

The table reveals that a liberal political orientation is associated with retention during the first year only among those who were recently recruited to the field (Q = +.24). There is no evidence of a positive association among those whose loyalty to the field has been sustained during the previous four years of college attendance; in fact, the association is slightly negative (Q = -.14).

TABLE IV.10

RETENTION AND POLITICAL ORIENTATION, BY PRIOR PATTERN OF CAREER CHOICE
(Per Cent Remaining Loyal during Each Time Period Presented)

Political Orientation	Total Sample	Pattern during Time Period Immediately Prior to Period Presented	
		Loyalist	Recruit
a. During First Year after Graduation (1961-62)			
Liberal	64 (428)	80 (99)	59 (328)
Not liberal	54 (369)	84 (69)	47 (299)
Q	+.20	-.14	+.24
b. During Second Year after Graduation (1962-63)			
Liberal	81 (357)	90 (242)	62 (108)
Not liberal	76 (284)	83 (180)	59 (93)
Q	+.16	+.30	+.06

During the first year after graduation, the greater general loyalty of the liberal respondents does not stem from an overrepresentation of the previously loyal among them. It happens to be true that previous loyalists make up a larger proportion of the liberals (99/427 or 23 per cent) than they do of the nonliberals (69/368 or 19 per cent). But among those who remained loyal during college, loyalty during the first year is only slightly affected by a liberal political orientation, and the effect is a negative one. That is, contrary to expectations, previous loyalists with a liberal orientation are no more loyal (80 per cent) during the first year after graduation than those who lack this orientation (84 per cent).

Apparently, during the crucial first year in the world of work and school, a liberal political orientation is not required for continued loyalty if those aspiring to social work bring to this year a commitment anchored in the freshman year of college. However, if their choice of social work is newly acquired, a liberal political orientation tends to sustain their identification with the field, while its absence depresses loyalty to social work.

Table IV.10b gives retention data for the second post-baccalaureate year. It compares those who had selected social work as seniors ("loyalists" during the first year after graduation) with those who had not selected social work as seniors ("recruits" during the first year after graduation). Here again, making horizontal comparisons, retention during one time period is seen to be affected by previous choice.[8]

Contrary to the picture during the first year, it is those who were loyal during the immediately previous time period whose loyalty is associated most strongly with political liberalism. This is the expected pattern, given the existing marginals. That is, given the independent data that liberals and previous loyalists demonstrate greater rates of loyalty during the second year, it would be expected that respondents possessing both characteristics would be substantially more loyal than respondents lacking one or more of the

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[8]We shall return to previous career choice as a characteristic influencing later loyalty in discussing Table IV.16.

characteristics. This is true during the second year, when 90 per cent of the liberal first-year loyalists remained loyal during the second year.

Income.--Table IV.2 revealed that a number of characteristics were negatively associated with retention; that is, individuals possessing the characteristic were less likely to remain loyal than those who did not possess it. One of these was income, with respondents whose parents earned $15,000 or more showing relatively low loyalty (average Q = -.28). However, the Q associations with parental income (and with father's education) obscure some of the data because they are based on a dichotomization of these variables. Table IV.11 presents the full distribution of these data for the collegiate and first-year periods.

TABLE IV.11

RETENTION AND SOCIO-ECONOMIC VARIABLES
(Per Cent Remaining Loyal during Each Time Period Presented)

a. Parental Income						
Time Period	Under $5,000	$5,000-$7,499	$7,500-$9,999	$10,000-$14,999	$15,000-$19,999	$20,000 or More
During college	38 (132)	31 (151)	38 (72)	41 (86)	23 (48)	25 (84)
During first year after graduation . .	61 (137)	63 (197)	61 (103)	57 (114)	64 (45)	51 (92)

b. Father's Education						
Time Period	8th Grade or Less	Part High School	High School Graduate	Part College	College Graduate	Graduate Work
During college	24 (161)	31 (75)	31 (105)	45 (129)	45 (100)	27 (107)
During first year after graduation . .	57 (147)	57 (90)	61 (160)	66 (122)	59 (140)	55 (141)

Varying degrees of curvilinearity are apparent in these data. Typically, but by no means uniformly, the greatest loyalty is demonstrated by those in the middle-status categories. Further, there is a tendency for those from the highest- and lowest-status families to display low rates of loyalty to

social work. This curvilinearity is most apparent during college: on income, there is a sharp drop-off in the loyalty of those students from families earning $15,000 or more; on education, there is distinctly low loyalty among those whose fathers have attained only an elementary education (24 per cent) and those whose fathers have completed some graduate work (27 per cent) During the second year out of college (data for which are not presented in Table IV.11), there is no relation, curvilinear or otherwise, between status and retention.

In our discussion of the association between sex and retention, we introduced income as a control (Table IV.4) and noticed that this relatively high loyalty among the middle-income students occurred only among the women. Further, the low loyalty of the $15,000-and-over group is almost completely sex linked, since virtually all of these "wealthy" respondents are women. At each time, women comprised at least 94 per cent of this high income group. To say that respondents with a parental income of over $15,000 demonstrate low loyalty is to say that women from this income group demonstrate low loyalty.

Among the men, Table IV.4 revealed quite high rates of loyalty in the lowest-income group. Their loyalty was consistently higher than men of any other income group and women of all income levels. Thus we have found one subgroup (men) which accounts for the fairly high rate of retention among the under-$5,000 group as a whole. Recalling that a significant minority of the men opting for social work are Negro, and that Table IV.1 showed strong loyalty to social work among Negroes, we investigate the possibility that some of the apparent loyalty of the under-$5,000 respondents may be due to the relative concentration of Negroes in the low-income group. Table IV.12 presents the data on income and retention by race.

Clearly, Negroes make up a significant minority of the under-$5,000 group and remain loyal to the field at a rate which is much greater than that for non-Negroes. When the data on income are limited to whites and others we see the familiar curvilinear association between income and retention. To put it another way, the apparent high loyalty of the lowest-income group as revealed in the "Total Sample" column is a function of the strong loyalty of the Negroes. It is not the low income, but the representation of Negroes (and men, as Table IV.4 indicated) that accounts for the loyalty of the under-$5,000 group.

Above $5,000, there are too few Negroes to affect the general association be-
tween income and retention.[9]

TABLE IV.12

RETENTION AND PARENTAL INCOME, BY RACE
(Per Cent Remaining Loyal)

Income	Total Sample	Race	
		White, Other	Negro
a. During College			
Less than $5,000 .	38 (132)	24 (94)	71 (38)
$5,000 to $14,999.	35 (309)	35 (293)	31 (16)
$15,000 or more .	24 (132)	24 (132)	-- (0)
b. During First Year after Graduation (1961-62)			
Less than $5,000 .	61 (137)	57 (112)	76 (25)
$5,000 to $14,999.	61 (414)	61 (401)	-- (13)
$15,000 or more .	55 (137)	56 (136)	-- (1)
c. During Second Year after Graduation (1962-63)			
Less than $5,000 .	84 (94)	83 (83)	-- (11)
$5,000 to $14,999.	82 (385)	82 (374)	-- (10)
$15,000 or more .	63 (126)	64 (123)	-- (2)

[9]Table IV.12 apparently indicates that the number of Negroes select-
ing social work drops from one time period to the next. Adding the numbers
in parentheses, we note that the table includes 54 Negroes at the beginning
of the collegiate period, and only 23 at the beginning of the second post-
baccalaureate year.

This seems inconsistent with our data on greater Negro recruitment
and retention. The explanation lies in the significantly low response rate
among Negroes on the second and third waves of the study. For example, the

Income, however, is related to other measures of social status; it can be viewed as a product of the amount of education one has received and the type of work which he does. It is possible that income, per se, does not account for the relatively low loyalty of the high-income group as found in Table IV.12. Perhaps education or occupation accounts for the apparent effect of income. Such a conclusion would be reached if, under controls for father's education and occupation, there were no difference in the loyalty of the various income groups.

In fact, the generally lower loyalty of the high-income groups stands up under controls for father's education and parental occupation. That is, whether the father had much or little education, or whether he held a high- or low-status job, the higher-income groups demonstrated comparatively low loyalty in the field. One exception occurs during the first year after graduation, when occupation is used as a control (Table IV.13).

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percentage responding to wave 2, of those who had selected social work on wave 1, are 87 per cent among non-Negroes and 42 per cent among Negroes. The wave 2-to wave 3 response rates are 85 per cent among non-Negroes and 69 per cent among Negroes.

Going back to original data and computing the percentage Negro of all social work aspirants, the data disclose the apparent finding that one-tenth of the senior aspirants to social work are Negro, but that only one-twentieth of the post-baccalaureate aspirants are Negro. A great loss of Negro respondents on the follow-up waves is responsible for this apparent decrease in the proportion of Negro social workers.

Davis has noted the same phenomenon on a study-wide basis. In an exhaustive analysis of the response rates of a large number of sub-groups, he concludes: "It is the writer's judgment that of the 522 punches analyzed, 'Negro' is the single candidate for being a consistent and meaningful bias in Waves B and C, Negro students having considerably lower completion rates in both follow-up waves" (see James A. Davis, Attrition in the 1962 and 1963 Follow-up Waves in the NORC Panel Survey of June, 1961 College Graduates [Chicago: National Opinion Research Center, September, 1964] [multilithed]).

TABLE IV.13

RETENTION DURING FIRST YEAR AFTER GRADUATION AND PARENTAL INCOME, BY FATHER'S OCCUPATION

(Per Cent Remaining Loyal during First Year after Graduation)

Income	Total Sample	Father's Occupation		
		Professional	Other White Collar	Blue Collar
$7,500 or more .	58 (354)	59 (154)	56 (133)	63 (60)
Less than $7,500	62 (334)	79 (53)	59 (138)	60 (131)
Q	-.08	-.45	-.06	+.06

Table IV.13 produces an occupational trichotomy by breaking the white-collar classification into two groups: "professional" and "other white collar"; in order to preserve the size of the case bases, it is necessary to dichotomize parental income at $7,500. When this cutting point is used, there is a very slight negative association between higher income and first-year loyalty (Q = -.08) among all those who had selected social work as seniors. Among those who had identified the occupation of their household head as "professional," however, income does make a difference. The substantial loyalty of the children of low-income professionals leads to a strong negative association (Q = -.45) between income and loyalty within the professional group.

We can speculate that there are types of "professional" families which can be roughly identified by the amount of income the professional person commands. Lower pay has traditionally been characteristic of those professions with a strong service orientation; among these might be included teaching, the ministry, and social work. According to this formulation, the greater loyalty of the respondents from lower-income professional families stems from a family environment which emphasizes altruistic values. It is not low income per se, but the special quality of a family which is both professional and at the same time commands a relatively limited income, which leads to relatively high loyalty to social work.

Parental influence.--A further scanning of Tables IV.1 and IV.2 reveals that parental advice[10] affects loyalty to social work. Those respondents who viewed parental advice as "very important" with reference to their career plans and decisions during college are less loyal than those who did not view parental advice as very important. The average retention Q ("very important" versus "all other") is -.19, and the negative associations are especially strong during college and the first year after graduation (Table IV.1).

Table IV.14 casts additional light on the impact of parental advice on retention. The table trichotomizes the response to the question on parental influence and includes all three periods of time under separate controls for sex and father's education.

The "Total Sample" column gives the zero-order associations between retention and parental influence. Clearly, during each period those for whom parental advice is very important are less loyal than those who rate such advice as less important.

During college, the rate of loyalty is 26 per cent among those who cite parental advice as "very important." Sex controls reveal that this group is almost completely female. When the few men are excluded, the rate dips to 22 per cent among the women. During college, the association is not linear; that is, we cannot state that "the more important the parental advice, the lower the loyalty." Curvilinearity results from the comparatively low loyalty (32 per cent) of those at the bottom end of the parental importance index.

The sex controls on the data during college are relevant to the different rates of loyalty between the sexes; we recall that the men were more loyal (45 per cent) than were the women (32 per cent). Table IV.14a specifies this difference between the sexes during college as existing almost completely among those who attribute little influence to parental advice.

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[10]The questionnaire item is presented in the earlier discussion of parental influence and recruitment (see Table III.12).

TABLE IV.14

RETENTION AND IMPORTANCE OF PARENTAL ADVICE, BY SEX AND FATHER'S EDUCATION

(Per Cent Remaining Loyal during Each Time Period Presented)

Importance of Parental Advice	Total Sample	Sex		Father's Education[a]	
		Men	Women	High School Graduate or Less	Some College or More
a. During College					
Very important . .	26 (117)	‒ (7)	22 (110)	5 (59)	46 (56)
Fairly important .	38 (295)	37 (43)	38 (252)	40 (107)	35 (184)
Unimportant or never received .	32 (250)	44 (55)	28 (195)	25 (166)	43 (82)
b. During First Year after Graduation (1961-62)					
Very important . .	48 (124)	20 (39)	61 (85)	31 (42)	57 (81)
Fairly important .	61 (357)	66 (41)	61 (316)	58 (140)	63 (210)
Unimportant or never received .	60 (315)	65 (62)	58 (253)	63 (197)	57 (111)
c. During Second Year after Graduation (1962-63)					
Very important . .	77 (75)	‒ (9)	76 (66)	61 (23)	84 (51)
Fairly important .	78 (277)	84 (57)	76 (220)	81 (113)	77 (162)
Unimportant or never received .	83 (271)	88 (84)	81 (187)	90 (179)	71 (85)

[a]Chart IV.1 presents graphically that portion of Table IV.14 which gives rates of retention under controls for father's education (the right-hand portion of the table).

CHART IV.1

RETENTION AND IMPORTANCE OF PARENTAL ADVICE, BY FATHER'S EDUCATION
(Per Cent Remaining Loyal during Each Time Period Presented)

Father's Education

High School Graduate
or Less

Some College or More

Parental Advice

Very important

Fairly important

Unimportant or not received

a. During College

33.7

(59)   (107)   (166)   (56)   (184)   (82)

b. During First Year after Graduation (1961-62)

59.1

(42)   (140)   (197)   (81)   (210)   (111)

c. During Second Year after Graduation (1962-63)

77.4

(23)   (113)   (179)   (51)   (162)   (85)
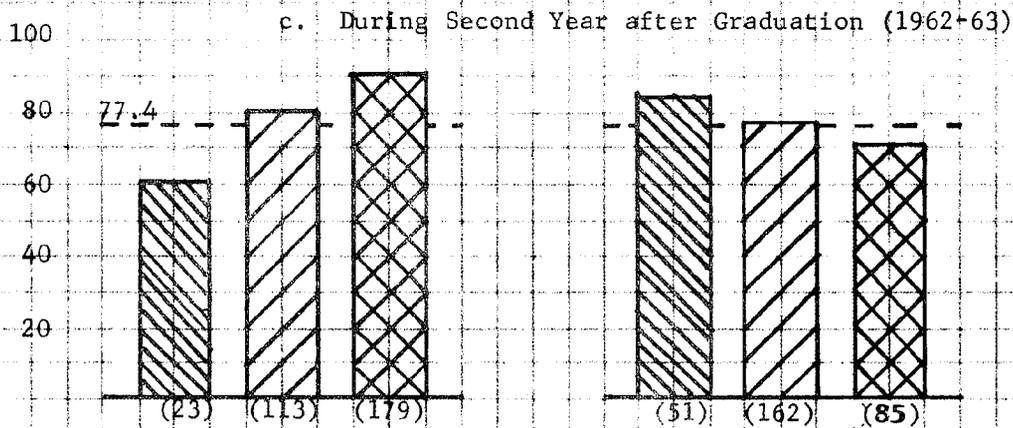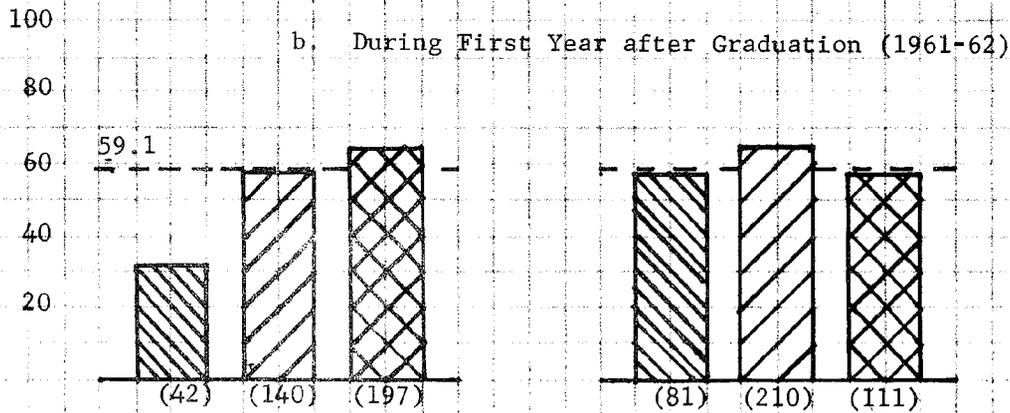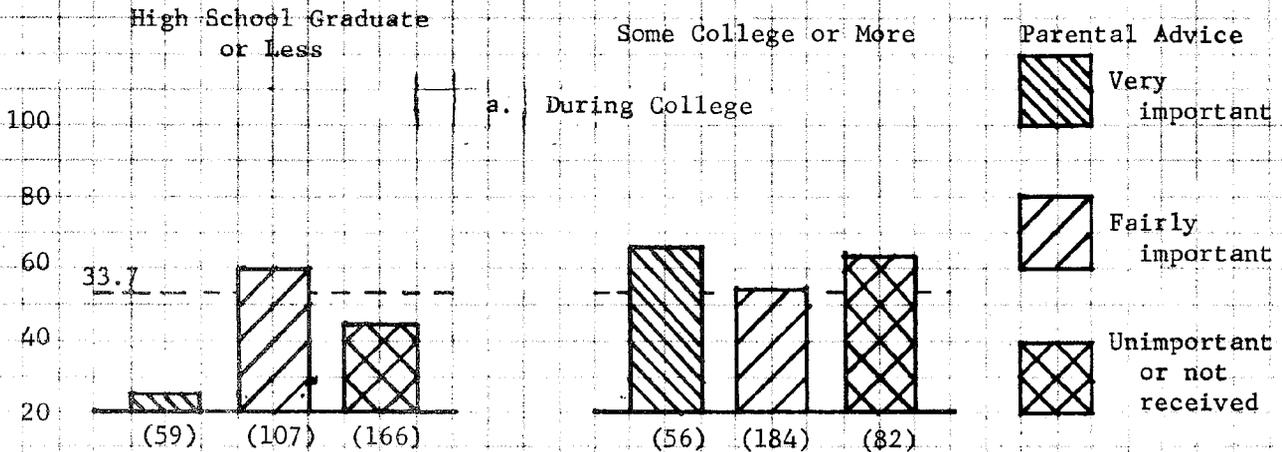
Data on social class enable us to look more closely at the relation-
ship between parental influence and loyalty to social work. Evidence indi-
cates that value orientations vary with class, particularly orientations
which are "altruistic" or "service" in nature.[11] Although there is scant
evidence for any general relationship between class and retention in this
report, perhaps an association will be revealed if we limit our attention to
those respondents for whom the effect of social class might be most pronounced.
As our measure of the influence of family status on young people we select the
questionnaire item on parental advice, which reveals the respondent's assess-
ment of the effect which parental advice had on his career decisions. We are
assuming, therefore, that the norms and values of the student's parental fam-
ily have been more firmly embedded in those who claim parental advice was very
important than in those who attributed lesser importance to this source.

If it is true that (a) social class and altruism are positively re-
lated and (b) class values are comparatively well transmitted to those who
are sensitive to parental influence, we would expect that class and parental
influence would combine to affect loyalty to social work.

Table IV.14a reveals striking differences in the expected directions.
Among those most sensitive to parental advice (the "very important" group)
5 per cent of those from lower-status families remained loyal, while 46 per
cent of those from higher-status families remained loyal during the four
years of college.

Although Table IV.14a has not controlled simultaneously for sex and
social status, it is important to note that the "very important" group is al-
most entirely (110/117) female. Therefore a singularly low rate of loyalty
during college, estimated at 5 per cent in Table IV.14a, is characteristic of
those women who are from lower-status families, and responsive to the influ-
ence of their parents.

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[11]In his study of a national sample of graduate students, Joe L.
Spaeth (of NORC) found that those whose fathers had high occupational pres-
tige were more likely to endorse altruistic values than those whose fathers
had low prestige (Joe L. Spaeth, Value Orientations and Academic Career
Plans [unpublished doctoral dissertation, University of Chicago, 1961]).

Our discussion of Table IV.14 has focused only on the top panel, which treated the process during college--loyalty from the freshman to the senior year. We turn now to the second panel, which considers retention during the first year after graduation. Again, the "Total Sample" column reveals that those viewing parental advice as "very important" demonstrate lower loyalty (48 per cent) than the other two groups (61 and 60 per cent).[12] Sex controls disclose that this phenomenon stems entirely from the men in the sample, among whom it is quite pronounced. Looking at sex and status controls separately, the only loyalty rates that are substantially different from those of the entire group during the first post-baccalaureate year occur among two types of respondents--men (20 per cent), and those respondents from lower-status families (31 per cent). Among those respondents claiming lower-status backgrounds, loyalty and parental influence show an inverse, roughly linear relationship. Those for whom parental advice is very important are the least loyal (31 per cent). This figure rises to 58 per cent among the middle group and to 63 per cent among those for whom parental advice was unimportant or who claim never to have received it. This linear relationship is specific only to those whose fathers' education was limited. Among those whose fathers had at least some college, first-year loyalty does not vary with importance of parental advice.

During the second year after graduation (Table IV.14c), the same phenomenon exists; i.e., among lower-status families, the greater the influence of the parents, the lower the loyalty. Among higher-status families, however, the relationship is reversed; loyalty is highest (84 per cent) among those most sensitive to parental advice and declines with declining parental influence.

In sum, those respondents who are from lower-status backgrounds and who attach relatively great importance to parental advice demonstrate consistently low rates of loyalty to social work. We have suggested that this

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[12] It should be pointed out that the questionnaire item providing a measure of parental importance was included only at one time--upon graduation. Further, the question placed parental importance in a specific context; i.e., "its effect on your career plans or decisions during college." In looking at post-baccalaureate data, then, we are assuming that this question taps a more general and more enduring relationship between the respondent and his parental family.

is a specific behavioral manifestation of a generally lower evaluation of altruistic values (and occupations) among those with lower status; and that this negative climate is effectively transmitted to those respondents who claim parental advice is very important.

High status has little effect on the association between loyalty and parental influence except for the second year after graduation, when there is moderate support for the view that loyalty and parental influence are positively associated.

Religion.--The final factor which we identified (Table IV.2) as having an effect on the loyalty of respondents was religion; Catholics were less loyal to the field than were non-Catholics (average Catholic $Q = -.15$) It is during the first year after graduation that the loyalty of the Catholics is lowest, compared with others. The Catholic Q of $-.23$ during the first year after graduation stems from the following rates: 50 per cent of the Catholics and 62 per cent of the non-Catholics[13] remained loyal.

We assume (as we did earlier when considering low first-year loyalty among men) that it is during the first year after college that the structure of the profession has the greatest impact on loyalty. We further suggest that this "reality shock" differentially affects various subgroups within the cohort of those who graduate from college oriented to a career in social work.

The task then becomes one of seeking a characteristic of the profession which might depress the loyalty of Catholics more than non-Catholics during the crucial first year of work and study in the field. We tentatively advance the hypothesis (for other research to test) that the low loyalty

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[13]The figure for non-Catholics is composed of the following rates of loyalty: Protestants, 63 per cent; Jews, 63 per cent; "other" and "no religion," 54 per cent.

of Catholics during the first year can be traced to the dominance of psycho-
analytic psychology in social work and a "doctrine of man" which flows from
such an orientation.[14]

Multivariate analysis reveals that during the first year this gener-
ally low Catholic loyalty is specific to Catholic women (48 per cent versus
65 per cent for non-Catholic women); to those whose parental income is $7,500
or over (33 per cent versus 67 per cent for non-Catholics whose parental in-
come is $7,500 or over); and to those Catholics who were recruits to the field
during college (42 per cent versus 58 per cent for non-Catholics who were re-
cruits to the field during college).

A check is available on our line of reasoning, which posits that re-
ligious commitment suppresses loyalty to social work during the first year in
the field. At graduation, respondents were asked to rate themselves on a five-
point religious/non-religious dimension. The loyalty of the various "degree
of religiousness" groups is reported in Table IV.15.

The "Total Sample" column gives the zero-order association between re-
ligiousness and retention for each of the three time periods contained in this
study. This column reveals sharp differences between pre- and post-baccalaure-
ate periods. During the four years of college (Table IV.15a) those claiming
some degree of religious commitment are moderately _more_ loyal to the field than
those in whom this commitment is absent. During college, when the image of the
profession is one constructed primarily from books, courses, contact with fac-
ulty members, mass media, and, to a lesser extent, part-time work in the field,
religious commitment sustains freshman-to-senior loyalty to social work.

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[14]Such a formulation clearly assumes that Catholics, more so than Prot-
estants (who comprise the bulk of the non-Catholics) hold to the orthodox teach-
ings and prescriptions of Christianity. Such Catholic-Protestant differences
are noted in Andrew Greeley, _The Social Effects of Catholic Education_ (Chicago:
National Opinion Research Center, 1964 [multilithed]). In Chapter III of his
report Greeley presents a number of measures of doctrinal and moral orthodoxy
and shows that Catholics endorse orthodox statements to a greater extent than
do Protestants. Catholics also report more frequent prayer and religious organ-
izational memberships. Lazerwitz, also reporting on national sample survey
data, reveals that twice as many Catholics as Protestants claim to attend
church "regularly." See Bernard Lazerwitz, "Religion and Social Structure in
the United States," _Religion, Culture and Society_ (New York: John Wiley & Sons,
1964).

TABLE IV.15

RETENTION AND RELIGIOUSNESS, BY RELIGION AND
PREVIOUS PATTERN OF CAREER CHOICE

(Per Cent Remaining Loyal during Each Time Period Presented)

Degree of Religiousness[a]	Total Sample	Religion[b]		Pattern during Time Period Immediately Prior to One Presented	
		Protestant	Catholic	Loyalist	Recruit
a. During College					
Very religious . .	36 (167)	35 (85)	39 (69)	--	--
Fairly religious .	37 (348)	44 (235)	24 (67)	--	--
Not religious . .	25 (162)	32 (98)	-- (19)	--	--
b. During First Year after Graduation (1961-62)					
Very religious . .	47 (181)	43 (111)	52 (62)	95 (40)	33 (141)
Fairly religious .	64 (415)	70 (279)	53 (111)	83 (93)	59 (322)
Not religious . .	62 (203)	64 (123)	-- (15)	69 (39)	60 (162)
c. During Second Year after Graduation (1962-63)					
Very religious . .	64 (103)	66 (53)	64 (42)	76 (67)	42 (36)
Fairly religious .	82 (377)	83 (253)	84 (93)	88 (250)	67 (114)
Not religious . .	79 (167)	80 (108)	-- (8)	90 (105)	56 (55)

[a]The "not religious" category includes those who answered "neither," "fairly non-religious," or "very non-religious" to the instruction "Please rate yourself on the following dimension[s] as you really think you are."

[b]Jews are excluded because their limited numbers plus their concentration in the "not religious" category makes the "very" and "fairly" religious groups too small to analyze.

During each of the first two years after graduation, however, the picture is reversed. Those claiming that they are "very religious" exhibit low rates of loyalty to the field--47 per cent during the first year and 64 per cent during the second.

Controls for religion cast further light on the earlier finding that, during the first year after graduation, Catholics display low loyalty to the field. We might expect that Catholics who claim to be very religious would be exceptionally likely to defect. Table IV.15b reports that this is not the case; degree of religious commitment has no effect on the loyalty of Catholics. It does, however, have a substantial effect on the loyalty of Protestants; only 43 per cent of those Protestants who view themselves as "very religious" remained loyal during the first post-baccalaureate year. This is lower than the figures for Catholics regardless of religious commitment and markedly lower than those for Protestants of lesser religious commitment.

We have a fuller picture of religion and loyalty during the first year after graduation. Low rates of loyalty are characteristic of Catholics in general and of those Protestants who claim a strong religious orientation. Clearly, there is something about social work which makes these subgroups comparatively reluctant to continue in the field and which operates only after social work aspirants have left academic life. As stated earlier, we suggest that this "something" is the centrality of psychoanalytic theory to casework diagnosis and treatment.

The generally low post-baccalaureate loyalty of those claiming to be "very religious" dips still lower when the sample is partitioned according to whether or not the respondents were loyal during the period immediately prior to the one in question. The right-hand portion of Table IV.15 presents retention data for prior loyalists and prior recruits.

During the first year after graduation, the "prior loyalists" are those who had selected social work as freshmen and as seniors; the "prior recruits" are those who had not selected the field as freshmen, but who had shifted into the field sometime during college. Thus the former group exhibits an orientation to the field which is of relatively long duration, while the latter group exhibits an orientation which is relatively newly acquired.

In Chapter II, and again in Table IV.10, we observed that prior choice of social work leads to high rates of loyalty during subsequent periods. In Table IV.15b and c we see whether prior choice and religious commitment jointly

affect post-baccalaureate loyalty. There is a marked effect during the _first_ year after graduation in which the "very religious" respondents who had been recruited to the field during college demonstrate a substantially lower rate of loyalty to the field (33 per cent) than those who had been loyal from their freshman to senior year (95 per cent). Apparently a loyalty dating back at least to the freshman year insulates the "very religious" group against the factors which depress the loyalty of those who are similarly religious, but more recently attracted to social work.

Further, among the prior loyalists, loyalty and degree of religious commitment are actually positively related--the greater the religious commitment, the greater the loyalty.

During the second year after graduation, the generally lower loyalty of the "very religious" group holds up among both those who had been loyal (76 per cent) and those who had been recruited (42 per cent) during the previous year. Beyond this, previous career choice and religiousness do not combine to produce a clear pattern of retention during the second year after graduation.

To summarize the most salient data on religion and retention, we have learned that during the first year after graduation, Catholics and those Protestants claiming to be very religious display low rates of loyalty to the field. Further, the low loyalty of the "very religious" is apparent during the two post-baccalaureate years, but not during college.

Effect of prior choice.--In introducing this chapter we presented the rates of loyalty for each of the two post-baccalaureate time periods considered in this report: 59.1 per cent of those who selected the field as seniors remained loyal during the _first_ year after graduation; 77.4 per cent of those who selected the field after one year remained loyal during the _second_ year after graduation.

What causes the apparent increase in loyalty from the first to the second year? One plausible explanation is that changes in career become more difficult to make the longer one waits after graduation. Experience and education in a specific field, plus (for men) the acquisition of family responsibilities limit the freedom to make career changes.

An alternative explanation for the apparent increase in loyalty from one year to the next is that changes in the composition of the group of social work aspirants might lead to higher rates of loyalty during the second year. That is, the group of social work aspirants entering the second year after graduation may contain a higher proportion of subgroups more disposed toward loyalty than does the group entering the first year after graduation. This may be especially true in social work since the field is characterized by a great deal of osmosis; it is a "high gain, high loss" field, in which the composition of the group may change substantially from one year to the next during the period after graduation.

Indeed, the difference between the first-year (59 per cent) and second-year (77 per cent) loyalty can largely be explained by the much higher proportion of previously loyal social work aspirants in the latter group. The data are presented in Table IV.16.

TABLE IV.16

RETENTION, BY PREVIOUS PATTERN OF CAREER CHOICE
(Per Cent Remaining Loyal during the First and Second Years
after Graduation)

Time Period	Total Sample	Pattern during Period Immediately Prior to One Presented	
		Loyalist	Recruit
First year after graduation	59 (815)	83 (173)	53 (640)
Second year after graduation	77 (685)	87 (428)	60 (208)

Once we control for prior loyalty, the difference between first- and second-year loyalty virtually disappears. The first-year rate of 59 per cent is "low" because the composition of the group is heavily weighted by the 640 respondents who had been recruits during college, and among whom first-year loyalty is only 53 per cent.

By contrast, the second-year rate of 77 per cent is "high" because it is heavily weighted by the 428 social work aspirants who had been loyal during the first year, and among whom second-year loyalty is 87 per cent.

