ONE YEAR AFTER COMMENCEMENT

An Interim Report on the 1961-62 Graduate School Enrollment and the Future Career Plans of the 1961 College Graduating Class

by

Norman Miller
Co-Principal Investigator
and
Senior Study Director

With the assistance of
Albert Klassen
and
Donald J. Treiman

The research reported herein was supported by
the National Institutes of Health

NATIONAL OPINION RESEARCH CENTER
University of Chicago
5720 South Woodlawn Avenue
Chicago 37, Illinois

Report No. 93

June, 1963

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PREFACE

This interim report is part of a long-range follow-up study of the college graduating class of 1961. The first volume, which deals with the career plans of graduating seniors from 135 colleges and universities as of the spring of 1961, has already appeared.[1] This report takes us to the spring and summer of 1962, thus enabling us to see what happened to the plans and aspirations of our respondents one year later.

The report deals with four major topics. Chapter I discusses the outcomes of plans for graduate or professional study. Chapter II is concerned with those individuals who changed their minds about graduate school either by not following through with plans to enroll or by enrolling despite a previously announced intention not to do so. Chapter III deals with first-year graduate experiences of those who were enrolled; the subjects of Chapter IV are those enrolling in 1962-63, both the new entrants and the re-enrollments, and those not re-enrolling or the graduate school drop-outs.

The topics dealt with in this interim report do not by any means touch on all of the questions that could have been raised. Because the emphasis is on graduate students, nothing is said about the activities of those who were not enrolled. Nor does this report contain any information on the graduate schools in which our respondents were enrolled. An analysis of these matters, as well as a more exhaustive analysis of the data

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[1] James A. Davis, Great Aspirations: Volume One; Career Decisions and Educational Plans During College (Chicago: National Opinion Research Center, Report. No. 90, 1963).

touched upon in this report, will be issued as Great Aspirations: Volume II. By that time, it will be possible to include data on the same respondents collected in the spring of 1963, two years after graduation.

At least two other reports in this series of studies are scheduled. One will deal with the respondents to our 1961 study as of the fall of 1963. The second will be based on the findings of a survey planned for the fall of 1964.

While the author is entirely responsible for the writing of this report, it goes without saying that it could not have been done without the effective cooperation of a large number of the staff members of NORC. In addition to Albert Klassen and Donald J. Treiman, the following were particularly helpful: Mrs. Carolyn Underhill, Dorothy Pownall, Judy Schick, and Richard McKinlay, who helped in the organization of the tables. Mrs. Eleanor Nicholson's editorial skills were most useful. Patrick Page supervised the mammoth machine operation. Mrs. Joanne Hesslink did an able job of typing the manuscript and tables.

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CHAPTER I

THE OUTCOMES OF PLANS FOR GRADUATE STUDY

Introduction

In the spring of 1961, 32 per cent of the respondents in a national sample of graduating college seniors indicated that they intended to enroll for graduate or professional study in 1961-62. Another 42 per cent expected to enroll at some time in the future. That three out of every four recent college graduates should expect ultimately to continue with their studies is a striking commentary on the change taking place in the occupational structure of the United States and on the crucial role played in this process by agencies of higher education.

The present study is concerned with the actual outcomes of these plans. How many of those who planned to enroll in 1961-62 did actually enroll?[1] To what extent do the personal and background characteristics of those who followed through with their intentions differ from those who did not, and in what ways? What of those who had not planned to enroll in 1961-62 but did? These are the questions with which the present chapter and the one that follows are chiefly concerned. And, since we are concerned with the outcomes of plans, we will attempt to determine the extent to which those factors that are highly associated with the making of plans also account for the realization of those plans. A second

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[1] Because we are concerned with the outcomes of plans, this analysis is necessarily limited to a discussion of those respondents who returned questionnaires both in 1961 and in 1962. A preliminary examination of the 1962 response rate does not show any marked systematic bias in the characteristics of those responding.

concern of these first two chapters is an examination of conditions and circumstances that facilitated or hindered the carrying out of intentions.

While enrollment is of major concern to us, it became clear at a fairly early point in the analysis that it was necessary to make a distinction between those who are primarily students and carry reasonably full course-loads, and those whose enrollment is only part-time and whose major activities center around a job or family. Enrollment and course load, then, will be dealt with in this report. Let us begin with the first.

Plans and Enrollment

As we have noted, 32 per cent of the 1961 graduating seniors expected to be enrolled in graduate or professional school the following year. One year later, 35 per cent of the respondents report having been enrolled for at least part of the academic year 1961-62. Rather than evidencing a drop-off between the making of plans and the time of enrollment, students show a turnout for graduate school that is actually three per cent larger. The over-all picture looks like this:

-- 25 per cent of the 47,834 respondents had planned to go in 1961-62 and were enrolled;

-- 10 per cent had <u>not</u> planned to go but did enroll;

-- seven per cent had planned to go but did <u>not</u> enroll;

-- 58 per cent neither planned to nor did enroll.

In other words, the 32 per cent who planned to attend were not simply joined by an additional number of new "recruits"; there were "defections" as well. The difference between 32 per cent and 35 per cent is a <u>net</u> gain. Actually, 17 per cent had changed their minds in one direction or the other, a number of sufficiently large to warrant special attention.

For the moment, however, the important finding is that there is a substantial relationship between plans and enrollment: fully 78 per cent of all those who planned to enroll in 1961-62, however tenuous these plans may have been at the time, in fact did so; 85 per cent of those who did not plan to enroll in 1961-62 acted accordingly.

But the relationship between plans and attendance becomes even more pronounced when we introduce the typology of plans already developed by Davis.[2] First, those students who planned to enroll in 1961-62 and had already been admitted to some graduate or professional school are classified as "definites." Those who expected to enroll in 1961-62 but had not yet applied or had not yet been accepted will be called the "tentatives." Those who did not plan to enroll in 1961-62 are classified either as "futures" or "nevers" depending upon their plans. Characterizing plans in this more stringent way, we can afford another look at the relationship between intentions and enrollment, as shown in Table 1.1. The following proportions of each type were enrolled in 1961-62:

-- 91 per cent of the definites
-- 57 per cent of the tentatives
-- 17 per cent of the futures
-- six per cent of the nevers

The plans index is obviously a good predictive measure of enrollment, distinguishing as it does between those who planned to attend and those who did not, as well as between those whose

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[2] James A. Davis, Great Aspirations: Volume I, Career Decisions and Educational Plans During College (National Opinion Research Center, Report No. 90, 1963). The "plans index" employed in this report is identical with that of Davis, except that here no distinction is made between those expecting to enroll at a future but definite date and those expecting to enroll at a future but indefinite date; moreover, those who never expected to enroll were placed in a single category instead of two. Mr. Albert Klassen is attempting to reformulate the plans index; if he is successful, it will replace the present plans index in a later report.

TABLE 1.1

PER CENT ATTENDING GRADUATE SCHOOL 1961-62
BY 1961 ATTENDANCE PLANS[a]

Attending Graduate School 1961-62	1961 Attendance Plans					
	Definitely Going in Fall	Tentatively Going in Fall	Going in Future	Never Going	No Answer	Total
Attending	91	57	16	6	44	35
Not Attending . .	9	43	84	94	56	65
Total per cent	100	100	100	100	100	100
N	9,512	5,708	20,305	10,347	1,962	47,834

Total Weighted N 47,834

[a]Throughout these tables the following categories are used as defined below:

Definite: expected to attend graduate school 1961-62, and had been accepted by one or more schools

Tentative: expected to attend graduate school 1961-62, but had not yet been accepted

Future: expected to attend graduate, but not 1961-62

Never Going: no plans for further study

plans were definite and those whose plans were not definite. But, while the survey analyst may be impressed with the finding that 91 per cent of the definites carried through with their plans, the policy-maker may be dismayed by the fact that one out of every ten did not do so. Why didn't they go? Could anything have been done to help them execute their plans? This question, which applies as well to the tentatives, will be discussed in the next chapter.

Although plans are clearly related to enrollment, a glance at the case-bases in Table 1.1 suggests at the same time that quite another picture would emerge if the data were percentaged differently, as is done in Table 1.2. Here we see that, of the 16,754 respondents who were enrolled in 1961-62, only half had definite plans the preceding spring. One-fifth of those enrolled had made only tentative plans, and one-fourth had not intended to enroll that year. This suggests a seemingly chaotic situation in which a substantial number of people enroll in graduate or professional school at the last moment. Actually, part of the apparent confusion is due to an administrative artifact. Many schools have loose or nonexistent application or admission requirements where part-time students are concerned, with the result that respondents who expected to enroll on a part-time basis in 1961-62 were placed in the tentative category even though their plans were quite definite. This is the major reason for clarifying the plans index in our final report. But the administrative artifact referred to above does not account for the fact that one out of four enrolled in 1961-62 had not intended to enroll that year. Furthermore, even among those enrolled on a full-time basis (i.e., students most likely to face application and admission requirements) we find that more than one-fourth did not have definite intentions in the late spring of 1961-62.

From one standpoint, then, it is possible to predict the likelihood that a graduating senior will be enrolled in graduate or professional school the following year. At the same time, it

TABLE 1.2

DISTRIBUTION OF 1961 ATTENDANCE PLANS BY GRADUATE SCHOOL ATTENDANCE/NON-ATTENDANCE 1961-62

1961 Attendance Plans	Graduate School Attendance, 1961-62	
	Attending	Not Attending
Definitely going in fall . .	52	3
Tentatively going in fall .	20	8
Going in future	20	55
Never going	4	31
NA	5	4
Total Per cent	101	101
N	16,754	31,080

Total Weighted N 47,834

is clear that a very substantial proportion of those who enroll are late-deciders.

Having taken a preliminary look at enrollment, let us now examine course-load. As the marginal column in Table 1.3 shows, half of those respondents enrolled in 1961-62 were attending graduate school on a full-time basis, and another tenth were enrolled more than half-time. Six out of ten of those enrolled then were engaged in active study programs.[3] On the other hand, more than one-third of those attending were doing so on a part-time basis; of these, the majority was enrolled in night schools. That there should be variation in course-loads is not surprising when we keep in mind the variety of graduate and professional fields in which our students were enrolled. It is virtually impossible for a medical student to be anything but a full-time student; it is perfectly possible for a graduate engineering student to have a full-time job in his field and take one or two courses in the evening. In addition there is wide variation in the sources of support. Both matters will be discussed more fully below.

What of the relationship between plans and course-load among those who were enrolled? As the body of Table 1.3 makes clear, four out of five of those who had made definite plans to enroll and who did indeed enroll were attending full-time or more than half-time. By way of contrast, more than half of those who had not intended to enroll in 1961-62 but who had changed their minds were enrolled in night school or correspondence programs.

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[3]Throughout this report course-load will be discussed in terms of what the writer regards as the basic dichotomy: on the one hand, those who are primarily graduate or professional students and who spend most of their time at their studies; on the other hand, those who have full-time jobs or careers and who are incidentally engaged in graduate study. The first category consists of those attending more than half-time; the second consists of those enrolled in part-time and evening programs. Although some respondents are inevitably misclassified by such a procedure, there is good internal evidence that it is not an arbitrary one.

TABLE 1.3

COURSE-LOAD FOR THOSE ATTENDING GRADUATE SCHOOL 1961-62
BY 1961 ATTENDANCE PLANS

Course-Load	1961 Attendance Plans				
	Definitely Going to Graduate School	Tentatively Going to Graduate School	Going in Future	Not Going	Total
Full-time	71	36	19	19	51
Part-time: More than half-time	13	11	6	8	11
Part-time: Half-time or less	8	17	18	15	12
Night school	6	32	48	45	22
Correspondence . . .	-	1	5	5	1
NA	2	3	5	7	3
Total per cent	100	100	101	99	100
N	8,634	3,280	3,338	642	16,754

N	15,894
NA Plans	860
Excluded (Not Attending) . .	31,080
Total Weighted N	47,834

In short, those who had definite plans to enroll in 1961-62 were not only likely to carry through with their plans but, compared with the late deciders, they were far more likely to be enrolled on an active basis.

Having examined the over-all relationship between plans and enrollment, we can move to a consideration of the background, personal, and situational factors that may have played a part in the process. A reasonable way to begin is by examining those variables that Davis and his associates have already shown to be associated with plans. They found three that accounted for more of the variance in type and definiteness of plans than any others: undergraduate academic performance, sex, and anticipated career. Of these, undergraduate academic performance appeared to have the greatest influence on plans, but all three were shown to contribute independently to the decision to continue beyond college.[4] Do these same factors have any effect on the realization of plans?

Undergraduate Academic Performance[5]

There are a number of reasons why those with successful academic careers should be more likely to plan for graduate or professional study than those whose college records were mediocre. Motivation, faculty encouragement, the greater availability of attractive stipends play important roles. And, plans aside, the more successful 1961 graduates were considerably more likely than other graduates to be enrolled in 1961-62. As the bottom row of Table 1.4 shows, more than half of those with high API scores were

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[4] Davis, op. cit., pp. 339-362.

[5] The measure of undergraduate academic performance used in this report was developed by Davis and his associates. The Academic Performance Index (API) is based on self-reported grade-point averages adjusted by undergraduate school quality. A full description of the procedures involved is found in Davis, op. cit., pp. 41-47, 554-566.

TABLE 1.4

PER CENT ATTENDING GRADUATE SCHOOL 1961-62 BY ACADEMIC PERFORMANCE INDEX AND 1961 ATTENDANCE PLANS

1961 Attendance Plans	Academic Performance Index*		
	High	Medium	Low
Definitely going in fall . .	93 (3,928)	91 (3,643)	85 (1,830)
Tentatively going in fall. .	66 (847)	58 (2,400)	55 (2,386)
Going in future	19 (2,852)	16 (7,402)	16 (9,742)
Never going	6 (1,240)	6 (3,303)	6 (5,620)
Total	55 (8,867)	36 (16,748)	24 (19,578)

N	45,193
NA API	679
NA Plans	1,909
NA Both	53
Total Weighted N	47,834

*See James A. Davis, Great Aspirations: Volume One (Chicago: National Opinion Research Center, 1963), pp. 41-47; and Appendix III, pp. 554 ff., "Notes on the Validity of the Academic Performance Index."

enrolled, as contrasted with one out of four in the low API category. But this substantial difference is largely accounted for by the correlation between API and plans as reported in the spring of 1961.

The same pattern appears when we examine the relationship between API and course-load, which is given in Table 1.5. Three out of four of the high API graduates who were attending graduate schools in 1961-62 were enrolled on an active basis as compared with only half of those in the low API category. Once again, however, this is largely explained by the relationship between API and plans: holding plans constant, the differences among those enrolled with respect to course-load are comparatively small.

Thus we see that the variable that was most closely associated with plans for graduate or professional study has considerably less predictive power with respect to subsequent attendance once we control for plans. The low API undergraduate is indeed less likely to plan further study; but of those who do decide to go on, almost as many wind up in graduate school the following year as do their high counterparts.

Sex

Davis has already shown that senior men were considerably more likely than women to plan further study, either in 1961-62 or later, and that this was not due to differences in API (women in fact were more likely to be found in the high and middle API categories) or because many women expected to become housewives immediately after graduation. This difference in the plans of men and women is repeated in their behavior: as the bottom row of Table 1.6 shows, 42 per cent of the men and 26 per cent of the women were attending graduate or professional school in 1961-62. Although the relationship between sex and enrollment, like the one we have already seen between API and enrollment, is

TABLE 1.5

PER CENT ENROLLED MORE THAN HALF-TIME AMONG THOSE ATTENDING GRADUATE SCHOOL 1961-62 BY ACADEMIC PERFORMANCE INDEX AND 1961 ATTENDANCE PLANS

1961 Attendance Plans	Academic Performance Index		
	High	Medium	Low
Definitely going in fall . .	89 (3,656)	81 (3,334)	79 (1,553)
Tentatively going in fall .	56 (561)	45 (1,390)	46 (1,305)
Going in future	27 (553)	23 (1,185)	25 (1,533)
Never going	30 (73)	28 (213)	27 (350)
Total	77 (4,843)	60 (6,122)	49 (4,741)

N	15,706
NA API	188
NA Plans	837
NA Both	23
Excluded (Not Attending) . .	31,080
Total Weighted N	47,834

TABLE 1.6

PER CENT ATTENDING GRADUATE SCHOOL 1961-62 BY SEX AND 1961 ATTENDANCE PLANS

1961 Attendance Plans	Sex	
	Male	Female
Definitely going in fall . . .	93 (7,189)	84 (2,323)
Tentatively going in fall . .	63 (3,456)	49 (2,252)
Going in future	18 (10,893)	15 (9,412)
Not going	6 (5,166)	7 (5,181)
Total	42 (27,854)*	26 (19,980)*
Total Weighted N . . . 47,834		

*Totals include No Answer on Plans (Male = 1,150, Female = 812).

largely due to the correlation with plans, it is not entirely so. Among those who definitely intended to enroll, men followed through somewhat more often than did women, and in the case of those with tentative plans, the sex difference is somewhat larger.

One obvious possible explanation of the finding that women were less likely to follow through with their plans is that a great many of them got married after graduation and decided to scrap or at least defer their earlier intentions. But the facts do not support this explanation, as can be seen in Table 1.7, which compares the enrollment rates of men and women by marital or family status as measured in 1961 and 1962. Two distinct patterns emerge: one for those with definite enrollment plans and another for those whose plans were more tentative.

Looking first at the definites, the striking finding is that the enrollment rates for those who changed their marital or family status is roughly the same as for those whose status remained unchanged. The single exception to this occurs among the very small number of women who were single in 1961 but who married and became mothers during the ensuing year. At the same time, men were in every comparison more likely than women to follow through with their plans to enroll in 1961-62; and men with the greatest family responsibilities were still more likely to be enrolled than women who had remained single. As far as the definites are concerned, then, changed in marital or family status (with the minor exception already noted) had no discernible effect on the carrying out of plans, nor do they account for the differences in the enrollment rates of men and women.

Among the tentatives, the picture is different. Both men and women appear to have been influenced by changes in marital or family status. Those who remained single and those who were already married in 1961 but remained childless were most likely to be enrolled. Those who already had children or who acquired them

TABLE 1.7

PER CENT ATTENDING GRADUATE SCHOOL 1961-62 BY MARITAL AND FAMILY STATUS, CONTROLLING FOR SEX AND 1961 PLANS

1961 Attendance Plans	Sex	Marital and Family Status					
		Unchanged Between 1961 and 1962			Changed Between 1961 and 1962 from:		
		Single	Married, No Children	Married with Children	Single to Married, No Children	Married, No Children to Married with Children	Single to Married with Children
Definitely Going in Fall	Males	94 (4,722)	93 (371)	89 (741)	95 (694)	88 (201)	89 (345)
	Females	86 (1,798)	82 (78)	84 (67)	86 (212)	83 (23)	56 (78)
Tentatively Going in Fall	Males	68 (1,634)	72 (247)	57 (808)	66 (304)	57 (165)	50 (216)
	Females	52 (1,420)	61 (125)	47 (200)	37 (263)	42 (36)	26 (123)

N	14,871
NA Family Status or Other	349
NA Plans	1,908
NA Both	54
Excluded (Going in Future or Never)	30,652
Total Weighted N	47,834

in the interim were least likely to be enrolled. This is particularly true of women. At the same time, men were in every comparison more likely to follow through with their plans, and only those women in a relatively favorable position (i.e., single, or married without children) were more likely to be enrolled than men with families. Thus, while change in marital or family status appeared to have influenced some men and women to abandon or defer their tentative plans to enroll, it does not account for the differences in the enrollment rates of men and women.

There are also sex differences with respect to course-load. Table 1.8 shows that, of the men who were enrolled in 1961-62, almost seven out of ten were engaged in full-time or nearly full-time study, as compared with less than half of the women. Conversely, almost a third of the women were enrolled in night school programs as compared with less than one-fifth of the men. To be sure, these differences tend to become smaller when we control for plans, as is done in Table 1.9, but they are substantial nevertheless. In every plans category, men were more likely to be enrolled in an active study program than were women.

We see, then, that men are more likely to plan for graduate or professional study; that they are more likely to follow through with their plans; that they do so even with added family responsibilities; and that those who are enrolled are more likely to be studying full-time or more than half-time.

The importance of sex as a determinant of plan execution is seen even more clearly in Table 1.10, which examines the joint effects of sex and API on enrollment. At every plans level, <u>low</u> API males were as likely to be enrolled as were <u>high</u> API females. Thus, while API has an effect on enrollment among men and women, the effect of sex is obviously a more crucial one. Taken together, sex and API account for a good deal of the variance in the realization of plans.

TABLE 1.8

COURSE-LOAD BY SEX, AMONG THOSE ATTENDING GRADUATE SCHOOL 1961-62

Course-Load	Sex	
	Males	Females
Full-time	58 (6,702)	36 (1,820)
Part-time: More than half-time	11 (1,284)	11 (551)
Part-time: Half-time or less	10 (1,151)	16 (842)
Night school	18 (2,074)	31 (1,562)
Correspondence	2 (175)	1 (73)
NA	2 (256)	5 (264)
Total per cent	101	100
N	11,642	5,112

N	16,754
Excluded (Not Attending)	31,080
Total Weighted N	47,834

TABLE 1.9

PER CENT ENROLLED MORE THAN HALF-TIME AMONG THOSE ATTENDING GRADUATE SCHOOL 1961-62 BY SEX AND 1961 ATTENDANCE PLANS

1961 Attendance Plans	Sex	
	Males	Females
Definitely going in fall . . .	87 (6,675)	73 (1,959)
Tentatively going in fall . .	52 (2,180)	38 (1,100)
Going in future	29 (1,942)	19 (1,396)
Not going	33 (286)	22 (356)

N	15,894
NA Plans	860
Excluded (Not Attending) . . .	31,080
Total Weighted N	47,834

TABLE 1.10

PER CENT ATTENDING GRADUATE SCHOOL 1961-62 BY SEX, ACADEMIC PERFORMANCE INDEX, AND 1961 ATTENDANCE PLANS

1961 Attendance Plans	Academic Performance Index					
	Males			Females		
	High	Medium	Low	High	Medium	Low
Definitely going in fall . .	95 (2,828)	94 (2,804)	87 (1,471)	87 (1,100)	84 (839)	76 (359)
Tentatively going in fall . .	74 (435)	65 (1,308)	59 (1,669)	58 (412)	49 (1,092)	44 (717)
Going in future .	22 (1,107)	18 (3,420)	17 (6,204)	18 (1,745)	14 (3,982)	14 (3,538)
Never going . .	5 (388)	6 (1,263)	6 (3,412)	6 (852)	7 (2,040)	7 (2,208)

N	45,193
NA Plans	1,909
NA API	679
NA Both	53
Total Weighted N	47,834

The pattern is repeated with respect to course-load, as is seen in Table 1.11. Once again and at every plans level, low API males are more likely than high API women to be enrolled in an active study program. Indeed, the sex differences are so marked that those high API men who had not intended to enroll were nevertheless more actively engaged in graduate student life than were those low API women who had tentatively decided to attend.