Once we account for the marked changes in the composition of the group, we can see whether there is a "real" difference between first- and second-year loyalty. Vertical comparisons within each control group in Table IV.16 reveal a slight tendency in the direction of increased loyalty over time. Among those who had been prior loyalists, loyalty increased from 83 to 87 per cent; among those who had been prior recruits, loyalty increased from 53 to 60 per cent.

Implications.--In the introductory paragraphs to this chapter, we observed that the number of prospective social workers could have grown markedly if more individuals had remained loyal to the field. Table IV.16 reveals that this process is a cumulative one, in which loyalty during one period sustains loyalty during the next period. For example, of those who had remained loyal during college, a remarkably high proportion (83 per cent) remained loyal during their first year after graduation. To cite the extreme possibility, if all freshmen selecting social work had remained loyal during their college days, the number of seniors selecting social work would obviously have been higher than it actually was. Moreover, it is important to note that the effect would have extended beyond the senior year, since over four-fifths of these collegiate loyalists remained loyal during their first post-baccalaureate year.

It is clear that an attempt to sustain the loyalty of prospective social workers during their early years can have results which extend beyond immediate short-term gains.

In Table IV.16 comparatively few students (173) entered their first post-baccalaureate year able to claim loyalty to social work extending back to their freshman year. Had this number been higher (that is, had more students been loyal during college) the overall rate of loyalty during the first year after college would have been higher.

The field could have grown by a sizeable amount by cutting its losses-- that is, by increasing the loyalty of those who had already been recruited to the field. The impact of early career choice suggests that a substantial

increase in social work manpower could be effected by increasing the number of freshmen oriented to social work and by sustaining their allegiance to the field during the college years.

Destination fields.--During the collegiate period, the rate of defection was higher than during the two post-graduation periods identified in this study. About two-thirds (66.3 per cent) of those who viewed social work as their career choice during their freshman year no longer did so by their senior year; about one-third remained loyal.

To what fields did these students defect? Table IV.17 presents the senior choices of these defectors as well as the choices of all seniors.

Thus 59 per cent of all defectors from social work during college were to be found in some field of education by their senior year; 32 per cent of all seniors--the entire class of 1961--selected education as their career. The apparent "overshifting" of social workers into education can of course be largely explained by the unique sex structure of the social work freshmen, 85 per cent of whom were women. Of the total class of 1961, 40 per cent were women.

The table documents the flow between social work and the social sciences already noted in the previous chapter, which disclosed that the social sciences provided a relatively large proportion of the recruits to social work. Table IV.17 reveals that one-tenth of the defectors during college switched to the social sciences, although the social sciences claimed only slightly over one-twentieth of the total group of seniors.

Some of the difference between the proportion of defectors choosing housewife (6.0 per cent) and the proportion of all seniors choosing housewife (1.5 per cent) can clearly be attributed to the fact that the group of defectors from social work is predominantly female. Fortunately, we can correct for the different sex compositions of the distributions in the table, since only women select "housewife" as their senior career choice. That is, we can reduce the two case bases in Table IV.17 by the number of men they contain. This permits the computation of the percentage of all women, rather than all respondents, choosing "housewife." When this adjustment is made, the proportion of all women who defected from social work during college giving "housewife" as their senior career choice is 6.8 per cent; of all women in the study, the proportion is 3.7 per cent.[15]

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[15]Women were instructed to give "housewife" as their career field "only if you do not expect to work full time until your children are grown." Thus although this restriction makes the "housewife" category small, it limits the category to women planning a substantial delay before employment in the field.

TABLE IV.17

SENIOR CAREER FIELDS OF DEFECTORS DURING COLLEGE AND OF ALL SENIORS
(Per Cent[a] Selecting Each Field as Seniors)

Field	Defectors from Social Work		Total Sample	
Education		59.0		32.0
Elementary	24.5		9.0	
Secondary	18.0		9.0	
Counseling and guidance . .	3.5		1.0	
Exceptional children . . .	3.0		0.5	
All other education	10.0		12.5	
Social sciences		10.0		5.5
Business (including secretary)		7.5		17.5
Humanities		6.0		5.5
Housewife		6.0		1.5
Theology		4.0		2.0
All other fields		7.5		36.5
		100.0 (454)		100.5 (3,257)[b]

[a]Rounded to nearest 0.5 per cent.

[b]Distribution based on 10 per cent random sub-sample. Those who did not answer the question and who identified social work as their career choice were excluded from the base.

Summary: recruitment and retention.--In Chapters III and IV we presented data on the correlates of recruitment to and retention in social work. The basic table of each chapter (III.1 and IV.1) gave the Q associations between twenty-two variables and the processes of recruitment and retention; these associations referred to each of the three time periods included in the study.

To summarize these two chapters, the average Q's for recruitment and retention have been plotted on a coordinate graph (Chart IV.2). The average Q associations with recruitment are plotted along the horizontal axis; all

CHART IV.2

ASSOCIATION BETWEEN AVERAGE RETENTION Q's AND RECRUITMENT Q's

Retention

+.4

ONLY CHILD

HELPFUL

+.3

PEOPLE

LIBERAL

NEGRO

SINGLE

+.1

PARENTAL
OCCUPATION
WHITE COLLAR

IDEAS
AGE 22+

ORIGINAL &
CREATIVE
STEADY

Recruitment

-.4   -.3   -.2   -.1   +.1   +.2   +.3   +.4

HI API   RESEARCH   LEADERSHIP

FATHERS
EDUC
BA OR MORE

PRIVATE, HI TUITION
COLLEGE

FREEDOM
FROM
SUPERVISION
CATHOLIC

-.2

PARENTAL ADVICE
VERY IMPORTANT

-.3   PARENTAL INCOME
$15,000+

MONEY

-.4
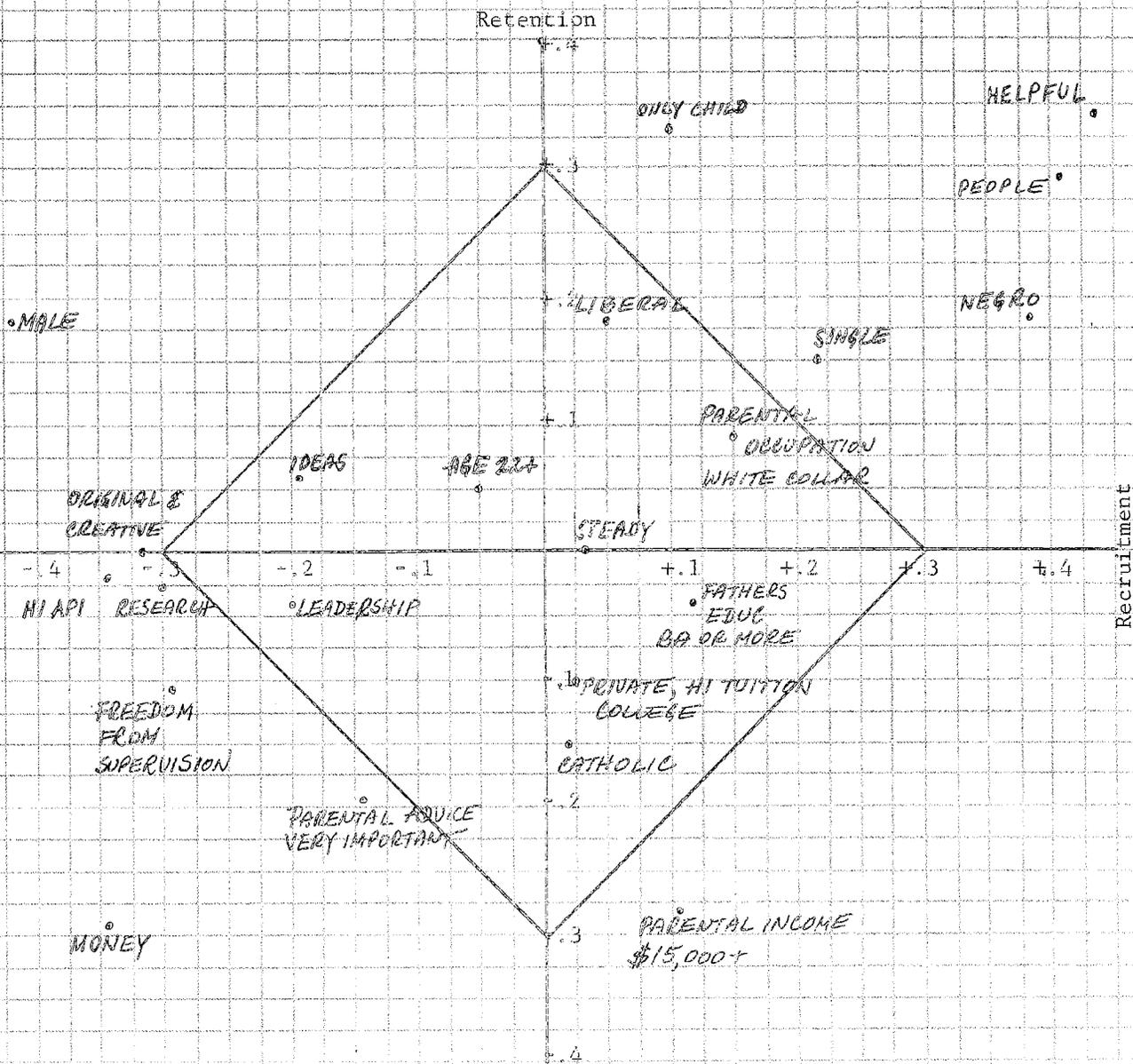
variables plotted on the right half of the graph show a positive association with recruitment when the values of Q for the three time periods are averaged, while those variables plotted on the left side of the graph are negatively associated with recruitment.

Similarly, the average retention Q's are plotted along the vertical axis so that positive values appear on the top half of the graph, and negative values on the bottom half.

In analyzing the graph, we observe that each value which appears in the upper right quadrant is positively associated with both recruitment and retention. That is, not only do individuals possessing the characteristic display higher rates of recruitment into social work than those who do not, but those who are already in the field and possess the characteristic are more loyal to the field than are those who do not possess it. The farther away from the origin, the greater the degree to which these characteristics are "social work-positive." Those which are distinctive in this respect are the occupational values "helpful" and "people." For example, "helpful" exhibits an average recruitment Q of +.43 and an average retention Q of +.34 Not only does possession of these values lead to greater recruitment into the field, but it also tends to keep prospective social workers in the field once they have chosen it.

General inspection of the graph reveals that some characteristics are "social work-negative"; these are located in the lower left quadrant. The value "money" stands out from the rest, exhibiting an average Q of roughly -.30 with both recruitment and retention.

Finally, the two minor quadrants contain characteristics which operate in an inconsistent manner. The classic case is sex; as we have noted earlier, men show a rate of recruitment into social work which is markedly lower than the rate for women; this accounts for "male" being plotted in the far left section of the graph (average Q = -.42) However, men are much more loyal to the field than are women, which places men above the horizontal axis, and therefore in the upper left quadrant. A parental income of $15,000 is also apparently an inconsistent characteristic, displaying a moderate positive

association with recruitment and a substantial negative association with retention. However, we remember that the associations with income are not linear and that different associations would have resulted had a different cutting point (say, $10,000) been used to dichotomize income.

In an effort to identify those characteristics which are positive, negative, or inconsistent with respect to their associations with recruitment and retention, we have drawn diagonal lines on the graph. Actually, this is one longer line, and is the locus of a point whose coordinates total $|.30|$. Thus a characteristic would lie directly on this line (and in the upper right quadrant) if the Q's which defined it were +.15, +.15; or +.23, +.07; or +.01, +.29.

We arbitrarily designate those characteristics which fall outside the diagonal line (that is, those whose average recruitment Q and retention Q total more than $|.30|$) as "social work-positive" if they are in the upper right quadrant, and "social work-negative" if they are in the lower left quadrant. Thus it is possible for a characteristic to be so identified if both associations are modest (e.g., single marital status), or if one of the two associations is quite strong (e.g., only child).

It should be remembered that the lines are an arbitrary and artificial attempt to divide continuous logical space. For example, high API will be classified as social work-negative, even though it has virtually no association with retention. Indeed, had there been a slight positive association with retention, high API would have moved above the horizontal axis and into the upper left quadrant; there it would have been termed an inconsistent characteristic. Thus it is not enough to state (as we shall below) that a certain variable is "social work-positive"; it must be located on the graph to see whether its association with recruitment, retention, or both produces the classification.

Chart IV.2 therefore summarizes much of the data presented in Chapters III and IV. It reveals that many of the characteristics are not strongly associated with social work one way or the other--they are inside the diagonals on the graph. The graph does identify the following characteristics as social work-positive or social work-negative, taking into account data on both recruitment and retention:

Social work-positive

Occupational value: helpful
Occupational value: people
Race: Negro
Birth order: only child
Marital status: single

Social work-negative

Occupational value: money
Occupational value: freedom from supervision
Academic Performance Index: high
Effect of parental advice: very important
Career activity: research

CHAPTER V

THE FIRST YEAR AFTER GRADUATION

We have not yet discussed the actual behavior of the class of 1961 after graduation. All data in the previous chapters have been based on the respondents' _orientations_ to a career in social work or other fields. We have classified respondents according to their answer to the question asking that they disclose their long-run career choice.

In Chapter I we compared the seniors whose career choice was social work with those whose orientation was toward other fields. In Chapter II we documented changes in the size of the group whose long-run career choice was social work. These changes resulted from the abandoning of an orientation to social work on the part of some respondents (defection), and the simultaneous acquisition of such an orientation on the part of others (recruitment). Chapters III and IV investigated the correlates of recruitment during college, and defection during the three time spans covered by this report.

None of the data in previous chapters have reported on the activities of the respondents after graduation. For example, loyalty and recruitment reflect stability and change in orientation toward social work, but an orientation toward a field as a potential career says nothing about the implementation of this aspiration by taking a job or starting graduate study.

Table V.1 presents detailed data on the activity of college seniors during the first year after graduation. The table is based on all respondents who identified social work as their long-range career choice as seniors, and who also provided information on the first annual follow-up wave of the study. The table distributes them into twenty-four (3 x 8) categories which simultaneously show (1) the respondents' activities in spring of 1962 and (2) the extent of enrollment in graduate school during the first year after graduation.

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TABLE V.1

ACTIVITIES DURING THE FIRST YEAR AFTER GRADUATION,
AMONG THOSE WHO HAD SELECTED SOCIAL WORK AS A
CAREER FIELD IN THE SENIOR YEAR

(Per Cent in Each Category)[a]

Spring, 1962, Activity	Educational Experience during First Year After Graduation (1961-62)			Total
	Did Not Start Graduate Education	Started Graduate Education, and Field of Study Was		
		Social Work	Not Social Work	
Working				
Job is social work	31	3	2	36
Job is education	7	*	2	9
Job is neither social work nor education	20	1	3	24
Job not ascertained . . .	4	-	*	4
In school				
Studying social work . . .	-	13	-	13
Not studying social work .	-	-	2	2
Housewife	6	-	*	6
Military, other	5	1	*	6
Total	73	18	9	100

N 849
Did not respond to second (1962) wave . . 141
Total N 990

[a]The table distributes all respondents into categories which simul-
taneously portray the situation one year after graduation and the nature of
enrollment in graduate school since graduation. For example, 31 per cent
of all respondents who selected social work as their senior choice reported
a year later that they were working in social work and had not taken any
courses at the graduate level. Three per cent reported that they were work-
ing in social work and had taken social work courses at the graduate level.
An additional 2 per cent reported current employment in social work and
some graduate work in a field other than social work. Thus there was a
total of 36 per cent who were working in social work one year after gradu-
ation from college.

A full interpretation of the table first requires an inspection of the two marginal "total" distributions. Going down the "total" column, we note that over one-third (36 per cent) of those oriented toward social work as seniors were to be found employed in social work a year after graduation. Another third were working in non-social work jobs, 9 per cent claiming education, and 24 per cent citing some other field. By adding the four "working" groups, we learn that almost three-fourths of those who as seniors had aspired to a social work career were working one year later; about half of these were in social work, about half in another field.

Continuing down the "total" column, we note that 13 per cent were studying social work while another 2 per cent were studying another field. These data are underestimates, however, because of the way this classification was developed. In the original question, respondents were asked to report more than one activity if they were involved in more than one. For example, a respondent who was working part time and going to school at the same time would have coded both "working" and "school." Thus the responses to the basic question were multiply coded and totaled 115 per cent because some respondents reported more than one activity. In order to reduce the total to 100 per cent in the analysis, priorities were established so that a respondent claiming two or more activities would be classified only once. Of specific relevance here is the fact that respondents who were working and studying simultaneously were classified in the "total" column of Table V.1 only in one of the working categories. In other words, in this column those in school are under-reported by the extent to which they were also employed.[1]

To report fully the extent of enrollment in graduate school, and to identify the respondents who reported more than one activity, the original eightfold classification of activities is cross-tabulated by a trichotomy which summarizes the educational activities since graduation. The "total"

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[1]Similarly, the figures for "housewife" and "military, other" are underestimates. A person answering both "working" and "housewife," for example, was classified as working. The 6 per cent estimate for "housewife" still has meaning, however. This is the proportion of all respondents (men and women) who answered only housewife. When the men are excluded, and the base is limited only to women, we find that the proportion is 7 per cent.

row at the bottom of the table presents the data for this trichotomy; 73 per cent did not enroll in school, 18 per cent enrolled and studied social work, and 9 per cent enrolled for schooling in fields other than social work.

The 18 per cent figure represents a broad definition; as the heading of the table indicates, these respondents were enrolled in social work at some time during the first year after graduation. Excerpting from the questionnaire item, we can identify them as respondents who had "enrolled for one or more courses in a program leading to a degree since [they] were graduated from college" and who subsequently in the questionnaire reported that their "current or most recent field of study" was social work. Thus these 18 per cent initiated graduate study of social work at some time during their first year after graduation.

Table V.1 therefore gives a full description of the scope of graduate enrollment during the first year. Of the 18 per cent reporting graduate study in social work, over two-thirds (13 per cent of the entire sample) were not working simultaneously.

The basic findings on the first-year activities of those who had aspired to social work as seniors are summarized in Table V.2, which simply merges various entries found in the previous table.[2]

There are two ways in which these data can be viewed. First, about one-half of the seniors (51 per cent) selecting social work as a career score "yes" on one or both measures of first-year involvement in the field. This figure is roughly comparable to the rate of retention during the first year which was reported as 59 per cent in the previous chapter.

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[2]Tables V.1 and V.2 reveal that 36 per cent of those oriented to social work as seniors were employed in the field one year after graduation. Information on the employing agency is available, but we will not treat this subject in the balance of the report. Although the questionnaire was not designed for social workers, the question on employing agency did contain a number of response categories appropriate to the field.

The 36 per cent employment figure can be broken down into agencies as follows: "church, welfare or other non-profit organization," 22 per cent; "state or local government," 9 per cent; "hospital or clinic," 3 per cent; all other responses comprised the remaining 2 per cent.

TABLE V.2

SUMMARY OF ACTIVITIES DURING THE FIRST YEAR AFTER GRADUATION,
AMONG THOSE WHO HAD SELECTED SOCIAL WORK AS A
CAREER FIELD IN THE SENIOR YEAR

(Per Cent in Each Category)

Working in Social Work One Year After Graduation (Spring, 1962)	Started Graduate Social Work Education during First Year After Graduation (1961-62)[a]	Per Cent
Yes	No	33 ⎫
No	Yes	15 ⎬ 51
Yes	Yes	3 ⎭
No	No	49
Total "yes" = 36 per cent	Total "yes" = 18 per cent	100 (849)

[a]In subsequent tables, the second and third rows of Table V.2 will be collapsed; had this been done in Table V.2, the resulting category would include all respondents who had studied social work during the first year, regardless of whether they were working simultaneously--i.e., 18 per cent of the sample.

A second way of viewing the data investigates the balance between work and graduate training in the field among those who comprise the 51 per cent. That is, about twice as many (33 per cent) are to be found working in social work as have undertaken graduate training in the field (15 per cent), while 3 per cent are doing both. This latter style of analysis has special applicability to comparisons among subgroups. Thus two groups (men and women, high SES and low SES) might reveal differences in the degree to which they either express their identification with the field by working or by undertaking graduate study. We might hypothesize, for example, that those whose parental families are more affluent will find it easier to enter graduate schools of social work, while those from families of limited resources will be likely to seek employment in the field immediately after graduation.

Correlates of First-Year Activity

To begin the analysis of correlates of postgraduate activity, Table V.3 presents the proportion who had entered graduate social work training within one year after their graduation from college among various subgroups. The reader will remember from Tables V.1 and V.2 that this proportion among all seniors oriented toward social work is 18 per cent.

Three variables stand out as important correlates of immediate graduate school attendance. First, those who were loyalists during college (that is, those who had selected social work as early as their freshman year) were twice as likely to attend graduate school as were those who were recruited to the field during college (30 versus 15 per cent). Second, those of high or medium API showed substantially higher rates of entry into graduate school than those of low API (26 versus 8 per cent). Finally, those who remained single during the first post-baccalaureate year were more likely to initiate graduate work than those who married during this period (22 versus 6 per cent).[3] Given our data on loyalty in the previous chapter, these findings come as no surprise. However, loyalty to social work is not necessarily associated with enrollment in graduate school; some may remain loyal to the field while working, rather than studying, while others may remain loyal although they neither work nor study in the field. Entering a graduate school can be viewed as an important way of manifesting loyalty to the field, but not the only way of doing so. Table V.4 presents the full distribution of first-year activities, cross-tabulated by the three characteristics identified above as showing strong associations with immediate enrollment in graduate schools of social work.

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[3]The smaller group of those who were married before and after their first post-baccalaureate year occupied an intermediate position--17 per cent initiated graduate study.

TABLE V.3

GRADUATE SOCIAL WORK EDUCATION, BY VARIOUS CHARACTERISTICS

(Per Cent Starting Graduate Social Work Education
during First Year After Graduation)

Characteristic	Per Cent	
Total sample	_18_	(849)
Religion:		
Jewish	33	(67)
Catholic	16	(199)
Protestant	15	(546)
Career choice pattern during college:		
Loyalist	30	(175)
Recruit	15	(666)
Endorse occupational value "freedom from supervision":		
Yes	10	(71)
No	18	(778)
Endorse occupational value "a chance to exercise leadership":		
Yes	23	(266)
No	15	(583)
Endorse occupational value "making a lot of money":		
Yes	6	(95)
No	19	(754)
Endorse occupational value "opportunity to be helpful to others or useful to society":		
Yes	19	(779)
No	6	(70)
Endorse occupational value "opportunity to work with people rather than things":		
Yes	19	(715)
No	10	(134)

TABLE V.3--Continued

Characteristic	Per Cent	
API:		
High, Medium	26	(431)
Low	8	(407)
Sex:		
Male	24	(169)
Female	16	(680)
Change in marital status during first year after graduation:		
Single to single	22	(519)
Married to married	17	(78)
Single to married	6	(194)
Birth order:		
Only child	11	(149)
First born	21	(261)
Later born	18	(338)
Parental income:		
$7,500 or more	22	(361)
Less than $7,500	16	(347)
Race:		
White	18	(744)
Negro	5	(58)

TABLE V.4

ACTIVITIES DURING THE FIRST YEAR AFTER GRADUATION, BY CAREER
PATTERN DURING COLLEGE, API, AND CHANGE IN MARITAL STATUS

(Per Cent in Each Category)

Characteristic	Experience in Social Work during First Year			Total Per Cent	N
	Starting Graduate Social Work Training Within One Year After Graduation[a] (In school)	Working in Social Work One Year After Graduation (Employed)	Neither		
Total sample	18	33	49	100	849
Career choice pattern during college:					
Loyalist .	30	33	37	100	175
Recruit . .	15	34	51	100	666
API:					
High, medium	26	30	43	99	431
Low	8	38	54	100	407
Change in marital status:					
Single to single .	22	40	38	100	519
Married to married .	17	28	55	100	78
Single to married .	6	24	70	100	194

[a]This category results from collapsing the second and third rows of
Table V.2. It includes all respondents who had studied social work at some
time since graduation, whether or not they had also reported employment in
the field.

The generally positive effect of previous loyalty on subsequent behavior is apparent. Not only were the collegiate loyalists twice as likely as the recruits to enter graduate school during the first year, but they were equally likely to be employed in social work. As a result, the percentage of the collegiate loyalists who neither worked nor entered graduate training is low (37 per cent) while this statistic is 51 per cent among those who were recruited to the field during their college years.

A slightly different picture emerges when the two API groups are compared. Higher API is clearly associated with immediate enrollment in graduate school, as previously reported. However, this "gain" for the field is slightly offset by a moderately low proportion of the higher API students who find employment in the field (30 per cent). It is graduate training, not employment in social work, which contributes heavily to the post-baccalaureate involvement in the field among high API students.

A more striking effect is apparent when the full data on change in marital status are inspected. Not only are those who remained single more likely than others to initiate graduate training, but they also display a moderately strong tendency to work in the field. As a result, only 38 per cent are involved in neither employment nor graduate study in social work. In contrast, those who married during the first year not only eschew immediate schooling, but also employment; both activities claim only 30 per cent of this group. The remaining 70 per cent are not involved in either of the ways identified in this chapter.[4]

When one of these variables (collegiate career pattern, API, or change in marital status) is cross-tabulated by another, each is seen to have an independent effect. For example, of those who had been loyalists during college,

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[4]Perhaps it is necessary to repeat that high rates of "non-involvement" during the first year do not necessarily reflect equally high rates of defection from the field. In the previous chapter, defection was described as abandoning the choice of social work as a long-run career field. In this chapter, "non-involvement" means that the respondent neither studied nor was employed in social work. As a matter of fact, although Table V.4 reveals that 70 per cent of the single-to-married group were "non-involved," the previous chapter reported that less than one-half of this group actually defected during the first year after graduation (see Table IV.5a).

and who were high on API, a full 38 per cent enrolled in graduate social work training during the first post-baccalaureate year. Of those who lacked these two "positive" characteristics, only 4 per cent undertook graduate training. Those who possessed one of the two (that is, those who either were loyalists during college or scored high on API) occupied intermediate positions.

Similarly, those collegiate loyalists who remained single during the first post-baccalaureate year demonstrated a rate of graduate training of 43 per cent; of those who lacked both these characteristics, only 5 per cent claimed some graduate social work training during their first year after graduation.

Sex.--Table V.3 reported that the sexes differed in the extent to which individuals undertook graduate social work training; 24 per cent of the men, and 16 per cent of the women did so. This 8 per cent advantage in social work education on the part of the men is compensated for by a deficit of similar magnitude in their rate of employment in the field. Controls for income (Table V.5) reveal that men of lower-income origins demonstrate a high degree of first-year involvement in the field.

TABLE V.5

ACTIVITIES DURING THE FIRST YEAR AFTER GRADUATION, BY SEX AND PARENTAL INCOME
(Per Cent in Each Category)

Income	Sex	Experience in Social Work during First Year[a]			Total (Per Cent)	N
		In School	Employed	Neither		
$7,500 or more	Men	21	15	64	100	66
	Women	22	26	52	100	295
Less than $7,500	Men	29	40	31	100	84
	Women	13	44	43	100	263

[a]The headings of these columns are abbreviated labels for the categories identified in full in Table V.4.

The generally higher rate of enrollment in school among men is limited to those respondents from families earning less than $7,500. Indeed, the men undertake graduate training at a rate (29 per cent) which is more than twice that of women of similar origins and moderately higher than that of men from higher-income origins. Apparently relatively limited financial resources in the parental family are not a major obstacle in the path of graduate education in social work for men. The general availability of scholarships and fellowships for graduate training undoubtedly mitigates any financial barrier which lower-income men might otherwise meet.

Turning to the second column, which presents the proportion of each subgroup to be found working in the field one year after graduation, we note that the lower-income men find employment in social work at a rate (40 per cent) which is almost as high as that of women at the same income level, and considerably higher than all respondents from higher-income families.

One figure from Table V.5 illuminates the post-baccalaureate behavior of men. Only 15 per cent of the men claiming a parental income of $7,500 or more were employed in social work. This figure contributes heavily to the general deficit in the involvement of higher-income men. To view the data another way, although relatively few higher-income men are involved in social work, of those who are, the men in school outnumber those employed in the field.

In the previous chapter (Table IV.4) we commented on the extent to which male loyalty varied inversely with parental income. We speculated that the lower loyalty of the higher-income men stemmed from their greater sensitivity to the relatively low pay which social work offers. Although the proportion of higher-income men who initiate graduate training (21 per cent) does not seem large at first glance, it gains significance when we remember that almost two-thirds of these men avoid any type of involvement in the field.

Entering a school of social work can thus be seen as a mechanism by which men who are oriented toward social work, but who come from high-status families, seek to assure themselves of an adequate financial and status return. For them, a career in social work is not an attractive prospect unless they

can find jobs which are initially higher paying and can look forward to relatively rapid advancement into supervisory, administrative, or research posts. There are few short- or long-range prospects for a man who lacks the master's degree in social work. Further, if the men come from higher-status families, employment in social work without graduate training is certain to result in lower-status and a more modest style of life than that to which they have been exposed in their own parental families.[5]

A summary picture of the joint impact of sex and family income can be seen when the four sex-income groups are ranked in order of involvement in the field (that is, when the first and second columns of Table V.5 are collapsed).

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[5]This whole line of analysis hinges on our explicitly stated general assumption that men from higher-status origins are more sensitive to comparatively poor pay than are those from lower-status origins. This can be checked from other data in the study. This assumption is tentatively supported if endorsement of the occupational value "money" is positively associated with parental income--that is, if those whose parental income is high are more likely than those whose parental income is low to claim that "making a lot of money" is an important characteristic of their job or career. The data, based on all students in the college seniors study, are as follows:

Parental Income	Per Cent Endorsing "Money" As An Occupational Value	N
Less than $5,000	21.7	9,877
$5,000 - $7,499	23.5	13,466
$7,500 - $9,999	24.2	8,678
$10,000 - $14,999	25.6	7,803
$15,000 - $19,999	27.4	3,182
$20,000 or more	33.2	5,212

The differences between adjacent income groups are not impressive, but the linearity of the association, plus the substantial differences between extreme entries, lend support to the view that higher-status origins lead to a higher evaluation of those careers which offer greater financial and status rewards.

Sex	Parental Income	Per Cent Involved in Social Work during First Year
Men	Less than $7,500	69
Women	Less than $7,500	57
Women	$7,500 or more	48
Men	$7,500 or more	36

Clearly, parental income makes a greater difference in the post-baccalaureate experience of men than of women. Among men, the difference between the two income groups is substantial; among women, it is moderate.

We investigate the relationship between sex and post-baccalaureate experience further by introducing API and career choice pattern during college as separate control variables (Table V.6).

The first column reveals the strong joint impact which sex and API have on graduate training. Of the men with higher API's, 43 per cent undertook graduate social work training within one year after graduation; the corresponding figure for women low on API is 7 per cent. Each characteristic has an independent effect on schooling; within each API group, men are more likely than women to undertake schooling, and within each sex, those of higher API are substantially more likely than those of lower API to attend graduate school.

The second column reveals that the deficit in graduate education among the women low on API is compensated for by the large numbers who find employment in the field. Further, and perhaps more important, is the proportion of men high on API who are working in the field (31 per cent). While this is not an exceptionally high proportion, it is higher than might have been anticipated given the fact that 43 per cent enter graduate training, and it is seven points higher than the figure for men low on API. Collapsing the first two columns produces a substantial difference in the degree to which men in the two API groups differ in their first-year involvement in the field. Of the men with high academic performances, 74 per cent entered graduate school and/or employment in social work; of those with low academic performance, 38 per cent did so.

TABLE V.6

ACTIVITIES DURING THE FIRST YEAR AFTER GRADUATION AND SEX,
BY API AND CAREER CHOICE PATTERN DURING COLLEGE

(Per Cent in Each Category)

a. By API

API	Sex	Experience in Social Work during First Year			Total (Per Cent)	N
		In School	Employed	Neither		
High, medium	Men	43	31	26	100	58
	Women	24	30	46	100	373
Low	Men	14	24	63	101	110
	Women	7	43	51	101	297

b. By Career Choice Pattern during College

Career Choice Pattern during College	Sex	Experience in Social Work during First Year			Total (Per Cent)	N
		In School	Employed	Neither		
Loyalist .	Men	29	26	46	101	35
	Women	30	35	35	100	140
Recruit .	Men	24	28	49	101	127
	Women	12	35	52	99	539

Thus we have seen that two types of men--those with lower-income origins and those with higher academic performance--are much more likely to seek social work-relevant experiences than are their colleagues who lack these characteristics.

Table V.6 also controls for previous pattern of career choice. Among the men, whether or not an orientation to social work extended back to the freshman year had virtually no effect on post-baccalaureate activities. The collegiate loyalists differ little from those who were recruited during college.

Among the women, however, those whose orientation to social work spanned the four college years attended graduate school at a rate more than twice as great as the rate of those who were recruited to social work during college.

Occupational values.--Table V.3 reported on five occupational values which affected the post-baccalaureate enrollment in graduate social work training, either positively or negatively. Three of these ("freedom from supervision," "leadership," and "helpful") affected employment in the field in the same direction; that is, if they were positively associated with graduate education in the field, they also revealed a positive association with employment. The data are shown in Table V.7.

TABLE V.7

ACTIVITIES DURING THE FIRST YEAR AFTER GRADUATION
AND THREE OCCUPATIONAL VALUES

(Per Cent in Each Category)

Occupational Value	Experience in Social Work during First Year			Total (Per Cent)	N
	In School	Employed	Neither		
Freedom from supervision:					
Yes	10	21	69	100	71
No	18	34	47	99	778
Leadership:					
Yes	23	36	42	101	266
No	15	32	52	99	583
Helpful:					
Yes	19	34	47	100	779
No	6	27	67	100	70

The effect of the value "freedom from supervision" comes as no surprise. In Chapter I we observed that, compared with the rest of the class of 1961, few prospective social workers valued freedom from supervision as an important job characteristic. In Chapter III we saw that those endorsing this value were relatively unlikely to be recruited to social work; Chapter IV revealed that those who endorsed the value were slightly more likely to defect than those who did not endorse it. Table V.7 reveals that the actual post-baccalaureate behavior of those oriented toward social work at graduation was affected by their desire, as seniors, for a job which promised freedom from supervision. Less than one-third of those endorsing this value were involved in social work one year after graduation--10 per cent in graduate education, and 21 per cent in employment in the field. In contrast, over one-half of those who did not value freedom from supervision were gaining experience in the field during their first year after graduation, 18 per cent in graduate school and 34 per cent in social work employment.

Because supervision of caseworkers occupies such a central position in social work practice, these data gain additional importance. Although the precise mechanisms operating may be unclear and open to speculation, it is apparent that the number of prospective social workers who value freedom from supervision declined over time within the cohort of seniors viewing social work as their career. We can speculate on the process by which this occurs before graduation. Recruitment and defection prior to the senior year may account for the small proportion of seniors who endorse this value. That is, the number of freedom-oriented students planning to enter social work may decrease because they defect from the field or because they tend not to be recruited to social work. Here the occupational value is the independent variable, and change of career choice is contingent on it.

The reverse process may also operate before graduation. Students may first select social work as their career and later bring their occupational values into line with their independently acquired career choice. Specifically, undergraduate students may learn that rather close supervision will be an important part of their employment in social work, and thus be less likely to want freedom from this supervision. The occupational value (in this case

freedom from supervision) takes the form of a dependent variable which conforms to the student's perception of the requirements of social work practice.

The "N" column of Table V.7 reports the outcome of the processes before graduation; 71 of the 849 seniors who identified social work as their career choice (and who also provided data on their activities one year later) endorsed freedom from supervision as seniors. This proportion of 8 per cent is much lower than the proportion of 19 per cent among all other seniors. Table V.7 further reveals that of these 71, only 22 individuals (31 per cent) were either working or studying in the field a year later. Thus, of the original senior cohort of 849, only 22 had endorsed freedom from supervision as seniors and were still involved in the field one year later.[6]

After graduation, our data are a little more complete, since respondents' occupational values were obtained again on the first annual follow-up study in 1962. It is thus possible to discern whether and to what extent there was change in occupational values during the first year of participation in the world of work and study. This model views the occupational value as the dependent variable. Table V.8 permits us to measure any change which has occurred in the rate of endorsement of freedom from supervision, not only among prospective social workers, but within the entire class of 1961.

The first two columns of Table V.8 divide the entire sample into the four groups which represent the scope of recruitment and defection during the first year after graduation. The top row contains the loyalists--those 482 respondents who identified social work as their long-range career both at graduation in 1961 and one year later. The second row contains those who defected during the first post-baccalaureate year after having identified social work as their career field as seniors. The third row contains those who were recruited to the field during this period, and the fourth row includes the bulk of the sample--those who were oriented toward social work neither as seniors nor one year later.

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[6]While following a cohort is illuminating, it ignores the fact that there is recruitment to the field during the period studied, which is another important aspect of the total picture. During the first year after graduation the freedom-oriented respondents who remained loyal to the field were joined by a similar number who were recruited to social work.

TABLE V.8

TREND IN ENDORSEMENT OF "FREEDOM FROM SUPERVISION" AS AN OCCUPATIONAL
VALUE, BY CHANGE IN CAREER CHOICE

(Per Cent Endorsing Freedom from Supervision as Seniors,
and Per Cent Endorsing This Value One Year after Graduation)

Career Choice as Seniors	Career Choice One Year After Graduation	Per Cent Endorsing "Freedom from Supervision"	
		As Seniors	One Year After Graduation
Social work	Social work	7 (482)	27 (482)
	Other	9 (333)	25 (333)
Other	Social work	10 (268)	31 (268)
	Other	20 (43,537)	39 (43,504)
N		44,620	44,587
NA, senior career field or non-respondent, senior year only		4,473	4,473
NA, first-year career field or non-respondent, first year only		10,484	10,484
NA, or non-respondent, both times		2,454	2,454
NA, values		24	57
Total N		62,055	62,055

An initial glance reveals that there is a general and substantial
increase in the wish for freedom from supervision during the first year after
graduation. All the figures in the second column exceed those in the first
column by roughly twenty percentage points. Among students comprising the
bulk of the sample (those who had not considered social work at either point
in time) the proportion endorsing this value increased from 20 per cent in the
senior year to 39 per cent one year later.

Of significance here is the fact that those selecting social work at
one time or another displayed an increase of virtually the same magnitude as

the non-social workers. Further, there was great similarity among loyalists, recruits and defectors; the proportion of those valuing freedom from super-vision rose by virtually identical amounts during the first year. That is, those who remained loyal to the field during the first year were as likely to increase the rate at which they endorsed this value as were those who defected from the field. There is no evidence that a consistent orientation toward social work depresses the net increase[7] in the endorsement of this value during the first year after graduation. Further, there is no evidence that being recruited to social work during the first year depressed the net increase in the proportion wanting freedom from supervision. The under-selection of freedom from supervision among social workers which was apparent during the senior year still exists one year later; at this latter point, 39 per cent of the non-social workers and about 29 per cent of those selecting social work identified freedom from supervision as an important job characteristic.

We turn to a second occupational value which was shown (Table V.7) to be associated with both measures of involvement in the field--"a chance to exercise leadership." Those who endorsed this value were not only more likely to study social work than those who did not endorse it, they were also more likely to be employed in the field after one year. Further elaboration of these data by introducing additional control variables adds little under-standing to the relationship. However, a control for sex specifies the general zero order association between leadership and involvement in social work as existing only among the men. Table V.7 reported that 23 per cent of those en-dorsing "leadership" as seniors enrolled in graduate social work study during the first year, while 15 per cent of those not citing leadership did so. Further elaboration reveals that this association is strengthened among men (39 versus 13 per cent), while it virtually disappears among women (17 versus 16 per cent). For men oriented toward social work, an aspiration to leadership roles apparently leads to graduate study in the field.

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[7] It should be emphasized that Table V.8 reveals _net_ changes in the en-dorsement of the value. For example, among those who remained loyal to the field, the proportion endorsing freedom jumped from 7 per cent as seniors to 27 per cent one year later. Yet this latter figure is a resultant; while a large number were adopting the value, undoubtedly some were abandoning it dur-ing the first year.

Birth order.--In the previous chapter we identified the character-
istic "only child" as social work-positive. That is, only children were more
likely than others to be recruited to social work and to remain loyal to the
field. Table V.9 presents the full distribution of first-year activities for
the three birth-order groups identified in this report.

TABLE V.9

ACTIVITIES DURING THE FIRST YEAR AFTER GRADUATION,
BY BIRTH ORDER

(Per Cent in Each Category)

Birth Order	Experience in Social Work during First Year			Total (Per Cent)	N
	In School	Employed	Neither		
Only child	11	52	36	99	149
First born	21	29	50	100	261
Later born	18	31	51	100	338

The post-baccalaureate behavior of only children distinguishes them
from those with siblings. The crucial comparison is in the second column of
data, where the high rate of employment in social work among the only children
stands out. Indeed, the employment rate of 52 per cent is higher than the
rate among any subgroup in the zero order associations investigated. Schacter's
concept of the "affiliative tendency" and its relation to birth order helps
lend coherence to the data.[8] The choice of employment rather than graduate
school immediately after graduation, can be conceptualized as a decision
yielding immediate interaction with clients. As we mentioned earlier, social
work is social--it provides an opportunity for those motivated by the affili-
ative tendency to interact regularly and intimately with others. To recon-
ceptualize the data in Table V.9, it is not their birth order per se, but an
inclination to seek the company of others which yields the high rate of immedi-
ate employment in social work among only children.

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[8]For our earlier allusion to Schachter's notion of the "affiliative
tendency" and its relation to birth order, see pp. 78-79.

Further elaboration of the data (Table V.10) reveals that the general high rate of immediate employment among the only children is specific to those with low API, and is very marked within this group. Among the students with higher API, only children reveal an employment rate which approximates the rate among those with siblings.

TABLE V.10

ACTIVITIES DURING FIRST YEAR AFTER GRADUATION,
BY BIRTH ORDER AND API

(Per Cent in Each Category)

API	Birth Order	Experience in Social Work during First Year			Total (Per Cent)	N
		In School	Employed	Neither		
High, medium	Only child	18	35	47	100	62
	First born	33	24	44	101	148
	Later born	25	32	43	100	171
Low . .	Only child	7	63	30	100	87
	First born	6	39	56	101	104
	Later born	10	31	59	100	166

The comparison to be made here is again in the second column of data. (The reader will recall that among all respondents considered in this chapter, 33 per cent were employed after one year; among only children in general, this statistic was 52 per cent.) Table V.10 further reveals that the employment rate jumps to 63 per cent among the only children of low API, and dips to 35 per cent among those only children who score higher on this measure of academic skill.

This 63 per cent figure stands out from the others in the second column. The propensity of only children for employment in social work is concentrated in the group low on API. This modifies the nature of our interpretation and leads us to consider the alternatives for an aspirant to

social work. As we have defined them in this chapter, the three choices are
school, employment, or neither. But among those of low API, on whom our
attention now focuses, the first possibility is virtually eliminated by their
limited intellectual capacities, regardless of birth order. For them, choice
amounts to deciding whether or not to find employment in social work. To this
decision the low API students bring variations in their affiliative tendency.
Among the only children (the fourth row in Table V.10), more than twice as
many (63 versus 30 per cent) choose employment. Their behavior contrasts
sharply with that of those with siblings, a clear majority of whom do not
work in the field (39 versus 56 per cent, and 31 versus 59 per cent) and who
thus are not involved in the field.

To summarize, the barrier to graduate training posed by limited aca-
demic ability plus the affiliate tendency of the only child combine to produce
an unusually high rate of employment in the field during the first year among
those who as seniors claimed that social work was their long-run career field.

Parental income.--Earlier in this chapter (Table V.5) we introduced
parental income into our discussion of the relationship between sex and post-
baccalaureate activity. We begin a further discussion of income as a factor
influencing first-year plans by giving the zero order relationship in Table
V.11.

TABLE V.11

ACTIVITIES DURING THE FIRST YEAR AFTER GRADUATION,
BY PARENTAL INCOME

(Per Cent in Each Category)

Parental Income	Experience in Social Work during First Year			Total (Per Cent)	N
	In School	Employed	Neither		
$7,500 or more	22	24	54	100	361⁻
Less than $7,500	16	43	40	99	347

Implementing plans for graduate training is positively associated with income, although the relationship is not strong; 16 per cent of the lower-income and 22 per cent of the higher-income seniors aspiring to social work as seniors initiated graduate study during the first year after graduation. The data from Table V.5 revealed a reversal under controls for sex; that is, among men, it is those from lower origins who display higher rates of enrollment in school, while among women (who comprise the bulk of the sample), the higher the income, the higher the rate of entry into school.

The second column reveals a sharp difference between the two income groups in the proportion employed in social work one year after graduation. Table V.5 disclosed that both sexes contributed to the shortage of individuals employed in social work among the higher-income group, although the rate was depressed primarily by the higher-income men, only 15 per cent of whom were to be found employed in social work.

The joint impact of parental income and API is apparent in Table V.12. Starting in the first column, we note that the previously reported positive association between higher income and graduate school attendance is limited to those who score high on API. Apparently, among those of low API, the presence or absence of parental financial support matters little. Among those who are academically qualified, however, relatively high parental income leads to a substantial increase in the proportion (34 per cent) going to school.

TABLE V.12

ACTIVITIES DURING FIRST YEAR AFTER GRADUATION,
BY PARENTAL INCOME AND API

(Per Cent in Each Category)

API	Parental Income	Experience in Social Work during First Year			Total (Per Cent)	N
		In School	Employed	Neither		
High, medium	$7,500 or more	34	25	41	100	193
	Less than $7,500	20	35	45	100	181
Low	$7,500 or more	8	24	69	101	168
	Less than $7,500	12	55	33	100	156

The second column gives the proportion employed in social work one year after graduation. Within each API group, those with lower income are more likely to be employed, and this is especially true among those with low API.

Thus, within the low API group, those claiming higher parental income are less likely to be found in either area of involvement (school and employment) than are those coming from lower-income families. The result is found in the third column of data. Focusing again on the students low on API, 69 per cent of those from the higher-income families are neither studying nor working in social work; the figure for the lower-income families is only 33 per cent.

Earlier we alluded to the "balance" between graduate school and employment in social work, and noted that some subgroups may be identified by a greater tendency to enter graduate school, while others may be characterized by a greater tendency to find employment in the field. An inspection of Table V.12 reveals that it is only within the higher-income group who are also high on API that those in graduate school outnumber those employed in the field one year after graduation.

Earlier in this chapter the pattern of career choice during college was identified as a factor affecting post-baccalaureate involvement in the field. Those who were loyalists during college (that is, those who identified social work as their career as far back as their freshman year) were more likely to enter graduate school during the first year after graduation than were those who were recruited to social work during college. In Table V.13 we use previous career choice pattern as a control on the by now familiar association between parental income and post-baccalaureate involvement.

As before, we investigate the data in the first column relating to the extent of enrollment in graduate school. Once again, we note that the general positive association between enrollment and parental income is specific to those who were loyal to the field during college. This finding is similar to the one reported above when API was used as a control variable. That is, it is only within that stratum of the control variable which is in

itself positively related to graduate enrollment (higher API, loyalty during college) that the positive relationship between parental income and enrollment holds.

TABLE V.13

ACTIVITIES DURING FIRST YEAR AFTER GRADUATION, BY PARENTAL INCOME
AND PATTERN OF PREVIOUS CAREER CHOICE

(Per Cent in Each Category)

Pattern of Career Choice during College	Parental Income	Experience in Social Work during First Year			Total (Per Cent)	N
		In School	Employed	Neither		
Loyalist	$7,500 or more	39	28	32	99	74
	Less than $7,500	22	38	40	100	72
Recruit	$7,500 or more	17	23	59	99	274
	Less than $7,500	15	45	41	101	286

Summary

In this chapter we have determined the actual situation one year after graduation among those who had identified social work as a career choice in their senior year. Of these seniors, roughly one-sixth were studying social work at the graduate level, one-third were employed in social work one year after graduation, and one-half were neither employed in nor studying social work.

Table V.14 presents the full distribution of activities among various subgroups. They are arranged in order of increasing size of the entry in the third column. Thus they are ranked so that the first subgroup listed contains the lowest rate of non-involvement in the field (36 per cent among only children), and the last one gives the highest rate of non-involvement (69 per cent for those endorsing "freedom from supervision" as an occupational value).

TABLE V.14

ACTIVITIES DURING FIRST YEAR AFTER GRADUATION,
BY VARIOUS CHARACTERISTICS

(Per Cent in Each Category)

Characteristic	Experience in Social Work during First Year			Total (Per Cent)	N
	In School	Employed	Neither		
All respondents selecting social work as long-run career in senior year . .	<u>18</u>	<u>33</u>	<u>49</u>	100	849
Birth order: Only child	11	52	36	99	149
Career choice pattern during college: Loyalist	30	33	37	100	175
Change in marital status during first year: Single to single . .	22	40	38	100	519
Religion: Jewish	33	25	42	100	67
Occupational value: Leadership	23	36	42	101	266
API: High or medium	26	30	43	99	431
Occupational value: Helpful	19	34	47	100	779
Occupational value: People	19	32	49	100	715
Sex: Male	24	26	50	100	169
Parental income: $7,500 or more	22	24	54	100	361
Occupational value: Money	6	37	57	100	95
Occupational value: Freedom from supervision	10	21	69	100	71

The marginal distribution for all social work seniors is presented at the top of the table. It simply repeats the data presented a number of times in this chapter and provides a convenient yardstick against which the various subgroups can be measured.

The top subgroups in Table V.14 are more involved in social work than are those farther down the list. In addition, the nature of their involvement can be identified by a comparison of the entries in the first two columns. For example, there are a number of subgroups in which the number enrolled in graduate school approximates or exceeds the number employed in social work. These are college loyalists, Jews, those of higher API, men, and those claiming a parental income of $7,500 or more. On the other hand, there are two subgroups in which the proportion working in social work far exceeds those beginning graduate training. These are only children and those endorsing "money" as an important occupational value.

A word should be said about the interpretation of some of these data. The larger a subgroup becomes, the more it will approximate the marginal distribution, and the more difficult it becomes to visualize the behavior of those not in the subgroup. The value "helpful" is a good example; since 779 of the 849 endorsed this value, their distribution of first-year activities is quite similar to the marginal distribution. Further, it is difficult (without recomputing) to visualize the behavior of that small number who did not endorse "helpful," and the table does not express the impact of this variable. As a matter of fact, the small group of seventy respondents who did not endorse "helpful" behaved quite differently from the 779 who did. The proportions studying social work, employed in social work, and involved in neither activity are 5, 27, and 67 per cent, respectively. Thus the "not helpful" group, had it been singled out for presentation in Table V.14, would have appeared near the bottom of the table, as a subgroup not involved in the field one year after graduation.

A similar, but not as pronounced situation occurs with the value "people." Of all 849 respondents, 715 selected this value. Of the 134 who did not, the proportions (in the same order as they are presented in Table V.14) are 11, 42, and 48 per cent. Thus there is little difference between

those endorsing "people" and those not so doing in the proportion not involved in social work; this statistic is 49 per cent for the former group and 48 per cent for the latter group. However, those not endorsing "people" do differ in their mode of involvement, relatively few (11 per cent) entering graduate school, and relatively many (42 per cent) finding employment in social work.

THE ACADEMIC PERFORMANCE INDEX (API)[1]

As might be expected, academic performance, the record of achievement in course work during the four years of college, turns out to be the single most important variable in the analysis of career plans, and is involved in many of the relevant questions analyzed: Are the brightest students going on for postgraduate training? How many of the brightest students are lost to graduate and professional school? Are different fields of work and study getting equal shares of the better students?

Because these questions are very important, it is necessary to begin with a description of the measure of academic performance used in this research. Perhaps it would have been desirable to administer intelligence or aptitude tests to the entire sample. Such a procedure was impossible, and even if it could have been done, enormous problems would have arisen in the choice of dimensions to measure. Therefore, we employed a global measure of intellectual performance--the student's cumulative grade point average. It offered a number of advantages: (a) the data were easy to collect without extracting records or administering tests; (b) pre-test results indicated that student reports of GPA's are highly accurate when compared with registrars' records; (c) graduate and professional schools often make use of GPA's as a selection criterion; (d) GPA's tap actual achievement rather than potential and thus get at what a student has "delivered" as well as what he might be able to do.

There are two drawbacks to the measure, however. First, GPA's are a composite measure rather than a pure measure of any psychological dimension because both native ability and motivation contribute to grades. Second, GPA's are very much school-bound, and research evidence, as well as folklore, tells us that a "B" at such-and-such a school is probably worth an "A" at so-and-so and is equivalent to a "C" at some other school. The first problem

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[1]This appendix is excerpted from the major report on the NORC college seniors study, James A. Davis, Great Aspirations (Chicago: Aldine Publishing Co., 1964), pp. 26-29.

was ignored, on the assumption that what was wanted was a global measure of performance rather than a measure of pure psychological factors.

In order to meet the second objection, the following steps were taken:

a. For 114 of 135 sample schools, the research staff of the National Merit Scholarship Corporation[2] made available average scores for entering freshmen who had taken the test administered throughout the nation by that organization to select candidates for its scholarships. This test correlates strongly with similar tests such as the Scholastic Aptitude Test administered by the College Entrance Examination Board.

b. For the twenty-one schools with no National Merit data available, average National Merit scores were estimated on the basis of available data (Phi Beta Kappa chapters, library expenditures, etc.) that correlated with National Merit scores among the other schools in the sample.

c. On the basis of these scores, the schools were ranked in one of four classes:

Class	Number of Schools	Per Cent of Students in Representative Sub-sample
I	11	6
II	12	8
III	71	54
IV	41	32
	135	100 (3,397)

---

[2]Alexander Astin, John Holland, and Donald Thistlethwaite of the National Merit Scholarship Corporation were unusually helpful in this, as well as in many other aspects of the research.

d.   In each class an arbitrary cutting point on GPA was established as follows:

School Class	GPA								
	A	A-	B+	B	B-	C+	C	C-	D+
I									
II									
III									
IV									

Top Fifth ... *Above Average* ... *Bottom Half*

The effect was to divide the students into three groups:

"Top Fifth": 19 per cent of the students. This group consists of straight A students from Group IV schools, A and A- students from Group III schools, B or better students from Group II, and B- or better students from Group I. Thus this high performance group consists of the A students from the schools that graduated 86 per cent of the sample and B and B- students from the small group of highly selective institutions.

"Above Average": 37 per cent of the sample. This group consists of B to A- students in Group IV, B- to B+ students in Group III, C+ to B- students in Group II, and C to C+ students in Group I.

"Bottom Half": 45 per cent of the sample. This group comprises those whose grade averages were below that of the two groups defined above.

APPENDIX II

ESTIMATION OF SIZE OF JUNE, 1961, GRADUATING CLASS[1]

The total number of students receiving bachelor's degrees from American colleges and universities in June, 1961, was estimated in the following way:

1. From U. S. Office of Education publications we obtained projections of the number of bachelor's and first professional degrees awarded in 1959-60 and to be awarded in 1961-62.

2. On the basis of 1 above, the number of graduates for the year 1960-61 was interpolated.

3. First professional degrees that are not also undergraduate bachelor's degrees were subtracted from the figures arrived at in 2 above.

    a. It was ascertained which institutions offer first professional degrees that are not undergraduate bachelor's degrees. Students in five-year baccalaureate programs in fields such as engineering and architecture were included. Students graduating from a professional school that required two or more years of undergraduate work prior to admission were viewed as receiving graduate degrees and were excluded.

    b. The total number of first professional degrees that are not undergraduate bachelor's degrees was estimated from Office of Education reports of degrees awarded by field and institution during the academic year 1958-59.

4. On the basis of reports from the sample schools, it was estimated that approximately 25 per cent of the bachelor's degrees awarded by American colleges and universities are conferred at times other than June. The total resulting from step 3 above was therefore multiplied by 75 per cent. This resulted in an estimate of 265,000 bachelor's degrees awarded in June, 1961.

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[1]This appendix is excerpted from Appendix 2 of James A. Davis, _Great Aspirations_ (Chicago: Aldine Publishing Co., 1964), pp. 251-52.

APPENDIX III

QUESTIONNAIRES

This appendix contains the questionnaires used on the first three
waves of the NORC college seniors study. Each is identified by a survey
number. The first questionnaire was completed by respondents immediately
prior to graduation, in the spring of 1961 (Survey 431); the second was
administered by mail in the spring of 1962 (Survey 450); the third wave was
completed in the spring of 1963 (Survey 450X).

NATIONAL OPINION RESEARCH CENTER

UNIVERSITY OF CHICAGO
5720 WOODLAWN AVENUE · CHICAGO 37 · ILLINOIS

April, 1961

Dear Student:

National Opinion Research Center, a non-profit research organization affiliated with the University of Chicago, has been asked by three Federal agencies, the U.S. Office of Education, The National Science Foundation, and the National Institutes of Health, to survey the career plans of seniors in American colleges and universities.

You are one of 40,000 students in 135 schools who have been chosen by scientific probability sampling methods to participate in this study.

The research is designed to yield important information on the relationships between college experiences and career plans.

The questionnaire requires 30 minutes or so to fill out. Please answer the questions as frankly and accurately as you can. Your answers will be absolutely confidential, and no individual student's answers will be revealed in the reports, which will be based on statistical tabulations.

Almost all of the questions can be answered by drawing a circle around one or more numbers or letters in the right hand margins of the questionnaire. Thus:

> I am now-- (Circle one.)
>
> A student in high school 1
> A student in college . . . . . . (2)
> A student in graduate or pro-
> fessional school X

NOTE: After each question there are instructions in parentheses. Please follow these instructions closely as they are very important for data processing.

A. If it says "(Circle one.)," draw a circle around only the one number or letter which best describes your answer, even though one or more other alternatives might be relevant.

B. If it says "(Circle one in each column.)" or "(Circle one in each row.)," please look to see that you have circled one and only one number or letter in each of the appropriate rows or columns.

C. If it says "(Circle as many as apply.)," circle as many or as few numbers or letters in the columns or rows as you think are relevant.

If you are interested in the results of this study, please write a letter or card requesting a copy of the results to National Opinion Research Center, 5720 South Woodlawn, Chicago 37, Illinois, after October, 1961.

Thank you very much for your help.

Sincerely,
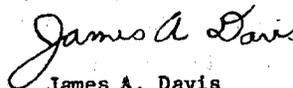
James A. Davis
Study Director

Survey 431

I. Plans For This Coming Fall

1. What will you be doing this Fall?

   Circle the number which describes what you will be doing this Fall.
   If you expect to be doing two things simultaneously, circle both. If
   you are considering two alternative plans, circle only the more probable.

   Working full time at a type of job which I expect to be my long run career
   field 2   (9)

   Non-career military service 3   1

   Working full time at a civilian job which will probably not be my long run
   career field 4

   Housewife 5

   Graduate study in an arts and science field (physical science, biological
   science, social science, humanities) 6

   Graduate study in a professional field (law, medicine, engineering,
   education, agriculture, social work, etc.) 7

   Other (Circle and specify:_____) . . . 8

2. How definite are the plans you circled in question 1? (Circle one.)

   Quite definite X   (10)

   Fairly definite, but subject to change. . . . 0   y

   Quite indefinite 1

3. If you are considering a set of alternative plans, different from the ones you
   circled in question 1, indicate them by circling the appropriate numbers below,
   using the categories from question 1.

   If you have no alternative plans in mind, circle the number nine below.

   2   3   4   5   6   7   8   9   (11)
                                                                   1

4. At the time you entered college, what were your plans for study beyond the bachelor's
   degree? (Circle one.)

   I planned to go into a line of work which requires graduate or
   professional training X   (12)

   I planned to go on for graduate or professional training, but I didn't   y
   have a specific field in mind 0

   I planned to stop at the bachelor's degree 1

   I didn't have any definite plans 2

5. Have you applied for admission to any graduate or professional school for the coming
   year? (Circle one.)

   *No, and I do not expect to go to school next year 4   (13)

   **No, but I do expect to go to school next year 5   9

   ***Yes, I applied to one school 6   IF 4,

   ***Yes, I applied to 2 or 3 schools 7   SKIP
                                                                           TO
   ***Yes, I applied to 4 or more schools 8   COL.
                                                                           23

   *IF "NO, AND DO NOT EXPECT TO GO TO SCHOOL NEXT YEAR": SKIP TO QUESTION 7.

   **IF "NO, BUT I DO EXPECT TO GO TO SCHOOL NEXT YEAR": SKIP TO QUESTION 6.

   ***IF "YES": PLEASE ANSWER a, b, AND c.

   a. How many schools accepted you? (Circle one.)

   None 0   (14)

   One 1   4

   More than one 2

b. How many schools rejected your application? (Circle one.)

None	5	(15)
One	6	9
More than one	7	

c. Have you any applications pending? (Circle one.)

Yes	0	(16)
No	1	y

6. Did you apply (or were you nominated) for financial support (scholarship, fellowship, assistantship, etc.) for this Fall? (Circle one.)

*No	7	(17)
**Yes	8	9

*IF "NO": Did you not apply because-- (Circle any which apply.)

I had no intention of going to school at the time applications were due . 0   (18)

I wouldn't need any support of this type 1   y

The amount I could get would have been too little 2

The duties attached would have been unsatisfactory 3

I didn't think I could get any 4

It didn't occur to me to apply 5

Other (Circle and specify:_____) . . . 6

**IF "YES": PLEASE ANSWER a, b, c, AND d.

a. To where did you apply or was your nomination sent? (Circle one or more.)

The school I will (probably) attend	0	(19)
Other schools or schools	1	y
Other source (government, private foundation, etc.)	2	

b. Which ones offered you aid? (Circle one or more.)

The school I will (probably) attend	4	(20)
Other school or schools	5	9
Other source (government, private foundation, etc.)	6	
No offers	7	

c. Which of the following do you expect to receive next year? (Circle one or more.)

Scholarship for part tuition	1	(21)
Scholarship for full tuition	2	9
Fellowship for tuition plus an amount under $1,000.	3	
Fellowship for tuition plus $1,000 or more	4	
Teaching assistantship	5	
Research assistantship	6	
No financial support of this type	7	
Don't know yet	8	

d. From which of the following source or sources do you expect to receive financial aid (scholarship, fellowship, assistantship, etc.)? (Circle one or more.)

No financial aid of this type expected	1	(22)
School I will attend	2	0
Private foundation, philanthropic organization, etc..	3	
U.S. Federal government:		
National Defense Act	4	
National Science Foundation	5	
Public Health Service - National Institutes of Health	6	
Other	7	
State or local government (U.S.)	8	
Other (Circle and specify:_____).	9	

3

ARE YOU SURE OR FAIRLY SURE THAT YOU WILL BE ATTENDIN` GRADUATE OR PROFES``IONAL SCHOOL
NEXT YEAR? (ACADEMIC YEAR 1961-1962)?

     IF YES: PUT A CHECK IN THIS BOX AND SKIP TO QUESTION 13 . . . . □

IF YES,
SKIP TO
COLUMN
32

     IF NO: ANSWER QUESTIONS 7 THROUGH 12.

---

7. If there were no obstacles in terms of finances, grade records, getting admitted,
etc., would you <u>like</u> to go on for graduate or professional study in the future?
(Circle one.)

                                             Yes . . . . 2 <u>(23)</u>

                                             Maybe 3   5

                                             No 4

---

8. Do you expect to go on for graduate or professional school sometime in the
future? (Circle one.)

                                    No . . . . 5 <u>(24)</u>

                                    Probably not 6   9

                                    *Probably yes 7

                                    *Yes 8

    IF "PROBABLY YES" OR "YES": PLEASE ANSWER a AND b.

  a. Do you expect that your future employer will send you or pay for your future
studies? (Do not count savings from your pay or anticipated veteran's
benefits.) (Circle one.)

                                      Yes . . . . 0 <u>(25)</u>

                                      No 1   y

  b. When will you start your graduate or professional studies?
Make your single best prediction. (Circle one.)