Before moving on, let us summarize what has been shown. Men were not only more intent on enrolling; they were more likely to follow through with their plans. In doing so, more men than women were faced with the obstacles of low undergraduate academic performance or family responsibilities. It is clear that obtaining advanced training is a far more important goal for men than it is for women and that men are more willing to overcome obstacles in order to attain such a goal.

This conclusion is to be expected, given the differences in adult sex roles in contemporary American society; from a policy standpoint, however, it is disconcerting. In view of the manpower shortages in virtually every professional and technical field, the fact that so many talented young women did not plan to continue their studies or, having planned to do so, then exercised the womanly prerogative to change their minds constitutes a serious problem. We hope to shed some further light on this matter as the analysis proceeds.[6]

Anticipated Future Career

It has already been suggested that graduate and professional study is primarily vocational. It follows that the kind of

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[6] In addition to the data analyzed by the writer, a special report on women is being prepared by Mr. Richard McKinlay.

TABLE 1.11

PER CENT ENROLLED MORE THAN HALF-TIME AMONG THOSE ATTENDING GRADUATE SCHOOL 1961-62 BY SEX, ACADEMIC PERFORMANCE INDEX, AND 1961 ATTENDANCE PLANS

1961 Attendance Plans	Academic Performance Index					
	Males			Females		
	High	Medium	Low	High	Medium	Low
Definitely going in fall . .	92 (2,698)	84 (2,625)	83 (1,282)	81 (958)	69 (709)	61 (271)
Tentatively going in fall . .	61 (321)	52 (852)	50 (989)	50 (240)	36 (538)	33 (316)
Going in future .	34 (246)	28 (621)	29 (1,036)	22 (307)	18 (564)	17 (497)
Never Going .	45 (20)	36 (72)	32 (190)	25 (53)	23 (141)	22 (160)

N	15,705
NA API	188
NA Plans	837
NA Two or More	23
Excluded (Not Attending)	31,080
Total Weighted N	47,834

career toward which a graduating senior aspires has a great deal to do with his plans for further study and with the timing of these plans. One must go to medical school in order to become a physician; one does not have to take a graduate degree in order to find a job in the business world. In reviewing the plans of the class of 1961, Davis found that his respondents fell into four clusters:

1) those interested in medicine, dentistry, and law who were highly likely to plan for enrollment in 1961-62;

2) those interested in arts and science fields and "other professions," only a slight majority of whom planned to enroll in 1961-62;

3) those planning careers in education or engineering, fewer than half of whom intended to enroll in 1961-62, although many had plans for <u>future</u> enrollment;

4) those interested in business, agriculture, or health professions other than medicine or dentistry, relatively few of whom planned any further study.

Thus, respondents were most likely to have made academic plans for 1961-62 if they were interested in careers that require advanced training of all entrants; they were less likely to do so if advanced training in their chosen fields is not absolutely necessary or can be acquired at a later time; they were least likely to plan further study if they sought careers in fields that do not typically require a graduate degree.

What of the actual outcomes? Were those who had planned to become lawyers, for example, more likely to be enrolled in 1961-62 than those who had planned to become businessmen? Or was a decision to enroll, regardless of anticipated career field, likely to be carried out? Table 1.12 deals with these questions.

Looking first at those with definite plans for 1961-62, we see that, among men, there are <u>comparatively</u> small differences in enrollment rates. To be sure, 98 per cent of those who planned

TABLE 1.12

PER CENT ATTENDING GRADUATE SCHOOL 1961-62 BY FUTURE CAREER FIELD, CONTROLLING FOR SEX AND 1961 ATTENDANCE PLANS

1961 Attendance Plans	Sex	Future Career Field										
		Med.	Law	Phy. Sci.	Bio. Sci.	Soc. Sci.	Hum.	Other Profs.	Other Health	Eng.	Educ.	Bus.
Definitely Going in Fall	Males	98 (975)	96 (976)	98 (930)	94 (254)	92 (466)	88 (560)	90 (846)	94 (208)	95 (683)	83 (560)	89 (576)
	Females	88 (48)	98 (43)	94 (124)	97 (124)	87 (166)	85 (437)	80 (287)	65 (144)	- (2)	86 (821)	73 (49)
Tentatively Going in Fall	Males	80 (114)	77 (239)	66 (231)	68 (71)	76 (124)	72 (195)	68 (326)	62 (55)	61 (532)	61 (854)	52 (556)
	Females	- (18)	- (9)	50 (48)	56 (50)	74 (80)	50 (218)	46 (177)	37 (93)	- (8)	50 (1,351)	19 (102)

N	14,730
NA Career Field	490
NA Plans	1,722
NA Both	240
Excluded (Future and Never Go)	30,652
Total Weighted N	47,834

careers in medicine were enrolled,[7] as compared with "only" 83 per cent of those expecting to work in elementary or secondary education. Yet, it is worth noting, in every anticipated career field at least four out of five men who had definitely planned to enroll had carried out their intentions.

Among women with definite plans to enroll, the differences in enrollment rates by anticipated career field are somewhat greater, but this is due to the attrition in two fields: business and "other health." These fields aside, the spread is not much different from that among the men.

Generally speaking, then, once a definite decision has been made to attend graduate or professional school, the chances are good that the plans will be carried out, and differences by anticipated career field (with the exceptions noted above) are not very great.

The situation is quite different, however, among those with tentative plans. Those planning careers that require advanced work were considerably more likely to be enrolled than those who planned careers in fields such as education or business. These differences in enrollment rate by anticipated career field are particularly noticeable among women. The implication is that those who at time of graduation have not yet--for one reason or another--firmly committed themselves to further study are more likely to enroll if advanced study is required or at least highly desirable in the career of their choice. They are less likely to enroll if their anticipated career is one in which at least a beginning can be made without immediate further schooling.

Table 1.12 contains one other significant finding. Except for three very small reversals, the enrollment rates for men in

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[7] It does not follow, of course, that all of these were enrolled in medical school. This matter will be discussed more fully in Chapter III.

every field are greater than those for women. That is to say, the sex differences with respect to plan execution that have already been noted are not accounted for by differences in the career aspirations of men and women.

Thus far we have looked at the extent to which three variables (API, sex, and anticipated career field) are related to the fulfillment of plans to attend graduate school. All three were strongly correlated with the formation of plans, and all three continue to play a role in the execution of these plans. Of the three, sex appears to be the most important factor in predicting the outcome of plans for enrolling in graduate school.

Other Factors Having a Significant Relationship With Plans

Now let us turn to a consideration of other factors which Davis showed to have a significant relationship with plans. These are: hometown size, race, religion, and socio-economic status (SES).

Hometown Size

The larger the city in which the student grows up, the greater the likelihood that he will plan to enter graduate or professional school. This fact holds even when sex, API, socio-economic status, and anticipated career field are controlled.[8] Whatever their reasons, graduating seniors from large cities appear to be more concerned than those from smaller communities to continue their training beyond college. But, as Table 1.13 shows, there are no systematic differences by hometown size in enrollment for 1961-62. Once the decision is made to enroll, the kind of town a student comes from does not appear to have any decisive influence on the likelihood of actually being enrolled.

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[8] Davis, op. cit., pp. 375-383.

TABLE 1.13

PER CENT ATTENDING GRADUATE SCHOOL IN 1961-62, BY HOMETOWN SIZE, CONTROLLING FOR SEX, AND 1961 ATTENDANCE PLANS

1961 Attendance Plans	Sex	Hometown Size						
		▷2 Million	500,000 to 2 Million	100,000 to 499,999	50,000 to 99,999	10,000 to 49,999	◁ 10,000	Farm
Definitely Going in Fall	Males	95 (1,738)	93 (1,172)	94 (1,030)	93 (791)	91 (649)	94 (510)	91 (1,161)
	Females	85 (605)	87 (294)	83 (358)	87 (288)	86 (269)	83 (131)	80 (337)
Tentatively Going in Fall	Males	66 (902)	59 (498)	65 (388)	62 (379)	64 (271)	60 (252)	63 (671)
	Females	55 (558)	38 (316)	52 (369)	53 (260)	43 (201)	46 (136)	44 (329)

N	14,863
NA Hometown Size	357
NA Plans	1,893
NA Both	69
Excluded	30,652
Total Weighted N	47,834

At the same time, there is among those who are enrolled a connection between hometown size and course-load, as shown in Table 1.14. This does not show up among those who had made definite plans to enroll in 1961-62, but it does appear in the case of those with tentative plans. The smaller the community from which our respondents in this category came, the more likely they were to be enrolled on a more-than-half-time basis. This appears to run counter to the finding with regard to enrollment per se, but the probable explanation for this is simple enough: the larger the city, the more part-time (particularly evening) educational facilities are available. An urban resident can easily fit an occasional evening course into his schedule, and he can do so without being very strongly committed to obtaining a graduate degree. On the other hand, the person who has to leave home in order to take graduate work is more likely to be highly motivated, and therefore more likely to be enrolled on an active basis.

Thus the apparent effect of hometown size on course-load among those with tentative plans is due to the differential availability of part-time graduate study and the consequent likelihood that the tentatives from larger cities had, from the outset, different plans than those from smaller communities.

Race

In making plans for the period after graduation, students of Oriental parentage were most likely to anticipate further study in 1961-62, and Negroes were least likely to plan to enroll that year.[9] The lower planning rate for Negroes was shown to be due to external obstacles rather than to low motivation. But what of those who did plan to enroll in 1961-62? Table 1.15 shows that even those Negroes with definite plans to enroll were considerably less likely to do so than were whites. This is equally true in

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[9] Davis, op. cit., pp. 364-369.

TABLE 1.14

PER CENT ENROLLED MORE THAN HALF-TIME, AMONG THOSE ATTENDING GRADUATE SCHOOL 1961-62
BY HOMETOWN SIZE, CONTROLLING FOR SEX AND 1961 ATTENDANCE PLANS

1961 Attendance Plans	Sex	Hometown Size						
		≥ 2 Million	500,000 to 2 Million	100,000 to 499,999	50,000 to 99,999	10,000 to 49,999	≤ 10,000	Farm
Definitely Going in Fall	Males	87 (1,646)	89 (1,090)	87 (964)	85 (733)	88 (587)	88 (481)	85 (1,052)
	Females	67 (512)	74 (255)	78 (296)	77 (251)	79 (230)	68 (109)	76 (269)
Tentatively Going in Fall	Males	44 (596)	46 (295)	56 (252)	53 (233)	59 (173)	62 (152)	58 (425)
	Females	28 (309)	41 (119)	42 (191)	39 (137)	33 (86)	39 (62)	50 (145)

N	11,650
NA Hometown	264
NA Plans	833
NA Both	27
Excluded (Future and Never Going)	3,980
Excluded (Not Attending)	31,080
Total Weighted N	47,834

TABLE 1.15

PER CENT ATTENDING GRADUATE SCHOOL 1961-62 BY RACE, CONTROLLING FOR SEX AND 1961 ATTENDANCE PLANS

1961 Attendance Plans	Sex	Race					
		White		Negro		Other	
Definitely Going in Fall	Males	93	(6,871)	70	(89)	89	(81)
	Females	84	(2,116)	70	(54)	90	(116)
Tentatively Going in Fall	Males	64	(3,183)	40	(101)	74	(51)
	Females	49	(2,023)	16	(85)	78	(91)

N	14,861
NA and Other Race	1,359
NA Plans	1,906
NA Both	56
Excluded (Future and Never Going)	30,652
Total Weighted N	47,834

the case of those with tentative plans, particularly women. It is possible that those external obstacles, such as inadequate funds, which accounted for the comparatively small number of Negro graduates planning to enroll in 1961-62, also account for the lower rates of attendance among those who had intended to enroll. But there are reasons to believe that the situation is a good deal more complicated than that: the subject will be treated in a special report.[10]

Religion

In the spring of 1961, Davis found that more than half of all Jewish respondents planned to enroll in 1961-62, followed by 35 per cent of the Catholics and 29 per cent of the Protestants. Even when controlling for sex, anticipated future career, API, hometown size, and SES, Jews were more likely to plan to enroll than were either Protestants or Catholics; with the same variables introduced, the differences between Catholics and Protestants were very slight.[11]

Turning to the relationship between religion and actual enrollment as shown in Table 1.16, we find that, holding sex and plans constant, Jews were somewhat more likely to be enrolled than either Protestants or Catholics and that the latter groups were enrolled in almost identically equal proportions. It is clear that the influence of a factor such as religion on plan fulfillment is not great. On the other hand, there are some interesting differences with respect to course-load among those enrolled. To begin with, religion is not related to course-load among men. Second, while Jewish women were more likely to be enrolled than either Catholic or Protestant women, they were least likely to be enrolled on an active basis. This is seen in Table 1.17. Part

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[10] Currently being prepared by Andrew M. Greeley.

[11] Davis, op. cit., pp. 387-396.

TABLE 1.16

PER CENT ATTENDING GRADUATE SCHOOL 1961-62 BY ORIGINAL RELIGION, CONTROLLING FOR SEX AND 1961 ATTENDANCE PLANS

1961 Attendance Plans	Sex	Original Religion		
		Protestant	Roman Catholic	Jewish
Definitely Going in Fall	Males	93 (3,892)	93 (1,742)	96 (1,047)
	Females	83 (1,297)	83 (549)	93 (244)
Tentatively Going in Fall	Males	62 (1,824)	60 (959)	76 (326)
	Females	48 (1,187)	44 (614)	57 (247)

N	13,928
NA Religion and Other or None	1,292
NA Plans	1,914
NA Both	48
Excluded (Future and Never Going)	30,652
Total Weighted N	47,834

TABLE 1.17

PER CENT ENROLLED MORE THAN HALF-TIME AMONG THOSE ATTENDING GRADUATE SCHOOL 1961-62, BY ORIGINAL RELIGION, CONTROLLING FOR SEX AND 1961 ATTENDANCE PLANS

1961 Attendance Plans	Sex	Original Religion		
		Protestant	Roman Catholic	Jewish
Definitely Going in Fall	Males	88 (3,617)	83 (1,620)	89 (1,001)
	Females	79 (1,073)	78 (458)	62 (226)
Tentatively Going in Fall	Males	54 (1,132)	46 (577)	51 (247)
	Females	42 (571)	33 (272)	23 (140)

N	10,934
NA Religion and Other or None	980
NA Plans	838
NA Two or More	22
Excluded (Future and Never Going)	3,098
Excluded (Not Attending)	31,080
Total Weighted N	47,834

of this is probably due to the fact that Jews are heavily concentrated in large cities, and we have already discussed the matter of hometown size and course-load. But this does not explain why Jewish men were just as likely as others to be enrolled on at least a half-time basis. A plausible explanation which remains to be explored is that Jewish women were more likely to be interested in careers such as education, where, as we have already seen, part-time study is extremely common.

Socio-Economic Status

Davis has already reported that the relationship between SES and plans is different for men than it is for women: among women, SES has no consistent effect on plans, while among men higher SES is associated with plans for graduate study.[12] According to Table 1.18, SES does not appear to have much effect on enrollment once we control for plans; this holds true for men as well as women. This implies that scholarships, fellowships, other jobs, support by one's spouse, or a combination of these make it possible for those from low SES backgrounds (who are presumably unable to depend very much on their parents) to fulfill their ambitions to attend graduate school to the same degree as those from more affluent backgrounds. Of course, the greater dependence of graduate students from low SES families upon a job or assistantship implies that fewer of them can be enrolled on an active basis; this is indeed the case, as is seen in Table 1.19. Respondents coming from low SES families (father's income less than $7,500, blue collar, and with less than a high school education) were least likely to be enrolled full-time or more than half-time. Interestingly enough, the students most likely to be enrolled on an active basis are not

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[12] Davis, op. cit., pp. 369-387. The Index of Socio-Economic Status (SES) is based on parental income, father's occupation, and father's education. It is described in Davis, op. cit., p. 32.

TABLE 1.18

PER CENT ATTENDING GRADUATE SCHOOL 1961-62 BY SOCIO-ECONOMIC STATUS INDEX, CONTROLLING FOR SEX AND 1961 ATTENDANCE PLANS

1961 Attendance Plans	Sex	SES Index			
		I (Low)	II	III	IV (High)
Definitely Going In Fall	Male	90 (1,307)	91 (1,117)	95 (3,058)	93 (933)
	Female	82 (343)	88 (354)	85 (963)	77 (186)
Tentatively Going In Fall	Male	58 (979)	62 (576)	69 (1,089)	67 (409)
	Female	52 (353)	50 (386)	49 (774)	54 (219)

N	13,046
NA Plans	1,553
NA SES	2,174
NA Both	409
Excluded (Future and Never Going)	30,652
Total Weighted N	47,834

TABLE 1.19

PER CENT ENROLLED MORE THAN HALF-TIME AMONG THOSE ATTENDING GRADUATE SCHOOL 1961-62, BY SOCIO-ECONOMIC STATUS, CONTROLLING FOR SEX AND 1961 ATTENDANCE PLANS

1961 Attendance Plans	Sex	SES Index			
		I (Low)	II	III	IV (High)
Definitely Going In Fall	Male	82 (1,173)	83 (1,019)	90 (2,905)	87 (867)
	Female	65 (281)	71 (312)	80 (916)	72 (144)
Tentatively Going In Fall	Male	44 (566)	50 (357)	60 (753)	53 (275)
	Female	33 (183)	41 (192)	40 (377)	34 (119)

N	10,339
NA Plans	680
NA SES	1,575
NA Both	180
Excluded (Future and Never Going)	3,980
Excluded (Not Attending)	31,080
Total Weighted N	47,834

from the highest SES category, but from the next to the highest. It is not possible to account for this at the present time beyond suggesting that respondents from the latter stratum come from striving middle-class backgrounds for whom education has special importance. There may also be significant SES differences in the choice of career field; these possibilities will be explored in later reports.

We have examined the extent to which hometown size, race, religion, and SES played a role in the fulfillment of enrollment plans. Of these, race is the only one that has a clear effect on enrollment, independent of plans. Religion and SES have a moderate independent effect on enrollment, while in the case of hometown size there appears to be none at all. There is, generally speaking, a stronger relationship between these variables and course-load, although the patterns are somewhat complex.

CHAPTER II

THOSE WHO CHANGED THEIR MINDS

In the preceding chapter we were concerned with the outcomes of plans: how many of those who planned to enroll in 1961-62 did, and the factors that were associated with the execution of these plans. We have seen that men are more likely to carry through with their intentions than women, that those with successful undergraduate records are more likely to do so than those with indifferent grades, and so on. If we ask the question, then: what kinds of people did not follow through with their plans, part of the answer is already available. But not all of it. In this chapter we propose to find out more about those who changed their minds and decided not to enroll in 1961-62.

Then we will turn to the question of the graduates who enrolled in 1961-62 although they had not planned to do so. About these virtually nothing has been said, and much of the present chapter will be devoted to them.

The Defectors

As has already been said, we know a fair amount about the differences between those who carried out their intentions of enrolling and those who did not. To complete the picture we will compare the defectors and those who neither planned to enroll nor did in 1961-62.

In the questionnaire mailed in the spring of 1962, the following question was asked of all who had not been enrolled during the 1961-62 school year: "Which of the following best describes

your reasons for not enrolling this past year? (Circle as many as apply.)"[1] The distribution of answers is given in Table 2.1. As is often the case with questions of this sort, the answers were widely dispersed. No single reason was given by more than 35 per cent of the respondents as a whole. Some of the answers are clearly motivational, while others deal with perceived external obstacles. Of the first group of reasons, the one most often cited (by 29 per cent of the respondents) was a desire "to get practical experience first." A fifth of those not enrolled said flatly that they had no desire to do so, and almost as many thought they could get "a desirable job without further schooling."

Of the perceived external obstacles, the one cited by more than a third of the respondents was "finances." "Lack of time" was given as a reason by 29 per cent; one-fifth mentioned "family responsibilities," and 16 per cent cited "military service, active duty or reserve program." Very few of those not enrolled mentioned such things as poor health, the unavailability of a school near their home, fear of not succeeding in graduate school, or the problem of being admitted to the school of their choice.

At this stage of the analysis, we have not been able to examine how these various reasons hook together, nor have we been able to sort out in any systematic way those whose perceived external obstacles are probably rationalizations from those whose reasons have a solid reality base. However, some preliminary observations can be made.

If retrospective reasons for not being enrolled were nothing but rationalizations, the distribution of reasons ought to be roughly the same in every plans category. Table 2.1 shows that such is not the case. First of all, the average number of reasons

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[1] A similar question was asked of the respondents in 1961. For a discussion of the findings, see Davis, op. cit., pp. 319-327.