                              Academic Year

                                '62 - '63 . . . . 0 <u>(26)</u>

                                '63 - '64 1   y

                                '64 - '65 2

                                '65 - '66 or after 3

                        No specific date in mind . . . 4

---

9. Do you have a definite job (including military service) lined up after
graduation? (Circle one.)

                      Yes . . . . 6 <u>(27)</u>

                      No, but I intend to be working 7   9

                      No, I do not intend to be working . . . 8

---

10. Since you've been in college, have you at any time considered going on for
graduate study or considered an occupation which would require professional
training beyond a bachelor's degree? (Circle one.)

              I never thought of it . . . . 2 <u>(28)</u>

              I thought about it, but I never considered it seriously 3   1

              I considered it seriously, but decided against it 4

              I do plan to go on, but not next year 5

---

11. To what extent did immediate financial obstacles (not doubts about the long ru\
economic value of further study) affect your decision regarding graduate or
professional school <u>next year</u>? (Circle one.)

                      Financial obstacles had nothing to do with it . . . . 6 <u>(29)</u>

                  *Financial obstacles played some part in my decision . 7   9

                *Financial obstacles are the major reason I am not
                  going on for further study next year 8

* Please answer question at top of next page.

4

*Listed below are some selected types of financial assistance. Circle any type which in itself (not in combination with the others) would have made it possible for you to go on to graduate or professional school next year.

Tuition Scholarship 0   (30)
                                         9

Fellowship for tuition plus $1,000 cash 1

Loan for tuition which would not have to be
   paid back until I was out of school 2

Loan for tuition plus living expenses which would
   not have to be paid back until I was out of school. 3

10-20 hour a week job as a teaching or research
   assistant 4

Financial help from my parents 5

Payment of all my current debts for undergraduate
   education 6

None of these 7

12. Which of the following best explains why you do not anticipate going to graduate or professional school next year? (Circle any which apply.)

No desire to do so . . . . y   (31)
                                        SP

Can get a desirable job without further schooling 0

Financial obstacles 1

Low grades in college 2

Family responsibilities 3

I would rather get married 4

I want to get practical experience first 5

I don't think I have the ability 6

I lack the necessary undergraduate course prerequisites . . . 7

I'm tired of being a student 8

Military service 9

I will be in a company training program which provides
   the equivalent X

SKIP TO QUESTION 18, "FIELDS AND CAREERS"   SKIP TO
                                                                     COLUMN
                                                                            38

IF YOU ARE SURE OR FAIRLY SURE THAT YOU WILL BE ATTENDING GRADUATE OR PROFESSIONAL SCHOOL NEXT YEAR, ANSWER QUESTIONS 13-17.

13. Have you decided upon the specific school you will attend? (Circle one.)

                                                        Yes 7   (32)
                                                                    9
                                                        No 8

14. Write below the name of the school that you will most probably attend next Fall.

   (Name of School)   (City)   (State or Country)

a. Is the above school the one you are now attending? (Circle one.)

                                                Yes 4   (33)
                                                                    6
                                                        No 5

15. If you were absolutely free to choose (ignoring finances, admissions, etc.) would you prefer to-- (Circle one.)

              Go to the same school I expect to attend next year 0   (34)
              *Attend a different school. 1   y

5

IF "ATTEND A DIFFERENT SCHOOL": Did any of the following prevent you from attending the school you would really prefer? (Circle any which apply.)

Wasn't offered any financial support (scholarship, fellowship, assistantship) 2   (35)

Was offered support, but it was too little 3   9

Was refused admission or didn't apply because I thought I would be refused 4

Financial obstacles other than scholarship, assistantship, etc. 5

Limited to schools in a particular community 6

Other (Circle and specify:_____) . . . 7

---

16. If you were absolutely free to choose (ignoring finances, admissions, etc.) would you prefer to-- (Circle one.)

Study in the same field I will be in 0 (36)

*Study in a different field 1   y

IF "STUDY IN A DIFFERENT FIELD": Did any of the following prevent you from studying in the field which you really prefer? (Circle any which apply.)

Wasn't offered any financial support (scholarship, fellowship, assistantship) 2   (37)

Was offered support, but it was too little 3   9

Was refused admission or didn't apply because I thought I would be refused 4

Financial obstacles other than scholarship, assistantship, etc. 5

Limited to schools in a particular community 6

Other (Circle and specify:_____) . . . 7

---

17. In terms of your finances during the next academic year when you are in graduate or professional school, from which of the following sources do you expect to receive $200 or more? (Circle any which apply.)

Full time job 1 (38)

Part time job other that teaching or research assistantship . . . 2   9

Withdrawals from savings 3

National Defense Education Act Loan 4

Other Loan 5

Parents or relatives 6

Income from spouse's employment 7

Other (Circle and specify:_____) . . 8

IMPORTANT

The following list of fields is to be used in answering Questions 18 through 24. Read the instructions for these questions found on page 8 before using the list.

Business and Administration
92 Accounting
90 Advertising, Public Relations
9X Military Service, Military Science
97 Secretarial Science (or employed as a secretary)
72 Industrial or Personnel Psychology
91 All other business and commercial fields (Business Administration, Marketing, Insurance, Finance, Industrial Relations, etc.)
93 Public Administration (or employed as government administrator if not covered by other fields)

Engineering
10 Aeronautical
11 Civil (including Agricultural, Architectural, Civil, Sanitary)
12 Chemical (including Ceramic)
13 Electrical
14 Engineering Science, Engineering Physics, Engineering Mechanics
15 Industrial
16 Mechanical (including Naval Architecture and Marine, Welding, Textile)
17 Metallurgical
18 Mining (including Mining, Geological, Geophysical, Petroleum)
1X Engineering, General and other specialties

6

Physical Science (NOTE: Secondary School Science
        Teaching is classified under Education)
01 Astronomy, Astrophysics
02 Chemistry (excluding Biochemistry
        which is 32)
03 Physics (excluding Biophysics which is 34)
04 Geography
05 Geology, Geophysics
06 Oceanography
07 Metallurgy
08 Meteorology (Atmospheric sciences)
OX Physical Science, General and other
        specialties

09 Mathematics and Statistics (NOTE: Secon-
        dary School Mathematics Teaching is
        classified under Education)

Education (NOTE: Junior College, College and
        University Teaching should be coded by
        Field of Specialization, not as Educa-
        tion)
50 Elementary (including Kindergarten and
        Nursery School)
    Secondary--Academic Subject Fields
    51 English
    52 Modern Foreign Languages
    53 Latin, Greek
    54 History, Social Studies
    55 Natural Science (General, Physics,
            Chemistry, Biology, etc.)
    56 Mathematics

    Specialized Teaching Fields
    57 Physical Education, Health, Recrea-
            tion
    58 Music Education
    59 Art Education
    60 Education of Exceptional Children
            (Including Speech Correction)
    61 Agricultural Education
    62 Home Economics Education
    63 Business Education
    64 Trade and Industrial Education
            (Vocational)
    65 Industrial Arts Education (Non-
            Vocational)
66 Counseling and Guidance
67 Educational Psychology
68 Administration and Supervision
6X Education, General and other specialties

Health Professions
20 Dentistry or Pre-Dentistry
21 Medicine or Pre-Medicine
22 Nursing
23 Optometry
24 Pharmacy
25 Physical Therapy
26 Occupational Therapy
27 Veterinary Medicine or Pre-Veterinary
28 Medical Technology or Dental Hygiene
2X Other Health Fields

Biological Sciences
30 Anatomy
31 Biology
32 Biochemistry
33 Botany and Related Plant Sciences (Plant
        Pathology, Plant Physiology, etc.)
34 Biophysics
35 Entomology
36 Genetics

37 Microbiology (including Bacteriology, Mycology,
        Parasitology, Virology, etc.)
38 Pathology
39 Pharmacology
40 Physiology
41 Zoology
3X Other Biological Science Fields

Agricultural and Related Fields
45 Agricultural Sciences (including Animal Hus-
        bandry, Agronomy, Farm Management, Horticul-
        ture, Soil Science, Soil Conservation, etc.)
46 Forestry, Fish and Wild Life Management
27 Veterinary Medicine
47 Farming (Code as occupation only, not as
        field of study)

Psychology (NOTE: Code Psychiatry as Medicine 21)
70 Clinical Psychology
66 Counseling and Guidance
67 Educational Psychology
71 Social Psychology
72 Industrial and Personnel Psychology
73 Experimental and General Psychology
74 Other Psychological Fields

Social Sciences
75 Anthropology, Archeology
76 Economics
04 Geography
83 History
77 Area and Regional Studies
78 Political Science, Government, Interna-
        tional Relations
93 Public Administration
79 Sociology
96 Social Work, Group Work
7X Social Science, General and Other

Humanities
80 Fine and Applied Arts (Art, Music, Speech,
        Drama, etc.)
81 English, Creative Writing
82 Classical Languages and Literatures
83 History
84 Modern Foreign Languages and Literatures
85 Philosophy
8X Humanities, General and Other Fields

Other Fields and Occupations
86 Architecture, City Planning
94 Foreign Service (Code as occupation only,
        not field of study)
98 Home Economics (Code either as a field of
        study or as an occupation if you mean
        working as a home economist for pay)
99 Housewife (Code as occupation only, not as
        field of study)
87 Journalism, Radio-Television, Communications
95 Law, Pre-Law
88 Library Science, Archival Science
96 Social Work, Group Work
89 Theology, Religion (Employment as a Clergyman
        or religious worker)

X0 Field of Study or Job Which has no Near
    Equivalent in This List (If you use this
        code, please describe your field in a
        word or two under the questions where
        it applies.)

X1 Do not expect to be either employed full
    time or to be a Housewife (Code only for
        questions about careers, not for field of
        study.)

7

> **II. Fields and Careers**

On pages 6 and 7 of this questionnaire is a list of fields of study
and employment. Each one can be used to describe a field of study or a
type of job. Thus, for example, in questions about fields of study,
"Psychology" means college courses in psychology; in questions about
careers, "Psychology" means the occupation of psychologist.

IMPORTANT NOTE:

When you have chosen the field or occupation from the list which is your
answer to one of the questions below, please write the two numbers or
letters of that field in the double box at the end of that question. For
example, if "Clinical Psychology" is now your major field, write its code
number (70) in the boxes at the end of question 18 thus:

$$\boxed{7 \mid 0}$$

18. Present major field?

    If you have a joint major, give the one with the most course credits.   (39-40)
    X X

19. Previous major field?

    If you have not shifted majors, write "yy" in the boxes.

    If you have several previous majors, give the first one in which
    officially registered.   (41-42)
    X X

20. Future graduate or professional major?

    If you do not plan to ever go to graduate or professional school,
    write "yy" in the boxes.

    If you plan study in several fields, give the main one.   (43-44)
    X X

21. Anticipated career field?

    Please give what you expect to be your long-run career and ignore
    any school, stop-gap job, or temporary military service which
    might precede it.

    If you are a woman, use "Housewife (99)" only if you do not expect
    to work full time until your children are grown.   (45-46)
    X X

    In addition to writing the code in the boxes, please describe your
    anticipated career in a few words here:_____

    _____

22. Possible alternative career field?

    If none, write "yy" in the boxes.

    If your alternative has the same code number as the one to
    question 21, write "yy" in the boxes.

    If more than one alternative, give the most likely only.   (47-48)
    X X

23. Career preference when you started college?

    Give your single strongest preference even if it was vague or if
    there were several alternatives.

    If absolutely no preference, write "yy" in the boxes.   (49-50)
    X X

24. Any alternative career field seriously considered during college which is not
    mentioned in questions 21, 22, or 23?

    If none, write "yy" in the boxes.   (51-52)
    X X

    > **NOTE:** THE NEXT THREE QUESTIONS REFER TO YOUR ANSWER
    > TO QUESTION 21 (ANTICIPATED CAREER FIELD). IF YOU
    > CODED "99" OR "X1" AS YOUR ANSWER TO QUESTION 21,
    > PLEASE SKIP TO QUESTION 28. OTHERWISE, ANSWER ALL
    > THREE QUESTIONS.

25. Which of the following will be your most likely employer when you begin full time work in your anticipated career field? (If you have a definite expectation, circle one; if not, circle the most likely possibilities.)

Private company with 100 or more employees . . . . y (53)

Private company with fewer than 100 employees or professional partnership . X SP

Family business 0

Self-employed 1

Research organization or institute 2

College or University or Junior College 3

Elementary or Secondary School or School System 4

Other educational institutions (e.g. Technical Vocational School). . 5

Federal Government (U.S.) 6

State or Local Government 7

Hospital, Church, Clinic, Welfare Organization, etc. 8

Other (Circle and specify:_____). . . 9

26. How do you feel about the occupation which you checked as your anticipated career field? (Circle one.)

I strongly prefer it to any other 0 (54)

I could be tempted by one or more alternatives . . . . 1 y

I would prefer one or more alternatives 2

27. The following activities cut across a number of specific jobs. Which ones do you anticipate will be an important part of your long run career work? (Circle any which apply.)

Teaching 3 (55)

Research 4 9

Administration 5

Service to patients or clients. 6

None of these 7

28. Regardless of your career plans now, when you first enrolled as a freshman in college did you have-- (Circle one.)

One particular kind of work in mind 5 (56)

Two or more alternative kinds of work in mind. 6 9

No specific career plans at that time 7

Planned to be a housewife 8

29. Which of these characteristics would be very important to you in picking a job or career? (Circle as many as apply.)

Making a lot of money . . . . y (57)

Opportunities to be original and creative . . . . X SP

Opportunities to be helpful to others or useful to society 0

Avoiding a high pressure job which takes too much out of you 1

Living and working in the world of ideas 2

Freedom from supervision in my work 3

Opportunities for moderate but steady progress rather than the chance of extreme success or failure 4

A chance to exercise leadership 5

Remaining in the city or area in which I grew up 6

Getting away from the city or area in which I grew up 7

Opportunity to work with people rather than things 8

None of these 9

30. Listed below are six groups of occupations. The occupations within each group are similar to each other in many ways.

In Column A, circle the two types you would like best.

In Column B, circle the two types you would like least.

Consider the jobs as a group, not particular ones, and rate them only in terms of whether you would like that type of work regardless of whether such jobs are realistic career possibilities. Disregard considerations of salary, social standing, future advancement, etc.

Occupations	A. Two Best Liked Groups	B. Two Least Liked Groups
Construction inspector, electrician, engineer, radio operator, tool designer, weather observer	X	X
Physicist, anthropologist, astronomer, biologist, botanist, chemist	0	0
Social worker, clinical psychologist, employment interviewer, high school teacher, physical education teacher, public relations man	1	1
Bank teller, financial analyst, IBM equipment operator, office manager, statistician, tax expert	2	2
Business executive, buyer, hotel manager, radio program director, real estate salesman, sales engineer	3	3
Actor, commercial artist, musician, newspaper reporter, stage director, writer	4	4

(58) (59)
 y   y

---

31. Please circle all the statements which describe your feelings about these specific occupations. (Circle as many or as few as apply in each column.)

	(60) SP Research Physicist or Chemist	(61) SP College Professor	(62) SP High School Teacher	(63) SP Physician	(64) SP Engineer	(65) SP Business Executive
This sort of work would be very interesting	y	y	y	y	y	y
I don't have the ability to do this kind of work	X	X	X	X	X	X
I probably couldn't make as much money at this type of work as I'd like to make . .	0	0	0	0	0	0
One would have to devote too much time and energy to this work. I want to be able to spend more time with my family and friends	1	1	1	1	1	1
One would have to invest more time and money in preparing for this occupation than I feel I could afford	2	2	2	2	2	2
I know as a personal friend, or family friend, one or more people in this field. .	3	3	3	3	3	3
My parents would disapprove of my going into this field . .	4	4	4	4	4	4
My personality isn't suitable for work in this field . . .	5	5	5	5	5	5
People with my religious, racial, or family background don't have much chance of success in this field . . .	6	6	6	6	6	6
Wouldn't be challenging enough for me	7	7	7	7	7	7
I wouldn't like the life I'd have to lead outside the job	8	8	8	8	8	8
This is my father's occupation	9	9	9	9	9	9

32. Please rate the following in terms of their effect on your career plans or decisions during college. (Circle one in each row.)

	Very Important	Fairly Important	Un-important	Never Received Any	
a. Vocational or similar psychological tests	5	6	7	8	(66) 9
b. Discussions with my academic advisor . .	0	1	2	3	(67) 4
c. Discussions with faculty members other than my advisor	5	6	7	8	(68) 9
d. Advice from parents	0	1	2	3	(69) 4
e. Interviews with a professional psychological or vocational counselor	5	6	7	8	(70) 9

33. a. What is your opinion about the recently established Peace Corps? (Circle one.)

An excellent program about which I am enthusiastic . . . 2   (71)

A good idea of which I am very much in favor 3   9

A good idea but I am not enthusiastic 4

Probably a good idea but I am not enthusiastic 5

Probably not a good idea but I am not sure 6

Definitely not a good idea 7

Don't know enough about it to have an opinion 8

b. What are you personally likely to do about the Peace Corps? (Circle one.)

Definitely not volunteer 0   (72)

Am thinking about volunteering but have not made up   y
my mind yet 1

Have thought about volunteering but probably would not. . 2

Am probably going to volunteer 3

Have already volunteered 4

I am not sure what I will do 5

c. Have you filled out the Peace Corps Questionnaire? (Circle one.)

Yes 6   (73)

No, but I intend to do so 7   9

Definitely No 8

d. Here are some reasons young people have given for their personal reactions to the Peace Corps. Designate reasons both for volunteering and for not volunteering if both kinds seem pertinent to you. (Circle any which apply in your own case.)

(1) Reasons for volunteering:

To make a personal contribution to world peace 3   (74)

The attraction of working closely with others 4   9

The opportunity to learn about foreign cultures and languages . . . 5

It would give me a chance to decide what kind of career I
really want 6

To help the poorer nations of the world improve their economic
conditions 7

It would further my career 8

(2) Reasons for not volunteering:

Family and personal obligations 1   (75)

Not eligible on physical grounds 2   9

Opposed to the general idea of a Peace Corps 3

It would interrupt my career 4

Too long a period of service 5

Low pay, undesirable working conditions, etc. 6

I don't have skills which would be useful to the Peace Corps . . . 7

My personality isn't suitable for that type of service 8

11

III. College Experience

34. Did you do all of your college work at this school? (Circle one.)

Yes . . . . X (9)
No, transferred after freshman year . . . . 0 y
No, transferred after sophomore year. 1
No, transferred after junior year 2
No, started here, attended a year or more
    elsewhere, and then returned 3

35. Were you regularly employed during this academic year? (Circle any which apply.)

No 4 (10)
Yes--   9
    Full time job which is relevant to my anticipated career field 5
    Full time job which has nothing to do with my anticipated career field 6
    Part time job which is relevant to my anticipated career field 7
    Part time job which has nothing to do with my anticipated career field 8

36. In which of the following have you been an active participant at this school? (Circle any which apply.)

    Editorial staff of campus publication 0 (11)
    Musical or dramatic group . . . . 1 y
    Business staff of campus publication or other campus group 2
    Campus group concerned with national or world issues 3
    Inter-collegiate (varsity) athletics 4
    Fraternity, Sorority (or equivalent) 5
    Special interest group (e.g., Psychology Club, Outing Club) 6
    Student government 7
    Other (Circle and specify:_____) . . 8
    None 9

37. Please call to mind the students of your own sex who are your closest friends here. Where did you meet them? (Circle any which apply)

Knew them before I came here . . . . X (12)
Dormitory or rooming house . . . . 0 y
My Fraternity or Sorority (or equivalent) 1
Campus activities 2
Classes in my major field 3
Classes in other fields 4
Other (Circle and specify:_____) . 5
No close friends here 6

38. Of your close friends here, how many are going on next year for graduate or professional studies? (Circle one.)

All or almost all . . . . X (13)
More than half . . . . 0 y
Less than half 1
Few or none 2
No close friends here 3

39. Which of the following best describes where you lived this year? (Circle any which apply.)

Fraternity, Sorority (or equivalent) 5 (14)
Dormitory or other campus housing 6 9
Off-Campus room, apartment, house 7
With my parents 8

12

40. Listed below are some college courses which you might have taken. Please circle the number of any statements which describe your reactions. (Circle any which apply in each row. If none apply, leave the row blank.)

	(15) 9	(16) 9	(17) 9	(18) 9	(19) 9
	Physics, Chemistry	Mathe-matics	Biology, Zoology, Botany	Social Sciences	English
I took one or more courses in this field or area during college	X	Y	X	X	X
I didn't take any courses in this field or area during college	0	0	0	0	0
I found this course content very interesting	1	1	1	1	1
I found this course content very dull . .	2	2	2	2	2
I have a flair for course work in this area	3	3	3	3	3
I found this area rough going academically	4	4	4	4	4
Teachers in this area encouraged me to go on in the field	5	5	5	5	5
I admire many of the teachers in this area as persons not just as professors.	6	6	6	6	6
By and large, the teachers in this area are not the kind of person I'd like to be	7	7	7	7	7
One or more of my close friends is majoring in this	8	8	8	8	8

41. Listed below are some purposes or results of college. Circle the one which is most important to you personally, and also circle the one which you think is most important to the typical student here. (Circle one in each column.)

	Most Important to me Personally	Most Important to the Typical Student here	
A basic general education and appreciation of ideas	0	5	(20)(21)
Having a good time while getting a degree	1	6	4 9
Career training	2	7	
Developing the ability to get along with different kinds of people	3	8	

42. Have you had any experience in original research (participating in collecting and analyzing raw data or conducting an experiment, not writing papers based on published sources or doing experiments from a laboratory manual) during your college studies? (Circle any which apply.)

No, I have never participated in original research 2   (22)
                                                                   9

Yes, I have--
  a. Participated in research as part of a course 3
  b. Been employed by a faculty member as a research assistant 4
  c. Had an off-campus job (summer or during school year) working in research 5
  d. Participated in a summer research training program sponsored by the government or private foundation 6
  e. Conducted a research project on my own (e.g. senior thesis). 7
  f. Other (Circle and specify:_____) . 8

13

43. What is your current academic status?   (Circle one.)

    Registered Spring term and studying for a bachelor's degree to be
    awarded at Spring commencement (May, June, July, but before Summer
    session commencement) 0   (23)
                                                                          3

    Registered Spring term and studying for a bachelor's degree to be
    awarded at Summer session commencement 1

    Other (Circle and briefly specify your academic status:_____

    _____) . 2

---

44. When you graduate, how much personal indebtedness will you have for your
education? (Count only money you owe for tuition or living costs during
school, not payments on car, appliances, clothes, etc.) (Circle one.)

                                        None 5   (24)
                                                   9
                                     Some, but less than $500 . . . 6
                                     $500 - $999 7
                                     $1,000 or more 8

---

45. What is your overall (cumulative) grade point average for undergraduate work at
your present college?

IMPORTANT: If your school uses letter grades (A,B,C, etc.) please circle the
code number which is closest to your letter grade average.
Warning: The number which you circle probably does not correspond to the number
         equivalent at your school, e.g. at most schools "straight A" equals 4.0,
         here it equals "0".

If your school does not use letter grades, there should be special instructions
accompanying your questionnaire. If, through clerical error, the instructions
are missing, write your average in the margin.

(Circle one.)   Letter Grade   Code Number

                                      A 0 (25)
                                      A- 1   y
                                      B+ 2
                                      B 3
                                      B- 4
                                      C+ 5
                                      C 6
                                      C- 7
                                      D+ 8
                                      D or lower 9

---

46. Listed below are a number of awards and honors. Which of these have you received
during college or which are you fairly sure you will receive by the time you
graduate?   (Circle any which apply.)

    Dean's List . . . . y (26)
    Phi Beta Kappa X   SP
    Other honor society based on academic achievement 0
    Graduation with honors (cum) (Magna) (Summa) 1
    National Merit Scholarship holder, Finalist, or Semi-Finalist 2
    Other scholarship awarded on basis of academic ability 3
    Participation in "honors program" at this school 4
    Prize or award for scholarship or research work (e.g. "Smith prize for
      best biology experiment") 5
    Prize or award for literary, musical or artistic work 6
    Took one or more graduate level courses as an undergraduate 7
    Other award or honor 8
    No special honors 9

14

47. As best you know, how do you stand among the other people graduating in the same major field at your school? (Circle one.)

Top ten per cent . . . . 4 <u>(27)</u>

Top quarter, but not top ten per cent. . 5   9

Second quarter 6

Third quarter 7

Lowest quarter 8

48. What is your emotional feeling about your college or university? (Circle one.)

I have a very strong attachment to it . . . . X <u>(28)</u>

I like it, but my feelings are not strong 0   y

Mixed feelings 1

I don't like it much, but my feelings are not
    strong 2

I thoroughly dislike it 3

IV. Personal Characteristics

49. Your age at your last birthday? (Circle one.)

19 or younger . . . . . 0 <u>(29)</u>

20 1   y

21 2

22 3

23-24 4

25-29 5

30 or older 6

50. Sex. (Circle one.)

Male . . . . 7 <u>(30)</u>

Female 8   9

51. Marital Status. (Circle one.)

Single, don't expect to be married before Fall, 1961 . . . . . 4 <u>(31)</u>

*Single, expect to be married before Fall, 1961 5   9

*Married, one or more children or expecting a child 6

*Married, no children 7

Widowed, Divorced, Separated 8

*IF "MARRIED" OR "EXPECTING TO BE MARRIED BEFORE FALL, 1961": What will your
    spouse or future spouse most likely be doing next year? (Circle any which apply.)

Working full time . . . . 3 <u>(32)</u>

Working part time 4   9

Housewife, Mother 5

Going to School 6

Military Service 7

15

52. Religion:

    a. In which you were reared. (Circle one.)

                           Protestant (Circle and Specify)_____ X (33)

                           Roman Catholic 0   y

                           Jewish 1

                           Other (Circle and specify:_____). 2

                           None 3

    b. Your present preference. (Circle one.)

                           Protestant (Circle and specify:_____). 5 (34)

                           Roman Catholic 6   4

                           Jewish 7

                           Other (Circle and specify:_____). 8

                           None 9

53. Your racial background. (Circle one.)

                           White . . . . X (35)

                           Negro 0   y

                           Oriental 1

                           Other (Circle and specify:_____). 2

54. How many--

    a. Older brothers or sisters do you have? (Circle one.)

                               None 0 (36)

                               One 1   4

                               Two 2

                               Three or more 3

    b. Younger brothers or sisters do you have? (Circle one.)

                               None 5 (37)

                               One 6   9

                               Two 7

                               Three or more 8

55. Are you a U.S. citizen? (Circle one.)

                           Yes, U.S. born . . . . X (38)

                           Yes, Naturalized 0   y

                           No, but I expect to stay in the U.S. 1

                           No, and I do not expect to stay in the U.S. 2

56. Please indicate your parents' (or step-parent's if parent is dead) highest educational attainment. (Circle one in each column.)

	Father	Mother	
8th grade or less	3	3	(39)(40)
Part High School	4	4	9 9
High School graduate	5	5	
Part College	6	6	
College graduate	7	7	
Graduate or professional degree beyond the bachelor's	8	8	

16

57. a. Which of the following categories best describes the usual occupation of the head of the household in your parental family? (Circle one.)

    Professional 1 (41)
    Proprietor or Manager 2   y
    Sales (Other than Sales Manager or Administrator) 3
    Clerical 4
    Skilled worker 5
    Semi-Skilled worker 6
    Service worker 7
    Unskilled worker 8
    Farmer or farm worker 9

    b. If the head of the household is a woman, also circle here 0

    c. If the head of the household is retired, also circle here X

58. Which of the following is the appropriate income category for your parental family? Consider annual income from all sources before taxes. (Circle one.)

    Less than $5,000 per year 2 (42)
    $5,000 - $7,499 3   9
    $7,500 - $9,999 4
    $10,000 - $14,999 5
    $15,000 - $19,999 6
    $20,000 and over 7
    I have no idea 8

59. Which of the following best describes the community which you think of as your home town during high school days? (Circle one.)

    Farm or open country . . . . X (43)
    Suburb in a metropolitan area of--   y
        more than 2 million population 0
        500,000 to 2 million 1
        100,000 to 499,999 2
        less than 100,000 3
    Central city in a metropolitan area or city of--
        more than 2 million population 4
        500,000 to 2 million 5
        100,000 to 499,999 6
        50,000 to 99,999 7
        10,000 to 49,999 8
        less than 10,000 9

60. Which of the following best describes the distance between your home town (when you were in high school) and your current college? (Circle one.)

    In the same city or within commuting distance . . . . X (44)
    Within four hours automobile drive or less 0   y
    More than four hours drive, but in the same state 1
    More than four hours drive, but in a different state 2

61. Please rate yourself on the following dimensions as you really think you are.
(Circle one in each row.)

		Very	Fairly	Neither	Fairly	Very		
a.	Unfavorable toward modern art	y	X	0	1	2	Favorable toward modern art	(45) 3
b.	Politically liberal	4	5	6	7	8	Politically conservative	(46) 9
c.	Conventional in opinions and values	y	X	0	1	2	Unconventional in opinions and values	(47) 3
d.	Religious	4	5	6	7	8	Non—religious	(48) 9

62. Listed below are some adejectives, some of which are "favorable," some of which are "unfavorable," some of which are neither.

Please circle the ones which best describe you. Consider only those which are most characteristic of you as a person. (Most people choose five or six, but you may choose more or fewer if you want to.)

(49) SP	(50) SP	(51) SP
Ambitious X	Good Looking X	Moody X
Athletic 0	Happy 0	Obliging 0
Calm 1	Hard Driving 1	Outgoing 1
Cautious 2	High Strung 2	Poised 2
Cooperative . . . 3	Idealistic 3	Quiet 3
Cultured 4	Impetuous 4	Rebellious . . . 4
Dominant 5	Intellectual 5	Reserved 5
Easy Going . . . 6	Lazy 6	Shy 6
Energetic 7	Low Brow 7	Sophisticated . . 7
Forceful 8	Methodical 8	Talkative 8
Fun Loving . . . 9	Middle Brow 9	Witty 9

18

63. Your replies to this questionnaire are completely confidential, and absolutely no information of any kind about specific persons will be released to your school or anyone else. Your sealed questionnaire will be read only by the research staff in Chicago. However, in order to assess the statistical representativeness of the students in the sample, and because we hope to follow up some of the students in the sample next year to determine the outcome of their plans, we must ask you the following:

PLEASE PRINT

A. Your Name

Last Name	First Name	Middle Name

B. Your most likely address one year from now

Name of residence hall, department, company, etc., if any

Street Address

City or Town	Zone	State or Country

C. Name and address of someone who will know where you are or could forward a letter to you if you were not at the address you listed above

Last Name	First Name	Middle Name

Street Address

City or Town	Zone	State or Country

D. Name and address of the high school or preparatory school from which you entered college

Name of high school or preparatory school

City or Town	Zone	State or Country

IMPORTANT

You have now completed the questionnaire. Please seal it (to maintain confidentiality) and return it to the field representative at your school, according to the instructions he has provided. WARNING: After you have sealed your questionnaire, your name will be inside. Make sure that you write your name and your return address on the outside back page, so that the field representative will know that you have returned your questionnaire.

TO SEAL: There is a gummed flap at the top of this page. Fold the questionnaire in half, and seal the folded questionnaire.

Thank you very much.

BACKGROUND INFORMATION

1. **What are you doing this Spring?** *(Circle any which apply)*

Working full-time........................... 4   11/3
Working part-time.......................... 5
Military service (full-time active duty)... 6
Housewife, mother.......................... 7
Going to school............................ 8
Other *(Circle and Specify)*_____ 9

---

2. **What is your current marital status?** *(Circle one)*

Single, no definite plans to be married at present................ X 12/y
Single, have definite plans to be married before Sept. 1, 1962.... 0
Single, have definite plans to be married, after Sept. 1, 1962.... 1
Widowed, Divorced, Separated *(answer A only)*..................... 2
Married *(answer A and B)*.. 3

IF WIDOWED, DIVORCED, SEPARATED, ANSWER A ONLY:
IF MARRIED, ANSWER A AND B:

A. How many children do you have now (count a current pregnancy as one child)? *(Circle one)*

None.................................... 5   13/R
One..................................... 6
Two..................................... 7
Three................................... 8
Four or more............................ 9

B. What is your spouse doing this Spring? *(Circle any which apply)*

Working full-time.......................... X 14/R
Working part-time.......................... 0
Military service (full-time active duty).... 1
Housewife, mother.......................... 2
Going to school............................ 3
Other *(Circle and Specify)*_____

                                               4

---

3. **What is your sex?**

Female........................... 1   15/0
Male............................. 2

A. IF FEMALE:

In the long run which one of the following do you really prefer and which one do you realistically expect?

	Really Prefer *(Circle one)*	Realistically Expect *(Circle one)*
Housewife only.	5	5
Housewife with occasional employment...	6	6
Housewife now, employment later........	7	7
Combining housewife with employment........	8	8
Employment only	9	9
	16/R	17/R

B. IF MALE:

1) Are you now on full-time active duty in the armed services? *(Circle one)*

Yes *(Skip to C below)* 0   18/R
No................................. 1

2) *IF NO:* Have you ever been on full-time active duty in the armed services for a period of at least six months? *(Circle one)*

Yes *(Skip to C below)*............. 3 19/R
No................................. 4

3) *IF NO:* Do you expect to be on active duty in the armed forces for a period of at least six months during the next five or six years? *(Circle one)*

Definitely yes..................... 6   20/R
Probably yes....................... 7
Probably no........................ 8
Definitely no...................... 9

C. How has your military status affected your plans for further education? *(Circle as many as apply)*

Not at all......................... 5   21/R
An influence toward:
  postponing entry into my graduate studies........................... 6
  beginning my graduate studies sooner... 7
  interrupting my graduate studies....... 8
  not hurrying through my graduate studies........................... 9

4. A. Where are you living now? *(Circle one)*

Farm or open country...X 22/y

Suburb in a metropolitan area of--

        more than 2 million population...................................... 0

        500,000 to 2 million.. 1

        100,000 to 499,999... 2

        less than 100,000.. 3

Central City in a metropolitan area of (or non-suburban city of)--

        more than 2 million population...................................... 4

        500,000 to 2 million.. 5

        100,000 to 499,999... 6

        50,000 to 99,999... 7

        10,000 to 49,999... 8

        less than 10,000................................ 9

B. Is the community in which you are now living the one which was your home town when you were in high school? *(Circle one)*

             Yes............................... X 23/y

             No............................... 0

5. Where were you living when you were in high school and where do you live now? *(Circle one in each column)*

		Home Town During High School *(Circle one)*	Now Living *(Circle one)*
NEW ENGLAND:	Conn., Maine, Mass., N.H., R.I., Vt.	X	X
MIDDLE ATLANTIC:	Del., D.C., Md., N.J., N.Y., Pa.	0	0
EAST NORTH CENTRAL:	Ill., Ind., Mich., Ohio, Wis.	1	1
WEST NORTH CENTRAL:	Iowa, Kans., Minn., Mo., Nebr., N.D., S.D.	2	2
SOUTH:	Ala., Fla., Ga., Ky., Miss., N.C., S.C., Tenn., Va., W. Va. ..	3	3
SOUTH CENTRAL:	Ark., La., Okla., Texas	4	4
MOUNTAIN:	Ariz., Colo., Idaho, Mont., Nev. N. Mex., Utah, Wyo.	5	5
WEST:	Calif., Oregon, Wash.	6	6
ALASKA OR HAWAII:		7	7
CANADA:		8	8
OTHER NON-U.S. *(Specify)*		9	9
		24/y	25/y

6. Please indicate:

		The highest degree you now hold *(Circle one)*	The next degree you expect to receive *(Circle one)*	The highest degree you expect to gain eventually *(Circle one)*
None or no further degree.....................		5	X	5
Bachelor's (undergraduate) e.g., B.A., B.S., B.E., B.Phar., etc...........................		6	0	6
POST BACHELOR'S	Professional e.g., LL.B., MSW, M.D., J.D., M.Ed., etc	7	1	7
	Arts and Science Master's e.g., M.A., M.S., etc	8	2	8
	Doctorate e.g., Ph.D., Ed.D., J.S.D., etc..................................	9	3	9
		26/4	27/y	28/4

7. When did you receive your bachelor's degree? *(Circle one)*

        I do not yet have a bachelor's degree..................... X 29/y

        Spring commencement, 1961................................. 0

        Summer session commencement, 1961........................ 1

        Other *(Specify)*_____ 2

EMPLOYMENT

8. Are you employed now? (Include active military service but not reserve programs.)   No.................... 7   30/6
    (Circle one)   Yes, full-time........ 8
                                              Yes, part-time........ 9

9. Have you worked at any full-time job since last June which you <u>no longer hold</u>?   *(Circle one)*
                                         Yes, Summer only............. 2   31/1
                                         Yes, other................... 3
                                         No........................... 4

10. How difficult was it to get a desirable civilian job?   *(Circle as many as apply)*
            I don't know because I didn't actually try to get a civilian job................................... X   32/y
            I continued with job I held before graduation... 0
            I got the kind of employment I wanted with very little effort..................................... 1
            I had to look around quite a bit, but I finally got the kind of job I wanted..................... 2
            I couldn't find the kind of job I wanted but I didn't look very hard.............................. 3
            I couldn't find the kind of job I wanted even though I looked very hard........................... 4

IF YOU ARE EMPLOYED NOW, FULL-TIME OR PART-TIME, ON A CIVILIAN OR MILITARY JOB, ANSWER QUESTIONS 11 THROUGH 17 IN TERMS OF THIS JOB.

IF YOU ARE NOT EMPLOYED NOW, ANSWER QUESTIONS 11 THROUGH 17 IN TERMS OF YOUR MOST RECENT FULL-TIME OR PART-TIME CIVILIAN OR MILITARY JOB.

IF YOU HAVE NOT BEEN EMPLOYED AT ALL SINCE JUNE, 1961 SKIP TO QUESTION 18.

11. What field best describes your job? (Inside the letter enclosed with the questionnaire is a list of fields of employment and study. *Enter the code number that best describes your job.)*   33-34/XX

12. Which of the following best describes your employer?   *(Circle any that apply)*
            I am self-employed, or in business owned by my family... y   35/R
            Private company with 100 or more employees.. X
            Private company with fewer than 100 employees... 0
            Professional partnership.. 1
            Research organization or institute.. 2
            College or University or Junior College... 3
            Elementary or Secondary School or School System... 4
            Hospital or Clinic.. 5
            Church, Welfare, or other non-profit organization... 6
            Federal Government (U.S.).. 7
            State or Local Government.. 8
            Other *(Circle and Specify)* _____ 9

13. Please describe:

    A. What kind of work do you do (e.g., high school physics teacher, assistant sales engineer, wheat farmer, clothing buyer for department store)? _____

       _____

    B   The two major duties: (1) _____

                            (2) _____

4

14. Whether or not they are important to you, personally, please rate your job in terms of... (rate each opportunity as either Excellent, Average, or Poor).

	Chances for this in my job			
	Excellent	Average	Poor	
Making a lot of money (Circle one)...	X	0	1	36/y
Being original and creative (Circle one).......................................	3	4	5	37/2
Being help to others or useful to society (Circle one)	7	8	9	38/6
Avoiding a high pressure job which takes too much out of you (Circle one)......	X	0	1	39/y
Living and working in the world of ideas (Circle one).........................	3	4	5	40/2
Freedom from supervision in my work (Circle one).............................	7	8	9	41/6
Opportunities for moderate but steady progress rather than the chance of extreme success or failure (Circle one)	X	0	1	42/y
A chance to exercise leadership (Circle one)	3	4	5	43/2
Working with people rather than things (Circle one)	7	8	9	44/6
Opportunities for advancement (Circle one)	X	0	1	45/y

15. Which of the following describes your employer's policy regarding graduate or professional study for people in your type of job? (Circle any which apply)

There is no reason for graduate or professional study for people in my type of job, so there is no policy... X 46/y

In-service training provides the equivalent of graduate study... 0

Advanced study is officially or unofficially discouraged... 1

Advanced graduate or professional training is useful, but my employer neither encourages nor discourages it.. 2

Employer encourages advanced study, but does not offer financial aid.................................. 3

Employer would pay (is paying) tuition costs or part of them... 4

Employer would pay (is paying) part salary during advanced study..................................... 5

Employer would pay (is paying) full salary and tuition during advanced graduate or professional training 6

16. How do you feel about your job?

	Extremely Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Extremely Dissatisfied	
Type of work (Circle one)	5	6	7	8	9	47/4
Salary (Circle one)	5	6	7	8	9	48/4
Employer or firm (Circle one)....	5	6	7	8	9	49/4

17. Thinking ahead one year from now, which job situation would you prefer and which job situation do you realistically expect? (Circle one in each column)

	I Would Prefer (Circle one)	I Realistically Expect (Circle one)
Same field of work, same employer..............	X	5
Same field, different employer.................	0	6
Different field of work, same employer.........	1	7
Different field of work, different employer.....	2	8
Not working full time..........................	3	9
	50/y	51/4

5

CAREER PLANS

EVERYONE PLEASE ANSWER:

18. Which field from the list in cover letter best describes your anticipated long-run career field? Please give what you expect to be your long-run career and ignore any stop-gap job or temporary military service which might precede it.

> *IF YOU ARE A WOMAN:* *If you plan to combine marriage and work, code the field of employment, not housewife. Use the code number for "Housewife" only if you do not expect to work at all.*
>
> *In addition to writing the code in the boxes, please describe your anticipated career in a few words here*

52-53/XX

_____

_____

19. If you were free to choose any field from the list, ignoring obstacles such as finances, time for training, admission requirements, etc., would you still choose the field just listed?

> Yes, I would prefer the same field *(Write "yy" in the boxes)*
>
> No, another field would be preferred *(Please indicate the field)*

54-55/XX

20. Which of these characteristics would be very important to you in picking a job or career? *(Circle as many as apply)*

Making a lot of money.. X   56/y
Opportunities to be original and creative.. 0
Opportunities to be helpful to others or useful to society............................. 1
Avoiding a high pressure job which takes too much out of you........................... 2
Living and working in the world of ideas... 3
Freedom from supervision in my work.. 4
Opportunities for moderate but steady progress rather than the chance of extreme success or failure.. 5
A chance to exercise leadership.. 6
Opportunity to work with people rather than things..................................... 7
None of the above.. 8

21. Which of the following do you expect as your long-run future employer? *(If you have a definite expectation, circle one; if not, circle the most likely possibilities)*

I plan to be self-employed, or in business owned by my family.......................... y   57/R
Private company with 100 or more employees... X
Private company with fewer than 100 employees.. 0
Professional partnership... 1
Research organization or institute.. 2
College or University or Junior College.. 3
Elementary or Secondary School or School System.. 4
Hospital or Clinic... 5
Church, Welfare, or other non-profit organization...................................... 6
Federal Government (U.S.).. 7
State or Local Government.. 8
Other *(Circle and Specify)* _____ 9
Do not expect employment... R

22. The following activities cut across a number of specific jobs. Which ones do you anticipate will be an important part of your long-run career work? *(Circle any which apply)*

Teaching......................... X   58/y
Research......................... 0
Administration................... 1
Service to patients or clients..... 2
None of these.................... 3

23. Please indicate your parents' (or step-parent's, if parent is dead) highest educational attainment. *(Circle one in each column)*

	Father	Mother
8th grade or less..	4	4
Part High School..	5	5
High School graduate....................................	6	6
Part College...	7	7
College graduate.......................................	8	8
Graduate or professional degree beyond the bachelor's.........	9	9
	59/3	60/3

24. What kind of work did your father do when you were age 16? *(If deceased or retired, give his major occupation when he was working)*

Occupation: _____

Duties: _____

25. Have any of your relatives ever worked in the following occupations? *(Report occupation even if the relative is retired or no longer living. Circle one or more answers in each column.)*

	Parents *(Circle one or more numbers in this column)* 61/R	Brothers, Sisters *(Circle one or more numbers in this column)* 63/R	Grandparents, Great Grand-parents *(Circle one or more numbers in this column)* 65/R	Uncles, Aunts, Cousins *(Circle one or more numbers in this column)* 67/R
NO ONE IN THIS RELATIONSHIP TO ME OR DON'T KNOW THEIR OCCUPATIONS....................	X	X	X	X
Civil Service Employee......................	0	0	0	0
Elected or appointed public official........	1	1	1	1
Foreign Service Officer.....................	2	2	2	2
Career Military Officer.....................	3	3	3	3
High School or Grade School Teacher.........	4	4	4	4
College Professor...........................	5	5	5	5
Scientist (Other than college professor)....	6	6	6	6
Engineer....................................	7	7	7	7
Writer, Artist, Musician....................	8	8	8	8
Farmer......................................	9	9	9	9
Blue Collar Worker..........................	X	X	X	X
Small Business Proprietor...................	0	0	0	0
Executive in a large business...............	1	1	1	1
Certified Public Accountant.................	2	2	2	2
Lawyer......................................	3	3	3	3
Clergyman...................................	4	4	4	4
Physician...................................	5	5	5	5
Other Health Profession (dentist, pharmacist, nurse, etc.)...............................	6	6	6	6
Social Worker...............................	7	7	7	7
Architect...................................	8	8	8	8
NONE OF THESE OCCUPATIONS...................	9	9	9	9
	62/R	64/R	66/R	68/R

26. Have you enrolled for one or more co...... in a program leading to a degree since you were graduated from college? *(Circle one)*

Yes *(Answer the questions in the green section)*............. X   11/y

No *(Skip to Q. 44. Do not answer questions on the green pages)*... 0

27. Please indicate the terms in which you were enrolled for courses applicable to a degree. *(Circle as many as apply)*

Summer, 1961.............................. X 12/y
Fall Semester or Quarter, 1961............ 0
Winter Quarter, 1961-62................... 1
Spring Semester or Quarter, 1962.......... 2

---

28. **IF YOU ARE NOT CURRENTLY ENROLLED THIS SPRING TERM**, which of the following best explains why you are not enrolled now? *(Circle any which apply)*

Have already received my post-graduate degree.. y 13/R
Completed the course work for the degree... x
Academic difficulties or fear of academic difficulties............................. 0
Lost interest.. 1
Required too much time... 2
Decided to switch fields... 3
Health, Called up for Military Service, or other unforeseen personal obstacle........ 4
Financial costs.. 5
Moved from the city.. 6
Family responsibilities.. 7
Am doing independent research, completing thesis, etc. 8

Other *(Circle and Specify)* _____ 9

---

29. Which of the following best describes your current (most recent) study program? *(Circle one)*

Studying in a program in which full-time study is possible
and carrying--

full-time load or greater... 5 14/4

more than half, but less than full load................................... 6

half a course load or less........*.. 7

Studying in a night school, or similar program in which ''full-time study'' is impossible 8

Taking a Correspondence course.. 9

---

30. *Write the code number from the cover page which best describes:*

A. Your current (most recent) field of study............................ [|] 15-16/XX

B. Did you apply for graduate or professional (post-bachelor) studies in any other field prior to beginning study in your current (most recent) field?

No *(Write "yy" in the boxes)* [|] 17-18/XX
Yes *(Indicate field)*........

C. Do you plan to get a degree in any field other than the one in which you have been studying?

No *(Write "yy" in the boxes)* [|] 19-20/XX
Yes *(Indicate field)* ......

IF YES: What are your reasons for changing? _____

_____

---

31. Please write the name of the school which you are now attending or have most recently attended since receiving your bachelor's degree.

School	City	State (Country If Non-U.S.)

FILL OUT THE GREEN PAGES IF YOU HAVE ENROLLED THIS ACADEMIC YEAR (1961-62) FOR COURSES APPLICABLE TO A DEGREE

32. Compared with the school where you completed your undergraduate work, is your current (last) school--*(Circle one)*

The same institution... X 21/y
A different institution--
    in the same city or within commuting distance.......................... 0
    within four hours' automobile drive or less............................. 1
    more than four hours' drive... 2

---

33. Which of the following reasons played a part in your decision to attend this school rather than some other? *(Circle any which apply)*

Couldn't be admitted to one or more schools which I would have preferred........ y 22/R
Cheaper tuition.. X
Offered more (some) financial aid by this school......................... 0
Course work appeared easier... 1
Reputation and quality of University as a whole........................ 2
Reputation and quality of my department or professional school......................... 3
Allowed part-time or evening courses..................................... 4
Within commuting distance of my home or job............................ 5
Course offerings more suited to my needs............................... 6
Job opportunities for myself (or spouse) while in school................... 7
Attracted to community or area in which school is situated.............. 8
Sent here by my employer.. 9

Other *(Circle and Specify)* _____ R

---

34. What is your grade point average so far in your post-bachelor's studies?

    IF LETTER GRADES ARE NOT GIVEN, translate into letter grades as best you can:

    (Circle one).

A	....	0 23/y
A-	....	1
B+	....	2
B	....	3
B-	....	4
C+	....	5
C	....	6
C-	....	7
Less than C-	....	8
No grades received yet	....	X

---

35. For each of the following three aspects of your post bachelor's studies please indicate both the expectations you had before you began studying at this level and your experiences since you have been studying at this level. *(Circle one number on each line)*

I EXPECTED TO FIND..		Very	Fairly	Neither	Fairly	Very		
course work......	HARD	X	0	1	2	3	EASY	24/y
work load taking.	LARGE SHARE OF MY TIME	X	0	1	2	3	LITTLE TIME	25/y
course content...	FASCINATING	X	0	1	2	3	DULL	26/y
I ACTUALLY FOUND...								
course work......	HARD	5	6	7	8	9	EASY	27/4
work load taking........	LARGE SHARE OF MY TIME	5	6	7	8	9	LITTLE TIME	28/4
course content...	FASCINATING	5	6	7	8	9	DULL	29/4

9

36. How would you rate the following aspects of your studies this year? *(Circle one answer for each aspect)*

	Excellent	Good	Average	Poor	Don't know, Inapplicable	
Caliber of class room teaching...........................	X	0	1	2	3	30/y
Curriculum and course offerings.........................	5	6	7	8	9	31/4
Facilities and opportunities for research (including library)	X	0	1	2	3	32/y
Student housing...	5	6	7	8	9	33/4
Caliber of the students.................................	X	0	1	2	3	34/y
Knowledge and professional standing of the faculty..........	5	6	7	8	9	35/4
Personal contacts with faculty..........................	X	0	1	2	3	36/y

37. During the time you have been studying this academic year (1961-1962), which of the following will have provided you with $200 or more in financial support? *(Circle any which apply)*

Full-time job.. X 37/y
Subsidy from present or future employer......................... 0
Income from spouse's employment................................ 1
Parents or relatives... 2
Withdrawals from savings....................................... 3
National Defense Education Act loan............................ 4
Other loan... 5
Part-time job other than a research or teaching assistantship.. 6
None of the above.. 7

38. During the academic year, did you receive a stipend (scholarship, fellowship, research or teaching assistantship) or similar financial aid to students?

EXCLUDE... loans and gifts from parents or relatives
INCLUDE... reduction in fees even if you do not receive the money directly
CONSIDER... work as a stipend if you are receiving income from teaching or research in your field of study and are paid by your school or an affiliated organization

No *(Circle and skip to question 40)......* X 38/y
Yes *(Circle and see instructions)........* 0

IF YES: On the back of the cover letter is a set of code numbers that describe stipends by source and type. *Use the code numbers to answer the following questions:*

A. Describe your stipend (if you have two or more, describe the one that has the highest value).

39-40/X

B. Do you have a second stipend?

IF YES: Describe it
IF NO: Write "yy" in the boxes

41-42/X

39. Please estimate the total value you received from all stipends during the academic year 1961-1962. Include in your estimate the value of a tuition scholarship, or tuition remission (even if you received no money), income from teaching or research in your field if you were paid by your school or affiliated organization. *(Circle one)*

Less than $200........... 1 43/0
$ 200 -   499......... 2
$ 500 -   999......... 3
$1,000 - 1,499......... 4
$1,500 - 1,999 5
$2,000 - 2,499 6
$2,500 - 2,999 7
$3,000 - 3,999......... 8
$4,000 and over.......... 9

PLANS FOR NEXT YEAR--1962-1963

ON THE BACK OF THE COVER LETTER IS A SET OF CODE NUMBERS THAT DESCRIBE STIPENDS BY SOURCE AND TYPE.   USE THE CODE NUMBERS TO ANSWER THE FOLLOWING QUESTIONS.

40.   A.   Have you <u>accepted</u> any stipend <u>for the academic year 1962-63?</u>

   IF NO: *Write "yy" in boxes and skip to B.*

   IF YES: (1) *Describe your stipend.* (If you have two or more, describe the one that has the highest value.)   44-45/XX

   (2) Do you have a second stipend?
       IF YES: *Describe it.*
       IF NO: *Write "yy" in the boxes.*   46-47/XX

   B.   Did you <u>decline</u> any stipend that you were offered for the academic year 1962-1963?

   IF NO: *Write "yy" in the boxes.*

   IF YES: *Describe the stipend you were offered.* (If you were offered more than one, describe the "best" one.)   48-49/XX

   C.   Did you apply for the academic year 1962-1963 for any stipend that is <u>still pending?</u>

   IF NO: *Write "yy" in the boxes.*

   IF YES: *Describe the stipend.* (If more than one is pending, describe the "best" one.)   50-51/XX

   D.   Did you apply for the academic year 1962-1963 for any stipend for which you were <u>rejected?</u>
   IF NO: *Write "yy" in the boxes.*

   IF YES: *Describe the stipend.* (If more than one rejection, describe the stipend you would have preferred.)   52-53/XX

---

41.   Indicate your plans for the coming (1962-1963) academic year, by circling one of the following:

Will continue studies in...

Same field, same school.......................... 2   54/1
*Same field, but different school.................. 3
*Same school, but different field.................. 4
*Different field and different school.............. 5

Will not be enrolled because...

Work for degree will be completed................. 6
Studying in absentia.............................. 7
*Interrupting my studies temporarily.............. 8
*Quitting my studies short of the degree.......... 9

*Why are you making the change or changes indicated (*) above? _____

_____

---

42.   If you plan to go to school in the coming year, 1962-1963, do you plan to go... *(Circle one)*

Full-time................. X   55/y
Part-time................. 0

---

43.   Did getting (or not getting) a stipend influence your plans for next year?

No *(Circle and skip to Q. 49)*........ 3   56/2
*Yes................................. 4

*IF YES: What was the influence? _____

PLEASE SKIP TO QUESTION 49.

ANSWER THE FOLLOWING QUESTIONS IF YOU HAVE NOT BEEN ENROLLED SINCE JUNE, 1961 FOR COURSES
APPLICABLE TO A DEGREE. (IF YOU HAVE BEEN ENROLLED FOR SUCH COURSES DURING THE SPECIFIED TIME PERIOD,
SKIP TO Q. 49.)

BEGIN
DECK 3

44. **A.** Had you at any time considered enrolling during this current (1961-1962) school year for degree study
(on campus or by correspondence)? *(Circle one)*

No... X   11/y

*Considered it, but did not apply to any school..... 0
*Applied to one or more schools, was not accepted
   by any....................................... 1
*Applied to one or more schools, accepted by one or
   more... 2

*B.   *IF YOU CONSIDERED OR APPLIED: Write the code number from the
cover page which best describes the field you considered.*

12-13/XX

---

45. Which of the following describes your reasons for not enrolling this past year? *(Circle as many as apply)*

No desire to do so.. y   14/R

Could get a desirable job without further schooling...................... X

I wanted to get practical experience first.............................. 0

Finances... 1

Fear of academic difficulties.. 2

Problem of admission to the school (type of school) I wished to attend... 3

Military service, active duty or reserve program....................... 4

Health or other personal obstacles..................................... 5

Family responsibilities.. 6

Lack of time... 7

No school available where I was living................................. 8

Other *(Circle and Specify)* _____ 9

---

46. Have you considered enrolling next year (any time between June, 1962 and June, 1963) for courses appli-
cable to a degree (on campus or by correspondence)? No *(Circle and skip to Q. 48)*...................... 4   15/3

Yes *(Circle and continue with Q. 47)*............... 5

---

47. **IF YOU CONSIDERED ENROLLING NEXT YEAR:**

A. Have you applied for admission to any school for the coming year (1962-1963)? *(Circle one)*

No, and I'm not planning to apply this year *(Circle and skip to D)*....... 0   16/R

No, but I'm still planning to apply *(Circle and skip to B)*.............. 1

*Yes, I applied to one school.. 2

*Yes, I applied to two or three schools.............................. 3

*Yes, I applied to four or more schools.............................. 4

*IF YOU'VE APPLIED: (1) What is the current status of your applications? *(Circle one in each column)*

	Accepted by: *(Circle one)*	Rejected by: *(Circle one)*	Pending at: *(Circle one)*
No schools...............	5	5	5
One school...............	6	6	6
Two or three schools......	7	7	7
Four or more schools......	8	8	8
	17/R	18/R	19/R

ON THE BACK OF THE COVER LETTER IS A SET OF CODE NUMBERS THAT DESCRIBE STIPENDS BY
SOURCE AND TYPE. USE THE CODE NUMBERS TO ANSWER THE FOLLOWING QUESTIONS.

B. **(1)** Have you accepted any stipend (scholarship, fellowship, research or teaching assistantship) or similar
financial aid to students, for the academic year 1962-1963)?

EXCLUDE...loans and gifts from parents or relatives

INCLUDE...reduction in fees, even if you do not receive the money directly

CONSIDER..work as a stipend, if you are receiving income from teaching or research in
     your field of study and are paid by your school or an affiliated organization.

IF NO: Write "yy" in the boxes and skip to (2).

IF YES: (a) *Describe your stipend. (If you have two or more,
     describe the one that has the highest value.)*

20-21/RR

     (b) Do you have a second stipend?

       IF YES: Describe it.
       IF NO: Write "yy" in the boxes.

22-23/RR

47. Continued

B. (2) Did you decline any stipend that you were offered for the academic year 1962-1963?

IF NO: Write "yy" in the boxes.

IF YES: Describe the stipend you declined. (If you declined more than one, describe the "best" one.)

24-25/RR

(3) Did you apply for any stipend for the academic year 1962-1963, that is still pending?

IF NO: Write "yy" in the boxes.

IF YES: Describe the stipend. (If more than one is pending, describe the "best" one.)

26-27/RR

(4) Did you apply for any stipend for the academic year 1962-1963, for which you were rejected?

IF NO: Write "yy" in the boxes.

IF YES: Describe the stipend. (If more than one rejection, describe the stipend you would have preferred.)

28-29/RR

C. Did getting (or not getting) a stipend influence your plans for next year?

No.............. 0   30/R

Yes............ 1

D. Do you expect to enroll for further degree study during the coming academic year (1962-1963) either on campus or by correspondence?

No (Circle and answer Question 48).......... 6   31/R

*Yes, on campus full-time.................... 7

*Yes, on campus part-time................... 8

*Yes, correspondence........................ 9

*What are you planning to study? (Indicate the field by copying the code numbers from list inside the cover letter.)

32-33/RR

SKIP TO Q. 49

48. FOR THOSE NOT PLANNING TO BE ENROLLED DURING THE COMING ACADEMIC YEAR (1962-1963)...

A. Do you expect to go on for further degree study (on campus or by correspondence) in the future? (Circle one)

No (Circle and skip to Q. 49)............... 0   34/R

Probably not (Circle and skip to Q. 49)..... 1

*Probably yes................................ 2

*Yes.. 3

*IF YES OR PROBABLY YES:

(1) When do you expect to begin? Make your single best prediction. (Circle one)

Academic Year:

'63-'64...................... 5   35/R

'64-'65...................... 6

'65-'66...................... 7

'66-'67...................... 8

No specific date in mind.................... 9

(2) Refer to the field list and write the code number which best describes the field in which you expect to study.

36-37/RR

(3) Which of the following best explains why you are postponing your further studies? (Circle any which apply)

I want to get practical experience first........... 2   38/R

Finances.. 3

Military service, active duty or reserve program... 4

Problem of getting admitted....................... 5

Health or other personal obstacle................. 6

Family responsibilities........................... 7

No school available where I am now living......... 8

Other (Circle and Specify)_____ 9

ATTITUDES AND OPINIONS

EVERYBODY PLEASE ANSWER:

49. How would you rate the following aspects of your *undergraduate* college or university? *(Circle one answer for each aspect)*

	Excellent	Good	Average	Poor	Don't Know or Inapplicable	
Caliber of class room teaching..	X	0	1	2	3	39/y
Curriculum and course offerings............................	5	6	7	8	9	40/4
Facilities and opportunities for research (including library)	X	0	1	2	3	41/y
Student housing.............................	5	6	7	8	9	42/4
Caliber of the students.......................................	X	0	1	2	3	43/y
Knowledge and professional standing of the faculty..........	5	6	7	8	9	44/4

50. During the year since you graduated, have any of the following been a source of worry or concern for you? *(Circle as many as apply)*

My children's health and development.......... 1 45/0

Ability to make friends........................ 2

Physical health................................ 3

Finances....................................... 4

Loneliness..................................... 5

Dating, relations with opposite sex............ 6

Goals in life.................................. 7

Relations with spouse.......................... 8

Career plans..................................... 1 46/0

School studies this year......................... 2

Emotional state.................................. 3

Relations with my parents........................ 4

World conditions................................. 5

Relations with in-laws........................... 6

My job... 7

Other problems *(Circle and Specify)*_____

_____ 8

None, no worries................................. 9

51. Which of the following do you expect to give you the most satisfaction in your life?

	Most Satisfaction *(Circle one)*	Next Most Satisfaction *(Circle one)*
Your career or occupation............	X	X
Family relationships...	0	0
Leisure-time recreational activities.................................	1	1
Religious beliefs or activities.....................................	2	2
Participation as a citizen in the affairs of your community........	3	3
Participation in activities directed toward national or international betterment....	4	4
	47/y	48/y

52. Listed below are some adjectives, some of which are ''favorable,'' some of which are ''unfavorable,'' some of which are neither. *(Please circle the ones which best describe you.)* Consider only those which are most characteristic of you as a person. (Most people choose five or six, but you may choose more or fewer if you want to.)

Ambitious.............. 0	Energetic.............. 0	Methodical............ 0	Quiet................... 0
Athletic............... 1	Fun Loving.............1	Middle Brow........... 1	Rebellious.............. 1
Calm................... 2	Good Looking........... 2	Moody.................. 2	Religious............... 2
Cautious............... 3	Happy.................. 3	Nervous................ 3	Reserved............... 3
Conventional........... 4	Hard Driving........... 4	Non-religious.......... 4	Shy...................... 4
Cooperative............ 5	High Strung............ 5	Obliging............... 5	Sophisticated........... 5
Cultured............... 6	Idealistic............. 6	Outgoing............... 6	Talkative............... 6
Dominant............... 7	Impetuous.............. 7	Poised................. 7	Tense................... 7
Easy Going............. 8	Intellectual........... 8	Politically Liberal.... 8	Unconventional.......... 8
Efficient.............. 9	Lazy................... 9	Politically Conservative 9	Witty................... 9
49/R	50/R	51/R	52/R

53. How would you feel about working overseas for a few years, in your regular occupation, for each of the following types of organization? *(Circle one for each kind of organization)*

	Private Business *(Circle one)*	Non-Profit Organization *(Circle one)*	Federal Government Agency *(Circle one)*	U.N. or Other International Agencies *(Circle one)*
Definitely would like to.................	X	3	7	X
Would like to under certain conditions...	0	4	8	0
Definitely would not like to............	1	5	9	1
	53/y	54/2	55/6	56/y

54. A. Since you began college, have you seriously considered employment in any of the following Federal Governmental departments or agencies or in the Peace Corps? *(Circle any which apply)*

    IF NO: *(Circle and skip to Q. 55)*........ X   57/y

    IF YES: *Indicate which agency(ies)*

State Department.................. 0	Agriculture.................................... X 58/R
United States Information Agency.. 1	Commerce (includes census) 0
Central Intelligence Agency....... 2	Federal Reserve Board............................ 1
Agency for International Development (formerly I.C.A.)... 3	Health, Education, and Welfare................... 2
Peace Corps...................... 4	Interior....................................... 3
Other in international affairs	Justice (includes FBI)........................... 4
(Circle and Specify)	Labor (includes BLS)............................. 5
_____ 5	Defense (includes career military service)....... 6
	Post Office.................................... 7
	Treasury (includes internal revenue)............. 8
	Other in domestic fields *(Circle and Specify)*
	_____ 9

B. Have you taken any of the following Federal Governmental examinations? *(Circle one or more of the alternatives for each of the examinations)*

	Peace Corps (PC) *(Circle one or more)*	Federal Service Entrance (FSEE) *(Circle one or more)*	Management Interne (MI) *(Circle one or more)*	Foreign Service Officers (FSO) *(Circle one or more)*	United States Information Agency (USIA) *(Circle one or more)*
I have taken it.............................	0	0	0	0	0
I took it and plan to take it again.........	1	1	1	1	1
I haven't taken it but plan to do so........	2	2	2	2	2
I never heard of the exam	3	3	3	3	3
I've heard of it but have decided not to take it because:					
...I don't think I could pass the exam....	4	4	4	4	4
...Even if I passed the exam I probably wouldn't be selected.................	5	5	5	5	5
...I wouldn't like to be subjected to the investigation involved...............	6	6	6	6	6
...It takes too long to find out whether you're selected.....................	7	7	7	7	7
...I'm not interested in the types of governmental positions filled through this exam............................	8	8	8	8	8
...Other *(Circle and Specify)* _____	9	9	9	9	9
	59/R	60/R	61/R	62/R	63/R

FINANCES

55. Considering money borrowed for education (tuition, living expenses while in school, books, etc.)... how much money...