TABLE 2.1

REASONS NOT ENROLLED BY 1961 ATTENDANCE PLANS AMONG THOSE NOT ATTENDING GRADUATE OR PROFESSIONAL SCHOOL 1961-62

Reasons Not Enrolled	1961 Attendance Plans				Percentage Distribution of Reasons Among All Those Not Attending Graduate or Professional School 1961-62
	Definitely Going in Fall	Tentatively Going in Fall	Going in Future	Never Going	
Motivational Reasons	37	47	62	86	68
Want practical experience first	19	29	34	20	29
No desire to attend	11	9	14	37	21
Could get desirable job without further school	7	9	14	29	18
External Obstacles	92	117	125	98	115
Finances	30	35	40	26	35
Lack of time	18	33	30	20	27
Family responsibilities	15	20	20	23	21
Military service	13	9	18	14	16
No school where I live	5	6	7	6	6
Problem of admission to graduate school	3	6	3	3	3
Fear of academic difficulties	3	2	4	4	4
Health or other personal obstacles	5	6	3	2	3
"Other"	20	14	8	7	8
Total per cent	149	178	195	191	191
N	878	2,428	16,967	9,705	29,978

N	29,978
NA Reasons	1,102
Excluded (Attending)	16,754
Total Weighted N	47,834

offered increases as we move from those who had made definite plans to those who had never intended to enroll. Second, the kinds of reasons vary in frequency from one category to the next. Reading across the rows in Table 2.1, we note, for instance, that a desire for practical experience before enrolling is most often mentioned by those who, a year earlier, had stated their intention to enroll, not in 1961-62, but at a future date. On the other hand, those who had never intended to enroll were far more likely than other respondents to say that they had no desire to go to graduate school or that they believed it possible to get a good job without further schooling. The motivational reasons, then, are distributed in an "understandable" way: a reason for having deferred graduate study is most often given by those who had said they would; and reasons for having rejected graduate school are most often mentioned by those who had never planned to enroll.

As for external obstacles, we note a similarly "understandable" pattern. Temporary obstacles such as military service or finances are most often mentioned by those who had deferred their plans to enroll, while a more lasting obstacle such as family responsibilities was most often cited by those who had never planned to enroll. Lack of time was most often mentioned by those with tentative plans. The interpretation offered in Chapter I was that many tentatives intended to work full-time and enroll on a part-time basis in 1961-62. The obstacle of limited time is consistent with this interpretation; respondents in this category are likely to have discovered that holding a full-time job or keeping house is more demanding than they had imagined. Finally, the residual category "other" was most often checked by those who had had definite plans. While we can only speculate at this point as to what is subsumed under "other," it is a class of reasons far more likely to be mentioned by women who had made definite plans. This suggests that changes in marital status, possibly unexpected ones, might be an important factor.

Our tentative conclusion, therefore, is that while a certain amount of post-hoc rationalization is undoubtedly involved in the reasons given for enrolling, the over-all response pattern "makes sense" in the light of the plans made by our respondents one year earlier.

Let us now compare the columns in Table 2.1. We see that for all those who intended to enroll, either in 1961-62 or in the future, the obstacle to enrollment most frequently mentioned is finances. In addition to financial difficulty, as many tentatives cite lack of time and a desire for practical experience. This is also true of those who had intended to enroll in the future; these respondents are also most likely to refer to military service as a reason. Finally, those who had never intended to enroll most often give as reasons a lack of desire for graduate study or a belief that graduate study is not necessary for the careers they had in mind.

The fact that the definites who did not enroll were more likely than others to concentrate on a single reason--finances--suggests that a significant number of students who had already been accepted by at least one graduate school might have enrolled if they had received the necessary financial help. This does not mean, of course, that an across-the-board increase in stipends would have automatically reduced the attrition rate. We have already seen that many of those with definite plans for 1961-62 did not even apply for a stipend; yet those who did not were less likely to have enrolled. More widely distributed information about stipend opportunities might be more helpful than an increase in the value or number of stipends.

The reasons given for not being enrolled also vary by sex. According to Table 2.2, women in every plans category were consistently more likely than men to cite motivational reasons for not enrolling. These differences are extremely slight, however,

TABLE 2.2

REASONS NOT ENROLLED BY 1961 ATTENDANCE PLANS AMONG THOSE NOT ATTENDING GRADUATE OR PROFESSIONAL SCHOOL 1961-62, CONTROLLING FOR SEX

Reasons Not Enrolled	1961 Attendance Plans							
	Definitely Going in Fall		Tentatively Going in Fall		Going in Future		Never Going	
	Sex							
	Males	Females	Males	Females	Males	Females	Males	Females
Motivational Reasons	31	45	44	53	52	73	82	90
Want practical experience first	17	23	28	31	29	40	20	21
No desire to attend	9	13	8	11	11	17	34	40
Could get desirable job without further school	5	9	8	11	12	16	28	29
External Obstacles	100	78	126	108	132	116	111	86
Finances	35	21	36	33	39	40	27	26
Lack of time	13	24	30	37	25	35	21	19
Family responsibilities	15	15	21	19	18	22	20	25
Military service	23	0	16	0	33	1	28	1
No school where I live	4	5	8	4	7	8	5	6
Problem of admission to graduate school	4	3	8	4	5	2	4	2
Fear of academic difficulties	3	3	3	2	4	3	5	4
Health or other personal obstacles	3	7	4	9	1	5	1	3
"Other"	12	31	14	15	7	9	5	9
Total per cent	143	154	184	176	191	198	198	185
N	514	364	1,276	1,152	8,951	8,016	4,880	4,825

N	29,978
NA Reasons	1,102
Excluded (Attending)	16,754
Total Weighted N	47,834

except for those futures who mentioned a desire for practical experience first. In addition, women tended to cite lack of time more often than men and, as has already been mentioned, were more likely to check "other." On the whole, men gave fewer reasons for not being enrolled. Aside from military service, only one reason is mentioned more often by men, and that only among the definites: financial problems. This implies that changes or improvements in the stipend machinery would have more of an influence on men with definite plans than it would on women with similar intentions.

Thus far it has been shown that those who had planned to attend graduate school in 1961-62 but failed to do so differ in the reasons they offer from other 1961 graduates who did not enroll. Generally speaking, the more definite the plans had been, the more likely they were to have been disrupted by financial problems only or, among men, by military service. The less definite the plans, the more these, as well as other, external obstacles were mentioned. Those who had never intended to enroll were, as one would have expected, most likely to mention motivational reasons.

More will be said about those who were not enrolled in 1961-62 when we deal with their plans for 1962-63 in Chapter IV.

The Recruits

It will be recalled from Chapter I that 10 per cent of the entire sample consisted of respondents who had originally not intended to enroll in 1961-62 but had done so nevertheless. Who are they? How do they differ from those with similar plans who did not enroll, and what inferences can be made from these differences?

Although for convenience sake we will be dealing with all recruits, it is clear that there are really two kinds. The first

consists of those who definitely intended to go in the future and, by enrolling in 1961-62, might simply have stepped up their schedules. Here we might expect that some stroke of fortune such as a small scholarship or an employer subsidy helped bring it about. The other type consists of those who changed their minds altogether, and we should expect to find a different set of reasons operating for these individuals.

Let us look first at the role of personal and background characteristics in getting some of the futures and nevers to enroll. The pertinent information is summarized in Table 2.3. The most striking finding is the fact that these characteristics, while they are all related to plans, have virtually no independent effect on enrollment once plans are made. Indeed, among the nevers, they have no effect at all.

In the case of the futures, there is a slightly greater tendency for men to change their minds. Similarly, those with high API scores, Jews, and those coming from large cities are somewhat more likely to reconsider their earlier intentions of deferring enrollment. In any event, all of these are very small differences. In the case of age, race, and SES, we see opposite trends for men than for women. The only inference we can safely draw from Table 2.3 is that personal and background characteristics have little or nothing to do with a change in enrollment plans.

If these personal and background characteristics have little or nothing to do with changes in plans, we must look to external obstacles and motivational factors for a clue. In the spring of 1961, those who were not planning to enroll in 1961-62 were asked: "Which of the following best explains why you do not anticipate going to graduate or professional school next year? (Circle any which apply.)" Responses ranged from "I want practical experience first" (34 per cent) and "financial obstacles" (30 per cent) to "I lack the necessary undergraduate course prerequisites" (two per cent). With the exception of financial obstacles,

TABLE 2.3

PER CENT ATTENDING GRADUATE OR PROFESSIONAL SCHOOL 1961-62
BY SELECTED DEMOGRAPHIC AND PERSONAL CHARACTERISTICS,
CONTROLLING FOR SEX AND 1961 ATTENDANCE PLANS
(GOING IN FUTURE OR NEVER GOING)

Characteristic	1961 Attendance Plans			
	Going in Future		Never Going	
	Sex			
	Males	Females	Males	Females
API				
High	22 (1,107)	18 (1,745)	5 (388)	6 (852)
Medium	18 (3,420)	14 (3,982)	6 (1,263)	7 (2,040)
Low	17 (6,204)	14 (3,538)	6 (3,412)	7 (2,208)
N				30,159
NA API				493
Sub Total				30,652
Original Religion				
Jewish	26 (556)	20 (612)	4 (297)	9 (253)
Catholic	19 (2,925)	18 (1,881)	6 (1,290)	8 (1,210)
Protestant	17 (6,591)	13 (6,301)	5 (3,175)	6 (3,441)
N				28,532
NA and Other Original Religion.				2,120
Sub Total				30,652
Hometown Size				
≥ 100,000	19 (4,637)	18 (3,783)	5 (2,265)	6 (2,360)
< 100,000	18 (3,429)	14 (2,984)	5 (1,588)	7 (1,690)
Farm or open country	16 (2,641)	11 (2,411)	8 (1,217)	7 (1,011)
N				30,016
NA Hometown Size				636
Sub Total				30,652

TABLE 2.3--Continued

Characteristic	1961 Attendance Plans			
	Going in Future		Never Going	
	Sex			
	Males	Females	Males	Females
Age				
23 or over	22 (4,225)	13 (1,405)	6 (2,362)	3 (617)
22 or under	17 (6,222)	15 (7,892)	5 (2,721)	7 (4,504)
N				30,248
NA Age				404
Sub Total				30,652
Race				
White	18 (10,168)	15 (8,587)	6 (4,937)	7 (4,959)
Negro	15 (310)	10 (452)	- (7)	6 (35)
Oriental	11 (160)	23 (90)	4 (103)	8 (63)
N				29,871
NA or Other Race				781
Sub Total				30,652
SES Index				
I (Low)	19 (3,275)	12 (2,034)	6 (1,285)	4 (680)
II	18 (1,983)	17 (1,487)	5 (779)	5 (763)
III	17 (3,200)	17 (2,882)	5 (1,715)	8 (1,886)
IV (High)	15 (1,259)	16 (908)	6 (739)	8 (526)
N				25,366
NA SES				5,226
Sub Total				30,652
Sub Total				30,652
Excluded (NA Plans)				1,962
Excluded (Going in Fall Definitely or Tentatively)				15,220
Total Weighted N				47,834

motivational reasons were more often given than other reasons such as low grades or lack of ability.

Of all the reasons offered, two referred to obstacles that are comparatively easy to remove: lack of prerequisites and finances. The first of these can easily be remedied by taking the necessary courses. And, as Table 2.4 shows, the comparative handful of respondents who cited the lack of necessary courses were also the ones most likely to have enrolled in 1961-62. Whether they were taking undergraduate level courses, or whether they had been admitted despite their earlier fears we do not know.

Financial difficulties can also be dealt with relatively easily in at least two ways: by getting a stipend or a loan, or by taking a reduced course load. Table 2.5 shows that those who in Table 2.4 gave financial reasons as the major reason for not enrolling in 1961-62 were nevertheless more likely to have enrolled than those citing other reasons for not enrolling.

Aside from these slight indications that financial obstacles and lack of academic prerequisites may have been easier obstacles to overcome than others, there are no important differences in the attendance rates by various reasons given. Nor are there any systematic differences between men and women. As far as those who had never intended to enroll are concerned, no clues whatever are offered in Tables 2.4 or 2.5.

Now let us see to what extent freedom from marital or family responsibilities might have facilitated a change of mind about enrolling in 1961-62. Table 2.6 shows that men and women were more likely to be enrolled if they were single or if their marital or family status had not changed between the spring of 1961 and the spring of 1962. Family independence has a somewhat stronger effect among women than among men. Thus, 18 per cent of those women intending to enroll in the future who had remained single enrolled in 1961-62 as compared with sever per cent of

TABLE 2.4

PER CENT ATTENDING GRADUATE OR PROFESSIONAL SCHOOL 1961-62 BY REASONS FOR PLANNING NOT TO ATTEND, CONTROLLING FOR SEX AND 1961 ATTENDANCE PLANS (GOING IN FUTURE AND NEVER GOING)

Reason Not Planning To Attend	1961 Attendance Plans			
	Going in Future		Never Going	
	Sex			
	Males	Females	Males	Females
Lack undergrad prerequisites	31 (277)	26 (235)	13 (92)	9 (99)
Financial obstacles	20 (4,241)	16 (2,999)	7 (1,113)	7 (661)
Low grades	19 (1,450)	22 (485)	6 (1,049)	14 (461)
Want practical experience first	18 (3,639)	14 (4,792)	7 (689)	11 (1,139)
Can get desirable job without attending	17 (1,413)	14 (1,872)	4 (1,979)	7 (1,978)
Tired of being a student . .	16 (2,263)	13 (2,479)	5 (1,685)	7 (1,946)
Family responsibilities . .	16 (2,061)	12 (1,649)	4 (1,158)	5 (815)
Rather get married	16 (547)	12 (1,322)	4 (302)	5 (1,675)
Don't have the ability . . .	15 (182)	19 (195)	9 (342)	10 (520)
Company program equivalent .	14 (510)	12 (82)	4 (505)	9 (144)
Military service	12 (2,221)	12 (26)	5 (707)	- (9)
No desire to attend	9 (537)	11 (664)	5 (1,196)	5 (1,655)
Average per cent attending	17 (10,674)	14 (9,238)	6 (5,144)	7 (5,154)

N	30,210
NA Reasons	442
NA Plans	1,104
NA Both	858
Excluded (Going in Fall, Definitely or Tentatively) . .	15,220
Total Weighted N	47,834

TABLE 2.5

PER CENT ATTENDING GRADUATE OR PROFESSIONAL SCHOOL 1961-62
BY EFFECT OF FINANCIAL OBSTACLES ON DECISION NOT TO ATTEND,
CONTROLLING FOR SEX AND 1961 ATTENDANCE PLANS
(GOING IN FUTURE OR NEVER GOING)

Financial Obstacles	1961 Attendance Plans			
	Going in Future		Never Going	
	Sex			
	Males	Females	Males	Females
Did not affect decision . .	17 (3,737)	14 (3,972)	5 (2,880)	7 (3,781)
Partially affected decision	15 (4,077)	15 (3,605)	6 (1,800)	7 (1,172)
Major reason for not planning to attend next year	22 (3,048)	17 (1,791)	7 (465)	7 (186)

N	30,514
NA Financial Obstacles	138
NA Plans	1,750
NA Both	212
Excluded (Going in Fall, Definitely or Tentatively) .	15,220
Total Weighted N	47,834

TABLE 2.6

PER CENT ATTENDING GRADUATE OR PROFESSIONAL SCHOOL 1961-62
BY INDEX OF FAMILY STATUS CHANGE (1961 to 1962),
CONTROLLING FOR SEX AND 1961 ATTENDANCE PLANS
(GOING IN FUTURE OR NEVER GOING)

Index of Family Status Change	1961 Attendance Plans			
	Going in Future		Never Going	
	Sex			
	Males	Females	Males	Females
No Change				
Single	19 (5,400)	18 (5,367)	7 (2,474)	11 (2,455)
Married, no children . .	18 (594)	16 (465)	10 (344)	6 (290)
Married with children .	15 (2,258)	10 (824)	3 (1,231)	2 (483)
Change				
Single to married, no children	18 (1,140)	11 (1,512)	4 (472)	4 (1,022)
Married, no children to married with children.	16 (451)	8 (219)	6 (193)	1 (199)
Single to married with children	14 (815)	7 (702)	3 (338)	3 (625)

N	29,873
Excluded (Family Status "Other")	342
NA Family Status	437
NA Plans	1,925
NA Both	37
Excluded (Going in Fall, Definitely or Tentatively) . .	15,220
Total Weighted N	47,834

those women who had gone from single to married status with a child. The differences among those who had never intended to enroll are somewhat smaller but they are generally in the same direction, and, once again, the impact of family or marital independence is greater among women than among men.

Table 2.7 examines the extent to which orientation toward a particular career field influenced individuals to change their minds about enrolling in graduate or professional school. Among those with future enrollment plans, those who aspired toward careers in the social sciences, education, humanities, biological sciences, and medicine were most likely to have enrolled in 1961-62. Those interested in careers in business or in other professions were least likely to have enrolled in 1961-62. Among those who had never planned to enroll, men interested in the social sciences and in education were most likely to have changed their minds. Women interested in careers in the physical sciences were the only members of that sex to change their minds to any great extent.

While there are no background or personal characteristic differences that account for changes of plans among either those who had planned to attend in the future or who had never planned to attend, there are some slight differences to be seen among those who cited as reasons for not attending obstacles that are relatively easy to overcome; those whose marital or family situations made them comparatively independent were more likely to change their minds. Finally, there are some differences by anticipated career field, but no definite pattern emerges. None of the variables discussed shows a very strong relationship; we can only conclude that those who changed their minds were in somewhat easier circumstances than were those who stuck to their original intentions and that the former group had somewhat different future career plans than those in the second group.

TABLE 2.7

PER CENT ATTENDING GRADUATE OR PROFESSIONAL SCHOOL 1961-62 BY FUTURE CAREER FIELD, CONTROLLING FOR SEX AND 1961 ATTENDANCE PLANS (GOING IN FUTURE OR NEVER GOING)

Future Career Field	1961 Attendance Plans			
	Going in Future		Never Going	
	Sex			
	Males	Females	Males	Females
Social Sciences	27 (301)	23 (192)	19 (26)	6 (86)
Education	26 (2,631)	15 (5,832)	16 (154)	8 (1,991)
Humanities	23 (396)	19 (637)	11 (111)	9 (275)
Biological Sciences	22 (159)	11 (159)	- (19)	7 (120)
Medicine	21 (92)	29 (38)	- (2)	- (3)
Physical Sciences	17 (642)	16 (233)	9 (133)	17 (140)
Other Health	17 (132)	13 (523)	1 (179)	5 (565)
Law	17 (379)	6 (34)	- (10)	- (0)
Engineering	17 (1,681)	- (6)	5 (853)	- (6)
Business	13 (2,813)	14 (300)	4 (2,411)	6 (683)
Other Professions	10 (1,063)	12 (916)	6 (712)	5 (496)

N	28,134
NA or NEC Future Career	2,518
NA Plans	1,722
NA Both	240
Excluded (Going in Fall, Definitely or Tentatively)	15,220
Total Weighted N	47,834

Let us now turn to a comparison of those who changed their minds and enrolled in 1961 with the definites and tentatives who enrolled in 1961-62. As we saw in Chapter I, the futures and nevers who were attending graduate school were far more likely to be enrolled on a part-time basis, i.e., in night school or correspondence courses. Table 2.8 shows that the futures and nevers were deriving their support from sources that required an expenditure of non-academic time. At the same time they were far less dependent on parents, relatives, savings or other resources. The relationship between course-load and financial sources is a consistent one. This is true for both men and women.

There are, however, some interesting differences when we introduce API, as we do in Table 2.9. Here we see that high API men and women who had not intended to enroll in 1961-62 are more likely than those in lower API categories to receive support from sources that enable them to attend on a comparatively full-time basis. This includes support from parents or relatives, employer subsidies, and other loans.

Table 2.10 shows the distribution of stipends among the various categories of students enrolled in 1961-62. As one would have expected, those who had definite plans were more likely to be stipend recipients, if only because they were most likely to have applied for stipends. It is interesting to note, however, that as many as one out of five of those men who had never intended to enroll were receiving some kind of stipend. To be sure, as the next portion of Table 2.10 shows, stipends received by those in the future and never categories were of comparatively little value. Thus, of the nevers who were stipend recipients, seven out of ten valued their stipends at less than $1,000; among the women in that category nine out of ten reported their stipends to be worth no more than $1,000. Differences in stipend type also exist among these categories of stipend recipients. The futures and nevers were more likely to be receiving scholarships or

TABLE 2.8

NON-ACADEMIC SOURCES OF FINANCIAL SUPPORT DURING ACADEMIC YEAR 1961-62 AMONG THOSE ATTENDING GRADUATE OR PROFESSIONAL SCHOOL 1961-62, CONTROLLING FOR SEX AND 1961 ATTENDANCE PLANS

Financial Sources	1961 Attendance Plans							
	Definitely Going in Fall		Tentatively Going in Fall		Going in Future		Never Going	
	Sex							
	Males	Females	Males	Females	Males	Females	Males	Females
High Time-Demand Resources	44	43	81	73	84	78	82	74
Part-time job	24	16	23	17	14	8	18	9
Full-time job	13	19	48	51	62	66	56	61
Subsidy from employer	7	8	10	5	8	4	8	4
Low Time-Demand Resources	109	75	72	60	45	36	51	54
Parents or relatives	45	38	27	27	14	11	18	26
Savings	31	19	18	13	14	11	16	17
Spouse's employment	17	10	15	17	9	10	12	11
Other Loan	11	4	7	1	4	3	4	*
NDEA Loan	5	4	5	2	4	1	1	*
"None of the Above"	15	19	6	3	7	5	7	2
NA	2	4	2	3	5	8	4	8
Total per cent	170	141	161	139	141	127	144	138
N	6,675	1,959	2,180	1,100	1,942	1,396	286	356

*Less than .5 per cent.

N	15,894
NA Plans	860
Excluded (Not Attending)	31,080
Total Weighted N	47,834

TABLE 2.9

NON-ACADEMIC SOURCES OF SUPPORT DURING ACADEMIC YEAR BY API AMONG THOSE ATTENDING GRADUATE OR PROFESSIONAL SCHOOL 1961-62, CONTROLLING FOR SEX AND 1961 ATTENDANCE PLANS

1961 Attendance Plans	Sex	API	Financial Sources										"None of Above"	NA	Total	
			High Time-Demand Resources				Low Time-Demand Resources								Per cent	N
			Part-Time Job	Full-Time Job	Subsidy from Employer	Total	Parents or Relatives	Savings	Spouse's Employment	Other Loan	NDEA Loan	Total				
Definitely Going in Fall	Males	High	20	8	7	35	46	31	18	9	3	107	20	2	164	2,698
		Medium	25	15	7	47	44	31	17	11	6	109	14	2	172	2,625
		Low	30	21	7	58	43	30	11	14	6	104	8	3	173	1,282
	Females	High	15	14	7	36	35	22	12	7	5	81	24	3	144	958
		Medium	17	22	10	49	40	16	7	2	2	67	17	4	137	709
		Low	11	35	4	50	48	18	14	4	2	86	11	4	151	271
Tentatively Going in Fall	Males	High	23	40	14	77	31	26	20	13	5	95	8	1	181	321
		Medium	21	48	11	80	26	18	13	5	5	67	8	3	158	852
		Low	24	51	1	76	27	16	16	6	5	70	4	2	152	989
	Females	High	22	37	3	62	30	22	25	1	2	80	5	1	148	240
		Medium	17	53	7	77	28	11	16	1	2	58	3	4	142	538
		Low	12	58	1	71	24	9	11	1	3	48	3	4	126	316

TABLE 2.9--Continued

1961 Attendance Plans	Sex	API	Financial Sources: High Time-Demand Resources: Part-Time Job	Full-Time Job	Subsidy from Employer	Total	Low Time-Demand Resources: Parents or Relatives	Savings	Spouse's Employment	Other Loan	NDEA Loan	Total	"None of Above"	NA	Total: Per cent	N
Going in Future	Males	High	19	53	12	84	19	10	6	5	5	45	11	6	146	246
		Medium	13	65	9	87	13	12	7	3	3	42	8	3	140	621
		Low	14	63	6	83	15	16	10	4	4	49	6	5	143	1,036
	Females	High	8	65	7	80	12	9	9	5	*	35	7	4	126	307
		Medium	5	65	4	74	12	12	9	3	1	37	5	11	127	564
		Low	10	70	2	82	11	10	12	3	*	36	5	8	131	497
Never Going	Males	High	10	35	30	75	25	25	5	10	0	65	25	0	165	20
		Medium	19	54	6	69	22	11	8	11	6	58	6	7	140	72
		Low	18	58	7	73	15	17	15	1	0	48	5	3	129	190
	Females	High	19	62	2	83	40	28	4	2	2	76	0	0	159	53
		Medium	11	54	6	71	18	13	21	0	0	52	4	15	142	141
		Low	3	67	3	73	28	17	5	0	0	50	1	5	129	160

N	15,706
NA API	188
NA Plans	837
NA Both	23
Excluded (Not Attending)	31,080
Total Weighted N	47,834

*Less than .5 per cent.

TABLE 2.10

STIPEND CHARACTERISTICS AMONG THOSE ATTENDING GRADUATE OR PROFESSIONAL SCHOOL 1961-62, CONTROLLING FOR SEX AND 1961 ATTENDANCE PLANS

Characteristic	1961 Attendance Plans							
	Definitely Going in Fall		Tentatively Going in Fall		Going in Future		Never Going	
	Males	Females	Males	Females	Males	Females	Males	Females
Per cent holding stipend	57 (6,675)	57 (1,959)	28 (2,180)	19 (1,100)	20 (1,942)	16 (1,396)	18 (286)	12 (356)
Stipend Value**								
≤ $999	28	23	54	49	67	65	71	91
$1,000 - 1,999	23	33	24	29	12	18	19	5
$2,000 - 2,999	35	33	14	15	8	10	0	0
≥ $3,000	14	10	7	3	9	7	10	5
NA	*	1	1	4	4	0	0	0
Total per cent	100	100	100	100	100	100	100	101
Stipend Type**								
Scholarship or fellowship	53	53	48	48	63	68	66	61
Teaching or research assistantship	42	39	39	39	24	19	29	25
Other or NA	5	8	13	13	13	13	6	13
Total per cent	100	100	100	100	100	100	101	99
N	3,807	1,108	618	205	396	220	52	44

N Holding Stipend	6,450
N Not Holding Stipend	9,444
NA Plans	860
Excluded (Not Attending)	31,080
Total Weighted N	47,834

*Less than .5 per cent.

**Among those holding stipend.

fellowships, whereas the definites and tentatives were more likely to be research assistants or teaching assistants; they were, that is, more likely to be actively engaged in the graduate academic life.

Among the futures and nevers who enrolled in 1961-62, there are only small differences between high and low API men and women with regard to receiving a stipend, as Table 2.11 shows. This is in sharp contrast to the situation obtaining among definites and tentatives, where high API students were far more likely to have received stipends. One reason for this is that really valuable stipends are given to those with superior qualifications, but this is not a full explanation, for the value of stipends received by the futures and the nevers does not differ according to API, as the next section of Table 2.11 indicates.

The reduced course-load among futures and nevers who did enroll is explained partly by the necessity to work, but Table 2.12 shows that both men and women in these categories also had lower levels of aspiration than did those in the definite and tentative categories. Where almost half of the men with definite plans aspired for the doctorate, only 17 per cent of those who had not intended to but did enroll aspired toward that degree. This could be read the other way: why would as many as 17 per cent of those who had never intended to enroll suddenly acquire a taste for a doctorate? It is impossible at this point to account for such a radical shift, and we must satisfy ourselves with the overall finding that those whose plans for 1961-62 did not include graduate school enrollment in that year had lower levels of aspiration even when they did enroll, counter to their own expectations.

Summary

The first part of this chapter dealt with those who did not attend; it was learned that those who had planned to attend but did not differed from those who had never planned to by giving

TABLE 2.11

STIPEND CHARACTERISTICS BY API AMONG THOSE ATTENDING GRADUATE OR PROFESSIONAL SCHOOL 1961-62, CONTROLLING FOR SEX AND 1961 ATTENDANCE PLANS

Stipend Characteristic	API	1961 Attendance Plans							
		Definitely Going in Fall		Tentatively Going in Fall		Going in Future		Never Going	
		Sex							
		Males	Females	Males	Females	Males	Females	Males	Females
Stipend Holding									
Per cent Holding Stipend	High	67 (2,698)	70 (958)	46 (321)	25 (240)	24 (246)	23 (307)	- (20)	25 (53)
	Medium	54 (2,625)	46 (709)	27 (852)	20 (538)	20 (621)	14 (564)	18 (72)	11 (141)
	Low	41 (1,282)	33 (271)	23 (989)	10 (316)	20 (1,036)	11 (497)	16 (190)	9 (160)
Stipend Value*									
Per cent Holding Stipend of $1,000 or More	High	80	81	60	47	23	41	-	-
	Medium	68	77	46	43	37	35	-	-
	Low	54	48	34	51	20	37	3	-
Stipend Description*									
Per cent Holding Scholarship or Fellowship	High	60	58	48	44	66	79	-	-
	Medium	47	42	47	54	61	73	-	-
	Low	47	52	49	36	65	53	87	-
Per cent Holding Teaching or Research Assistantship	High	37	35	39	39	18	17	-	-
	Medium	48	50	41	35	29	23	-	-
	Low	43	26	36	51	22	19	3	-

*Among those holding stipend.

TABLE 2.11--Continued

Stipend Characteristic	API	1961 Attendance Plans							
		Definitely Going in Fall		Tentatively Going in Fall		Going in Future		Never Going	
		Sex							
		Males	Females	Males	Females	Males	Females	Males	Females
Total N's for Stipend Value and Stipend Description Categories	High	1,818	677	149	61	59	72	9	13
	Medium	1,425	328	234	109	122	79	13	16
	Low	524	90	232	33	207	56	30	15

N Holding Stipend	6,271
N Not Holding Stipend	9,435
NA API	188
NA Plans	837
NA Both	23
Excluded (Not Attending)	31,080
Total Weighted N	47,834

TABLE 2.12

HIGHEST DEGREE EXPECTED AMONG THOSE ATTENDING GRADUATE OR PROFESSIONAL SCHOOL 1961-62, CONTROLLING FOR SEX AND 1961 ATTENDANCE PLANS

Highest Degree Expected	1961 Attendance Plans							
	Definitely Going in Fall		Tentatively Going in Fall		Going in Future		Never Going	
	Sex							
	Males	Females	Males	Females	Males	Females	Males	Females
Doctorate	48	32	41	16	36	13	17	1
Professional Degree .	27	19	18	19	16	21	15	19
Master's	13	36	26	45	32	45	36	36
Bachelor's	2	4	3	7	3	8	16	31
NA	10	10	12	12	12	13	16	14
Total per cent	100	101	100	99	99	100	100	101
N	6,675	1,959	2,180	1,100	1,942	1,396	286	356

N	15,894
NA Plans	860
Excluded (Not Attending)	31,080
Total Weighted N	47,834

as their reasons obstacles rather than personal preferences. This is a group of people that lies somewhere in between the consistent attenders and the consistent non-attenders in graduate school enrollment, as measured by the influence of social background factors; individuals in this group probably would have continued with advanced study but for the presence of some unforeseen deterrent to attendance.

The other deviant group--those who enrolled after indicating they would never attend or would attend later--looks slightly different. None of the variables of social background differentiates between those "non-planners" who did enroll and those who did not, but there were some facilitators and obstacles, much as for the other group. Attenders were more likely to be without children (if male) or single (if female); they were more likely originally to have pleaded financial or academic obstacles as reasons for not planning to attend. It seems evident that these individuals got a sudden break allowing them to overcome the anticipated obstacles and to go to school after all.

However, we should be cautious about this interpretation. In the first place, the differences we are citing are very small. Secondly, a comparison of the academic activities of those enrolling after a "lucky break" with those who had planned to enroll brings to light striking differences. Apparently, what the "lucky breaks" have done is to enable this particular group to enroll part-time, for special purposes. Fewer of them have stipend money; those who do have smaller stipends; but they hold scholarships and fellowships (mostly scholarships) rather than teaching or research assistantships. Apparently in many cases small scholarships made it possible for people to attend part-time who otherwise would not have been able to do so.

CHAPTER III

THE 1961 GRADUATE AS A FIRST-YEAR GRADUATE STUDENT

Having examined the outcomes of plans for graduate study as well as the role played by certain background and circumstantial factors in the execution of plans, we can now turn our attention to those students who were enrolled for at least part of the academic year 1961-62 in a graduate or professional program. In this chapter we will discuss the fields of study in which they were enrolled; following this there will be a section on stipend support, another one on degree expectations, and a final section on the reactions of first-year students to graduate or professional school.

Fields of Study

There were 16,754 respondents in our weighted sample who reported enrollment for at least part of 1961. Of these, 11,642 or 69 per cent were men. Table 3.1 shows the fields in which they were enrolled. The single most popular field for both men and women was education; 16 per cent of the men and an amazing 49 per cent of the women were enrolled in that field. Men were more widely dispersed over a variety of fields: 12 per cent in physical science, 11 per cent each in law and engineering, another 10 per cent in business. Women, on the other hand, were concentrated in education and in the humanities (18 per cent).

Table 3.2, which presents the percentages in the other direction, makes it clear that some fields are very masculine, others the reverse. Virtually all students enrolled in engineering, law, and medicine are men. Education, on the other hand,

TABLE 3.1

CURRENT GRADUATE FIELD BY SEX AMONG THOSE ATTENDING GRADUATE OR PROFESSIONAL SCHOOL, 1961-62

Current Graduate Field	Sex		Total
	Males	Females	
Engineering	11	-	8
Law	11	1	8
Medicine	9	1	6
Business	10	2	8
Physical Sciences	12	5	10
Other Professions	8	7	8
Social Sciences	6	6	6
Biological Sciences	4	4	4
Other Health	2	4	3
Humanities	8	18	11
Education	16	49	26
NEC	1	1	1
NA	2	2	2
Total per cent . .	100	100	101
N	11,642	5,112	16,754

N	16,754
Excluded (Not Attending) . . .	31,080
Total Weighted N	47,834

TABLE 3.2

SEX BY CURRENT GRADUATE FIELD AMONG THOSE ATTENDING 1961-62

Current Graduate Field	Sex		Total	
	Males	Females	Per cent	N
Engineering	99	1	100	1,303
Law	98	2	100	1,364
Medicine	96	4	100	1,052
Business	92	8	100	1,282
Physical Sciences .	84	16	100	1,637
Other Professions .	72	28	100	1,314
Social Sciences . .	71	29	100	1,035
Biological Sciences	66	34	100	638
Other Health . . .	57	43	100	446
Humanities	51	49	100	1,861
Education	42	58	100	4,372
For all attending*	69	31	100	16,754

N	16,304
NA or NEC Field	450
Excluded (Not Attending)	31,080
Total Weighted N	47,834

*Includes the 450 cases NEC or NA on Field.

has a majority of women enrolled, and the humanities have an equal proportion of men and women.

We know from the earlier discussion that plans are not always carried out: that some who intended to enroll in graduate school did not, while others who did not plan to enroll did. Does the same sort of thing happen with graduate fields? Table 3.3 indicates that the answer is "yes." When we compare the fields chosen by future graduate students in spring of 1961 with the fields in which they actually enrolled, we find considerable variation. Medicine, law, and engineering had comparatively few "defectors." On the other hand, business, "other professions," biological and social sciences, and the humanities did not fare so well, having comparatively large numbers of defectors.

Where did the defectors go? With few exceptions, as Table 3.3 shows, the largest number switched to education. This is particularly true of those who had earlier indicated an interest in the humanities, but there were sizable numbers from the biological and social sciences and from "other professions." Of those who had not intended to enroll at all but had changed their minds, 43 per cent enrolled in education. Education, then, is the catch-all field.

It is possible that this shift to education is more apparent than real. For example, respondents who always intended to teach high school French might have indicated "French" as their future graduate major in the 1961 questionnaire and "education" one year later. As a consequence, respondents would have been reclassified as education majors if, either in 1961 or in 1962, they indicated an interest in primary or secondary school education.

The results given in Table 3.4 show that the basic pattern of Table 3.3 remains unchanged. Education continues to be the big gainer; many students who, in 1961, did not express an interest in teaching as a career activity or in education as a

TABLE 3.3

CURRENT GRADUATE FIELD (1961-62) AND ANTICIPATED GRADUATE FIELD (JUNE1961) AMONG THOSE ATTENDING GRADUATE OR PROFESSIONAL SCHOOL, 1961-62

Current Graduate Field	Anticipated Graduate Field										
	Eng.	Law	Med.	Bus.	Phy. Sci.	Other Profs.	Soc. Sci.	Bio. Sci.	Other Health	Hum.	Educ.
Engineering	89	*	0	5	3	*	*	*	*	*	*
Law	*	90	*	2	*	*	1	*	0	*	*
Medicine	0	*	89	*	*	*	0	3	1	*	0
Business	3	3	*	77	1	2	4	*	*	1	*
Physical Sciences	5	0	1	1	86	1	2	4	*	1	2
Other Professions	1	1	*	2	*	76	3	1	1	4	2
Social Sciences	*	2	1	2	*	3	69	1	1	3	2
Biological Sciences	*	*	4	*	1	1	1	71	2	0	1
Other Health	*	0	2	*	0	1	*	3	84	*	*
Humanities	*	1	1	1	1	3	5	1	1	65	6
Education	*	2	1	7	6	10	12	11	6	23	84
NA or NEC	1	1	2	3	1	3	4	3	3	4	3
Total per cent	99	100	101	100	99	100	101	98	99	101	100
N	1,256	1,412	1,111	1,200	1,580	1,319	1,143	679	421	2,076	3,407

N	15,604
NA or NEC Anticipated Field	561
Excluded (No 1961 Plans)	589
Excluded (Not Attending)	31,080
Total Weighted N	47,834

*Less than .5 per cent.

TABLE 3.4

CURRENT GRADUATE FIELD AND ANTICIPATED GRADUATE FIELD AMONG THOSE ATTENDING GRADUATE OR PROFESSIONAL SCHOOL 1961-62

(With an Alternative System of Categories with Respect to Education)[a]

Current Graduate Field	Anticipated Graduate Field										
	Eng.	Law	Med.	Bus.	Phy. Sci.	Other Profs.	Soc. Sci.	Bio. Sci.	Other Health	Hum.	Educ.
Engineering	94	3	-	7	4	-	2	3	-	-	*
Law	-	85	2	3	-	2	4	-	-	-	*
Medicine	-	1	94	-	1	-	-	3	-	-	-
Business	1	2	-	75	1	2	2	-	-	1	-
Physical Sciences	4	-	-	-	92	-	2	3	-	1	1
Other Professions	-	-	-	3	-	76	2	3	-	4	2
Social Sciences	-	2	-	1	-	-	73	6	-	-	1
Biological Sciences	-	-	3	-	-	2	-	67	-	-	1
Other Health	-	-	2	-	-	2	-	-	87	-	-
Humanities	-	-	-	3	-	4	6	-	-	70	6
Education	1	3	-	5	2	8	10	12	9	23	86
NA or NEC	-	2	-	3	-	4	-	3	4	1	1
Total per cent	100	98	101	100	100	100	101	100	100	100	98
N	79	87	65	73	84	50	51	33	23	82	279

N	906
NA or NEC Anticipated Career	64
Excluded (Not Attending)	1,935
Total N	2,905

[a]See discussion of this alternative system of categories in the text of this report.

*Less than one-half of one per cent.

graduate major do so one year later. We can safely conclude, therefore, that the shift to education is not an artifact of data interpretation.

Table 3.5 shows the intended fields of study of those who ultimately chose various fields. Thus, 94 per cent of both medical students and law students were enrolled in the fields they had indicated in the spring of 1961. Education, on the other hand, picked up fully 30 per cent of its enrolled students from other fields, the largest single source being the humanities.

It is possible, by examining Tables 3.3 and 3.5, to infer that some fields have incurred a "net loss" while others have gained, but it is easier to see this if we compute a simple index of net gain or loss, the results of which are shown in Table 3.6. Education shows the largest net gain, followed at quite a distance by "other health" and engineering. The humanities, social sciences and law, on the other hand, show comparatively high net losses, although medicine is the field in which the greatest net loss occurs. These findings are plausible enough when we consider the differences between medical and law school admission procedures in comparison with those that prevail in other fields. Schools that maintain open-door policies and offer flexible course-loads will inevitably show net gains over those fields with comparatively high standards and possibly cumbersome admission procedures.

Attraction of a field of study to each of the sexes, defection and recruitment, net gain and loss have been discussed so far for the sample as a whole. The discussion will now focus on API.

It is clear from Table 3.7 that some fields attract larger proportions of bright students than do others. Medicine, the physical sciences, and the humanities have comparatively large numbers of both men and women who have high API scores. The other health professions, education, and business have comparatively few high API students and many in the low API category.

TABLE 3.5

ANTICIPATED GRADUATE FIELD AND CURRENT GRADUATE FIELD AMONG THOSE ATTENDING GRADUATE OR PROFESSIONAL SCHOOL, 1961-62

Current Graduate Field	Anticipated Graduate Field (Spring 1961)												Total	
	Eng.	Law	Med.	Bus.	Phy. Sci.	Other Profs.	Soc. Sci.	Bio. Sci.	Other Health	Hum.	Educ.	NA NEC	Per cent	N
Engineering .	88	*	0	4	4	*	*	*	*	*	*	2	98	1,267
Law	*	94	*	2	1	*	1	*	0	1	*	2	101	1,354
Medicine . .	0	*	94	*	*	*	0	2	*	*	0	3	99	1,051
Business . .	3	4	*	79	2	2	3	*	*	3	1	3	100	1,176
Physical Sciences .	4	0	*	1	84	1	1	2	*	1	4	1	99	1,616
Other Professions	1	1	*	2	*	79	3	1	*	6	4	4	101	1,279
Social Sciences. .	*	2	1	2	1	3	77	*	*	3	7	3	99	1,026
Biological Sciences . .	*	*	8	*	3	2	1	77	2	0	3	4	100	629
Other Health	*	0	4	*	0	2	*	5	83	*	2	3	99	428
Humanities .	*	1	1	1	1	2	3	*	*	75	10	5	99	1,802
Education . .	*	1	*	2	2	3	3	2	1	12	70	4	100	4,118

N	15,746
NA or NEC Current Field	450
Excluded (No Plans)	558
Excluded (Not Attending)	31,080
Total Weighted N	47,834

*Indicates less than 0.5 per cent.

TABLE 3.6

INDEX[a] OF NET GAIN/LOSS FOR GRADUATE FIELDS

Graduate Field	Gain/Loss
Education	+ .48
Other Health	+ .16
Engineering	+ .15
Business	+ .13
Physical Sciences	+ .11
Other Professions	- .08
Biological Sciences	- .12
Social Sciences	- .18
Humanities	- .18
Law	- .20
Medicine	- .31

[a]For each graduate field:

		Spring, 1961: Number anticipating study in this field: Yes	Spring, 1961: Number anticipating study in this field: No
Spring, 1962: Enrolled in this field since Spring, 1961	Yes	a	b
	No	c	d

$$\text{Index of Net Gain/Loss} = \frac{b - c}{b + c}$$

With this scheme:

a = number of "loyalists" to the field of study in question
b = number of "recruits" between 1961 and 1962
c = number of "defectors" between 1961 and 1962
d = number who were "outsiders" at both times

TABLE 3.7

CURRENT GRADUATE FIELD AND ACADEMIC PERFORMANCE INDEX, CONTROLLING FOR SEX AMONG THOSE ATTENDING GRADUATE OR PROFESSIONAL SCHOOL, 1961-62

Sex	API	Current Graduate Field										
		Eng.	Law	Med.	Bus.	Phy. Sci.	Other Profs.	Soc. Sci.	Bio. Sci.	Other Health	Hum.	Educ.
Males	High	39	28	48	22	40	20	36	21	7	41	10
	Medium	37	40	40	39	37	36	39	40	39	36	37
	Low	23	32	11	38	21	43	24	37	53	22	51
	NA	1	1	1	1	2	1	1	1	1	-	2
	Total Per cent	100	101	100	100	100	100	100	99	100	99	100
	N	1,294	1,330	1,010	1,181	1,376	949	735	423	256	949	1,853
Females	High	-	35	50	29	54	39	45	38	23	51	21
	Medium	-	59	45	40	34	40	42	36	41	34	43
	Low	-	6	5	32	12	20	13	24	32	13	35
	NA	-	-	-	-	-	1	-	2	5	2	1
	Total Per cent	-	100	100	101	100	100	100	100	101	100	100
	N	9	34	42	101	261	365	300	215	190	912	2,519

N	16,304
NA or NEC Current Field	450
Excluded (Not Attending)	31,080
Total Weighted N	47,834

Interestingly enough, in some fields the API of the men differs from that of the women. For example, 32 per cent of the male law students have low API scores as compared with six per cent of the women in that field. In every field, the proportion of high API women exceeds that of men. Davis showed this to be true of the 1961 sample as a whole; Table 3.7 shows that these differences are even larger among those who enrolled in graduate school.