	None	Less than $500	$500 to $999	$1,000 or more	
A. do you personally owe now for undergraduate training? *(Circle one)*	6	7	8	9	64/5
B. have you borrowed for post-graduate studies? *(Circle one)*	6	7	8	9	65/5
C. do you expect to borrow for post-graduate studies next year (Academic year 1962-1963)? *(Circle one)*	6	7	8	9	66/5

56. How much do you have in the form of savings and securities (or other assets which could be converted into cash in an emergency) and how much are you currently in debt (excluding mortgages, bills paid within the month, etc.)?

	Assets (Circle one)	Debts and Liabilities (Circle one)
Nothing......................	X	X
Less than $199...............	0	0
$100 - 499.................	1	1
$500 - 999.................	2	2
$1,000 - 4,999..............	3	3
$5,000 or more.............	4	4
	67/y	68/y

57. Please estimate your current average monthly income before taxes and deductions. Do not include any income you may have from scholarships, assistantships, or other stipends awarded to students. (Circle one in each column)

	From Your Own Employment (Circle one)	Total Monthly Income (Including spouse's and other income) (Circle one)			What do you regard as an adequate monthly income for a person in your circumstances? (Circle one)
None...........	2	2	None............		2
$1 - 199.	3	3	$1 - 199.		3
$200 - 299.	4	4	$200 - 299.		4
$300 - 399.	5	5	$300 - 399.		5
$400 - 599.	6	6	$400 - 599.		6
$600 - 799.	7	7	$600 - 799.		7
$800 - 999.	8	8	$800 - 999.		8
$1,000 or more.	9	9	$1,000 or more...		9
	69/1	70/1			71/1

58. How many of your grandparents were born in the United States? (Circle one)

None.......... 0   72/X
One.......... 1
Two........... 2
Three........ 3
Four......... 4

59. What is your predominant national background?

	Mother's side of family (Circle one)	Father's side of family (Circle one)
English, Scotch, Welsh, English Canadian, Australian, New Zealand...............	X	X
Irish..	0	0
German, Austrian, Swiss...	1	1
Scandinavian..	2	2
Italian...	3	3
French, French Canadian, Belgian...................................	4	4
Polish..	5	5
Russian and other Eastern European.................................	6	6
American Negro..	7	7
Spanish, Portuguese and Latin American (Mexican, Puerto Rican, Central and South American)...	8	8
Other (Circle and Specify)_____	9	9
	73/y	74/y

60. How frequently do you attend religious services? (Circle the closest number)

Weekly, almost without exception.... 4   75/3
Several times a month.............. 5
Once a month....................... 6
Two or three times a year.......... 7
Once a year........................ 8
Never.............................. 9

A. In the box at the bottom of the page is your current mailing address, according to our records.

IF IT IS CORRECT, CIRCLE THE LETTER X TO THE RIGHT.............. X

IF NOT, PLEASE CIRCLE THE LETTER y TO THE RIGHT AND MAKE ANY
NECESSARY CORRECTION... y

We will use this address to mail you a copy of a report on our research as soon as we receive your questionnaire.

B. Is this (corrected) current address your most likely address one year from now?

Yes.......... 1

*No.......... 2

*IF NO: Your most likely address one year from now

Name of residence hall, department, company, etc., if any

Street Address

City or Town	Zone	State or Country

EVERYBODY ANSWER:

C. Name and address of someone who will know where you are or could forward a letter to you if you were not at the address you listed above:

First Name	Middle Name	Last Name

Street Address

City or Town	Zone	State or Country

IMPORTANT

You have now completed the questionnaire. Please drop it in the enclosed postage paid envelope and return it to us.

Thank you very much and Good Luck.

YOUR MOST LIKELY ADDRESS IN THE
FALL, IF DIFFERENT FROM ADDRESS
INDICATED IN BOX AT RIGHT.

STREET ADDRESS

CITY   STATE

YOUR SOCIAL SECURITY NO.

1. What are you doing now (since the first of the year)? *(Column A)*
   Also, what will you probably be doing this Fall?   *(Column B)*

	A. Now (circle any which apply)	B. In the Fall (circle any which apply)
Working full-time at a type of job which I expect to be my long-run career field	1	1
Working full-time at a type of job which will probably not be my long-run career field	2	2
Working part-time	3	3
Working as a teaching or research assistant in conjunction with my postgraduate degree program	4	4
Going to graduate or professional school for a postgraduate degree	5	5
Taking courses, but not toward a postgraduate degree	6	6
In the military service (full-time active duty)	7	7
Being a housewife, mother	8	8
Other, *(Circle and specify)*	9	9
	9/0	10/0

EMPLOYMENT

IF YOU ARE NOT WORKING NOW, OR IF YOU ARE WORKING ONLY AS A TEACHING OR RESEARCH ASSISTANT, SKIP TO QUESTION 5.

2. Which field best describes your job? *(Inside the letter enclosed with the questionnaire is a list of fields of employment and study. Enter the code number that best describes your job.)*

11-12/RR

3. When did you start working on this job? *(Circle one)*

Before June 1961 1   13/R
June, July, or Aug. 1961................................ 2
Sept., Oct., Nov., or Dec. 1961 3
Jan., Feb., Mar., Apr., or May 1962............. 4
June, July, or Aug. 1962 5
Sept., Oct., Nov., or Dec. 1962 6
After December 1962 7

4. Which of the following best describes your employer? *(Circle any which apply)*

Self-employed, professional partnership, or in business owned by my family 1   14/R
Private company or corporation.. 2
Elementary or secondary school or school system 3
Research organization or institute... 4
College or University or Junior College.. 5
Federal Government (U.S.)... 6
State or local government... 7
Other (circle and specify) _____ 8

CAREER AND POSTGRADUATE EDUCATION

EVERYONE PLEASE ANSWER:

5. Which field from the list of fields inside the cover letter best describes your anticipated career field? Please enter the code number of the field you expect to be your long-run career and ignore any stop-gap job or temporary military service which might precede it.

IF YOU ARE A WOMAN: *If you plan to combine marriage and work, code the field of employment, not housewife. Use code number for "Housewife" only if you do not expect to work at all.*

15-16/XX

In addition to writing the code in the boxes, please describe your anticipated career in a few words here.

_____

_____

6. The following activities cut across a number of specific jobs. Which ones do you anticipate will be an important part of your long-run career work?

    (Circle any which apply)

Teaching 5	17/4
Research 6	
Administration 7	
Service to patients or clients.................................... 8	
None of these.. 9	

7. Please indicate the highest degree you now hold, the next degree you expect to receive, and the highest degree you expect to hold eventually:

	None	Bachelor's (Undergraduate) e.g. BA, BS, BE, BPhar., etc.	Professional e.g. LLB, MSW, MD, JD, MEd, etc.	Arts & Science Master's e.g. MA, MS etc.	Doctorate e.g. PhD, EdD, JSD, etc.	
A. Highest degree you now hold (Circle one)	0	1	2	3	4	18/X
B. Next degree you expect to receive (Circle one)	0	1	2	3	4	19/X
C. Highest degree you expect to hold (Circle one)	0	1	2	3	4	20/X

8. Have you enrolled for one or more courses applicable to a degree since you were graduated from college?

    Yes *(Circle and skip to Question 14, next page)*.................. X   21/y
    No *(Circle and answer the questions below)* 0

9. Do you expect to go on for further degree study (on campus or by correspondence) in the future? (Circle one)

    No *(Circle and skip to Question 24, Page 4)* 0   22/R
    Probably not *(Circle and skip to Question 24, Page 4)* 1
    Probably yes 2
    Yes 3

10. Refer to the list in the cover letter and write the code number which best describes the field you expect to study.

    23-24/RR

11. When do you expect to begin? Make your single best prediction. *(Circle one)*

    Academic Year

    1962-63 (This year) 2   25/R
    '63-64 3
    '64-65 4
    '65-66 5
    '66-67 6
    No specific date in mind 7

12. Have you applied to any school for study during the coming year (1963-64)? *(Circle one)*

    Yes X   26/R
    No *(Circle and skip to Question 24, Page 4)*...................... 0

13. What is the current status of your applications? *(Circle any which apply)*

    Accepted by one or more schools 7   27/R
    Rejected by one or more schools 8
    Pending at one or more schools 9

SKIP TO QUESTION 24, PAGE 4.

PLEASE ANSWER QUESTIONS 14 THROUGH 23 IF YOU HAVE ENROLLED FOR COURSES APPLICABLE TO A DEGREE SINCE GRADUATING FROM COLLEGE.

14. Please write the code number from the cover letter that best describes:

(A) Your current (most recent) field of study 28-29/XX

(B) Were you previously enrolled for graduate or professional courses in any other field?
No (Write "yy" in the boxes).
Yes (Indicate field) 30-31/XX

15. Which of the following best describes your primary reason for enrolling in your current (most recent) study program? (Circle one)

Definitely intended to apply enrollment to a postgraduate degree X   32/Y
Primary reason not necessarily to get a postgraduate degree but:
..... to pass certification requirements for teaching or counseling in primary or secondary school system 0
..... to gain specific "job knowledge" for my present or future employer 1
..... to enhance my own knowledge regardless of degree, career, or job benefits 2
..... other (Circle and specify) _____ 3

16. Were you enrolled for one or more postgraduate courses last Summer (Summer session 1962)? (Circle one)

Yes 8   33/7

No 9

17. Do you expect to be enrolled for one or more courses next Summer (Summer session 1963)? (Circle one)

Yes 4   34/3
No 5
Undecided 6

18. Please indicate which category best describes what your enrollment status was, is, or probably will be for each of the following academic terms. (Circle one in each of columns A, B, C, and D.)

		A (Circle one)	B (Circle one)	C (Circle one)	D (Circle one)
	IF QUARTER OR TRIMESTER SYSTEM: →	Fall '62	Winter '63	Spring '63	Fall '63
	IF SEMESTER SYSTEM: →	Fall '62	Spring '63	Circle 8 Below	Fall '63
ENROLLED	In a program in which "full-time study" is possible and carrying: full course load or greater	X	X	X	X
	less than a full course load	0	0	0	0
	no courses, enrolled only for completion of thesis, independent research, etc.	1	1	1	1
	In night school or other program in which full-time study is impossible:	2	2	2	2
	For correspondence courses	3	3	3	3
NOT ENROLLED BECAUSE	Interrupting my studies temporarily	4	4	4	4
	No intention of going on further	5	5	5	5
	Completing thesis, doing independent research, etc.	6	6	6	6
	Normally attend summer sessions only	7	7	7	7
	My school is on semester system	8	8	8	8
	Other (Circle and specify)	9	9	9	9
		35/y	36/y	37/y	38/y

IF YOU HAVE NOT BEEN ENROLLED AND DO NOT PLAN TO BE ENROLLED AT ANY TIME BETWEEN SEPTEMBER 1962 AND MAY 1963, SKIP TO QUESTION 24, PAGE 4.

19. Please write the name of the school which you are now attending or have most recently attended.

SCHOOL	CITY	STATE (country if non U.S.)

20. Have you enrolled at any school other than the one listed above for graduate or professional studies since receiving your bachelor's degree?

Yes 8   39/7
No 9

21. What is your grade point average so far in your post-bachelor's studies?
IF LETTER GRADES ARE NOT GIVEN, translate into letter grades as best you can.

	A	A-	B+	B	B-	C+	C	C-	Less than C-	No grades received yet	
(Circle one)	0	1	2	3	4	5	6	7	8	9	40/y

22. During the academic year 1962-'63, did you receive a stipend (scholarship, fellowship, research or teaching assistantship) or similar financial aid to students?

    EXCLUDE . . .   loans and gifts from parents or relatives

    INCLUDE . . .   reduction in fees even if you do not receive the money directly

    CONSIDER . . .   work as a stipend if you are receiving income from teaching or research in your field of study and are paid by your school or an affiliated organization

        No *(Circle and skip to Question 23 below)* .... X 41/y

        Yes *(Circle and answer A, B, and C below)* 0

IF YES: On the back of the cover letter is a set of code numbers that describe stipends by source and type. *Use the code numbers to answer the following questions:*

    A. Describe your stipend (if you have two or more, describe the one that has the highest value).

                  42-43/RR

    B. Do you have a second stipend?

        IF YES: Describe it

        IF NO: Write "yy" in the boxes   44-45/RR

    C. Please estimate the total value you received from all stipends during the academic year 1962-1963. Include in your estimate the value of a tuition scholarship, or tuition remission (even if you received no money), and income from teaching or research in your field if you were paid by your school or affiliated organization.

	Less than $200	$200 -499	$500 -999	$1,000 -1,499	$1,500 -1,999	$2,000 -2,499	$2,500 -2,999	$3,000 -3,999	$4,000 and over	
(Circle one)	1	2	3	4	5	6	7	8	9	46/0

23. This question applies only to that part of the academic year 1962-1963 in which you were (or expect to be) enrolled for courses or actively engaged in academic studies. During that period, which of the following will have provided you with $200 or more in financial support? (Exclude any income from scholarships, fellowships, assistantships or other stipends.) *(Circle any which apply)*

    Full-time job .... X 47/y

    Subsidy from present or future employer 0

    Income from spouse's employment 1

    Parents or relatives 2

    Withdrawals from savings 3

    National Defense Education Act loan 4

    Other loan 5

    Part-time job other than a research or teaching assistantship 6

    None of the above 7

EVERYONE PLEASE ANSWER:

BACKGROUND INFORMATION

24. What is your sex?

        Male... 1   48/0

        Female 2

25. What is your current marital status? *(Circle one)*

    Single, no definite plans to be married at present ....X 49/y

    Single, have definite plans to be married before Sept. 1, 1963 0

    Single, have definite plans to be married after Sept. 1, 1963 1

    Widowed, Divorced, Separated *(answer A only)* 2

    Married *(answer A and B)* 3

IF WIDOWED, DIVORCED, SEPARATED, ANSWER A ONLY:

IF MARRIED, ANSWER A AND B:

    A. How many children do you have now (count a current pregnancy as one child)? *(Circle one)*

        None 5 50/R

        One 6

        Two 7

        Three 8

        Four or more... 9

    B. What is your spouse doing currently? *(Circle any which apply)*

        Working full-time .... X 51/R

        Working part-time 0

        Military service (full-time active duty)........................ 1

        Housewife, mother.. 2

        Going to school... 3

        Other *(Circle and specify)*

        _____ 4

26. Please indicate both the religion in which you were reared and your present religious preference.

	Protestant	Roman Catholic	Jewish	Other	None	
A. RELIGION IN WHICH YOU WERE REARED (Circle one)	X*	0	1	2*	3	52/y
B. PRESENT RELIGIOUS PREFERENCE (Circle one)	5*	6	7	8*	9	53/y

*If you circled "Protestant" or "Other," please specify denomination(s):

27. What is your racial background?

White X   54/y
Negro 0
Oriental 1
Other (Circle and specify)
_____ 2

28. Which of the following best describes the community which you think of as your hometown during high school days?   (Circle one)

Farm or open country	SUBURB in a metropolitan area with a population of				CENTRAL CITY or non-suburban city in a metropolitan area with a population of						
	More than 2 million	500,000 to 2 million	100,000 to 499,999	Less than 100,000	More than 2 million	500,000 to 2 million	100,000 to 499,999	50,000 to 99,999	10,000 to 49,999	Less than 10,000	
X	0	1	2	3	4	5	6	7	8	9	55/y

29. What kind of work did your father do when you were age 16? (If deceased or retired, give his major occupation when he was working)

Occupation: _____

Duties: _____

| COLLEGE BACKGROUND |

30. What was your career preference when you started undergraduate college? (Enter the code number from the list of fields)

Give your single strongest preference even if it was vague or if there were several alternatives.
If you had absolutely no preference, write "yy" in the boxes.   56-57/XX

31. What was your undergraduate major field?   (Enter the code number from the list of fields)
If you had a joint major, give the one with the most course credits.   58-59/XX

32. What was your previous undergraduate major field? (Enter the code number from the list of fields)
If you had not shifted majors, write "yy" in the boxes.
If you had several previous majors, give the first one in which you were officially registered.   60-61/XX

33. What was your cumulative (overall) grade point average when you completed your undergraduate studies? (IF LETTER GRADES WERE NOT GIVEN, translate into letter grades as best you can)

	A	A-	B+	B	B-	C+	C	C-	D+	D or lower	
(Circle one)	0	1	2	3	4	5	6	7	8	9	62/y

34. When did you receive your bachelor's degree? (Circle one)

I do not yet have a bachelor's degree X   63/y
Spring commencement, 1961 0
Summer session commencement, 1961   1
Other (Specify)_____ 2

4931

THE FOLLOWING QUESTIONS REFER TO THE PERIOD WHEN YOU WERE COMPLETING YOUR UNDERGRADUATE STUDIES. IN ORDER TO INSURE A UNIFORM POINT OF REFERENCE, PLEASE THINK BACK TO MAY 1961 AND ANSWER IN TERMS OF YOUR SITUATION THEN.

35. What was your academic status at that time? *(Circle one)*

Registered Spring term and studying for a bachelor's degree to be awarded at Spring 1961 commencement (May, June, July, but before Summer session commencement 7 64/6

Registered Spring term and studying for a bachelor's degree to be awarded at 1961 Summer session commencement.. 8

Other *(Circle and briefly specify your academic status:* _____) 9

36. How old were you? *(Circle one)*

19 or younger	20	21	22	23-24	25-29	30 or older	
0	1	2	3	4	5	6	65/y

37. Which of the following was the appropriate income category for your parental family? Consider annual income from all sources before taxes. *(Circle one)*

ANNUAL INCOME							
Less than $5,000	$5,000 to $7,499	$7,500 to $9,999	$10,000 to $14,999	$15,000 to $19,999	$20,000 and over	I have no idea	
2	3	4	5	6	7	8	66/9

38. Please indicate your parents' (or step-parent's if parent was dead) highest educational attainment at that time. *(Circle one in each row)*

	8th grade or less	Part High school	High school graduate	Part college	College graduate	Graduate or professional degree beyond the bachelor's	
Father *(Circle one)*	4	5	6	7	8	9	67/3
Mother *(Circle one)*	4	5	6	7	8	9	68/3

39. Which of the following categories best describes the usual occupation of the head of the household in your parental family at that time? *(Circle one)*

Professional 1 69/y
Proprietor or Manager 2
Sales (Other than Sales Manager or Administrator)........................... 3
Clerical... 4
Skilled worker 5
Semi-Skilled worker 6
Service worker.. 7
Unskilled worker... 8
Farmer or farm worker.. 9

A. If the head of the household was a woman, also circle here.. 0
B. If the head of the household was retired, also circle here X

40. What was your anticipated career field at that time?

Please give what you expected to be your long-run career and ignore any plans which you may have had for school, temporary job or temporary military service.

IF YOU ARE A WOMAN: If you planned to combine marriage and work, code the field of employment, not housewife. Use the code number for "Housewife" *only* if you did not expect to work at all.

70-71/XX

41. How did you feel about the occupation which you indicated above as your anticipated career field? *(Circle one)*

I strongly preferred it to any other 0 72/y
I could have been tempted by one or more alternatives................... 1
I actually preferred one or more alternatives 2

42. What was your possible alternative career field?

If none, write "yy" in the boxes.

If your alternative had the same code number as the one to question 40, write "yy" in the boxes.

If you had more than one alternative, give only the one which you thought was most likely.

73-74/XX

THANK YOU VERY MUCH FOR FILLING OUT THE QUESTIONNAIRE

On pages 6 and 7 of this questionnaire is a list of fields of study and employment. Each one can be used to describe a field of study or a type of job. Thus, for example, in questions about fields of study, "Psychology" means college courses in psychology; in questions about careers, "Psychology" means the occupation of psychologist.

IMPORTANT NOTE:

When you have chosen the field or occupation from the list which is your answer to one of the questions below, please write the two numbers or letters of that field in the double box at the end of that question. For example, if "Clinical Psychology" is now your major field, write its code number (70) in the boxes at the end of question 18 thus:

7	O

18. Present major field?

    If you have a joint major, give the one with the most course credits. (39-40)
    X X

19. Previous major field?

    If you have not shifted majors, write "yy" in the boxes.

    If you have several previous majors, give the first one in which officially registered. (41-42)
    X X

20. Future graduate or professional major?

    If you do not plan to ever go to graduate or professional school, write "yy" in the boxes.

    If you plan study in several fields, give the main one. (43-44)
    X X

21. Anticipated career field?

    Please give what you expect to be your long-run career and ignore any school, stop-gap job, or temporary military service which might precede it.

    If you are a woman, use "Housewife (99)" only if you do not expect to work full time until your children are grown.

    In addition to writing the code in the boxes, please describe your anticipated career in a few words here:_____ (45-46)
    X X

22. Possible alternative career field?

    If none, write "yy" in the boxes.

    If your alternative has the same code number as the one to question 21, write "yy" in the boxes.

    If more than one alternative, give the most likely only. (47-48)
    X X

23. Career preference when you started college?

    Give your single strongest preference even if it was vague or if there were several alternatives.

    If absolutely no preference, write "yy" in the boxes. (49-50)
    X X

24. Any alternative career field seriously considered during college which is not mentioned in questions 21, 22, or 23?

    If none, write "yy" in the boxes. (51-52)
    X X

NOTE: THE NEXT THREE QUESTIONS REFER TO YOUR ANSWER TO QUESTION 21 (ANTICIPATED CAREER FIELD). IF YOU CODED "99" OR "X1" AS YOUR ANSWER TO QUESTION 21, PLEASE SKIP TO QUESTION 28. OTHERWISE, ANSWER ALL THREE QUESTIONS.

25. Which of the following will be your most likely employer when you begin full time work in your anticipated career field? (If you have a definite expectation, circle one; if not, circle the most likely possibilities.)

Private company with 100 or more employees . . . . y (53)

Private company with fewer than 100 employees or professional partnership . X   SP

Family business 0

Self-employed . . . . -1

Research organization or institute 2

College or University or Junior College 3

Elementary or Secondary School or School System 4

Other educational institutions (e.g. Technical Vocational School). . 5

Federal Government (U.S.) 6

State or Local Government 7

Hospital, Church, Clinic, Welfare Organization, etc. 8

Other (Circle and specify:_____). . . 9

26. How do you feel about the occupation which you checked as your anticipated career field? (Circle one.)

I strongly prefer it to any other 0 (54)

I could be tempted by one or more alternatives 1   y

I would prefer one or more alternatives 2

27. The following activities cut across a number of specific jobs. Which ones do you anticipate will be an important part of your long run career work? (Circle any which apply.)

Teaching 3 (55)

Research 4   9

Administration 5

Service to patients or clients. 6

None of these 7

28. Regardless of your career plans now, when you first enrolled as a freshman in college did you have-- (Circle one.)

One particular kind of work in mind 5 (56)

Two or more alternative kinds of work in mind. 6   9

No specific career plans at that time 7

Planned to be a housewife 8

29. Which of these characteristics would be very important to you in picking a job or career? (Circle as many as apply.)

Making a lot of money . . . . y (57)

Opportunities to be original and creative X   SP

Opportunities to be helpful to others or useful to society 0

Avoiding a high pressure job which takes too much out of you 1

Living and working in the world of ideas 2

Freedom from supervision in my work 3

Opportunities for moderate but steady progress rather than the chance of extreme success or failure 4

A chance to exercise leadership 5

Remaining in the city or area in which I grew up 6

Getting away from the city or area in which I grew up 7

Opportunity to work with people rather than things 8

None of these 9

30. Listed below are six groups of occupations. The occupations within each group are similar to each other in many ways.

In Column A, circle the two types you would like best.

In Column B, circle the two types you would like least.

Consider the jobs as a group, not particular ones, and rate them only in terms of whether you would like that type of work regardless of whether such jobs are realistic career possibilities. Disregard considerations of salary, social standing, future advancement, etc.

Occupations	A. Two Best Liked Groups	B. Two Least Liked Groups
Construction inspector, electrician, engineer, radio operator, tool designer, weather observer	X	X
Physicist, anthropologist, astronomer, biologist, botanist, chemist	0	0
Social worker, clinical psychologist, employment interviewer, high school teacher, physical education teacher, public relations man	1	1
Bank teller, financial analyst, IBM equipment operator, office manager, statistician, tax expert	2	2
Business executive, buyer, hotel manager, radio program director, real estate salesman, sales engineer	3	3
Actor, commercial artist, musician, newspaper reporter, stage director, writer	4	4

(58) (59)
 y   y

---

31. Please circle all the statements which describe your feelings about these specific occupations. (Circle as many or as few as apply in each column.)

	(60) SP Research Physicist or Chemist	(61) SP College Professor	(62) SP High School Teacher	(63) SP Physician	(64) SP Engineer	(65) SP Business Executive
This sort of work would be very interesting	y	y	y	y	y	y
I don't have the ability to do this kind of work	X	X	X	X	X	X
I probably couldn't make as much money at this type of work as I'd like to make . .	0	0	0	0	0	0
One would have to devote too much time and energy to this work. I want to be able to spend more time with my family and friends	1	1	1	1	1	1
One would have to invest more time and money in preparing for this occupation than I feel I could afford	2	2	2	2	2	2
I know as a personal friend, or family friend, one or more people in this field. .	3	3	3	3	3	3
My parents would disapprove of my going into this field . .	4	4	4	4	4	4
My personality isn't suitable for work in this field . . .	5	5	5	5	5	5
People with my religious, racial, or family background don't have much chance of success in this field . . .	6	6	6	6	6	6
Wouldn't be challenging enough for me	7	7	7	7	7	7
I wouldn't like the life I'd have to lead outside the job	8	8	8	8	8	8
This is my father's occupation	9	9	9	9	9	9

32. Please rate the following in terms of their effect on your career plans or decisions during college. (Circle one in each row.)

	Very Important	Fairly Important	Un-important	Never Received Any	
a. Vocational or similar psychological tests	5	6	7	8	(66) 9
b. Discussions with my academic advisor . .	0	1	2	3	(67) 4
c. Discussions with faculty members other than my advisor	5	6	7	8	(68) 9
d. Advice from parents	0	1	2	3	(69) 4
e. Interviews with a professional psychological or vocational counselor	5	6	7	8	(70) 9

33. a. What is your opinion about the recently established Peace Corps? (Circle one.)

An excellent program about which I am enthusiastic . . . 2   (71)
A good idea of which I am very much in favor 3   9
A good idea but I am not enthusiastic 4
Probably a good idea but I am not enthusiastic 5
Probably not a good idea but I am not sure 6
Definitely not a good idea 7
Don't know enough about it to have an opinion 8

b. What are you personally likely to do about the Peace Corps? (Circle one.)

Definitely not volunteer 0   (72)
Am thinking about volunteering but have not made up   y
   my mind yet 1
Have thought about volunteering but probably would not. . 2
Am probably going to volunteer 3
Have already volunteered 4
I am not sure what I will do 5

c. Have you filled out the Peace Corps Questionnaire? (Circle one.)

Yes 6   (73)
No, but I intend to do so 7   9
Definitely No 8

d. Here are some reasons young people have given for their personal reactions to the Peace Corps. Designate reasons both for volunteering and for not volunteering if both kinds seem pertinent to you. (Circle any which apply in your own case.)

(1) Reasons for volunteering:

To make a personal contribution to world peace 3   (74)
The attraction of working closely with others 4   9
The opportunity to learn about foreign cultures and languages . . . 5
It would give me a chance to decide what kind of career I
   really want 6
To help the poorer nations of the world improve their economic
   conditions 7
It would further my career 8

(2) Reasons for not volunteering:

Family and personal obligations 1   (75)
Not eligible on physical grounds 2   9
Opposed to the general idea of a Peace Corps 3
It would interrupt my career 4
Too long a period of service 5
Low pay, undesirable working conditions, etc. 6
I don't have skills which would be useful to the Peace Corps 7
My personality isn't suitable for that type of service 8

11

III. College Experience

34. Did you do all of your college work at this school? (Circle one.)

Yes X   (9)
No, transferred after freshman year 0   y
No, transferred after sophomore year. 1
No, transferred after junior year 2
No, started here, attended a year or more
   elsewhere, and then returned 3

35. Were you regularly employed during this academic year? (Circle any which apply.)

No 4   (10)
    9
Yes--

    Full time job which is relevant to my anticipated career field 5

    Full time job which has nothing to do with my anticipated career field 6

    Part time job which is relevant to my anticipated career field 7

    Part time job which has nothing to do with my anticipated career field 8

36. In which of the following have you been an active participant at this school?
(Circle any which apply.)

    Editorial staff of campus publication 0   (11)
    Musical or dramatic group 1   y
    Business staff of campus publication or other campus group 2
    Campus group concerned with national or world issues 3
    Inter-collegiate (varsity) athletics 4
    Fraternity, Sorority (or equivalent) 5
    Special interest group (e.g., Psychology Club, Outing Club) 6
    Student government 7
    Other (Circle and specify: _____) . . 8
    None 9

37. Please call to mind the students of your own sex who are your closest friends
here. Where did you meet them? (Circle any which apply)

Knew them before I came here X   (12)
Dormitory or rooming house 0   y
My Fraternity or Sorority (or equivalent) 1
Campus activities 2
Classes in my major field 3
Classes in other fields 4
Other (Circle and specify: _____) . 5
No close friends here 6

38. Of your close friends here, how many are going on next year for graduate or pro-
fessional studies? (Circle one.)

All or almost all X   (13)
More than half 0   y
Less than half 1
Few or none 2
No close friends here 3

39. Which of the following best describes where you lived this year? (Circle any
which apply.)

Fraternity, Sorority (or equivalent) 5   (14)
Dormitory or other campus housing 6   9
Off-Campus room, apartment, house 7
With my parents 8

12

40. Listed below are some college courses which you might have taken. Please circle the number of any statements which describe your reactions. (Circle any which apply in each row. If none apply, leave the row blank.)

Course or Area

	Physics, Chemistry	Mathe-matics	Biology, Zoology, Botany	Social Sciences	English
I took one or more courses in this field or area during college	X	y	X	X	X
I didn't take any courses in this field or area during college	0	0	0	0	0
I found this course content very interesting	1	1	1	1	1
I found this course content very dull	2	2	2	2	2
I have a flair for course work in this area	3	3	3	3	3
I found this area rough going academically	4	4	4	4	4
Teachers in this area encouraged me to go on in the field	5	5	5	5	5
I admire many of the teachers in this area as persons not just as professors.	6	6	6	6	6
By and large, the teachers in this area are not the kind of person I'd like to be	7	7	7	7	7
One or more of my close friends is majoring in this	8	8	8	8	8

41. Listed below are some purposes or results of college. Circle the one which is most important to you personally, and also circle the one which you think is most important to the typical student here. (Circle one in each column.)