What part do sex and API play in the phenomenon of recruitment and defection? Table 3.8 exhibits an interesting pattern. In nine out of the 11 fields, women were consistently more likely than men to defect from the plans they made in the spring of 1961; this is true at every API level. The only two fields from which men were more likely than women to defect were education and "other health" fields. Secondly, low API students of both sexes were more likely to defect. The single exception to this among men occurs in education, where a substantial number of bright students switched to other fields; among women, exceptions occur both in education and "other health" fields.

Although Table 3.8 might suggest that medicine is a "stable" field as compared with education, Table 3.9 shows that this is not the case. Just as Table 3.6 demonstrated that fields of study sustained net gains and losses for the sample as a whole, Table 3.9 supports this finding in greater detail. Although fewer high API males may defect from medicine than from education, the medical defectors are not replaced, while the education defectors are more than replaced. For both sexes and at all API levels, the fields that register net losses are: medicine, law, social sciences and the humanities. The only field that shows a consistent net gain is education.

Needless to say, Tables 3.8 and 3.9 should be read together in order to get the full story about defection and recruitment,

TABLE 3.8

STABILITY OF CHOICE OF GRADUATE FIELD AMONG THOSE ATTENDING GRADUATE OR PROFESSIONAL SCHOOL 1961-62, CONTROLLING FOR SEX AND API

(Per cent of Those Anticipating a Given Graduate Field Who Later Enrolled in That Field)

Sex	API	Anticipated Graduate Major										
		Eng.	Law	Med.	Bus.	Phy. Sci.	Other Profs.	Soc. Sci.	Bio. Sci.	Other Health	Hum.	Educ.
Males	High	93 (500)	93 (376)	96 (495)	90 (241)	94 (558)	84 (186)	86 (268)	82 (85)	- (19)	81 (400)	68 (167)
	Medium	90 (460)	92 (541)	86 (435)	84 (437)	84 (494)	81 (335)	69 (312)	77 (160)	89 (88)	68 (353)	84 (574)
	Low	83 (270)	88 (433)	79 (107)	67 (428)	79 (265)	80 (401)	55 (221)	64 (180)	85 (130)	52 (265)	84 (708)
Females	High	- (1)	- (16)	67 (30)	66 (29)	89 (137)	83 (123)	72 (159)	80 (84)	76 (33)	72 (514)	84 (417)
	Medium	- (4)	72 (25)	82 (22)	53 (30)	77 (81)	68 (157)	63 (129)	60 (99)	80 (79)	58 (364)	86 (873)
	Low	- (2)	- (9)	- (6)	48 (21)	29 (24)	42 (103)	34 (44)	75 (55)	89 (57)	40 (166)	88 (631)

N	15,416
NA API	186
NA or NEC Anticipated Field	976
NA Two or More	176
Excluded (Not Attending)	31,080
Total Weighted N	47,834

TABLE 3.9

INDEX[a] OF NET GAIN/LOSS FOR GRADUATE FIELDS BY SEX AND API

Graduate Field	Male			Female		
	High	Medium	Low	High	Medium	Low
Engineering	- .14	.07	.08	-	-	-
Law	- .30	- .29	- .30	- .33	- .75	-1.00
Medicine	- .67	- .70	- .02	- .82	-1.00	-1.00
Business	.25	.02	- .22	.00	- .08	.00
Physical Sciences . .	.03	- .02	.18	.17	.14	.06
Other Professions . .	.02	- .01	.02	.25	- .25	- .57
Social Sciences . . .	- .03	- .18	- .31	- .55	.01	- .16
Biological Sciences .	.10	.15	- .35	.31	- .53	- .33
Other Health Fields .	- .20	.36	.18	.08	- .11	- .25
Humanities	- .05	- .04	- .27	- .33	- .27	- .33
Education	.17	.36	.47	.41	.38	.49

[a]See footnote to Table 3.6, p. 71, for an explanation of the Index of Net Gain/Loss.

sex, and API. For example, let us compare education with the humanities. As Table 3.8 shows, 48 per cent of the low API men originally interested in the humanities had defected, as compared with 16 per cent in the field of education. At the same time, there was a net loss for low API men in the humanities, and a very sizable net gain for them in education. That is to say, the less talented get out and stay out of the humanities; education holds on to most of its low API men and attracts many more of the same.

There is a relationship as well between fields of study, sex, API, and course-load. In an earlier chapter we saw that men who planned to enroll were more likely to follow through with their plans, and that those who did were more likely to be enrolled on a full-time or more-than-half-time basis. Although this is true for all fields at every API level, as Table 3.10 shows, there are, at the same time, significant differences among fields. Men in the professions are not only more likely to be enrolled on an active basis, but there are relatively small API differences in this regard. In business, education, and engineering, we find comparatively few high API males enrolled more than half-time, and the figures are substantially lower for those with low API scores.

In the case of women, the relationship between API and active enrollment is precisely the same, except for other health professions. Since there are so few women enrolled in medical or law schools, nothing valid can be said about them in this connection. The social sciences have the largest number of high API women enrolled more than half-time, followed, at a distance, by the biological sciences, "other professions" and the humanities. As in the case of men, comparatively few high API women in business or education are enrolled on an active basis. In all but two fields high API women are more likely than their low API male counterparts to be enrolled more than half-time.

TABLE 3.10

COURSE-LOAD BY CURRENT GRADUATE FIELD AMONG THOSE ATTENDING GRADUATE OR PROFESSIONAL SCHOOL 1961-62, CONTROLLING FOR SEX AND API

(Per cent Enrolled More Than Half-Time)

Sex	API	Current Graduate Field										
		Eng.	Law	Med.	Bus.	Phy. Sci.	Other Profs.	Soc. Sci.	Bio. Sci.	Other Health	Hum.	Educ.
Males	High	67 (500)	96 (367)	100 (485)	67 (259)	82 (557)	91 (190)	89 (265)	88 (90)	- (19)	89 (393)	61 (188)
	Medium	46 (483)	89 (528)	100 (399)	62 (458)	62 (504)	86 (346)	79 (284)	72 (170)	96 (99)	76 (342)	44 (686)
	Low	35 (298)	86 (425)	96 (111)	35 (451)	45 (293)	84 (405)	66 (179)	73 (157)	88 (136)	59 (211)	35 (940)
Females	High	- (3)	- (12)	100 (21)	58 (29)	58 (140)	71 (143)	84 (135)	76 (82)	60 (43)	70 (466)	44 (525)
	Medium	- (3)	85 (20)	- (19)	37 (40)	30 (89)	78 (146)	51 (126)	71 (78)	67 (77)	57 (311)	31 (1,082)
	Low	- (3)	- (2)	- (2)	18 (32)	12 (32)	55 (72)	56 (38)	38 (51)	78 (61)	28 (120)	28 (875)

N	16,096
NA API	208
NA or NEC Current Field	447
NA Both	3
Excluded (Not Attending)	31,080
Total Weighted N	47,834

With regard to course-load, then, we see three independent sources of variation: field, API, and sex. Those in professional fields are most likely to be enrolled full-time, while those in education, business, or engineering are most likely to be enrolled on a part-time basis. In other words, students expecting to enter career fields where it is impossible to work without advanced professional training are almost certain to be enrolled on a full-time basis. On the other hand, where the undergraduate training is sufficient for entry into the intended career field while undergoing concurrent graduate training, a student is more likely to carry a part-time course-load. Moreover, we see that the brighter the student, the more likely he is to be engaged on an active basis in every field. That is to say, those who did well as undergraduates are more likely to be taking their graduate work "seriously." Finally, just as we saw the importance of sex as a predictor of enrollment, now we see that men in every field and at every API level are more likely than women to be enrolled full-time.

Stipends

Of the respondents in our sample who were enrolled in 1961-62, 40 per cent were receiving some form of stipend support, although support varied considerably as to type and value. As we shall see, stipend support varies by sex, by API, and by graduate field of study.

Table 3.11 shows the distribution of stipend support by type and value. Over one-fourth (29 per cent) of the respondents were receiving partial or total scholarships, 26 per cent had fellowships (defined as a scholarship plus a cash grant), and 40 per cent were recipients of duty stipends. The value of these stipends ranged from less than $1,000 for 35 per cent of the respondents to $3,000 or more for 12 per cent of the respondents.[1]

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[1]The data on stipend value refer to the total of all stipends received by students. Not all of the stipend

TABLE 3.11

DISTRIBUTION OF STIPEND SUPPORT, TYPE OF STIPEND AND VALUE OF ALL STIPENDS

Stipend Support	
Receiving	40
Not Receiving	60
Total Per cent	100
N (Attenders)	(16,754)
Type of Stipend	
Non-duty: Scholarship	29
Non-duty: Fellowship	26
Duty: Teaching Assistantship	27
Duty: Research Assistantship	13
Other	6
Total Per cent	101
N (Stipend Holders)	(6,735)
Value of All Stipends	
< $1,000	35
$1,000-1,999	24
$2,000-2,999	28
$3,000-3,999	9
≥ $4,000	3
Total Per cent	99
N (Stipend Holders)	(6,735)

Men were more likely to be stipend recipients than women, and high API students had better luck than those on other API levels, as we see in Table 3.12. Controlling for API, men appear to have had better chances than women to receive some form of stipend support. This is almost entirely due, however, to the fact that men are more likely than women to be enrolled on an active basis. Once we control for course-load, as is done in Table 3.13, the differences between men and women with respect to stipend support are negligible. To put it another way: men are more likely to plan enrollment on a full-time or close-to-full-time basis; since this is more expensive than part-time study, they are more likely to apply for and hence more likely to receive stipend support; those who receive support are then in a better position to attend on a reasonably active basis. Moreover, it is likely that many stipend recipients are required, under the terms of their grants, to carry a full- or nearly full-time load.

Of those who received stipends, it is seen from Table 3.14 that API had more to do with the type of stipend received than did sex. High API students were most likely to receive non-duty fellowships; low API students were most likely to receive scholarships not exceeding tuition. At every API level, the differences between men and women are negligible. Teaching or research assistantships show no consistent sex or API differences. But it is evident that those who graduated in the top fifth are more likely to be recipients of comparatively generous stipends than are those who finished in the lower half.

This fact is made clearer from an inspection of Table 3.15, which shows the total value of all stipend support by sex and API. While more than half of the high API male recipients value their

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support was in the form of cash grants. Respondents were asked to calculate the value of tuition scholarships, remission of tuition, or payment for teaching or research duties performed at the school in which they were enrolled.

TABLE 3.12

PER CENT RECEIVING STIPENDS BY SEX
AND ACADEMIC PERFORMANCE INDEX

API	Sex		
	Males	Females	Total
High	62 (3,389)	52 (1,641)	59 (5,030)
Medium	43 (4,385)	27 (2,077)	38 (6,462)
Low	28 (3,727)	16 (1,324)	25 (5,051)
Total per cent & N	44 (11,501)	32 (5,042)	40 (16,543)

N	16,543
NA API	211
Excluded (Not Attending).	31,080
Total Weighted N	47,834

TABLE 3.13

PER CENT RECEIVING STIPENDS AMONG THOSE ENROLLED MORE THAN HALF-TIME, BY SEX AND ACADEMIC PERFORMANCE INDEX

API	Sex	
	Males	Females
High	65 (2,823)	64 (1,018)
Medium	49 (3,022)	43 (889)
Low	35 (2,060)	27 (428)

N	10,240
NA API	117
Excluded (Enrolled less than half-time)	6,397
Excluded (Not Attending)	31,080
Total Weighted N	47,834

TABLE 3.14

TYPE OF STIPEND 1961-62 AMONG STIPEND RECIPIENTS ONLY, BY SEX AND ACADEMIC PERFORMANCE INDEX

Type of Stipend	Academic Performance Index					
	High		Medium		Low	
	Sex					
	Males	Females	Males	Females	Males	Females
Scholarship . . .	24	27	26	32	37	37
Fellowship . . .	35	32	22	18	14	12
Research Assistantship .	23	28	29	31	23	25
Teaching Assistantship .	14	6	16	10	13	3
Other	4	5	6	6	7	20
NA	-	2	1	3	6	2
Total Per cent	100	100	100	100	100	99
N	(2,092)	(851)	(1,869)	(567)	(1,056)	(206)

N	6,641
NA API	94
Excluded (Not Stipend Holders)	10,019
Excluded (Not Attending)	31,080
Total Weighted N	47,834

TABLE 3.15

VALUE OF STIPENDS 1961-62 AMONG STIPEND RECIPIENTS ONLY
BY SEX AND ACADEMIC PERFORMANCE INDEX

Value of Stipend	Academic Performance Index					
	High		Medium		Low	
	Sex					
	Males	Females	Males	Females	Males	Females
≤ $999	23	26	36	38	56	58
$1,000 - $1,999	22	31	25	31	18	28
$2,000 - $2,999	38	32	26	24	18	5
≥ $3,000	18	10	11	5	4	8
NA	-	2	-	1	3	1
Total Per cent	101	101	98	99	99	100
N	(2,092)	(851)	(1,869)	(567)	(1,056)	(206)

N	6,641
NA API	94
Excluded (Not Stipend Holders)	10,019
Excluded (Not Attending)	31,080
Total Weighted N	47,834

stipends as being worth $2,000 or more, this is true for less than a fourth of the low API males. And, as with type of stipend, sex differences at all levels of stipend value are small, except that men at every API level are somewhat more likely to be recipients of stipends valued at $2,000 or more.

There is for both men and women an obvious connection between the type of stipend and the value of stipend received. Table 3.16 shows that the value of stipends of those students holding scholarships is lower than that of students holding fellowships: almost eight out of ten of the former group value their stipends at less than $1,000; almost one-third of those in the latter group value their stipends at over $3,000. Teaching and research assistants, while they do not fare as well as do those with fellowships, nevertheless do better than those with scholarships. Three out of five male teaching and research assistants value their stipends at over $2,000. Female teaching and research assistants tend to value their stipends at a somewhat lower figure--one of the few differences between men and women to emerge from a consideration of stipend value.

Stipend support varies widely by field. As Table 3.17 shows, 70 per cent of all those enrolled in the physical sciences were receiving some form of assistance, as were 67 per cent of those in the biological sciences. At the other extreme, only a third of those in medical school, and 22 per cent of those in education were receiving support.

Type of stipend received varies among the fields of study. As Table 3.17 shows, duty scholarships are most common in the biological sciences, with 71 per cent of the stipend recipients holding either a teaching or research assistantship. Next are the physical sciences (66 per cent), followed by engineering and the social sciences (both 47 per cent). On the other hand, law (three per cent), "other health" (nine per cent), and medicine (18

TABLE 3.16

STIPEND TYPE AND STIPEND VALUE AMONG THOSE WHO RECEIVED A STIPEND 1961-62, CONTROLLING FOR SEX

Sex	Stipend Type	Stipend Value						
		≤ $999	$1,000-$1,999	$2,000-$2,999	≥ $3,000	NA	Total Per cent	N
Male	Scholarship	78	19	3	0	0	100	73
	Fellowship	12	17	40	31	0	100	75
	Teaching Assistant	13	25	51	10	0	99	68
	Research Assistant	18	21	50	11	0	100	38
	Other. . .	-	-	-	0	0	-	14
Female	Scholarship	78	14	3	0	5	100	37
	Fellowship	13	27	37	23	0	100	30
	Teaching Assistant	26	48	26	0	0	100	23
	Research Assistant	0	-	-	-	0	-	4
	Other. . .	-	-	0	0	0	-	2

N	364
NA Stipend Type	10
No Stipend Received and NA	596
Excluded (Not Attending)	1,936
Total Weighted N	2,906*

*Based on representative 10 per cent sub-sample.

TABLE 3.17

STIPEND RECEIPT AND STIPEND CHARACTERISTICS BY CURRENT GRADUATE FIELD, 1961-62

Current Graduate Field	N	Per cent Receiving Stipends	N	Stipend Type						Total Per cent	Stipend Value					Total Per cent
				Scholarship	Fellowship	Teaching Assistant	Research Assistant	Other	NA		≤$999	$1,000-$1,999	$2,000-$2,999	≥ $3,000	NA	
Physical Sciences	1,637	70	1,144	8	24	53	12	2	-	100	14	21	45	19	-	99
Biological Sciences	638	67	428	5	23	41	30	1	0	100	14	15	51	20	-	100
Social Sciences	1,035	54	558	14	35	23	24	4	-	100	21	29	37	12	1	100
Other Professions	1,314	54	715	43	29	9	12	6	2	101	46	27	22	4	-	99
Engineering	1,303	53	697	21	27	25	22	3	2	100	23	14	39	23	1	100
Other Health	446	48	216	51	23	1	8	13	3	99	59	23	8	9	-	99
Humanities	1,861	46	857	26	35	30	2	5	2	100	25	33	31	8	3	100
Medicine	1,052	33	342	59	13	1	17	8	2	100	73	20	5	-	2	100
Business	1,282	27	349	36	15	18	15	14	1	99	49	32	15	2	2	100
Law	1,364	24	326	73	14	1	2	8	2	100	67	27	4	-	1	99
Education	4,372	22	966	34	21	28	4	8	5	100	52	24	12	10	2	100

N	16,304
NA Field	450
Excluded (Not Attending)	31,080
Total Weighted N	47,834

N	6,598
NA Field	139
Excluded (Not Stipend Holders)	10,017
Excluded (Not Attending)	31,080
Total Weighted N	47,834

per cent) are fields in which comparatively few stipend recipients hold duty scholarships. But, as Table 3.17 makes clear, most non-duty scholarship recipients in these fields receive nothing more than tuition, while those with non-duty scholarships in fields with large numbers of research and teaching assistantships are more likely to be getting tuition plus cash grants.

The ratio of teaching assistants to research assistants varies from field to field. Those with duty scholarships in the humanities and education are most likely to be doing some teaching. This is also true in the physical sciences. In business, the biological and social sciences, and engineering, on the other hand, there are about as many teaching assistants as research assistants, while in law, medicine, and "other health" there are virtually no teaching assistantships.

If we were to characterize the physical and biological sciences as "high stipend" fields as compared with "low stipend" fields such as law or education, it is also apparent that recipients of assistance in high stipend fields are more likely to be fellows or research and teaching assistants than are those in low stipend fields. Moreover, recipients in high stipend fields tend to have more valuable stipends than those in low stipend fields.

With one expection, men and high API respondents within each field are more likely to be stipend recipients. But variation by field is so great that <u>low</u> API men in the physical and biological sciences, for example, are more likely to be receiving support than <u>high</u> API men in medicine, business, or law. This is shown in Table 3.18. The pattern is not as dramatic among women, although the differences from one field to another, with API held constant, are quite marked. On balance it would appear that men may have an easier time of getting a stipend, as long as they enroll in the "right" field.

TABLE 3.18

PER CENT RECEIVING STIPENDS BY CURRENT GRADUATE FIELD, CONTROLLING FOR SEX AND ACADEMIC PERFORMANCE INDEX

Current Graduate Field	Sex					
	Males			Females		
	API					
	High	Medium	Low	High	Medium	Low
Biological Sciences . .	93 (90)	81 (170)	56 (157)	62 (82)	64 (78)	27 (51)
Physical Sciences . .	88 (557)	69 (504)	55 (293)	67 (140)	43 (89)	16 (32)
Social Sciences . .	72 (265)	62 (284)	30 (179)	68 (135)	21 (126)	32 (38)
Humanities. .	70 (393)	43 (342)	23 (211)	62 (466)	25 (311)	10 (120)
Engineering .	68 (500)	50 (483)	37 (298)	- (3)	0 (3)	- (3)
Other Professions.	68 (190)	60 (346)	47 (405)	57 (143)	55 (146)	19 (72)
Education . .	52 (188)	25 (686)	18 (940)	35 (525)	20 (1,082)	11 (875)
Medicine . .	42 (485)	26 (399)	22 (111)	24 (21)	- (19)	- (2)
Law	37 (367)	22 (528)	17 (425)	- (12)	5 (20)	- (2)
Business. . .	36 (259)	31 (458)	19 (451)	45 (29)	15 (40)	12 (32)
Other Health.	- (19)	54 (99)	27 (136)	56 (43)	64 (77)	62 (61)

N	16,096
NA or NEC Field	447
NA API	208
NA Both	3
Excluded (Not Attending)	31,080
Total Weighted N	47,834

It was seen earlier that fellowships and assistantships, being more valuable, are more likely to be held by high API students. Table 3.19 shows the distribution of fellowships by field with sex and API held constant. It is apparent that, with few exceptions, male stipend recipients and those in the high API category are more likely to receive fellowships. At the same time, the variation by field continues to show up: where 25 per cent of the low API males in biological sciences have fellowships, this is true of only nine per cent of the high API medical students who received stipend support.

The data on stipend value, shown in Table 3.20, reflect pretty much the same picture already noted above. By and large, male stipend recipients at every API level receive more than their female counterparts in the same field. The only major exception is in the case of "other health"; this is undoubtedly due to the stipends available to "other health" fields such as physical therapy and nursing, both of which are overwhelmingly feminine. High API students in virtually every field are likely to receive better stipends, but the variation by field is so great that low API men in the biological sciences, physical sciences, social sciences, and engineering are more likely to have generous stipends than high API men in medicine, business, or law. Low API men are thus not only in a good position to receive stipend support, if they are in the "right" field, but the amount received can be substantial. The pattern for women is less clear because there were so few low API stipend recipients. Among female recipients, API does not affect stipend value in education or the physical sciences, but in all other fields, API appears to be more clearly linked to stipend income among women than it is among men.

Degree and Career Expectations

The point has been made repeatedly throughout this report that men were more likely to plan to attend graduate school, more

TABLE 3.19

STIPEND TYPE AND CURRENT GRADUATE FIELD AMONG THOSE WHO RECEIVED A STIPEND, 1961-62, CONTROLLING FOR SEX AND ACADEMIC PERFORMANCE INDEX

Current Graduate Field	Per cent of Stipend Recipients Holding Fellowships					
	Males			Females		
	API					
	High	Medium	Low	High	Medium	Low
Social Sciences . . .	53 (192)	26 (176)	4 (53)	46 (92)	22 (27)	0 (12)
Humanities . .	51 (275)	29 (147)	17 (48)	37 (288)	4 (79)	0 (12)
Education . . .	40 (98)	29 (170)	18 (166)	14 (183)	17 (219)	10 (96)
Biological Sciences . . .	37 (84)	18 (137)	25 (88)	29 (51)	6 (50)	- (14)
Engineering . .	35 (339)	20 (240)	15 (111)	- (1)	0 (0)	0 (1)
Physical Sciences . . .	34 (488)	17 (347)	11 (160)	26 (94)	11 (38)	0 (5)
Other Professions. .	30 (130)	26 (209)	18 (191)	40 (81)	46 (81)	- (14)
Business . . .	21 (92)	15 (144)	10 (86)	0 (13)	- (6)	0 (4)
Law	20 (134)	10 (114)	11 (71)	- (4)	0 (1)	0 (1)
Medicine . . .	9 (203)	23 (103)	0 (24)	- (5)	0 (3)	- (1)
Other Health .	- (8)	25 (53)	5 (37)	67 (24)	24 (49)	13 (38)

N	6,505
NA or NEC Field	136
NA API	93
NA Both	1
Excluded (Not Stipend Holders).	10,019
Excluded (Not Attending) . . .	31,080
Total Weighted N	47,834

TABLE 3.20

STIPEND VALUE AND CURRENT GRADUATE FIELD AMONG THOSE WHO RECEIVED A STIPEND, 1961-62, CONTROLLING FOR SEX AND ACADEMIC PERFORMANCE INDEX

Current Graduate Field	Per cent Receiving Stipends of $2,000 or More					
	Males			Females		
	API			API		
	High	Medium	Low	High	Medium	Low
Biological Sciences . . .	88 (84)	75 (137)	62 (88)	82 (51)	56 (50)	0 (14)
Physical Sciences . . .	82 (488)	59 (347)	36 (160)	47 (94)	47 (38)	0 (5)
Engineering . .	73 (339)	58 (240)	37 (111)	- (1)	0 (0)	0 (1)
Social Sciences . . .	67 (192)	39 (176)	34 (53)	48 (92)	15 (27)	0 (12)
Humanities . .	51 (275)	26 (147)	25 (48)	50 (288)	11 (79)	0 (12)
Education . . .	44 (98)	28 (170)	6 (166)	20 (183)	26 (219)	18 (96)
Other Professions .	33 (130)	20 (209)	15 (191)	32 (81)	51 (81)	0 (14)
Business . . .	32 (92)	18 (144)	5 (86)	0 (13)	0 (6)	0 (4)
Law	10 (134)	1 (114)	1 (72)	0 (4)	0 (1)	0 (1)
Medicine . . .	4 (203)	7 (103)	0 (24)	0 (5)	0 (3)	0 (1)
Other Health	- (8)	15 (53)	11 (37)	50 (24)	20 (49)	0 (38)

N	6,506
NA Stipend Amount	107
NA or NEC Current Field	122
Excluded (Not Stipend Holders).	10,019
Excluded (Not Attending) . . .	31,080
Total Weighted N	47,834

likely to fulfill their plans to enroll, and more likely to attend on a full-time basis. On the other hand, we have also noted that in every graduate field, there was a larger proportion of high API women than men. The question now before us is: Did those women who enrolled have the same ultimate aspirations as the men who enrolled? Table 3.21 indicates clearly that men were more likely than women to aspire toward doctorates or professional degrees. Moreover, this holds true when we control for API. Thus, more than half of the high API males who were enrolled in 1961-62 expected to attain a doctorate, as compared with only one-third of the high API females. The difference between men and women is so great, indeed, that more low API males expected to receive doctorates than did high API females. In short, the same differences we have observed in enrollment and course-load hold for ultimate aspirations. Unfortunately, we do not know whether these lower expectations on the part of women represent attrition from ambitions women may have had in 1961. However, we will be able in future waves to assess the extent to which women hold on to their present aspirations and the extent to which their aspiration levels drop, which may be even greater than we have expected.

In addition to these differences in degree aspirations, there are important differences by graduate fields. Thus, as we see from the bottom row of Table 3.22, the overwhelming majority of those enrolled in medicine and law aspire toward doctorates or professional degrees; this is true for smaller proportions of those enrolled in arts and science fields, while those enrolled in engineering, business, and education are least likely to expect to receive a doctorate or professional degree.

Such a finding is to be expected, of course, given the differing career contingencies of the graduate fields under discussion. But Table 3.22 shows that the sex differences as to highest degree expected are not due to the overchoice by men of "high degree" fields, and the overchoice by women of "low degree"

TABLE 3.21

HIGHEST DEGREE EXPECTED AMONG THOSE ATTENDING GRADUATE OR PROFESSIONAL SCHOOL IN 1961-62, CONTROLLING FOR SEX AND ACADEMIC PERFORMANCE INDEX (API)

Sex	API	Highest Degree Expected					Total	
		Doctorate	Professional	Master's	Bachelor's	No Answer	Per cent	N
Male	High	53	24	14	1	8	100	3,389
	Medium	44	24	19	2	10	99	4,385
	Low	35	22	25	4	14	100	3,727
All Males (Incl. NA on API)		44	23	19	3	11	100	11,642
Female	High	32	15	36	6	11	100	1,641
	Medium	17	21	42	9	11	100	2,077
	Low	12	23	42	9	14	100	1,324
All Females (Incl. NA on API)		20	19	40	8	12	99	5,112
Grand Total Percentage . . Distribution		37	22	26	4	11	100	16,754

N 16,754
Excluded (Not Attending) 31,080
Total Weighted N 47,834

TABLE 3.22

HIGHEST DEGREE EXPECTED AND CURRENT GRADUATE FIELD AMONG THOSE ATTENDING GRADUATE OR PROFESSIONAL SCHOOL 1961-62, CONTROLLING FOR SEX AND ACADEMIC PERFORMANCE INDEX

(Per cent for Which Doctorate or Professional Degree Is Highest Degree Expected)[a]

Sex	API	Current Graduate Field										
		Med.	Law	Bio. Sci.	Phy. Sci.	Soc. Sci.	Other Profs.	Hum.	Other Health	Engin.	Bus.	Educ.
Male	High	99 (425)	90 (310)	91 (88)	91 (535)	89 (256)	80 (160)	87 (372)	- (16)	67 (470)	67 (231)	70 (176)
	Medium	98 (355)	84 (443)	94 (160)	83 (486)	84 (263)	73 (296)	77 (318)	88 (75)	52 (448)	56 (389)	72 (620)
	Low	100 (100)	90 (331)	82 (147)	71 (280)	86 (153)	66 (349)	75 (204)	83 (112)	39 (269)	42 (360)	63 (836)
Female	High	100 (20)	- (11)	69 (67)	54 (138)	66 (122)	53 (117)	55 (432)	34 (35)	- (3)	45 (22)	43 (455)
	Medium	- (19)	- (19)	36 (70)	49 (79)	44 (111)	57 (126)	46 (296)	36 (70)	- (3)	15 (40)	39 (943)
	Low	- (1)	- (2)	62 (42)	22 (32)	66 (35)	50 (60)	46 (107)	47 (47)	- (3)	50 (24)	36 (759)
For All Attending[b]		98 (929)	87 (1,122)	78 (584)	78 (1,571)	78 (948)	67 (1,119)	66 (1,744)	64 (360)	55 (1,206)	52 (1,076)	51 (3,848)

NA API	164	N (in table body)	14,343
NA Highest Degree Expected	1,753	"NA Only" Excluded Categories	2,268
NA Field	229	NEC Current Field	120
NA Highest Degree Expected and Field	77	NA Highest Degree Expected and NEC Field	21
NA Highest Degree Expected and API	44	NA API and NEC Field	2
NA API and Field	1	NA Highest Degree Expected, API, and NEC Field.	0
NA Highest Degree Expected, API, Field	0	Excluded (Not Attending 1961-62)	31,080
Sum of "NA Only" Excluded Categories	2,268	Total Weighted N	47,834

[a]Per cents calculated for each group on bases which do not include the NA's on Highest Degree Expected.

[b]This row includes 164 cases not in the body of the table being NA on API only.

fields. With one minor exception, low API men in every graduate field expect to receive a higher degree than do high API women enrolled in the same graduate field. This finding is particularly striking when we keep in mind that the proportion of high API women is greater than that of men in every graduate field. This points to a potential loss of usable talent that our society can ill afford.

Table 3.23 compares the kind of career activities men and women hope to be engaged in after completing their graduate or professional training. The percentages add up to more than 100 in each column, since the respondents were able to choose more than one activity. According to Table 3.23, women were considerably more likely than men to choose teaching, and men were far more likely than women to be interested in research. Administration is also more likely to be chosen by men than by women, and finally, men more than women choose service to patients or clients. It is to be noted that in general, men choose more career activities than do women. This may be because the kinds of career they seek--the professions--involve more than one kind of activity, especially if they hoped to earn higher degrees, and would therefore work in a particular profession at a fairly responsible level. Women, on the other hand, appear to expect low level jobs in which they will be doing one kind of thing. There are no important differences by API except in the case of research activities. Bright students, whether they are male or female, are far more likely to be interested in research than their less talented counterparts. There are no significant API differences among those choosing teaching, administration, or service to patients or clients. To put it another way, a dull man is just as likely as a bright man to think that he is capable of administration.

The kinds of career activities envisioned vary considerably with the graduate fields in which students are enrolled. Thus eight out of ten of those enrolled in the physical sciences hoped

TABLE 3.23

LONG-RANGE CAREER ACTIVITIES AMONG THOSE ATTENDING GRADUATE OR PROFESSIONAL SCHOOL IN 1961-62, CONTROLLING FOR SEX AND ACADEMIC PERFORMANCE INDEX

Sex	API	Long-Range Career Activities					Total	
		Teaching	Research	Administration	Service to Patients or Clients	None of These or NA	Per cent	N
Male	High	53	56	33	33	4	179	3,389
	Medium	48	41	37	34	4	164	4,385
	Low	48	30	41	30	6	155	3,727
All Males (Incl. NA on API)		50	42	37	32	5	166	11,642
Female	High	72	39	14	19	7	151	1,641
	Medium	75	25	13	20	8	141	2,077
	Low	76	14	10	16	7	123	1,324
All Females (Incl. NA on API)		75	27	12	19	7	140	5,112
Grand Total Percentage Distribution		57	37	30	28	6	158	16,754

N 16,754
Excluded (Not Attending) 31,080
Total Weighted N 47,834

to do some research and more than half of them expected to teach. This distribution is shown in Table 3.24. The proportion interested in research decreases as we move from the physical sciences to engineering and becomes very low among those planning on law, other health professions, business, or education. The proportion interested in teaching, on the other hand, is high in the social sciences, humanities, other professions, and, of course, in education itself. Administration is most likely to be selected by those enrolled in engineering, the social sciences, other professions, and business, while service to patients or clients is chosen by those enrolled in professional fields, medicine, other professions, law, and other health fields.

In this brief section we have seen that the differences already observed between men and women persist in highest degree aspirations and in the kind of activities men and women choose for their careers after graduate school. We have seen also that students in various graduate fields differ in highest degree aspirations and choice of future career activities. Now a brief discussion of the experiences that graduate students report after their first year in graduate school will conclude the chapter.

Reactions to Graduate School

In the spring of 1962, those who were enrolled in the year 1961-62 were asked to rate certain aspects of their graduate school experiences. Among these were: the caliber of classroom teaching, curriculum and course offerings, facilities and opportunities for research, the caliber of students, the knowledge and professional standing of the faculty, and finally, personal contacts with faculty. Table 3.25 shows how students responded. Concerning ourselves only with the proportions of students rating any of these various aspects of graduate school as "excellent," we learn from Table 3.25 that about half of all students enrolled in 1961-62 thought very highly of their faculty, and about one-third of them regarded the research facilities, including the

TABLE 3.24

LONG-RANGE CAREER ACTIVITIES AND CURRENT GRADUATE FIELD AMONG THOSE ATTENDING GRADUATE OR PROFESSIONAL SCHOOL, 1961-62*

Long-Range Career Activity	Current Graduate Field										
	Phy. Sci.	Eng.	Soc. Sci.	Bio. Sci.	Med.	Hum.	Other Profs.	Law	Other Health	Bus.	Educ.
Research	80	67	56	38	37	35	31	29	24	22	14
Teaching	57	30	62	30	33	80	60	9	34	16	89
Administration . . .	20	43	37	5	8	15	48	35	13	78	22
Service to patients or clients	3	8	26	7	95	9	53	78	87	22	11
None of these or NA .	3	10	4	3	2	9	7	5	3	6	5
N	1,637	1,303	1,035	638	1,052	1,861	1,314	1,364	446	1,282	4,372

N	16,304
NA or NEC Field	450
Excluded (Not Attending)	31,080
Total Weighted N	47,834

*Percentage distribution of long-range career activity by current graduate field.

TABLE 3.25

REACTIONS TO GRADUATE SCHOOL BY COURSE-LOAD AMONG THOSE ATTENDING GRADUATE OR PROFESSIONAL SCHOOL 1961-62, CONTROLLING FOR SEX

(Per cent Rating Given Aspects of Their Graduate School as "Excellent")

Sex	Course-Load	Reactions to Graduate School						N
		Caliber of Faculty	Research Facilities	Curriculum	Personal Contacts With Faculty	Classroom Teaching	Caliber of Students	
Males	Full-time	62	46	37	30	31	28	6,637
	Part-time: More than half-time	52	38	27	32	21	19	1,268
	Part-time: Half-time or less	43	31	24	27	24	15	1,138
	Night school	35	21	22	18	22	11	2,040
	Correspondence	24	16	15	17	11	6	172
Females	Full-time	56	38	27	30	24	24	1,789
	Part-time: More than half-time	56	32	18	38	21	17	546
	Part-time: Half-time or less	39	24	17	22	17	8	833
	Night school	33	18	15	16	21	9	1,542
	Correspondence	36	18	23	15	1	19	73
Per cent for All Attending*		51	35	28	27	26	20	16,754

N (In body of table)	16,038
NA Course-Load	716
Excluded (Not Attending)	31,080
Total Weighted N	47,834

*Includes the 716 cases NA on Course-Load.

library, as excellent. About one quarter of them regarded the curriculum, classroom teaching, and personal contacts with faculty as excellent, while one out of five regarded his fellow students as being of high caliber.

In other words, graduate students were impressed with the professional qualifications of their teachers and with the physical facilities, but they were far less impressed with instruction these made possible. Moreover, with the exception of their rating of their fellow students, respondents may be perfectly realistic in these judgments. Table 3.25 shows that men and women do not differ in the rank order of these ratings. On the other hand, there are very interesting differences when the data are controlled for course-load. According to Table 3.25, men and women, across the board, who are enrolled on a full-time basis are probably more satisfied with their graduate school experiences than those enrolled on a part-time basis. Be it the quality of classroom teaching, research facilities, curriculum, caliber of faculty, personal contacts with faculty, or even the caliber of fellow students, full-time students are more likely to rate these aspects as excellent. The implication is that the more time a student spends in graduate school the more likely he is to be impressed with everything about it, including what he gets out of it. This may have important consequences for the drop-out rate, a subject to be analyzed in the next report.

Just as full-time students were probably more impressed with their graduate school experiences than were those enrolled on a part-time basis, so we see in Table 3.26 that high API students are more likely to be impressed with certain aspects of graduate school than those in the middle or low API brackets. Thus, there are API differences in rating of faculty caliber, research facilities, and student caliber, but no consistent differences in rating of classroom teaching, curriculum, or personal contacts with the faculty. One possible explanation for the greater API

TABLE 3.26

REACTIONS TO GRADUATE SCHOOL AND ACADEMIC PERFORMANCE INDEX AMONG THOSE ATTENDING GRADUATE OR PROFESSIONAL SCHOOL, 1961-62 AND ENROLLED FULL-TIME, CONTROLLING FOR SEX

Sex	API	Reactions to Graduate School (Per cent Rating as "Excellent")						
		Caliber of Faculty	Research Facilities	Curriculum	Personal Contact With Faculty	Classroom Teaching	Caliber of Students	N
Males	High	70	56	41	29	33	39	2,429
	Medium	58	41	35	30	30	24	2,543
	Low	55	29	35	30	30	20	1,665
Females	High	62	43	26	30	29	29	824
	Medium	52	35	30	29	21	20	643
	Low	51	32	24	34	16	23	322

N	8,426
NA API	96
Excluded (Not Enrolled Full-Time)	8,232
Excluded (Not Attending)	31,080
Total Weighted N	47,834

differences is that high API students are enrolled in better quality schools, but this is a matter that we have not yet been able to investigate. Yet, the fact that there are no API differences in attitudes toward some aspects of the graduate school experience suggests that it is not so much the API score of the individual graduate student as much as the extent to which he is involved in a graduate school, as we have seen in the preceding table.

Summary and Conclusion

The 1961 graduate as a first year graduate student was the subject of this chapter. The graduate fields in which the respondents were enrolled, the nature and type of stipend support they received, their highest degree and career aspirations, and their reactions to their first year of graduate study were discussed. It was seen that different proportions of men and women were enrolled in the various fields; that these fields had varying proportions of students who stayed with their original intentions; and that the graduate fields varied considerably among themselves in their proportions of high, middle, and low API students. It was noted that the proportion of high API women was higher than that of high API men in every graduate field. In discussing stipends it was noted that about four out of ten graduate students were receiving some kind of stipend support; that more than half of those were non-duty stipends; and that about six out of ten of these stipends were worth less than $2,000 and four out of ten were worth more than $2,000. High API students were more likely than low API students to be stipend recipients, and men were somewhat more likely than women to have financial assistance. Stipend support varied considerably by graduate field.

The likelihood that men more than women aspire toward doctorates and professional degrees held true when controlling for API. Similarly men had a number of future career activities in mind whereas women were limited in their activity aspirations.

There are no important differences between men and women in their reactions to graduate schools; many graduate students expressed reservations about what they got out of graduate school. Differences emerged when we controlled for full-time course-load and for API. It would appear that the more time the student spends in graduate school, the more impressed he is with it, and it may be true that the brighter the student is, the more he is impressed with the totality of graduate school.

CHAPTER IV

PLANS FOR 1962-63

In Chapter I we began with the plans made by our respondents in the spring of 1961 and looked at the outcomes of these plans. In this chapter we will go one step further; we will begin with their enrollment status in 1961-62 and see how this is related to plans for the following year.

Here are the basic facts:

-- Of the 47,834 respondents in our sample, 28 per cent were enrolled in 1961-62 and planned to re-enroll in 1962-63.

-- Three per cent had been enrolled in 1961-62 and completed their studies by the end of that year.

-- Three per cent had been enrolled in 1961-62 and were not continuing their graduate studies in 1962-63.

-- 23 per cent had not been enrolled in 1961-62 but planned to enter the following year.

-- 42 per cent were not enrolled in 1961-62 and did not plan to enroll in 1962-63.

It is immediately apparent that the ranks of graduate students will be swelled to a considerable degree by those who postponed graduate study until 1962-63. Of the graduating seniors of 1961, 35 per cent attended graduate school in 1961-62; 51 per cent of them expected to be enrolled in the following year. This can be seen in Table 4.1a. When we add the individuals who have already completed their work for a degree to the 51 per cent expecting to do graduate work in 1962, it brings up to 54 per cent the total per cent of the graduating class of 1961 who have completed, are continuing, or are beginning advanced study. This figure, while it falls short of the 77 per cent who in the spring of 1961 hoped to attend

TABLE 4.1a

ENROLLMENT PLANS FOR 1962-63 BY 1961-62 ENROLLMENT STATUS

(Percentage Distribution of Plans for Each Enrollment Status)

Enrollment Plans For 1962-63	Enrollment Status in 1961-62								
	Enrolled in 1961-62							Not Enrolled in 1961 - 62	Total
	Full-Time	Part-Time		Night School	Correspondence	No Answer	Total Enrolled		
		More than Half	Half or Less						
Plan to enroll	77	80	83	86	62	56	79	36	51
Full-time	66	34	11	5	3	15	40	5	17
Part-time	11	46	72	81	59	41	39	31	34
Do not plan to enroll.	21	18	16	12	18	29	18	60	48
Work completed . . .	13	8	4	1	5	5	8	-	3
Work not completed .	8	10	12	11	13	24	10	-	3
No Answer on Plans . .	2	2	2	3	20	15	3	5	2
Total per cent .	100	100	101	101	100	100	100	101	101
N	8,522	1,835	1,993	3,636	248	520	16,754	31,080	47,834

graduate school some day is still an impressive one.[1]

Of those enrolled in 1961-62, four out of five planned to continue with their studies. This was true regardless of course-load: those attending night school were as likely to plan to return as were those enrolled on a full-time basis. The only exception appears to be the extremely small number who had taken correspondence courses; of these, fewer planned to continue. Those who planned to continue tended also to enroll on the same basis as before: the overwhelming majority of those who were enrolled full-time expected to continue as full-time students; almost all of those enrolled less than full-time planned to continue on a part-time basis.

The New Entrants and Continuing Students

How do the newcomers to graduate education compare with those who have already been enrolled? As we shall see, they differ in important respects. Although many of the graduating seniors of 1961 who did not attend graduate school in 1961-62 planned to enroll the next year, the rate was much lower than for those who had already been enrolled in 1961-62: a rate of one out of three for the first group contrasts with four out of five for the latter group. Moreover, about half of those who expected to continue with their studies were going to do so on a full-time basis, while only one in seven of those beginning for the first time were planning a full course-load. The new entrants are clearly different from those already enrolled, as will be made even clearer when we turn to the question of sex differences.