	Most Important to me Personally	Most Important to the Typical Student here
A basic general education and appreciation of ideas	0	5
Having a good time while getting a degree	1	6
Career training	2	7
Developing the ability to get along with different kinds of people	3	8

42. Have you had any experience in original research (participating in collecting and analyzing raw data or conducting an experiment, not writing papers based on published sources or doing experiments from a laboratory manual) during your college studies? (Circle any which apply.)

No, I have never participated in original research 2

Yes, I have--
  a. Participated in research as part of a course 3

  b. Been employed by a faculty member as a research assistant 4

  c. Had an off-campus job (summer or during school year) working in research 5

  d. Participated in a summer research training program sponsored by the government or private foundation 6

  e. Conducted a research project on my own (e.g. senior thesis). 7

  f. Other (Circle and specify:_____) . 8

43. What is your current academic status? (Circle one.)

Registered Spring term and studying for a bachelor's degree to be
awarded at Spring commencement (May, June, July, but before Summer
session commencement) . . . . 0 <u>(23)</u>
  3

Registered Spring term and studying for a bachelor's degree to be
awarded at Summer session commencement 1

Other (Circle and briefly specify your academic status:_____

_____). 2

---

44. When you graduate, how much personal indebtedness will you have for your
education? (Count only money you owe for tuition or living costs during
school, not payments on car, appliances, clothes, etc.) (Circle one.)

None . . . . 5 <u>(24)</u>
  9
Some, but less than $500 . . . 6

$500 - $999 7

$1,000 or more 8

---

45. What is your overall (cumulative) grade point average for undergraduate work at
your present college?

IMPORTANT: If your school uses letter grades (A,B,C, etc.) please circle the
code number which is closest to your letter grade average.
<u>Warning</u>: The number which you circle probably does not correspond to the number
equivalent at your school, e.g. at most schools "straight A" equals 4.0,
here it equals "0".

If your school does not use letter grades, there should be special instructions
accompanying your questionnaire. If, through clerical error, the instructions
are missing, write your average in the margin.

(Circle one.)

Letter Grade	Code Number
A	0 <u>(25)</u>
A-	1 y
B+	2
B	3
B-	4
C+	5
C	6
C-	7
D+	8
D or lower	9

---

46. Listed below are a number of awards and honors. Which of these have you received
during college or which are you fairly sure you will receive by the time you
graduate? (Circle any which apply.)

Dean's List . . . . y <u>(26)</u>
  SP
Phi Beta Kappa X

Other honor society based on academic achievement 0

Graduation with honors (cum) (Magna) (Summa) 1

National Merit Scholarship holder, Finalist, or Semi-Finalist 2

Other scholarship awarded on basis of academic ability 3

Participation in "honors program" at this school 4

Prize or award for scholarship or research work (e.g. "Smith prize for
best biology experiment") 5

Prize or award for literary, musical or artistic work 6

Took one or more graduate level courses as an undergraduate 7

Other award or honor 8

No special honors 9

14

47. As best you know, how do you stand among the other people graduating in the _same_ _major field_ at your school? (Circle one.)

Top ten per cent	4 (27)
Top quarter, but not top ten per cent. .	5 9
Second quarter	6
Third quarter	7
Lowest quarter	8

48. What is your emotional feeling about your college or university? (Circle one.)

I have a very strong attachment to it	X (28)
I like it, but my feelings are not strong	0 y
Mixed feelings	1
I don't like it much, but my feelings are not strong	2
I thoroughly dislike it	3

IV. Personal Characteristics

49. Your age at your last birthday? (Circle one.)

19 or younger	0 (29)
20	1 y
21	2
22	3
23-24	4
25-29	5
30 or older	6

50. Sex. (Circle one.)

Male	7 (30)
Female	8 9

51. Marital Status. (Circle one.)

Single, don't expect to be married before Fall, 1961	4 (31)
*Single, expect to be married before Fall, 1961	5 9
*Married, one or more children or expecting a child	6
*Married, no children	7
Widowed, Divorced, Separated	8

*IF "MARRIED" OR "EXPECTING TO BE MARRIED BEFORE FALL, 1961": What will your spouse or future spouse most likely be doing next year? (Circle any which apply.)

Working full time	3 (32)
Working part time	4 9
Housewife, Mother	5
Going to School	6
Military Service	7

52. Religion:

    a. In which you were reared. (Circle one.)

                              Protestant (Circle and Specify)_____ X (33)

                              Roman Catholic 0   y

                              Jewish 1

                              Other (Circle and specify:_____). 2

                              None 3

    b. Your present preference. (Circle one.)

                              Protestant (Circle and specify:_____). 5 (34)

                              Roman Catholic 6   4

                              Jewish 7

                              Other (Circle and specify:_____). 8

                              None 9

53. Your racial background. (Circle one.)

                              White . . . . X (35)

                              Negro 0   y

                              Oriental 1

                              Other (Circle and specify:_____). 2

54. How many--

    a. Older brothers or sisters do you have? (Circle one.)

                                None 0 (36)

                                One 1   4

                                Two 2

                                Three or more 3

    b. Younger brothers or sisters do you have? (Circle one.)

                                None 5 (37)

                                One 6   9

                                Two 7

                                Three or more 8

55. Are you a U.S. citizen? (Circle one.)

                              Yes, U.S. born . . . . X (38)

                              Yes, Naturalized 0   y

                              No, but I expect to stay in the U.S. 1

                              No, and I do not expect to stay in the U.S. . . . 2

56. Please indicate your parents' (or step-parent's if parent is dead) highest educational attainment. (Circle one in each column.)

	Father	Mother	
8th grade or less	3	3	(39)(40)
Part High School	4	4	9 9
High School graduate	5	5	
Part College	6	6	
College graduate	7	7	
Graduate or professional degree beyond the bachelor's	8	8	

16

57. a. Which of the following categories best describes the usual occupation of the head of the household in your parental family? (Circle one.)

Professional 1 (41)

Proprietor or Manager 2   y

Sales (Other than Sales Manager or Administrator) 3

Clerical 4

Skilled worker 5

Semi-Skilled worker 6

Service worker 7

Unskilled worker 8

Farmer or farm worker 9

b. If the head of the household is a woman, also circle here 0

c. If the head of the household is retired, also circle here X

---

58. Which of the following is the appropriate income category for your parental family? Consider annual income from all sources before taxes. (Circle one.)

Less than $5,000 per year 2 (42)

$5,000 - $7,499 3   9

$7,500 - $9,999 4

$10,000 - $14,999 5

$15,000 - $19,999 6

$20,000 and over 7

I have no idea 8

---

59. Which of the following best describes the community which you think of as your home town during high school days? (Circle one.)

Farm or open country . . . . X (43)

Suburb in a metropolitan area of--   y

more than 2 million population 0

500,000 to 2 million 1

100,000 to 499,999 2

less than 100,000 3

Central city in a metropolitan area or city of--

more than 2 million population 4

500,000 to 2 million 5

100,000 to 499,999 6

50,000 to 99,999 7

10,000 to 49,999 8

less than 10,000 9

---

60. Which of the following best describes the distance between your home town (when you were in high school) and your current college? (Circle one.)

In the same city or within commuting distance . . . . X (44)

Within four hours automobile drive or less 0   y

More than four hours drive, but in the same state 1

More than four hours drive, but in a different state 2

17

61. Please rate yourself on the following dimensions as you really think you are.
(Circle one in each row.)

		Very	Fairly	Neither	Fairly	Very		
a.	Unfavorable toward modern art	y	X	0	1	2	Favorable toward modern art	(45) 3
b.	Politically liberal	4	5	6	7	8	Politically conserva- tive	(46) 9
c.	Conventional in opinions and values	y	X	0	1	2	Unconventional in opinions and values	(47) 3
d.	Religious	4	5	6	7	8	Non—religious	(48) 9

62. Listed below are some adejectives, some of which are "favorable," some of which are "unfavorable," some of which are neither.

Please circle the ones which best describe you. Consider only those which are most characteristic of you as a person. (Most people choose five or six, but you may choose more or fewer if you want to.)

(49) SP	(50) SP	(51) SP
Ambitious X	Good Looking X	Moody X
Athletic 0	Happy 0	Obliging 0
Calm 1	Hard Driving 1	Outgoing 1
Cautious 2	High Strung 2	Poised 2
Cooperative . . . 3	Idealistic 3	Quiet 3
Cultured 4	Impetuous 4	Rebellious . . . 4
Dominant 5	Intellectual 5	Reserved 5
Easy Going . . . 6	Lazy 6	Shy 6
Energetic 7	Low Brow 7	Sophisticated . . 7
Forceful 8	Methodical 8	Talkative 8
Fun Loving . . . 9	Middle Brow 9	Witty 9

63. Your replies to this questionnaire are completely confidential, and absolutely no information of any kind about specific persons will be released to your school or anyone else. Your sealed questionnaire will be read only by the research staff in Chicago. However, in order to assess the statistical representativeness of the students in the sample, and because we hope to follow up some of the students in the sample next year to determine the outcome of their plans, we must ask you the following:

PLEASE PRINT

A. Your Name

Last Name	First Name	Middle Name

B. Your most likely address one year from now

Name of residence hall, department, company, etc., if any

Street Address

City or Town	Zone	State or Country

C. Name and address of someone who will know where you are or could forward a letter to you if you were not at the address you listed above

Last Name	First Name	Middle Name

Street Address

City or Town	Zone	State or Country

D. Name and address of the high school or preparatory school from which you entered college

Name of high school or preparatory school

City or Town	Zone	State or Country

IMPORTANT

You have now completed the questionnaire. Please seal it (to maintain confidentiality) and return it to the field representative at your school, according to the instructions he has provided.

WARNING: After you have sealed your questionnaire, your name will be inside. Make sure that you write your name and your return address on the outside back page, so that the field representative will know that you have returned your questionnaire.

TO SEAL: There is a gummed flap at the top of this page. Fold the questionnaire in half, and seal the folded questionnaire.

Thank you very much.

| BACKGROUND INFORMATION |

1. What are you doing this Spring? *(Circle any which apply)*

Working full-time........................... 4　11/3
Working part-time........................... 5
Military service (full-time active duty)... 6
Housewife, mother........................... 7
Going to school............................. 8
Other *(Circle and Specify)*_____ 9

2. What is your current marital status? *(Circle one)*

Single, no definite plans to be married at present................ X　12/y
Single, have definite plans to be married before Sept. 1, 1962.... 0
Single, have definite plans to be married, after Sept. 1, 1962.... 1
Widowed, Divorced, Separated *(answer A only)*..................... 2
Married *(answer A and B)*.. 3

IF WIDOWED, DIVORCED, SEPARATED, ANSWER A ONLY:
IF MARRIED, ANSWER A AND B:

A. How many children do you have now (count a current pregnancy as one child)? *(Circle one)*

None.................................. 5　13/R
One................................... 6
Two................................... 7
Three................................. 8
Four or more.......................... 9

B. What is your spouse doing this Spring? *(Circle any which apply)*

Working full-time........................... X　14/R
Working part-time........................... 0
Military service (full-time active duty).... 1
Housewife, mother........................... 2
Going to school............................. 3
Other *(Circle and Specify)*_____

_____ 4

---

3. What is your sex?

Female............................ 1　15/0
Male.............................. 2

A. IF FEMALE:

In the long run which one of the following do you really prefer and which one do you realistically expect?

	Really Prefer *(Circle one)*	Realistically Expect *(Circle one)*
Housewife only.	5	5
Housewife with occasional employment...	6	6
Housewife now, employment later........	7	7
Combining housewife with employment........	8	8
Employment only	9	9
	16/R	17/R

B. IF MALE:

1) Are you now on full-time active duty in the armed services? *(Circle one)*

Yes *(Skip to C below)* .... 0　18/R
No................................. 1

2) IF NO: Have you ever been on full-time active duty in the armed services for a period of at least six months? *(Circle one)*

Yes *(Skip to C below)*........ ...... 3　19/R
No................................... 4

3) IF NO: Do you expect to be on active duty in the armed forces for a period of at least six months during the next five or six years? *(Circle one)*

Definitely yes..................... 6　20/R
Probably yes....................... 7
Probably no........................ 8
Definitely no...................... 9

C. How has your military status affected your plans for further education? *(Circle as many as apply)*

Not at all.................................. 5　21/R
An influence toward:
　postponing entry into my graduate studies............................... 6
　beginning my graduate studies sooner... 7
　interrupting my graduate studies....... 8
　not hurrying through my graduate studies............................... 9

4. A. Where are you living now? *(Circle one)*

Farm or open country...X   22/y

Suburb in a metropolitan area of--

more than 2 million population.. 0

500,000 to 2 million... 1

100,000 to 499,999... 2

less than 100,000... 3

Central City in a metropolitan area of (or non-suburban city of)--

more than 2 million population.. 4

500,000 to 2 million... 5

100,000 to 499,999... 6

50,000 to 99,999... 7

10,000 to 49,999... 8

less than 10,000... 9

B. Is the community in which you are now living the one which was your home town when you were in high school? *(Circle one)*

Yes............................... X   23/y

No............................... 0

5. Where were you living when you were in high school and where do you live now? *(Circle one in each column)*

		Home Town During High School *(Circle one)*	Now Living *(Circle one)*
NEW ENGLAND:	Conn., Maine, Mass., N.H., R.I., Vt.	X	X
MIDDLE ATLANTIC:	Del., D.C., Md., N.J., N.Y., Pa.	0	0
EAST NORTH CENTRAL:	Ill., Ind., Mich., Ohio, Wis.	1	1
WEST NORTH CENTRAL:	Iowa, Kans., Minn., Mo., Nebr., N.D., S.D.	2	2
SOUTH:	Ala., Fla., Ga., Ky., Miss., N.C., S.C., Tenn., Va., W. Va. ..	3	3
SOUTH CENTRAL:	Ark., La., Okla., Texas	4	4
MOUNTAIN:	Ariz., Colo., Idaho, Mont., Nev. N. Mex., Utah, Wyo.	5	5
WEST:	Calif., Oregon, Wash.	6	6
ALASKA OR HAWAII:		7	7
CANADA:		8	8
OTHER NON-U.S. *(Specify)*		9	9

24/y   25/y

6. Please indicate:

		The highest degree you now hold *(Circle one)*	The next degree you expect to receive *(Circle one)*	The highest degree you expect to gain eventually *(Circle one)*
None or no further degree...................		5	X	5
Bachelor's (undergraduate) e.g., B.A., B.S., B.E., B.Phar., etc.........................		6	0	6
P O S T B A C H E L O R S	Professional e.g., LL.B., MSW, M.D., J.D., M.Ed., etc	7	1	7
	Arts and Science Master's e.g., M.A., M.S., etc	8	2	8
	Doctorate e.g., Ph.D., Ed.D., J.S.D., etc.....................................	9	3	9
		26/4	27/y	28/4

7. When did you receive your bachelor's degree? *(Circle one)*

I do not yet have a bachelor's degree..................... X   29/y

Spring commencement, 1961................................. 0

Summer session commencement, 1961........................ 1

Other *(Specify)*_____ 2

EMPLOYMENT

8. Are you employed now? (Include active military service but not reserve programs.) No..................... 7   30/6
   (Circle one)   Yes, full-time........ 8
                                                                                    Yes, part-time........ 9

---

9. Have you worked at any full-time job since last June which you <u>no longer hold</u>? *(Circle one)*
                                                                 Yes, Summer only............. 2   31/1
                                                                 Yes, other................... 3
                                                                 No........................... 4

---

10. How difficult was it to get a desirable civilian job? *(Circle as many as apply)*

   I don't know because I didn't actually try to get a civilian job................................... X   32/y
   I continued with job I held before graduation.. 0
   I got the kind of employment I wanted with very little effort...................................... 1
   I had to look around quite a bit, but I finally got the kind of job I wanted....................... 2
   I couldn't find the kind of job I wanted but I didn't look very hard............................... 3
   I couldn't find the kind of job I wanted even though I looked very hard............................ 4

   *IF YOU ARE EMPLOYED <u>NOW</u>, FULL-TIME OR PART-TIME, ON A CIVILIAN OR MILITARY JOB, ANSWER QUESTIONS 11 THROUGH
   17 IN TERMS OF <u>THIS</u> JOB.*

   *IF YOU ARE NOT EMPLOYED NOW, ANSWER QUESTIONS 11 THROUGH 17 IN TERMS OF YOUR <u>MOST RECENT</u> FULL-TIME OR PART-
   TIME CIVILIAN OR MILITARY JOB.*

   IF YOU <u>HAVE NOT BEEN</u> EMPLOYED AT ALL SINCE JUNE, 1961 SKIP TO QUESTION 18.

---

11. What field best describes your job? (Inside the letter enclosed with the questionnaire
    is a list of fields of employment and study. *Enter the code number that best describes*
    your job.)   33-34/XX

---

12. Which of the following best describes your employer? *(Circle any that apply)*

   I am self-employed, or in business owned by my family.. y   35/R
   Private company with 100 or more employees.. X
   Private company with fewer than 100 employees... 0
   Professional partnership.. 1
   Research organization or institute.. 2
   College or University or Junior College... 3
   Elementary or Secondary School or School System... 4
   Hospital or Clinic.. 5
   Church, Welfare, or other non-profit organization... 6
   Federal Government (U.S.)... 7
   State or Local Government... 8

   Other *(Circle and Specify)* _____ 9

---

13. Please describe:

   A. What kind of work do you do (e.g., high school physics teacher, assistant sales engineer, wheat farmer,
       clothing buyer for department store)? _____

       _____

   B   The two major duties: (1) _____

                             (2) _____

14. Whether or not they are important to you, personally, please rate your job in terms of... (rate each opportunity as either Excellent, Average, or Poor).

	Chances for this in my job			
	Excellent	Average	Poor	
Making a lot of money (Circle one)..	X	0	1	36/y
Being original and creative (Circle one)...	3	4	5	37/2
Being help to others or useful to society (Circle one)	7	8	9	38/6
Avoiding a high pressure job which takes too much out of you (Circle one)......	X	0	1	39/y
Living and working in the world of ideas (Circle one).........................	3	4	5	40/2
Freedom from supervision in my work (Circle one)..........................	7	8	9	41/6
Opportunities for moderate but steady progress rather than the chance of extreme success or failure (Circle one)	X	0	1	42/y
A chance to exercise leadership (Circle one)	3	4	5	43/2
Working with people rather than things (Circle one)	7	8	9	44/6
Opportunities for advancement (Circle one)	X	0	1	45/y

15. Which of the following describes your employer's policy regarding graduate or professional study for people in your type of job? (Circle any which apply)

There is no reason for graduate or professional study for people in my type of job, so there is no policy.. X   46/y

In-service training provides the equivalent of graduate study... 0

Advanced study is officially or unofficially discouraged... 1

Advanced graduate or professional training is useful, but my employer neither encourages nor discourages it.. 2

Employer encourages advanced study, but does not offer financial aid.................................. 3

Employer would pay (is paying) tuition costs or part of them.. 4

Employer would pay (is paying) part salary during advanced study...................................... 5

Employer would pay (is paying) full salary and tuition during advanced graduate or professional training 6

16. How do you feel about your job?

	Extremely Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Extremely Dissatisfied	
Type of work (Circle one)	5	6	7	8	9	47/4
Salary (Circle one)	5	6	7	8	9	48/4
Employer or firm (Circle one)....	5	6	7	8	9	49/4

17. Thinking ahead one year from now, which job situation would you prefer and which job situation do you realistically expect? (Circle one in each column)

	I Would Prefer (Circle one)	I Realistically Expect (Circle one)
Same field of work, same employer.............	X	5
Same field, different employer.................	0	6
Different field of work, same employer.........	1	7
Different field of work, different employer.....	2	8
Not working full time..........................	3	9
	50/y	51/4

CAREER PLANS

EVERYONE PLEASE ANSWER:

18. Which field from the list in cover letter best describes your anticipated long-run career field? Please give what you expect to be your long-run career and ignore any stop-gap job or temporary military service which might precede it.

      IF YOU ARE A WOMAN: *If you plan to combine marriage and work, code the field of employment, not housewife. Use the code number for "Housewife" only if you do not expect to work at all.*

      In addition to writing the code in the boxes, please describe your anticipated career in a few words here

52-53/XX

19. If you were free to choose any field from the list, ignoring obstacles such as finances, time for training, admission requirements, etc., would you still choose the field just listed?

    Yes., I would prefer the same field *(Write "yy" in the boxes)*

    No, another field would be preferred *(Please indicate the field)*

54-55/XX

20. Which of these characteristics would be very important to you in picking a job or career? *(Circle as many as apply)*

    Making a lot of money.. X   56/y

    Opportunities to be original and creative.. 0

    Opportunities to be helpful to others or useful to society....................... 1

    Avoiding a high pressure job which takes too much out of you..................... 2

    Living and working in the world of ideas... 3

    Freedom from supervision in my work.. 4

    Opportunities for moderate but steady progress rather than the chance of extreme success or failure.. 5

    A chance to exercise leadership.. 6

    Opportunity to work with people rather than things............................... 7

    None of the above.. 8

21. Which of the following do you expect as your long-run future employer? *(If you have a definite expectation, circle one; if not, circle the most likely possibilities)*

    I plan to be self-employed, or in business owned by my family.................... y   57/R

    Private company with 100 or more employees.. X

    Private company with fewer than 100 employees.................................... 0

    Professional partnership... 1

    Research organization or institute... 2

    College or University or Junior College.. 3

    Elementary or Secondary School or School System.................................. 4

    Hospital or Clinic... 5

    Church, Welfare, or other non-profit organization................................ 6

    Federal Government (U.S.).. 7

    State or Local Government.. 8

    Other *(Circle and Specify)* _____ 9

    Do not expect employment... R

22. The following activities cut across a number of specific jobs. Which ones do you anticipate will be an important part of your long-run career work? *(Circle any which apply)*

    Teaching......................... X   58/y

    Research......................... 0

    Administration................... 1

    Service to patients or clients..... 2

    None of these.................... 3

23. Please indicate your parents' (or step-parent's, if parent is dead) highest educational attainment.   (Circle one in each column)

	Father	Mother
8th grade or less..	4	4
Part High School..	5	5
High School graduate..	6	6
Part College...	7	7
College graduate...	8	8
Graduate or professional degree beyond the bachelor's.........	9	9
	59/3	60/3

24. What kind of work did your father do when you were age 16?   (If deceased or retired, give his major occupation when he was working)

Occupation: _____

Duties: _____

25. Have any of your relatives ever worked in the following occupations?   (Report occupation even if the relative is retired or no longer living. Circle one or more answers in each column.)

	Parents 61/R (Circle one or more numbers in this column)	Brothers, Sisters 63/R (Circle one or more numbers in this column)	Grandparents, Great Grand-parents 65/R (Circle one or more numbers in this column)	Uncles, Aunts, Cousins 67/R (Circle one or more numbers in this column)
NO ONE IN THIS RELATIONSHIP TO ME OR DON'T KNOW THEIR OCCUPATIONS	X	X	X	X
Civil Service Employee.......................	0	0	0	0
Elected or appointed public official........	1	1	1	1
Foreign Service Officer.....................	2	2	2	2
Career Military Officer....................	3	3	3	3
High School or Grade School Teacher.........	4	4	4	4
College Professor...........................	5	5	5	5
Scientist (Other than college professor)....	6	6	6	6
Engineer....................................	7	7	7	7
Writer, Artist, Musician....................	8	8	8	8
Farmer......................................	9	9	9	9
Blue Collar Worker..........................	X	X	X	X
Small Business Proprietor...................	0	0	0	0
Executive in a large business..............	1	1	1	1
Certified Public Accountant................	2	2	2	2
Lawyer......................................	3	3	3	3
Clergyman...................................	4	4	4	4
Physician...................................	5	5	5	5
Other Health Profession (dentist, pharmacist, nurse, etc.)................................	6	6	6	6
Social Worker...............................	7	7	7	7
Architect...................................	8	8	8	8
NONE OF THESE OCCUPATIONS...................	9	9	9	9
	62/R	64/R	66/R	68/R

BEGIN
DECK 2

26. Have you enrolled for one or more co··   in a program leading to a degree since you were graduated from college?   (Circle one)

Yes (Answer the questions in the green section)............. X   11/y

No (Skip to O. 44. Do not answer questions on the green
pages)... 0

27. Please indicate the terms in which you were enrolled for courses applicable to a degree. *(Circle as many as apply)*

Summer, 1961 X   12/y

Fall Semester or Quarter, 1961 0

Winter Quarter, 1961-62 1

Spring Semester or Quarter, 1962 2

---

28. **IF YOU ARE NOT CURRENTLY ENROLLED THIS SPRING TERM**, which of the following best explains why you are not enrolled now? *(Circle any which apply)*

Have already received my post-graduate degree .... y   13/R

Completed the course work for the degree x

Academic difficulties or fear of academic difficulties 0

Lost interest 1

Required too much time 2

Decided to switch fields 3

Health, Called up for Military Service, or other unforeseen personal obstacle 4

Financial costs 5

Moved from the city 6

Family responsibilities 7

Am doing independent research, completing thesis, etc. 8

Other *(Circle and Specify)* _____ 9

---

29. Which of the following best describes your current (most recent) study program? *(Circle one)*

Studying in a program in which full-time study is possible
and carrying--

full-time load or greater 5   14/4

more than half, but less than full load 6

half a course load or less 7

Studying in a night school, or similar program in which ''full-time study'' is impossible 8

Taking a Correspondence course 9

---

30. *Write the code number from the cover page which best describes:*

A. Your current (most recent) field of study 15-16/XX

B. Did you apply for graduate or professional (post-bachelor) studies in any other field prior to beginning study in your current (most recent) field?

No *(Write "yy" in the boxes)*   17-18/XX
Yes *(Indicate field)* ....

C. Do you plan to get a degree in any field other than the one in which you have been studying?

No *(Write "yy" in the boxes)*   19-20/XX
Yes *(Indicate field)* ......

IF YES: What are your reasons for changing? _____

---

31. Please write the name of the school which you are now attending or have most recently attended since receiving your bachelor's degree.

School	City	State (Country If Non-U.S.)

FILL OUT THE GREEN PAGES IF, YOU HAVE ENROLLED THIS ACADEMIC YEAR (1961-62) FOR COURSES APPLICABLE TO A DEGREE

32. Compared with the school where you completed your undergraduate work, is your current (last) school--*(Circle one)*

The same institution.. X 21/y
A different institution--
 in the same city or within commuting distance......................... 0
 within four hours' automobile drive or less........................... 1
 more than four hours' drive... 2

---

33. Which of the following reasons played a part in your decision to attend this school rather than some other? *(Circle any which apply)*

Couldn't be admitted to one or more schools which I would have preferred........ y 22/R
Cheaper tuition... X
Offered more (some) financial aid by this school................................. 0
Course work appeared easier.. 1
Reputation and quality of University as a whole.................................. 2
Reputation and quality of my department or professional school.................. 3
Allowed part-time or evening courses... 4
Within commuting distance of my home or job...................................... 5
Course offerings more suited to my needs... 6
Job opportunities for myself (or spouse) while in school......................... 7
Attracted to community or area in which school is situated....................... 8
Sent here by my employer... 9
Other *(Circle and Specify)* _____ R

---

34. What is your grade point average so far in your post-bachelor's studies?

IF LETTER GRADES ARE NOT GIVEN, translate into letter grades as best you can:

(Circle one).

A 0 23/y
A- 1
B+ 2
B 3
B- 4
C+ 5
C 6
C- 7
Less than C- 8
No grades received yet....... X

---

35. For each of the following three aspects of your post bachelor's studies please indicate both the expectations you had before you began studying at this level and your experiences since you have been studying at this level. *(Circle one number on each line)*

I EXPECTED TO FIND..		Very	Fairly	Neither	Fairly	Very		
course work......	HARD	X	0	1	2	3	EASY	24/y
work load taking.	LARGE SHARE OF MY TIME	X	0	1	2	3	LITTLE TIME	25/y
course content...	FASCINATING	X	0	1	2	3	DULL	26/y
I ACTUALLY FOUND...								
course work......	HARD	5	6	7	8	9	EASY	27/4
work load taking.........	LARGE SHARE OF MY TIME	5	6	7	8	9	LITTLE TIME	28/4
course content...	FASCINATING	5	6	7	8	9	DULL	29/4

FILL OUT THE GREEN PAGES IF YOU HAVE ENROLLED THIS ACADEMIC YEAR (1961-62) FOR COURSES APPLICABLE TO A DEGREE

36. How would you rate the following aspects of your studies this year? *(Circle one answer for each aspect)*

	Excellent	Good	Average	Poor	Don't know, Inapplicable	
Caliber of class room teaching........................	X	0	1	2	3	30/y
Curriculum and course offerings.......................	5	6	7	8	9	31/4
Facilities and opportunities for research (including library)	X	0	1	2	3	32/y
Student housing......................................	5	6	7	8	9	33/4
Caliber of the students..............................	X	0	1	2	3	34/y
Knowledge and professional standing of the faculty..........	5	6	7	8	9	35/4
Personal contacts with faculty.......................	X	0	1	2	3	36/y

37. During the time you have been studying this academic year (1961-1962), which of the following will have provided you with $200 or more in financial support? *(Circle ony which apply)*

Full-time job.. X 37/y

Subsidy from present or future employer......................... 0

Income from spouse's employment................................ 1

Parents or relatives... 2

Withdrawals from savings....................................... 3

National Defense Education Act loan............................ 4

Other loan... 5

Part-time job other than a research or teaching assistantship.. 6

None of the above.. 7

38. During the academic year, did you receive a stipend (scholarship, fellowship, research or teaching assistantship) or similar financial aid to students?

EXCLUDE... loans and gifts from parents or relatives

INCLUDE... reduction in fees even if you do not receive the money directly

CONSIDER... work as a stipend if you are receiving income from teaching or research in your field of study and are paid by your school or an affiliated organization

No *(Circle and skip to question 40)......* X 38/y

Yes *(Circle and see instructions).........* 0

IF YES: On the back of the cover letter is a set of code numbers that describe stipends by source and type. *Use the code numbers to answer the following questions:*

A. Describe your stipend (if you have two or more, describe the one that has the highest value).

39-40/X

B. Do you have a second stipend?

IF YES: Describe it

IF NO: Write "yy" in the boxes

41-42/X

39. Please estimate the total value you received from all stipends during the academic year 1961-1962. Include in your estimate the value of a tuition scholarship, or tuition remission (even if you received no money), income from teaching or research in your field if you were paid by your school or affiliated organization. *(Circle one)*

Less than $200........... 1 43/0

$ 200 - 499......... 2

$ 500 - 999......... 3

$1,000 - 1,499......... 4

$1,500 - 1,999 5

$2,000 - 2,499 6

$2,500 - 2,999 7

$3,000 - 3,999......... 8

$4,000 and over.......... 9

FILL OUT THE GREEN PAGES IF YOU HAVE ENROLLED THIS ACADEMIC YEAR (1961-62) FOR COURSES APPLICABLE TO A DEGREE

PLANS FOR NEXT YEAR--1962-1963

ON THE BACK OF THE COVER LETTER IS A SET OF CODE NUMBERS THAT DESCRIBE STIPENDS BY SOURCE AND TYPE.   USE THE CODE NUMBERS TO ANSWER THE FOLLOWING QUESTIONS.

40. A. Have you accepted any stipend for the academic year 1962-63?

    IF NO: *Write "yy" in boxes and skip to B.*

    IF YES: (1) *Describe your stipend.* (If you have two or more, describe the one that has the highest value.)   **44-45/XX**

        (2) Do you have a second stipend?
            IF YES: *Describe it.*
            IF NO: *Write "yy" in the boxes.*   **46-47/XX**

  B. Did you decline any stipend that you were offered for the academic year 1962-1963?

    IF NO: *Write "yy" in the boxes.*

    IF YES: *Describe the stipend you were offered.* (If you were offered more than one, describe the "best" one.)   **48-49/XX**

  C. Did you apply for the academic year 1962-1963 for any stipend that is still pending?

    IF NO: *Write "yy" in the boxes.*

    IF YES: *Describe the stipend.* (If more than one is pending, describe the "best" one.)   **50-51/XX**

  D. Did you apply for the academic year 1962-1963 for any stipend for which you were rejected?

    IF NO: *Write "yy" in the boxes.*

    IF YES: *Describe the stipend.* (If more than one rejection, describe the stipend you would have preferred.)   **52-53/XX**

---

41. Indicate your plans for the coming (1962-1963) academic year, by circling one of the following:

Will continue studies in...