Before doing so, however, let us keep in mind that, while the newcomers to graduate school may be a deviant group to the survey analyst, they represent potential to those concerned with

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[1] Davis, op. cit., pp. 299-303.

the availability of skilled manpower. It is therefore important to point out that the 1,463 incoming graduate students who plan to carry a full course-load more than replace those 686 students who were enrolled full-time in 1961-62 but left short of a degree. This is seen in Table 4.1b, which presents the cell frequencies from which Table 4.1a was calculated. Thus, while the absolute number of full-time students in 1962-63 will be slightly smaller than that of the previous year (since some students also planned to shift from full-time to part-time status), the new recruits to graduate school tend to compensate for an otherwise disturbing drop-out rate.

It will be recalled from Chapter I that men were more likely to follow through with their plans to enroll in 1961-62. As Table 4.2 shows, men are also more likely to plan to continue graduate work beyond the first year: 84 per cent of the men already enrolled intended to continue in 1962-63, and of these the majority expected to attend school on a full-time basis; 69 per cent of the women already enrolled planned to go on in 1962-63, and only a minority of these planned to do so on a full-time basis. Moreover, the largest difference between men and women occurs among those who had been enrolled on an active basis in 1961-62. Men in this category were not only much more likely than women to plan further study; they were also more likely to plan to continue with a full course-load. Much, but not all, of this difference is due to the fact that fully one-fourth of the women who were enrolled on an active basis in 1961-62 had completed their course requirements, a figure three times as high as that for men with comparable course-loads. This finding is of course consistent with what we have already seen of the differences between men and women with respect to graduate field of study and highest degree aspirations. But it should be noted that women were consistently more likely to drop out of graduate school without completing their degree requirements. More will be said about this later.

TABLE 4.1b

ENROLLMENT PLANS FOR 1962-63 BY 1961-62 ENROLLMENT STATUS

(Raw Frequencies)

Enrollment Plans For 1962-63	Enrollment Status in 1961-62								Total
	Enrolled in 1961-62							Not Enrolled in 1961 - 62	
	Full-Time	Part-Time		Night School	Correspondence	No Answer	Total Enrolled		
		More than Half	Half or Less						
Plan to enroll	6,617	1,476	1,645	3,094	154	289	13,275	10,988	24,263
Full-time	5,646	633	218	149	7	78	6,731	1,463	8,194
Part-time	971	843	1,427	2,945	147	211	6,544	9,525	16,069
Do not plan to enroll.	1,777	331	311	433	44	153	3,049	19,673	22,722
Work completed . . .	1,091	152	70	40	12	28	1,393	-	1,393
Work not completed .	686	179	241	393	32	125	1,656	-	1,656
No Answer on Plans . .	128	28	37	109	50	78	430	419	849
Total	8,522	1,835	1,993	3,636	248	520	16,754	31,080	47,834

TABLE 4.2

ENROLLMENT PLANS FOR 1962-63 BY 1961-62 ENROLLMENT STATUS, CONTROLLING FOR SEX

Enrollment Plans for 1962-63	Enrollment Status in 1961-62										Total	
	Course-Loads of Those Enrolled in 1961-62						Total Enrolled		Not Enrolled in 1961-62			
	More Than Half-Time		Half-Time or Less		No Answer							
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Plan to enroll . . .	84	60	86	80	61	50	84	69	36	35	56	43
Full-time	69	34	8	5	24	6	50	18	6	4	24	7
Part-time	15	26	78	75	37	44	34	51	30	31	32	36
Number Planning to Enroll	(6,684)	(1,409)	(2,922)	(1,971)	(155)	(134)	(9,761)	(3,514)	(5,765)	(5,223)	(15,526)	(8,737)
Do not plan to enroll	15	37	10	18	26	33	14	27	63	63	43	54
Work completed . .	8	25	1	3	6	5	6	13	-	-	3	3
Work not completed	7	12	9	15	20	28	8	14	-	-	3	4
Number Not Planning to Enroll	(1,229)	(879)	(357)	(431)	(67)	(86)	(1,653)	(1,396)	(10,274)	(9,399)	(11,927)	(10,795)
No answer to plans .	1	3	4	3	13	17	2	4	1	2	1	2
Number of no answers	(73)	(83)	(121)	(75)	(34)	(44)	(228)	(202)	(173)	(246)	(401)	(448)
Total per cent .	100	100	100	101	100	100	100	100	100	100	100	99
N	(7,986)	(2,371)	(3,400)	(2,477)	(256)	(264)	(11,642)	(5,112)	(16,212)	(14,868)	(27,854)	(19,980)

Total Males 27,854
Total Females 19,980

Total Weighted N 47,834

What about those who were enrolling for the first time in 1962-63? Here we find no sex differences whatever with respect to plans, nor does sex affect the anticipated course-load. This stands in sharp contrast to those already enrolled, particularly in the case of men; where three out of five males already enrolled plan to continue as full-time students, this is true of only one out of six males planning to begin their graduate careers. The fact that there are no sex differences in enrollment or course-load among those who stayed out of school for a year underscores the extent to which this group is "deviant." It is not possible at this stage of the analysis to investigate the matter thoroughly; whether the differences are due to lower levels of aspiration, external obstacles, career perspectives, or some combination of these remains to be seen.

We know that API had a great deal to do with planning to go to graduate school and also with the execution of such plans. But once a student is enrolled, as Table 4.3 shows, API seems to have no bearing on the likelihood of his enrollment for another year. There is a relationship between API and anticipated course-load, but this is undoubtedly due to the relationship between API and 1961-62 course-load and to the likelihood that those expecting to continue will do so on the same enrollment basis as the previous year. But while API appears to fade out as a predictive variable, sex continues to be a powerful one. As Table 4.3 shows, women, regardless of API, were more likely either to have finished their degree requirements or to have left graduate school without doing so. Those women who intend to continue are far more likely to plan part-time course-loads than are men, so much so that fewer high API women will be enrolled on a full-time basis than will low API men.

But while API is related at least to anticipated course-load among those already enrolled, and sex is related both to re-enrollment and course-load, neither of these variables appears to

TABLE 4.3

ENROLLMENT PLANS FOR 1962-63 BY 1961-62 ENROLLMENT STATUS, CONTROLLING FOR SEX AND API

Enrollment Plans For 1962-63	Enrollment Status 1961-62											
	Enrolled in 1961-62						Not Enrolled in 1961-62					
	Sex											
	Male			Female			Male			Female		
	API											
	High	Medium	Low	High	Medium	Low	High	Medium	Low	High	Medium	Low
Plan to enroll	88	83	82	67	70	69	36	37	35	39	35	33
Full-time	66	49	37	28	18	7	11	7	4	6	4	2
Part-time	22	34	45	39	52	62	25	30	31	33	31	31
Number Planning to Enroll	(2,971)	(3,596)	(3,075)	(1,098)	(1,455)	(919)	(543)	(1,745)	(3,367)	(1,005)	(2,191)	(1,955)
Do not plan to enroll.	11	16	14	31	26	26	62	62	64	60	63	65
Work completed . . .	6	7	5	18	12	11	-	-	-	-	-	-
Work not completed .	5	9	9	13	14	15	-	-	-	-	-	-
Number Not Planning to Enroll	(385)	(716)	(537)	(511)	(522)	(341)	(948)	(2,978)	(6,169)	(1,581)	(3,935)	(3,730)
No answer on plans . .	1	2	3	2	5	5	2	1	1	2	2	2
Number of No Answers .	(33)	(73)	(115)	(32)	(100)	(64)	(26)	(61)	(86)	(42)	(96)	(101)
Total per cent . .	100	101	99	100	101	100	100	100	100	101	100	100
N	(3,389)	(4,385)	(3,727)	(1,641)	(2,077)	(1,324)	(1,517)	(4,784)	(9,622)	(2,628)	(6,222)	(5,786)

N	47,102
NA API	732
Total Weighted N	47,834

be in any way related to the enrollment plans of those who had not been enrolled in 1961-62. Male or female, high API or low API, about one-third in each multiple category expect to enroll in 1962-63, the vast majority of them on a part-time basis.

Re-enrollment and Retention by Field Among Those Enrolled in 1961-62

The intention to enroll for a second year of graduate school is obviously related to the chosen field of study. The typical medical student "signs up" for four years; there are no intermediate degrees generally available, and unless he flunks out or decides that medicine is not what he thought it was, we can count on a very high retention rate in this field. Not so with business. In this area one can try for a Ph.D., an M.S., or no degree at all. We should therefore expect a lower retention rate in such a field. Table 4.4 shows that this is indeed the case. On the whole, students who were enrolled in medical school or law school were most likely to plan for enrollment in 1962-63, those enrolled in the arts and science fields were not quite as likely to plan for a second year, and those enrolled in education, business, and "other health" fields were least likely to anticipate re-enrolling.

The first column of Table 4.4 shows the extent to which students in various fields expect to re-enroll in 1962-63; the second column shows the "retention rate" of these fields, that is, the extent to which those expecting to re-enroll will do so in the same field. Here we see that practically none of those enrolled in medical or law school in 1961-62 expected to shift to another field of study, while comparatively large numbers of those enrolled in the biological sciences, humanities, or education were, if they were thinking of re-enrolling, considering another field.

In other words, there is some field shift going on even after students enter graduate school. That medical and law students

TABLE 4.4

GRADUATE SCHOOL PLANS FOR 1962-63 BY CURRENT GRADUATE FIELD AMONG THOSE ATTENDING GRADUATE OR PROFESSIONAL SCHOOL 1961-62

Current Graduate Field	Re-enrollment Rate[a]		Retention Rate[b]	
Medicine	98	(1,052)	98	(1,025)
Law	93	(1,364)	97	(1,270)
Biological Sciences	91	(638)	82	(584)
Physical Sciences	87	(1,636)	91	(1,421)
Social Sciences	81	(1,035)	89	(844)
Engineering	80	(1,302)	91	(1,037)
Other Professions	80	(1,314)	92	(1,056)
Humanities	74	(1,861)	83	(1,383)
Business	72	(1,282)	85	(917)
Education	72	(4,372)	83	(3,231)
Other Health	70	(446)	87	(313)

N	16,302
NA or NEC Current Field	452
Excluded (Not Attending)	31,080
Total Weighted N	47,834

[a]Per cent enrolled in 1961-62 planning to enroll in 1962-63.

[b]Per cent studying in given field 1961-62 planning to continue in same field 1962-63.

should be less likely to plan a change in graduate field than those in education, for example, is not surprising; a number of plausible explanations suggest themselves. Unfortunately, one important piece of information is missing in the 1962 questionnaire: the identity of the new field. This information will be available in the spring of 1963 questionnaire, and a fuller analysis of the retention rates of the various fields will therefore be part of the next report in this series.

Table 4.4 dealt with the re-enrollment and retention rates for the various fields. When we now control for sex and API in Table 4.5, and interesting pattern emerges. Looking first at API, we see that high API men enrolled in the biological sciences, physical sciences, and business are more likely than their low API counterparts to plan for another year of graduate school. High API women are more likely than their low API counterparts to anticipate re-enrolling if their 1961-62 fields were in the physical or social sciences. We do not know enough at present to be able to account for these differences; at any rate, they do not occur in the majority of fields. This is consistent with the earlier finding in Table 4.3.

But one difference does show up again and again: holding field and API constant, men are more likely than women to plan a second year of graduate or professional school. In six of the eight graduate fields where comparisons are possible, bright women are less likely to go on than are comparatively mediocre men. This, of course, is consistent with the findings about highest degree expected discussed in Chapter III. Whether we are discussing degree aspirations or enrollment plans, it is clear that the differences between men and women are <u>not</u> a result of the fact that men are more likely to be attracted to some fields and women to others.

TABLE 4.5

GRADUATE SCHOOL PLANS FOR 1962-63 BY CURRENT GRADUATE FIELD AMONG THOSE ENROLLED IN GRADUATE OR PROFESSIONAL SCHOOL 1961-62, CONTROLLING FOR SEX AND API

(Men)

API	1962-63 Graduate School Plans	Current Graduate Field (1961-62)										
		Med.	Law	Bio. Sci.	Phy. Sci.	Other Profs.	Soc. Sci.	Hum.	Bus.	Engin.	Educ.	Other Health
High	Re-enrollment Rate[a]	99 (485)	97 (367)	95 (90)	94 (557)	87 (190)	87 (265)	82 (393)	80 (259)	78 (500)	74 (188)	- (17)
	Retention Rate[b]	97 (481)	98 (357)	96 (86)	95 (520)	89 (170)	89 (231)	84 (324)	94 (207)	91 (393)	82 (138)	- (14)
Medium	Re-enrollment Rate	96 (399)	91 (528)	93 (170)	88 (504)	81 (346)	76 (284)	78 (342)	69 (458)	84 (483)	75 (686)	87 (99)
	Retention Rate	99 (381)	94 (476)	88 (158)	90 (445)	92 (284)	92 (215)	80 (265)	88 (322)	93 (389)	84 (513)	94 (86)
Low	Re-enrollment Rate	98 (111)	92 (425)	89 (157)	83 (293)	84 (405)	85 (179)	77 (211)	70 (451)	80 (298)	80 (940)	93 (136)
	Retention Rate	94 (109)	97 (397)	77 (139)	90 (246)	96 (342)	83 (152)	78 (162)	82 (319)	89 (237)	83 (741)	94 (128)

[a] Per cent enrolled in 1961-62 planning to enroll in 1962-63.

[b] Per cent studying in given field 1961-62 planning to continue in same field 1962-63.

TABLE 4.5--Continued

(Women)

API	1962-63 Graduate School Plans	Current Graduate Field (1961-62)										
		Med.	Law	Bio. Sci.	Phy. Sci.	Other Profs.	Soc. Sci.	Hum.	Bus.	Engin.	Educ.	Other Health
High	Re-enrollment Rate	100 (21)	- (12)	85 (82)	77 (140)	65 (143)	88 (135)	66 (466)	83 (29)	- (3)	59 (525)	30 (43)
	Retention Rate	100 (21)	- (11)	86 (71)	86 (106)	89 (93)	85 (119)	90 (310)	29 (24)	- (1)	85 (303)	87 (16)
Medium	Re-enrollment Rate	- (19)	95 (20)	93 (78)	68 (89)	72 (146)	75 (126)	71 (311)	37 (40)	- (3)	71 (1,082)	52 (77)
	Retention Rate	- (18)	- (19)	76 (72)	90 (61)	88 (106)	86 (99)	81 (222)	- (15)	- (1)	83 (778)	62 (39)
Low	Re-enrollment Rate	- (2)	- (2)	97 (51)	66 (32)	70 (72)	58 (38)	71 (120)	62 (32)	- (3)	69 (875)	41 (61)
	Retention Rate	- (2)	- (1)	65 (49)	67 (21)	70 (50)	86 (22)	81 (84)	71 (21)	- (3)	83 (706)	84 (25)

N	16,094
NA API	208
NA or NEC Field	449
NA Both	3
Excluded (Not Attending 1961-62)	31,080
Total Weighted N	47,834

As to retention rates, there are API differences for both men and women in the biological sciences and in business; otherwise, API appears to have no effect on re-enrollment in the same field when we control for sex. At the same time, sex differences do not appear to be consistent.

Thus, while sex affects re-enrollment in most graduate fields, neither sex nor API contributes much to our understanding of what goes on in the shifts from one field to another noted in the preceding discussion.

The Enrollment Plans of the New Entrants

What of those respondents who had not been enrolled in 1961-62 but who were planning to enroll in 1962-63? We have already seen that the overwhelming majority, male and female and at all API levels, expects to enroll on a part-time basis. As to fields of study, Table 4.6 shows that business and education were the two most likely to be chosen by men while education was by far the single most popular field for women. API differences show up in two fields. Low API males and low API females are more likely to choose education as a graduate field than are high or middle API students. The reverse is true in the case of the humanities.

The fact that more than half of the men and two-thirds of the women entering for the first time expect to enroll in either education or business, coupled with the earlier finding as to anticipated course-load, clearly suggests that the new entrants are embarked on very different career lines than those who went to graduate school directly from college.

The Drop-Outs

What reasons do the 1961-62 enrollees give for not continuing with graduate studies? It will be recalled from Table 4.1

TABLE 4.6

ANTICIPATED GRADUATE FIELD AMONG THOSE NOT ATTENDING GRADUATE OR PROFESSIONAL SCHOOL 1961-62, BUT PLANNING TO ATTEND 1962-63, CONTROLLING FOR SEX AND API

Graduate Field Anticipated For 1962-63	Males				Females				Total Percentage Distribution
	API			Total Males[a]	API			Total Females[a]	
	High	Medium	Low		High	Medium	Low		
Education	14	20	28	24	56	63	66	63	42
Business	24	27	27	27	3	2	3	3	15
Humanities	15	7	5	7	20	14	11	14	10
Engineering	14	17	15	15	*	0	*	*	8
Other Professions	5	6	6	6	5	7	6	6	6
Physical Sciences	12	7	6	7	4	3	1	3	5
Social Sciences	7	4	4	4	6	4	4	4	4
Law	7	6	5	6	*	1	1	1	4
Other Health	*	1	1	1	2	4	3	3	2
Biological Sciences	*	2	2	2	2	2	4	3	2
Medicine	2	3	1	2	2	*	*	*	1
NEC	*	*	*	*	0	*	*	*	*
Total per cent	100	100	100	101	100	100	99	100	99
N	539	1,705	3,243	5,593	976	2,133	1,874	5,055	10,648

N	10,648
NA Field	340
Excluded (Not Attending 1961-62 and Not Planning to Attend 1962-63)	20,092
Excluded (Attending 1961-62)	16,754
Total Weighted N	47,834

[a]Includes NA on API (106 males; 76 females)

*Less than one-half of one per cent.

that about 18 per cent of them did not plan to enroll in 1962-63: eight per cent had finished their degree requirements or were completing their work in absentia, and 10 per cent were discontinuing short of getting a degree. Table 4.7 focuses on the latter group and shows that the overwhelming majority say they are interrupting their studies temporarily, while a comparative handful have apparently decided not to get an advanced degree. There are no important differences between men and women in the reasons given. But when we control for API, we find that high API students who were leaving graduate school after a year were more likely than low API students to say they were quitting short of a degree. There is some suggestion in our data that the high API drop-outs were disproportionately enrolled in night school program, but there are not enough of these to account for the finding in question. At this time we simply do not know what is involved.

Those who do not intend to enroll in 1962-63 even though they had not completed their degree requirements exhibit certain interesting differences by field, as is shown in Table 4.8. Students in the biological sciences and in education were most likely to report their non-enrollment for 1962-63 as an interruption of their studies; students in business, other health professions, and engineering were more likely to report their non-enrollment as quitting short of a degree. It is not easy to interpret this pattern; one possibility is that those enrolled in the arts and sciences and in education may ultimately require a degree higher than they presently have and are more likely to plan re-enrollment at some future date. Those in business, other health professions, and engineering, on the other hand, are probably able to get satisfactory jobs with the education they already have. Medicine and law students quitting short of their degrees are the only ones who are clearly leaving their chosen career fields. More about them will be learned in the analysis of the next wave.

TABLE 4.7

FUTURE GRADUATE SCHOOL PLANS BY SEX AND API AMONG THOSE ENROLLED IN 1961-62 WHO HAD NOT COMPLETED ALL DEGREE REQUIREMENTS AND WHO DID NOT PLAN TO ENROLL IN 1962-63

Future Graduate School Plans	Males			Females		
	API			API		
	High	Medium	Low	High	Medium	Low
Interrupting studies	71 (129)	77 (303)	80 (281)	73 (163)	72 (202)	82 (163)
Dropping out permanently	29 (53)	23 (92)	20 (71)	27 (57)	28 (79)	18 (37)
Total per cent .	100	100	100	100	100	100
N	182	395	352	220	281	200

N	1,630
NA API	26
NA Future Graduate School Plans	430
Excluded (Work Completed)	1,393
Excluded (Planned to Enroll 1962-63) . .	13,275
Excluded (Not Enrolled 1961-62)	31,080
Total Weighted N	47,834

TABLE 4.8

FUTURE GRADUATE SCHOOL PLANS BY 1961-62 FIELD AMONG THOSE ENROLLED IN 1961-62 WHO HAD NOT COMPLETED ALL DEGREE REQUIREMENTS AND WHO DID NOT PLAN TO ENROLL IN 1962-63

Future Graduate School Plans	Graduate Field in 1961-62										
	Bio. Sci.	Educ.	Soc. Sci.	Hum.	Phy. Sci.	Other Profs.	Med.	Law	Bus.	Other Health	Engin.
Interrupting studies . . .	85	81	78	78	76	73	71	70	68	68	66
Dropping out permanently	15	19	22	22	24	27	29	30	32	32	34
Total per cent .	100	100	100	100	100	100	100	100	100	100	100
N	27	561	107	264	146	131	14	70	147	35	96

N	1,598
NA or NEC Current Field	58
NA Future Graduate School Plans	430
Excluded (Work Completed)	1,393
Excluded (Plan to Enroll 1962-63)	13,275
Excluded (Not Enrolled 1961-62)	31,080
Total Weighted N	47,834

Summary

If everything worked out according to plan, almost six out of ten members of the 1961 college graduating class will have been enrolled for graduate work by June, 1963. More than half will have been enrolled during 1962-63. Graduate training of some sort is very much in vogue.

The overwhelming majority of those who had been enrolled in 1961-62 planned to re-enroll in 1962-63, most of them on the same course-load basis and in the same field as before. A small number had finished their graduate work and a comparable number were planning to drop out short of a degree. Sex, API, and graduate field all had a bearing on the decision to re-enroll.

Among those who had not been enrolled in 1961-62, on the other hand, sex and API apparently had nothing to do with the decision to enroll in 1962-63. The overwhelming majority of those planning to enroll were thinking of doing so on a part-time basis, and principally in two fields of study: business and education.

All of these suggest that there are extremely important differences between those who enter graduate school directly after graduation and those who defer their graduate studies. Deferment appears to be associated with low levels of aspiration and with low levels of achievement, measuring the latter in the length of time it will presumably take to educate and train what are essentially part-time students. We do not yet know whether the new entrants plan to be part-time students because they already have full-time jobs and find it difficult to cut back their incomes or whether they planned all along to be part-time students as part of a work-study program; perhaps they decided to enter graduate school only because their employers strongly urged such a step, or because they saw that promotions are contingent on further study. The fact that business and education are the two

fields chosen by the majority of new entrants would indicate that most of them are seeking supplementary study while employed, rather than studying in a field wherein little or no employment can be had before graduate studies are completed.