    Same field, same school.......................... 2   **54/1**
    *Same field, but different school................. 3
    *Same school, but different field................. 4
    *Different field and different school............. 5

Will not be enrolled because...

    Work for degree will be completed................ 6
    Studying in absentia............................. 7
    *Interrupting my studies temporarily.............. 8
    *Quitting my studies short of the degree.......... 9

*Why are you making the change or changes indicated (*) above? _____

_____

---

42. If you plan to go to school in the coming year, 1962-1963, do you plan to go... *(Circle one)*

    Full-time................. X   **55/y**
    Part-time................. 0

---

43. Did getting (or not getting) a stipend influence your plans for next year?

    No *(Circle and skip to Q. 49)*........ 3   **56/2**
    *Yes.................................. 4

*IF YES: What was the influence? _____

_____

PLEASE SKIP TO QUESTION 49.

ANSWER THE FOLLOWING QUESTIONS IF YOU HAVE NOT BEEN ENROLLED SINCE JUNE, 1961 FOR COURSES
APPLICABLE TO A DEGREE. (IF YOU HAVE BEEN ENROLLED FOR SUCH COURSES DURING THE SPECIFIED TIME PERIOD,
SKIP TO Q. 49.)   BEGIN
44. A. Had you at any time considered enrolling during this current (1961-1962) school year for degree study   DECK 3
       (on campus or by correspondence)? *(Circle one)*   No... .. X   11/y

                                          *Considered it, but did not apply to any school..... 0
                                          *Applied to one or more schools, was not accepted
                                             by any... 1
                                          *Applied to one or more schools, accepted by one or
                                             more... 2

    *B.   *IF YOU CONSIDERED OR APPLIED: Write the code number from the*   ┌─────┬─────┐   12+13/XX
           cover page which best describes the field you considered.   │   │   │
                                                                                             └─────┴─────┘

45. Which of the following describes your reasons for not enrolling this past year? *(Circle as many as apply)*
                           No desire to do so.. y   14/R
                           Could get a desirable job without further schooling...................... X
                           I wanted to get practical experience first............................... 0
                           Finances... 1
                           Fear of academic difficulties.. 2
                           Problem of admission to the school (type of school) I wished to attend... 3
                           Military service, active duty or reserve program......................... 4
                           Health or other personal obstacles....................................... 5
                           Family responsibilities.. 6
                           Lack of time... 7
                           No school available where I was living................................... 8
                           Other *(Circle and Specify)* _____ 9

46. Have you considered enrolling next year (any time between June, 1962 and June, 1963) for courses appli-
    cable to a degree (on campus or by correspondence)? No *(Circle and skip to Q. 48)*...................... 4   15/3
                                                         Yes *(Circle and continue with Q. 47)*.............. 5

47. IF YOU CONSIDERED ENROLLING NEXT YEAR:
    A. Have you applied for admission to any school for the coming year (1962-1963)? *(Circle one)*
                           No, and I'm not planning to apply this year *(Circle and skip to D)*....... 0   16/R
                           No, but I'm still planning to apply *(Circle and skip to B)*.............. 1
                           *Yes, I applied to one school... 2
                           *Yes, I applied to two or three schools................................. 3
                           *Yes, I applied to four or more schools................................. 4

       *IF YOU'VE APPLIED: (1) What is the current status of your applications? *(Circle one in each column)*

                                                    | Accepted by: | Rejected by: | Pending at: |
                                                    | (Circle one) | (Circle one) | (Circle one) |
                           No schools.............. | 5 | 5 | 5 |
                           One school.............. | 6 | 6 | 6 |
                           Two or three schools...... | 7 | 7 | 7 |
                           Four or more schools...... | 8 | 8 | 8 |
                                                       17/R   18/R   19/R

    ON THE BACK OF THE COVER LETTER IS A SET OF CODE NUMBERS THAT DESCRIBE STIPENDS BY
    SOURCE AND TYPE. USE THE CODE NUMBERS TO ANSWER THE FOLLOWING QUESTIONS.

    B. (1) Have you accepted any stipend (scholarship, fellowship, research or teaching assistantship) or similar
           financial aid to students, for the academic year 1962-1963?
           EXCLUDE...loans and gifts from parents or relatives
           INCLUDE...reduction in fees, even if you do not receive the money directly
           CONSIDER..work as a stipend, if you are receiving income from teaching or research in
                     your field of study and are paid by your school or an affiliated organization.
           IF NO: Write "yy" in the boxes and skip to (2).   ┌─────┬─────┐   20-21/RR
           IF YES: (a) Describe your stipend. (If you have two or more,   │   │   │
                     describe the one that has the highest value.)   └─────┴─────┘

                   (b) Do you have a second stipend?
                       IF YES: Describe it.   ┌─────┬─────┐   22-23/RR
                       IF NO: Write "yy" in the boxes.   │   │   │
                                                                                       └─────┴─────┘

47. Continued

B. (2) Did you decline any stipend that you were offered for the academic year 1962-1963?

IF NO: *Write "yy" in the boxes.*

IF YES: *Describe the stipend you declined.* (If you declined more than one, describe the "best" one.)

24-25/RR

(3) Did you apply for any stipend for the academic year 1962-1963, that is still pending?

IF NO: *Write "yy" in the boxes.*

IF YES: *Describe the stipend.* (If more than one is pending, describe the "best" one.)

26-27/RR

(4) Did you apply for any stipend for the academic year 1962-1963, for which you were rejected?

IF NO: *Write "yy" in the boxes.*

IF YES: *Describe the stipend.* (If more than one rejection, describe the stipend you would have preferred.)

28-29/RR

C. Did getting (or not getting) a stipend influence your plans for next year?

No............ 0   30/R
Yes............ 1

D. Do you expect to enroll for further degree study during the coming academic year (1962-1963) either on campus or by correspondence?

No *(Circle and answer Question 48)*.......... 6   31/R
*Yes, on campus full-time.................... 7
*Yes, on campus part-time.................... 8
*Yes, correspondence........................ 9

*What are you planning to study? (Indicate the field by copying the code numbers from list inside the cover letter.)

32-33/RR

SKIP TO Q. 49

48. FOR THOSE NOT PLANNING TO BE ENROLLED DURING THE COMING ACADEMIC YEAR (1962-1963)...

A. Do you expect to go on for further degree study (on campus or by correspondence) in the future? *(Circle one)*

No *(Circle and skip to Q. 49)*............... 0   34/R
Probably not *(Circle and skip to Q. 49)*..... 1
*Probably yes................................ 2
*Yes.. 3

*IF YES OR PROBABLY YES:

(1) When do you expect to begin? Make your single best prediction. *(Circle one)*

Academic Year:
'63-'64...................... 5   35/R
'64-'65...................... 6
'65-'66...................... 7
'66-'67...................... 8
No specific date in mind.................... 9

(2) Refer to the field list and write the code number which best describes the field in which you expect to study.

36-37/RR

(3) Which of the following best explains why you are postponing your further studies? *(Circle any which apply)*

I want to get practical experience first........... 2   38/R
Finances.. 3
Military service, active duty or reserve program... 4
Problem of getting admitted...................... 5
Health or other personal obstacle................. 6
Family responsibilities.......................... 7
No school available where I am now living.......... 8
Other *(Circle and Specify)*_____ 9

ATTITUDES AND OPINIONS

EVERYBODY PLEASE ANSWER:

49. How would you rate the following aspects of your *undergraduate* college or university? *(Circle one answer for each aspect)*

	Excellent	Good	Average	Poor	Don't Know or Inapplicable	
Caliber of class room teaching..	X	0	1	2	3	39/y
Curriculum and course offerings............................	5	6	7	8	9	40/4
Facilities and opportunities for research (including library)	X	0	1	2	3	41/y
Student housing...............................	5	6	7	8	9	42/4
Caliber of the students.....................................	X	0	1	2	3	43/y
Knowledge and professional standing of the faculty..........	5	6	7	8	9	44/4

50. During the year since you graduated, have any of the following been a source of worry or concern for you? *(Circle as many as apply)*

My children's health and development.......... 1   45/0
Ability to make friends....................... 2
Physical health............................... 3
Finances...................................... 4
Loneliness.................................... 5
Dating, relations with opposite sex........... 6
Goals in life................................. 7
Relations with spouse......................... 8

Career plans...................................... 1   46/0
School studies this year.......................... 2
Emotional state................................... 3
Relations with my parents......................... 4
World conditions.................................. 5
Relations with in-laws............................ 6
My job.. 7
Other problems *(Circle and Specify)* _____

_____ 8
None, no worries.................................. 9

51. Which of the following do you expect to give you the most satisfaction in your life?

	Most Satisfaction *(Circle one)*	Next Most Satisfaction *(Circle one)*
Your career or occupation.............	X	X
Family relationships...	0	0
Leisure-time recreational activities...................................	1	1
Religious beliefs or activities.......................................	2	2
Participation as a citizen in the affairs of your community............	3	3
Participation in activities directed toward national or international betterment....	4	4
	47/y	48/y

52. Listed below are some adjectives, some of which are ''favorable,'' some of which are ''unfavorable,'' some of which are neither. *(Please circle the ones which best describe you.)* Consider only those which are most characteristic of you as a person. (Most people choose five or six, but you may choose more or fewer if you want to.)

Ambitious............... 0	Energetic............. 0	Methodical............ 0	Quiet.................. 0
Athletic................ 1	Fun Loving.............1	Middle Brow........... 1	Rebellious............. 1
Calm.................... 2	Good Looking.......... 2	Moody................. 2	Religious.............. 2
Cautious................ 3	Happy................. 3	Nervous............... 3	Reserved............... 3
Conventional............ 4	Hard Driving.......... 4	Non-religious......... 4	Shy.................... 4
Cooperative............. 5	High Strung........... 5	Obliging.............. 5	Sophisticated.......... 5
Cultured................ 6	Idealistic............ 6	Outgoing.............. 6	Talkative.............. 6
Dominant................ 7	Impetuous............. 7	Poised................ 7	Tense.................. 7
Easy Going.............. 8	Intellectual.......... 8	Politically Liberal.... 8	Unconventional......... 8
Efficient............... 9	Lazy.................. 9	Politically Conservative 9	Witty.................. 9
49/R	50/R	51/R	52/R

53. How would you feel about working overseas for a few years, in your regular occupation, for each of the following types of organization? *(Circle one for each kind of organization)*

	Private Business *(Circle one)*	Non-Profit Organization *(Circle one)*	Federal Government Agency *(Circle one)*	U.N. or Other International Agencies *(Circle one)*
Definitely would like to.................	X	3	7	X
Would like to under certain conditions...	0	4	8	0
Definitely would not like to.............	1	5	9	1
	53/y	54/2	55/6	56/y

54. A. Since you began college, have you seriously considered employment in any of the following Federal Governmental departments or agencies or in the Peace Corps? *(Circle any which apply)*

IF NO: *(Circle and skip to Q. 55)* X   57/y

IF YES: Indicate which agency(ies)

State Department................... 0

United States Information Agency.. 1

Central Intelligence Agency....... 2

Agency for International
Development (formerly I.C.A.)... 3

Peace Corps....................... 4

Other in international affairs
(Circle and Specify)

_____ 5

Agriculture....................................... X 58/R

Commerce (includes Census) 0

Federal Reserve Board........................... 1

Health, Education, and Welfare.................. 2

Interior.. 3

Justice (includes FBI).......................... 4

Labor (includes BLS)............................ 5

Defense (includes career military service)...... 6

Post Office..................................... 7

Treasury (includes internal revenue)............ 8

Other in domestic fields *(Circle and Specify)*

_____ 9

B. Have you taken any of the following Federal Governmental examinations? *(Circle one or more of the alternatives for each of the examinations)*

	Peace Corps (PC) *(Circle one or more)*	Federal Service Entrance (FSEE) *(Circle one or more)*	Management Interne (MI) *(Circle one or more)*	Foreign Service Officers (FSO) *(Circle one or more)*	United States Information Agency (USIA) *(Circle one or more)*
I have taken it.............................	0	0	0	0	0
I took it and plan to take it again.........	1	1	1	1	1
I haven't taken it but plan to do so........	2	2	2	2	2
I never heard of the exam	3	3	3	3	3
I've heard of it but have decided not to take it because:					
...I don't think I could pass the exam....	4	4	4	4	4
...Even if I passed the exam I probably wouldn't be selected.................	5	5	5	5	5
...I wouldn't like to be subjected to the investigation involved...............	6	6	6	6	6
...It takes too long to find out whether you're selected......................	7	7	7	7	7
...I'm not interested in the types of governmental positions filled through this exam............................	8	8	8	8	8
...Other *(Circle and Specify)* _____	9	9	9	9	9
	59/R	60/R	61/R	62/R	63/R

FINANCES

55. Considering money borrowed for education (tuition, living expenses while in school, books, etc.)... how much money...

	None	Less than $500	$500 to $999	$1,000 or more	
A. do you personally owe now for undergraduate training? *(Circle one)*	6	7	8	9	64/5
B. have you borrowed for post-graduate studies? *(Circle one)*	6	7	8	9	65/5
C. do you expect to borrow for post-graduate studies next year (Academic year 1962-1963)? *(Circle one)*	6	7	8	9	66/5

56. How much do you have in the form of savings and securities (or other assets which could be converted into cash in an emergency) and how much are you currently in debt (excluding mortgages, bills paid within the month, etc.)?

	Assets (Circle one)	Debts and Liabilities (Circle one)
Nothing......................	X	X
Less than $199...............	0	0
$100 - 499..................	1	1
$500 - 999..................	2	2
$1,000 - 4,999..............	3	3
$5,000 or more..............	4	4
	67/y	68/y

57. Please estimate your current average monthly income before taxes and deductions. Do not include any income you may have from scholarships, assistantships, or other stipends awarded to students. (Circle one in each column)

	From Your Own Employment (Circle one)	Total Monthly Income (Including spouse's and other income) (Circle one)			What do you regard as an adequate monthly income for a person in your circumstances? (Circle one)
None...........	2	2	None............		2
$1 - 199.	3	3	$1 - 199.		3
$200 - 299.	4	4	$200 - 299.		4
$300 - 399.	5	5	$300 - 399.		5
$400 - 599.	6	6	$400 - 599.		6
$600 - 799.	7	7	$600 - 799.		7
$800 - 999.	8	8	$800 - 999.		8
$1,000 or more.	9	9	$1,000 or more...		9
	69/1	70/1			71/1

58. How many of your grandparents were born in the United States? (Circle one)

None......... 0   72/X
One.......... 1
Two.......... 2
Three........ 3
Four......... 4

59. What is your predominant national background?

	Mother's side of family (Circle one)	Father's side of family (Circle one)
English, Scotch, Welsh, English Canadian, Australian, New Zealand...............	X	X
Irish..	0	0
German, Austrian, Swiss...	1	1
Scandinavian..	2	2
Italian...	3	3
French, French Canadian, Belgian..	4	4
Polish..	5	5
Russian and other Eastern European..	6	6
American Negro..	7	7
Spanish, Portuguese and Latin American (Mexican, Puerto Rican, Central and South American)...	8	8
Other (Circle and Specify) _____	9	9
	73/y	74/y

60. How frequently do you attend religious services? (Circle the closest number)

Weekly, almost without exception.... 4   75/3
Several times a month............... 5
Once a month........................ 6
Two or three times a year........... 7
Once a year......................... 8
Never............................... 9

A. In the box at the bottom of the page is your current mailing address, according to our records.

   IF IT IS CORRECT, CIRCLE THE LETTER X TO THE RIGHT.............. X

   IF NOT, PLEASE CIRCLE THE LETTER y TO THE RIGHT AND MAKE ANY
   NECESSARY CORRECTION.. y

   We will use this address to mail you a copy of a report on our research as soon as we receive your questionnaire.

B. Is this (corrected) current address your most likely address one year from now?

   Yes.......... 1
   *No........... 2

   *IF NO: Your most likely address one year from now

Name of residence hall, department, company, etc., if any
Street Address

City or Town	Zone	State or Country

EVERYBODY ANSWER:

C. Name and address of someone who will know where you are or could forward a letter to you if you were not at the address you listed above:

First Name	Middle Name	Last Name

Street Address

City or Town	Zone	State or Country

IMPORTANT

   You have now completed the questionnaire. Please drop it in the enclosed postage paid envelope and return it to us.

   Thank you very much and Good Luck.

YOUR MOST LIKELY ADDRESS IN THE
FALL, IF DIFFERENT FROM ADDRESS
INDICATED IN BOX AT RIGHT.

STREET ADDRESS	
CITY	STATE

YOUR SOCIAL SECURITY NO.

1. What are you doing now (since the first of the year)? *(Column A)*
   Also, what will you probably be doing this Fall? *(Column B)*

	A. Now (circle any which apply)	B. In the Fall (circle any which apply)
Working full-time at a type of job which I expect to be my long-run career field	1	1
Working full-time at a type of job which will probably not be my long-run career field	2	2
Working part-time	3	3
Working as a teaching or research assistant in conjunction with my postgraduate degree program	4	4
Going to graduate or professional school for a postgraduate degree	5	5
Taking courses, but not toward a postgraduate degree	6	6
In the military service (full-time active duty)	7	7
Being a housewife, mother	8	8
Other, *(Circle and specify)*	9	9
	9/0	10/0

EMPLOYMENT

IF YOU ARE NOT WORKING NOW, OR IF YOU ARE WORKING ONLY AS A TEACHING OR RESEARCH ASSISTANT, SKIP TO QUESTION 5.

2. Which field best describes your job? *(Inside the letter enclosed with the questionnaire is a list of fields of employment and study. Enter the code number that best describes your job.)*

11-12/RR

3. When did you start working on this job? *(Circle one)*

Before June 1961 1   13/R
June, July, or Aug. 1961................................ 2
Sept., Oct., Nov., or Dec. 1961 3
Jan., Feb., Mar., Apr., or May 1962.............. 4
June, July, or Aug. 1962 5
Sept., Oct., Nov., or Dec. 1962 6
After December 1962 7

4. Which of the following best describes your employer? *(Circle any which apply)*

Self-employed, professional partnership, or in business owned by my family 1   14/R
Private company or corporation... 2
Elementary or secondary school or school system 3
Research organization or institute.. 4
College or University or Junior College... 5
Federal Government (U.S.)... 6
State or local government... 7
Other (circle and specify) _____ 8

CAREER AND POSTGRADUATE EDUCATION

EVERYONE PLEASE ANSWER:

5. Which field from the list of fields inside the cover letter best describes your anticipated career field? Please enter the code number of the field you expect to be your long-run career and ignore any stop-gap job or temporary military service which might precede it.

IF YOU ARE A WOMAN: *If you plan to combine marriage and work, code the field of employment, not housewife. Use code number for "Housewife" only if you do not expect to work at all.*

15-16/XX

In addition to writing the code in the boxes, please describe your anticipated career in a few words here.

_____

_____

6. The following activities cut across a number of specific jobs. Which ones do you anticipate will be an important part of your long-run career work?

(Circle any which apply)

Teaching 5	17/4
Research 6	
Administration 7	
Service to patients or clients 8	
None of these 9	

7. Please indicate the highest degree you now hold, the next degree you expect to receive, and the highest degree you expect to hold eventually:

	None	Bachelor's (Undergraduate) e.g. BA, BS, BE, BPhar., etc.	Professional e.g. LLB, MSW, MD, JD, MEd, etc.	Arts & Science Master's e.g. MA, MS etc.	Doctorate e.g. PhD, EdD, JSD, etc.	
A. Highest degree you now hold (Circle one)	0	1	2	3	4	18/X
B. Next degree you expect to receive (Circle one)	0	1	2	3	4	19/X
C. Highest degree you expect to hold (Circle one)	0	1	2	3	4	20/X

8. Have you enrolled for one or more courses applicable to a degree since you were graduated from college?

Yes (Circle and skip to Question 14, next page)................ X	21/y
No (Circle and answer the questions below) 0	

9. Do you expect to go on for further degree study (on campus or by correspondence) in the future? (Circle one)

No (Circle and skip to Question 24, Page 4)...................... 0	22/R
Probably not (Circle and skip to Question 24, Page 4) 1	
Probably yes 2	
Yes 3	

10. Refer to the list in the cover letter and write the code number which best describes the field you expect to study.

23-24/RR

11. When do you expect to begin? Make your single best prediction. (Circle one)

Academic Year

1962-63 (This year) 2	25/R
'63-64 3	
'64-65 4	
'65-66 5	
'66-67 6	
No specific date in mind 7	

12. Have you applied to any school for study during the coming year (1963-64)? (Circle one)

Yes X	26/R
No (Circle and skip to Question 24, Page 4)..................... 0	

13. What is the current status of your applications? (Circle any which apply)

Accepted by one or more schools 7	27/R
Rejected by one or more schools 8	
Pending at one or more schools 9	

SKIP TO QUESTION 24, PAGE 4.

PLEASE ANSWER QUESTIONS 14 THROUGH 23 IF YOU HAVE ENROLLED FOR COURSES APPLICABLE TO A DEGREE SINCE GRADUATING FROM COLLEGE.

---

14. Please write the code number from the cover letter that best describes:

(A) Your current (most recent) field of study .... | | | 28-29/XX

(B) Were you previously enrolled for graduate or professional courses in any other field?
   No (Write "yy" in the boxes).
   Yes (Indicate field) .... | | | 30-31/XX

---

15. Which of the following best describes your <u>primary</u> reason for enrolling in your current (most recent) study program? *(Circle one)*

Definitely intended to apply enrollment to a postgraduate degree ,.. X 32/Y
Primary reason not necessarily to get a postgraduate degree but:
..... to pass certification requirements for teaching or counseling in primary or secondary school system 0
..... to gain specific "job knowledge" for my present or future employer 1
..... to enhance my own knowledge regardless of degree, career, or job benefits 2
..... other (Circle and specify) _____ 3

---

16. Were you enrolled for one or more postgraduate courses last Summer (Summer session 1962)? *(Circle one)*

Yes 8 33/7

No 9

---

17. Do you expect to be enrolled for one or more courses next Summer (Summer session 1963)? *(Circle one)*

Yes 4 34/3
No 5
Undecided 6

---

18. Please indicate which category best describes what your enrollment status was, is, or probably will be for each of the following academic terms. *(Circle one in each of columns A, B, C, and D.)*

			A (Circle one)	B (Circle one)	C (Circle one)	D (Circle one)
		IF QUARTER OR TRIMESTER SYSTEM:→	Fall '62	Winter '63	Spring '63	Fall '63
		IF SEMESTER SYSTEM:→	Fall '62	Spring '63	Circle 8 Below	Fall '63
E N R O L L E D	In a program in which "full-time study" is possible and carrying: full course load or greater		X	X	X	X
	less than a full course load		0	0	0	0
	no courses, enrolled only for completion of thesis, independent research, etc.		1	1	1	1
	In night school or other program in which full-time study is impossible:		2	2	2	2
	For correspondence courses		3	3	3	3
N O T E N R O L L E D	B E C A U S E	Interrupting my studies temporarily	4	4	4	4
		No intention of going on further	5	5	5	5
		Completing thesis, doing independent research, etc.	6	6	6	6
		Normally attend summer sessions only	7	7	7	7
		My school is on semester system	8	8	8	8
		Other (Circle and specify)	9	9	9	9
			35/y	36/y	37/y	38/y

IF YOU HAVE NOT BEEN ENROLLED AND DO NOT PLAN TO BE ENROLLED AT ANY TIME BETWEEN SEPTEMBER 1962 AND MAY 1963, SKIP TO QUESTION 24, PAGE 4.

---

19. Please write the name of the school which you are now attending or have most recently attended.

SCHOOL	CITY	STATE (country if non U.S.)

---

20. Have you enrolled at any school other than the one listed above for graduate or professional studies since receiving your bachelor's degree?

Yes 8 39/7
No 9

---

21. What is your grade point average so far in your post-bachelor's studies?
IF LETTER GRADES ARE NOT GIVEN, translate into letter grades as best you can.

	A	A-	B+	B	B-	C+	C	C-	Less than C-	No grades received yet	
(Circle one)	0	1	2	3	4	5	6	7	8	9	40/y

22. During the academic year 1962-'63, did you receive a stipend (scholarship, fellowship, research or teaching assistantship) or similar financial aid to students?

    EXCLUDE . . .   loans and gifts from parents or relatives

    INCLUDE . . .   reduction in fees even if you do not receive the money directly

    CONSIDER . . .   work as a stipend if you are receiving income from teaching or research in your field of study and are paid by your school or an affiliated organization

      No   (Circle and skip to Question 23 below) X   41/y

      Yes   (Circle and answer A, B, and C below) 0

IF YES: On the back of the cover letter is a set of code numbers that describe stipends by source and type. Use the code numbers to answer the following questions:

    A. Describe your stipend (if you have two or more, describe the one that has the highest value).

           42-43/RR

    B. Do you have a second stipend?

      IF YES: Describe it

      IF NO: Write "yy" in the boxes   44-45/RR

    C. Please estimate the total value you received from all stipends during the academic year 1962-1963. Include in your estimate the value of a tuition scholarship, or tuition remission (even if you received no money), and income from teaching or research in your field if you were paid by your school or affiliated organization.

	Less than $200	$200 -499	$500 -999	$1,000 -1,499	$1,500 -1,999	$2,000 -2,499	$2,500 -2,999	$3,000 -3,999	$4,000 and over	
(Circle one)	1	2	3	4	5	6	7	8	9	46/0

23. This question applies only to that part of the academic year 1962-1963 in which you were (or expect to be) enrolled for courses or actively engaged in academic studies. During that period, which of the following will have provided you with $200 or more in financial support? (Exclude any income from scholarships, fellowships, assistantships or other stipends.) (Circle any which apply)

      Full-time job X   47/y

      Subsidy from present or future employer 0

      Income from spouse's employment 1

      Parents or relatives 2

      Withdrawals from savings 3

      National Defense Education Act loan 4

      Other loan 5

      Part-time job other than a research or teaching assistantship 6

      None of the above 7

EVERYONE PLEASE ANSWER:

BACKGROUND INFORMATION

24. What is your sex?

      Male 1   48/0

      Female 2

25. What is your current marital status?   (Circle one)

      Single, no definite plans to be married at present X   49/y

      Single, have definite plans to be married before Sept. 1, 1963 0

      Single, have definite plans to be married after Sept. 1, 1963 1

      Widowed, Divorced, Separated   (answer A only) 2

      Married   (answer A and B) 3

IF WIDOWED, DIVORCED, SEPARATED, ANSWER A ONLY:

IF MARRIED, ANSWER A AND B:

A. How many children do you have now (count a current pregnancy as one child)?   (Circle one)

    None 5   50/R

    One 6

    Two 7

    Three 8

    Four or more 9

B. What is your spouse doing currently?   (Circle any which apply)

    Working full-time X   51/R

    Working part-time 0

    Military service (full-time active duty)........................ 1

    Housewife, mother.. 2

    Going to school... 3

    Other   (Circle and specify)

    _____ 4

26. Please indicate both the religion in which you were reared and your present religious preference.

	Protestant	Roman Catholic	Jewish	Other	None	
A. RELIGION IN WHICH YOU WERE REARED *(Circle one)*	X*	0	1	2*	3	52/y
B. PRESENT RELIGIOUS PREFERENCE *(Circle one)*	5*	6	7	8*	9	53/y

*If you circled "Protestant" or "Other," please specify denomination(s):

_____

27. What is your racial background?

White .... X 54/y
Negro 0
Oriental 1
Other *(Circle and specify)*
_____ 2

28. Which of the following best describes the community which you think of as your hometown during high school days? *(Circle one)*

Farm or open country	SUBURB in a metropolitan area with a population of				CENTRAL CITY or non-suburban city in a metropolitan area with a population of					
	More than 2 million	500,000 to 2 million	100,000 to 499,999	Less than 100,000	More than 2 million	500,000 to 2 million	100,000 to 499,999	50,000 to 99,999	10,000 to 49,999	Less than 10,000
X	0	1	2	3	4	5	6	7	8	9

55/y

29. What kind of work did your father do when you were age 16? (If deceased or retired, give his major occupation when he was working)

Occupation: _____

Duties: _____

COLLEGE BACKGROUND

30. What was your career preference when you started undergraduate college? *(Enter the code number from the list of fields)*

Give your single strongest preference even if it was vague or if there were several alternatives.
If you had absolutely no preference, write "yy" in the boxes.

56-57/XX

31. What was your undergraduate major field? *(Enter the code number from the list of fields)*

If you had a joint major, give the one with the most course credits.

58-59/XX

32. What was your previous undergraduate major field? *(Enter the code number from the list of fields)*

If you had not shifted majors, write "yy" in the boxes.
If you had several previous majors, give the first one in which you were officially registered.

60-61/XX

33. What was your cumulative (overall) grade point average when you completed your undergraduate studies? (IF LETTER GRADES WERE NOT GIVEN, translate into letter grades as best you can)

	A	A-	B+	B	B-	C+	C	C-	D+	D or lower	
(Circle one)	0	1	2	3	4	5	6	7	8	9	62/y

34. When did you receive your bachelor's degree? *(Circle one)*

I do not yet have a bachelor's degree .... X 63/y
Spring commencement, 1961 0
Summer session commencement, 1961   1
Other *(Specify)* _____ 2

4931

THE FOLLOWING QUESTIONS REFER TO THE PERIOD WHEN YOU WERE COMPLETING YOUR UNDERGRADUATE STUDIES. IN ORDER TO INSURE A UNIFORM POINT OF REFERENCE, PLEASE THINK BACK TO MAY 1961 AND ANSWER IN TERMS OF YOUR SITUATION THEN.

35. What was your academic status at that time? (Circle one)

Registered Spring term and studying for a bachelor's degree to be awarded at Spring 1961 commencement (May, June, July, but before Summer session commencement 7   64/6

Registered Spring term and studying for a bachelor's degree to be awarded at 1961 Summer session commencement...8

Other (Circle and briefly specify your academic status: _____)   9

36. How old were you? (Circle one)

19 or younger	20	21	22	23-24	25-29	30 or older	
0	1	2	3	4	5	6	65/y

37. Which of the following was the appropriate income category for your parental family? Consider annual income from all sources before taxes. (Circle one)

ANNUAL INCOME							
Less than $5,000	$5,000 to $7,499	$7,500 to $9,999	$10,000 to $14,999	$15,000 to $19,999	$20,000 and over	I have no idea	
2	3	4	5	6	7	8	66/9

38. Please indicate your parents' (or step-parent's if parent was dead) highest educational attainment at that time. (Circle one in each row)

	8th grade or less	Part High school	High school graduate	Part college	College graduate	Graduate or professional degree beyond the bachelor's	
Father (Circle one)	4	5	6	7	8	9	67/3
Mother (Circle one)	4	5	6	7	8	9	68/3

39. Which of the following categories best describes the usual occupation of the head of the household in your parental family at that time? (Circle one)

Professional 1   69/y

Proprietor or Manager 2

Sales (Other than Sales Manager or Administrator).......................... 3

Clerical 4

Skilled worker 5

Semi-Skilled worker 6

Service worker.. 7

Unskilled worker... 8

Farmer or farm worker.. 9

A. If the head of the household was a woman, also circle here... 0

B. If the head of the household was retired, also circle here X

40. What was your anticipated career field at that time?

Please give what you expected to be your long-run career and ignore any plans which you may have had for school, temporary job or temporary military service.

IF YOU ARE A WOMAN: If you planned to combine marriage and work, code the field of employment, not housewife. Use the code number for "Housewife" only if you did not expect to work at all.

70-71/XX

41. How did you feel about the occupation which you indicated above as your anticipated career field? (Circle one)

I strongly preferred it to any other 0   72/y

I could have been tempted by one or more alternatives..................... 1

I actually preferred one or more alternatives 2

42. What was your possible alternative career field?

If none, write "yy" in the boxes.

If your alternative had the same code number as the one to question 40, write "yy" in the boxes.

If you had more than one alternative, give only the one which you thought was most likely.

73-74/XX

THANK YOU VERY MUCH FOR FILLING OUT THE QUESTIONNAIRE