APPENDIX I

SELECTED CHARACTERISTICS OF STUDENTS BY SPECIFIC CURRENT GRADUATE FIELD AMONG THOSE ATTENDING GRADUATE OR PROFESSIONAL SCHOOL 1961-62

TABLE A-1.1

PHYSICAL SCIENCES

Current Graduate Field 1961-62	Of Those Enrolled 1961-62:						Of Those Holding Stipends:		Per cent of Those Enrolled 1961-62 Who Plan to Enroll 1962-63	Per cent Planning to Enroll in Same Field 1962-63*
	N	Per cent Male	Per cent High API	Per cent Enrolled More than Half-Time	Per cent Expecting Professional or Ph.D. Degree	Per cent Holding Stipends	Per cent with $2,000 or More	Per cent with Fellowships (Tuition plus Cash)		
Astronomy	28	100	64	71	93	93	58	31	96	74
Chemistry	487	85	33	83	76	81	74	16	92	92
Physics	451	91	55	79	66	78	64	30	90	94
Geography	44	82	30	66	64	41	-	-	73	88
Geology	81	94	19	75	81	62	42	22	80	95
Oceanography	16	-	-	-	-	-	-	-	-	-
Metallurgy	12	-	-	-	-	-	-	-	-	-
Meteorology	25	96	44	96	56	72	-	-	44	-
Mathematics and Statistics	477	72	46	65	63	54	53	23	80	90
Physical Science General	16	-	-	-	-	-	-	-	-	-
All Physical Science Fields	1,637	84	42	76	68	70	64	24	86	92
For All Attending	16,754	69	30	62	59	40	40	25	79	88

*Of those planning to enroll 1962-63.

TABLE A-1.2

BIOLOGICAL SCIENCES

Current Graduate Field 1961-62	Of Those Enrolled 1961-62:						Of Those Holding Stipends:		Per cent of Those Enrolled 1961-62 Who Plan to Enroll 1962-63	Per cent Planning to Enroll in Same Field 1962-63 *
	N	Per cent Male	Per cent High API	Per cent Enrolled More than Half-Time	Per cent Expecting Professional or Ph.D. Degree	Per cent Holding Stipends	Per cent with $2,000 or More	Per cent with Fellowships (Tuition plus Cash)		
Anatomy	25	60	40	32	84	60	-	-	96	67
Biology	121	50	19	70	46	46	36	20	87	70
Biochemistry	106	75	35	92	77	74	86	26	95	80
Botany	72	78	14	90	85	75	80	22	89	98
Biophysics	19	-	-	-	-	-	-	-	-	-
Entomology	20	100	20	75	85	65	-	-	100	85
Genetics	23	65	26	87	91	91	86	14	96	95
Microbiology	78	64	21	92	73	73	61	19	94	89
Pathology	3	-	-	-	-	-	0	-	-	-
Pharmacology	6	-	-	-	-	-	-	-	-	-
Physiology	39	54	41	85	72	51	80	50	92	92
Zoology	82	70	22	100	76	71	67	19	83	68
Other Biological Sci.	44	57	52	98	57	75	85	9	100	95
All Biological Science Fields	638	66	27	87	70	67	71	23	92	83
For All Attending	16,754	69	30	62	59	40	40	25	79	88

*Of those planning to enroll 1962-63.

TABLE A-1.3

SOCIAL SCIENCES

Current Graduate Field 1961-62	Of Those Enrolled 1961-62:						Of Those Holding Stipends:		Per cent of Those Enrolled 1961-62 Who Plan to Enroll 1962-63	Per cent Planning to Enroll in Same Field 1962-63*
	N	Per cent Male	Per cent High API	Per cent Enrolled More than Half-Time	Per cent Expecting Professional or Ph.D. Degree	Per cent Holding Stipends	Per cent with $2,000 or More	Per cent with Fellowships (Tuition plus Cash)		
Anthropology and Archaeology	43	67	42	84	86	49	52	48	86	81
Economics	186	94	41	90	78	63	60	50	85	90
Area and Regional Studies	45	78	51	78	76	51	35	26	87	90
Political Science	303	65	45	87	62	46	33	37	74	91
Sociology	129	55	30	81	64	55	56	28	76	78
Social Science General	32	56	16	75	38	28	-	0	72	83
Clinical Psychology	151	67	35	90	91	64	60	38	92	96
Social Psychology	18	-	-	-	-	-	-	-	-	-
Experimental and General Psychology	105	76	34	87	83	63	45	11	90	90
Other Psychology	23	70	30	83	43	35	-	-	65	-
All Social Science Fields	1,035	71	39	86	72	54	49	35	82	89
For All Attending	16,754	69	30	62	59	40	40	25	79	88

*Of those planning to enroll in 1962-63.

TABLE A-1.4

HUMANITIES

Current Graduate Field 1961-62	Of Those Enrolled in 1961-62:						Of Those Holding Stipends:		Per cent of Those Enrolled 1961-62 Who Plan to Enroll 1962-63	Per cent* Planning to Enroll in Same Field 1962-63
	N	Per cent Male	Per cent High API	Per cent Enrolled More than Half-Time	Per cent Expecting Professional or Ph.D. Degree	Per cent Holding Stipends	Per cent with $2,000 or More	Per cent with Fellowships (Tuition plus Cash)		
Fine and Applied Arts .	450	42	38	82	51	39	19	15	73	88
English and Creative Writing	473	43	52	82	44	51	46	35	74	85
Classical Languages and Literature . . .	39	44	51	87	74	51	80	80	87	94
Modern Foreign Languages and Literature . . .	317	40	53	83	53	46	52	37	73	82
History	426	69	40	85	68	48	34	41	74	74
Philosophy	124	81	47	86	81	48	51	46	73	87
Humanities General . .	32	53	81	69	75	31	-	-	97	87
All Humanities Fields	1,861	51	46	83	62	46	39	35	74	83
For All Fields . . .	16,754	69	30	62	59	40	40	25	79	88

*Of those planning to enroll in 1962-63.

TABLE A-1.5

MEDICINE AND OTHER HEALTH PROFESSIONS

Current Graduate Field 1961-62	N	Of Those Enrolled in 1961-62:					Of Those Holding Stipends:		Per cent of Those Enrolled 1961-62 Who Plan to Enroll 1962-63	Per cent* Planning to Enroll in Same Field 1962-63
		Per cent Male	Per cent High API	Per cent Enrolled More than Half-Time	Per cent Expecting Professional or Ph.D. Degree	Per cent Holding Stipends	Per cent with $2,000 or More	Per cent with Fellowships (Tuition plus Cash)		
Medicine	1,052	96	48	100	87	32	5	13	98	98
Other Health Professions:										
Dentistry	178	96	9	92	72	35	5	5	99	92
Nursing	75	1	37	72	23	57	40	56	51	87
Optometry	8	-	-	-	-	-	0	-	-	-
Pharmacy	21	100	14	81	43	43	-	0	86	-
Physical Therapy	24	17	0	100	62	92	0	0	38	-
Occupational Therapy	11	-	-	-	-	-	-	-	-	-
Veterinary Medicine	23	96	9	87	65	17	-	-	91	95
Medical Technology or Dental Hygiene	53	15	0	94	47	72	0	29	26	-
Health, Other	53	38	15	85	25	55	41	31	53	64
All Other Health Professions	446	57	14	88	52	48	17	23	70	88
For All Attending	16,754	69	30	62	59	40	40	25	79	88

*Of those planning to enroll 1962-63.

TABLE A-1.6

LAW AND OTHER PROFESSIONS

Current Graduate Field 1961-62	Of Those Enrolled in 1961-62:						Of Those Holding Stipends:		Per cent of Those Enrolled 1961-62 Who Plan to Enroll 1962-63	Per cent* Planning to Enroll in Same Field 1962-63
	N	Per cent Male	Per cent High API	Per cent Enrolled More than Half-Time	Per cent Expecting Professional or Ph.D. Degree	Per cent Holding Stipends	Per cent with $2,000 or More	Per cent with Fellowships (Tuition plus Cash)		
Law	1,364	98	28	91	72	24	5	14	93	96
Other Professions:										
Agriculture Science .	76	100	21	89	55	22	63	9	87	95
Architecture and City Planning . . .	85	93	42	89	41	32	30	18	67	93
Forestry, Fish and Wildlife Management	23	100	4	100	48	70	-	-	83	-
Home Economics . . .	39	0	28	62	31	36	-	-	77	77
Journalism and Communications	96	56	37	76	53	53	39	33	52	90
Library and Archival Science	119	20	36	83	31	34	37	37	61	66
Military Science . .	13	-	-	-	-	-	-	-	-	-
Public Administration	66	88	35	68	53	56	30	27	61	58
Social Work	188	39	20	94	75	63	47	66	86	93
Theology	607	90	21	97	61	57	7	20	90	97
All Other Professions	1,314	72	25	90	57	54	26	29	80	91
For All Attending . .	16,754	69	30	62	59	40	40	25	79	88

*Of those planning to enroll 1962-63.

TABLE A-1.7

ENGINEERING

Current Graduate Field 1961-62	Of Those Enrolled in 1961-62:						Of Those Holding Stipends:		Per cent of Those Enrolled 1961-62 Who Plan to Enroll 1962-63	Per cent* Planning to Enroll in Same Field 1962-63
	N	Per cent Male	Per cent High API	Per cent Enrolled More than Half-Time	Per cent Expecting Professional or Ph.D. Degree	Per cent Holding Stipends	Per cent with $2,000 or More	Per cent with Fellowships (Tuition plus Cash)		
Aeronautical	60	98	30	62	50	58	51	14	78	96
Civil	145	99	33	72	42	54	70	32	63	93
Chemical	148	99	50	83	64	75	78	35	76	88
Electrical	520	100	40	62	49	47	58	18	87	93
Engineering Science .	95	99	32	60	68	43	66	41	84	91
Industrial	50	100	14	58	24	30	-	0	84	76
Mechanical	165	99	40	66	45	54	60	30	69	84
Metallurgical	46	100	41	78	67	76	66	20	89	100
Mining	5	-	-	-	-	-	-	-	-	-
General	69	97	44	75	61	67	52	50	84	95
All Engineering Fields	1,303	99	39	67	51	53	62	27	80	91
For All Attending .	16,754	69	30	62	59	40	40	25	79	88

*Of those planning to enroll 1962-63.

TABLE A-1.8

BUSINESS

Current Graduate Field 1961-62	Of Those Enrolled in 1961-62:						Of Those Holding Stipends:		Per cent of Those Enrolled 1961-62 Who Plan to Enroll 1962-63	Per cent* Planning to Enroll in Same Field 1962-63
	N	Per cent Male	Per cent High API	Per cent Enrolled More than Half-Time	Per cent Expecting Professional or Ph.D. Degree	Per cent Holding Stipends	Per cent with $2,000 or More	Per cent with Fellowships (Tuition plus Cash)		
Accounting	239	90	19	55	44	19	22	16	75	84
Advertising and Public Relations . .	25	88	16	68	36	32	-	-	96	67
Secretarial Science .	26	0	12	65	8	0	-	-	23	-
Industrial and Personnel Psychology .	66	91	18	64	53	39	31	23	74	78
All Other Business and Commercial Fields	926	95	24	65	44	29	16	14	71	87
All Business Fields	1,282	92	23	63	43	27	17	15	72	85
For All Attending .	16,754	69	30	62	59	40	40	25	79	88

*Of those planning to enroll 1962-63.

TABLE A-1.9

EDUCATION

Current Graduate Field 1961-62	Of Those Enrolled in 1961-62:						Of Those Holding Stipends:		Per cent of Those Enrolled 1961-62 Who Plan to Enroll 1962-63	Per cent* Planning to Enroll in Same Field 1962-63
	N	Per cent Male	Per cent High API	Per cent Enrolled More than Half-Time	Per cent Expecting Professional or Ph.D. Degree	Per cent Holding Stipends	Per cent with $2,000 or More	Per cent with Fellowships (Tuition plus Cash)		
Elementary Education . .	1,089	16	12	48	38	12	21	13	73	83
Secondary Education:										
English	344	28	26	57	33	21	14	15	66	83
Modern Foreign Lang. .	171	36	31	68	33	26	18	50	68	91
Latin and Greek . . .	15	-	-	-	-	-	-	-	-	-
History & Soc. Studies	379	65	20	68	54	20	17	22	69	83
Natural Sciences . . .	212	63	16	43	48	40	12	40	66	71
Mathematics	174	57	24	45	36	18	34	16	70	82
Specialized Education:										
Physical Education . .	204	62	11	69	52	36	22	7	71	79
Music Education . . .	145	41	31	72	46	24	6	0	63	85
Art Education	91	40	15	62	25	10	-	-	75	82
Education of Exceptional Children	182	15	16	48	46	37	50	28	74	87
Agriculture Education	25	96	4	64	68	16	-	-	56	-
Home Economics	87	0	10	47	29	15	-	-	63	71
Business Education . .	105	50	4	66	29	24	12	4	61	80
Vocational Trade and Industrial Education	6	-	-	-	-	-	-	-	-	-
Non-vocational Industrial Arts Education	121	99	5	50	51	17	33	33	83	82
Counseling and Guidance	387	55	12	57	57	30	34	25	77	83
Educational Psychology	104	35	29	41	49	29	23	0	69	65
Admin. & Supervision .	206	90	2	52	72	18	8	11	92	95
Education General . .	325	44	22	43	49	25	29	32	70	85
All Education Fields	4,372	42	12	54	45	22	22	21	72	83
For All Attending .	16,754	69	30	62	59	40	40	25	79	88

*Of those planning to enroll 1962-63.

APPENDIX II

SAMPLE DESIGN AND EXECUTION

This study discusses plans and achievements of 28,713 college seniors one year after graduation. The sample design of this study is identical to that of the previous NORC study of college seniors described in Appendix V of Volume I, Great Aspirations, Career Decisions and Educational Plans During College.

Table A-2.1 below summarizes the cooperation on this second wave. It can be seen that 85 per cent of the seniors who responded on the earlier study also cooperated in this study. The over-all completion rate on this study was 76 per cent of the initial sample of 40,752. This includes some 2,370 students who did not respond to the initial questionnaire, but who did cooperate on the second wave.

TABLE A-2.1

SAMPLE COOPERATION ON TWO WAVES
OF COLLEGE SENIOR STUDY

Participation Status of Cases	Number	Per cent*
Total Initial Sample	40,752	100.0
Participated in Both Waves	28,713	70.5
Participated First Wave, Not Second .	5,069	12.4
(Total Participation First Wave) . . .	(33,782)	(82.9)
Participated Second Wave, Not First .	2,370	5.8
(Total Participation Second Wave). . .	(31,083)	(76.3)
Did Not Participate in Either Wave . .	4,600	11.3

*The percentages shown are based on the unweighted sample and may differ slightly from weighted results which will be available in later reports.

Table A-2.2 shows the percentage of the respondents on the first wave who also participated in the second wave. No major differences are seen when cooperation is compared by sex, academic performance index, and plans index.

TABLE A-2.2

SAMPLE COOPERATION ON SECOND WAVE OF THOSE WHO COOPERATED ON FIRST WAVE, BY SEX, BY ACADEMIC PERFORMANCE INDEX, AND BY 1961 ATTENDANCE PLANS

Item	Second Wave Non-Response	Second Wave Response	First Wave Total	Per cent Response
a. Total	5,069	28,713	33,782	85.0
b. Sex				
Male	3,460	18,227	21,687	84.0
Female	1,609	10,486	12,095	86.7
Total . .	5,069	28,713	33,782	
c. Academic Performance Index				
High	885	6,292	7,177	87.7
Medium	1,744	10,674	12,418	86.0
Low	2,328	11,294	13,622	82.9
No Answer	112	453	565	80.2
Total . .	5,069	28,713	33,782	
d. 1961 Attendance Plans				
Definitely going in fall	932	6,344	7,276	87.2
Tentatively going in fall	626	3,591	4,217	85.1
Going in future .	2,068	11,344	13,412	84.6
Never going . . .	1,181	6,304	7,485	84.2
No Answer	262	1,130	1,392	81.1
Total . .	5,069	28,713	33,782	

APPENDIX III

QUESTIONNAIRE FOR FIRST WAVE

NATIONAL OPINION RESEARCH CENTER

UNIVERSITY OF CHICAGO
5720 WOODLAWN AVENUE · CHICAGO 37 · ILLINOIS

Dear Student: April, 1961

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 professional 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

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) 1
Non-career military service	3	
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) y
Fairly definite, but subject to change.	0	
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) y
I planned to go on for graduate or professional training, but I didn't 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) 9
**No, but I do expect to go to school next year	5	
***Yes, I applied to one school	6	IF 4, SKIP TO COL. 23
***Yes, I applied to 2 or 3 schools	7	
***Yes, I applied to 4 or more schools	8	

*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) 4
One	1	
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	

ARE YOU SURE OR FAIRLY SURE THAT YOU WILL BE ATTENDING GRADUATE OR PROFESSIONAL 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.

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7. If there were no obstacles in terms of finances, grade records, getting admitted, etc., would you like to go on for graduate or professional study in the future? (Circle one.)

Yes	2	(23) 5
Maybe	3	
No	4	

---

8. Do you expect to go on for graduate or professional school sometime in the future? (Circle one.)

No	5	(24) 9
Probably not	6	
*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	(25) y
No	1	

b. When will you start your graduate or professional studies? Make your single best prediction. (Circle one.)

Academic Year		
'62 - '63	0	(26) y
'63 - '64	1	
'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	(27) 9
No, but I intend to be working	7	
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	(28) 1
I thought about it, but I never considered it seriously	3	
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 run economic value of further study) affect your decision regarding graduate or professional school next year? (Circle one.)

Financial obstacles had nothing to do with it	6	(29) 9
*Financial obstacles played some part in my decision .	7	
*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.

*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) y
*Attend a different school	1	

*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) 9

Was offered support, but it was too little 3

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) y

*Study in a different field 1

*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) 9

Was offered support, but it was too little 3

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) 9

Part time job other that teaching or research assistantship . . . 2

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

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)
0X Physical Science, General and other specialties

09 Mathematics and Statistics (NOTE: Secondary School Mathematics Teaching is classified under Education)

Education (NOTE: Junior College, College and University Teaching should be coded by Field of Specialization, not as Education)

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, Recreation
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 Husbandry, Agronomy, Farm Management, Horticulture, 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, International 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.)

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:

7	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) SP
Private company with fewer than 100 employees or professional partnership	X	
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) y
I could be tempted by one or more alternatives	1	
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) 9
Research	4	
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) 9
Two or more alternative kinds of work in mind	6	
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) SP
Opportunities to be original and creative	X	
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 <u>two types</u> you would like best.

In Column B, circle the <u>two types</u> 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 <u>type</u> 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	(58) y	(59) y
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		

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	(61) SP	(62) SP	(63) SP	(64) SP	(65) SP
	Research Physicist or Chemist	College Professor	High School Teacher	Physician	Engineer	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) 9
A good idea of which I am very much in favor . . . 3
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) y
Am thinking about volunteering but have not made up 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) 9
No, but I intend to do so . . . 7
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) 9
The attraction of working closely with others . . . 4
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) 9
Not eligible on physical grounds . . . 2
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

BEGIN DECK II

III. College Experience

34. Did you do all of your college work at this school? (Circle one.)

Yes	X	(9) y
No, transferred after freshman year	0	
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) y
Musical or dramatic group	1	
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) y
Dormitory or rooming house	0	
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) y
More than half	0	
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) 9
Dormitory or other campus housing	6	
Off-Campus room, apartment, house	7	
With my parents	8	

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
	Course or Area				
	Physics, Chemistry	Mathematics	Biology, Zoology, Botany	Social Sciences	English
I took one or more courses in this field or area during college	X	X	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

(20) 4 (21) 9

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.)

(22) 9

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 (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) y
A-	1	
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) 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

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) 9
Top quarter, but not top ten per cent.	5	
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) y
I like it, but my feelings are not strong	0	
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) y
20	1	
21	2	
22	3	
23-24	4	
25-29	5	
30 or older	6	

50. Sex. (Circle one.)

Male	7	(30) 9
Female	8	

51. Marital Status. (Circle one.)

Single, don't expect to be married before Fall, 1961	4	(31) 9
*Single, expect to be married before Fall, 1961	5	
*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) 9
Working part time	4	
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)	y
Roman Catholic	0		
Jewish	1		
Other (Circle and specify:_____).	2		
None	3		

b. Your present preference. (Circle one.)

Protestant (Circle and specify:_____).	5	(34)	4
Roman Catholic	6		
Jewish	7		
Other (Circle and specify:_____).	8		
None	9		

53. Your racial background. (Circle one.)

White	X	(35)	y
Negro	0		
Oriental	1		
Other (Circle and specify:_____).	2		

54. How many--

a. Older brothers or sisters do you have? (Circle one.)

None	0	(36)	4
One	1		
Two	2		
Three or more	3		

b. Younger brothers or sisters do you have? (Circle one.)

None	5	(37)	9
One	6		
Two	7		
Three or more	8		

55. Are you a U.S. citizen? (Circle one.)

Yes, U.S. born	X	(38)	y
Yes, Naturalized	0		
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) 9	(40) 9
Part High School	4	4		
High School graduate	5	5		
Part College	6	6		
College graduate	7	7		
Graduate or professional degree beyond the bachelor's	8	8		

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) 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	

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) 9
$5,000 - $7,499	3	
$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) 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 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) y
Within four hours automobile drive or less	0	
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

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.

FOLD ALONG THIS LINE

FROM

TO

FIRST CLASS MAIL

PASTE GUMMED FLAP HERE

APPENDIX IV

QUESTIONNAIRE FOR SECOND WAVE

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., E.E., B.Phar., etc.		6	0	6
POST BACHELORS	Professional e.g., LL.B., MSW, M.D., J.D., M.Ed., etc.	7	1	7
POST BACHELORS	Arts and Science Master's e.g., M.A., M.S., etc	8	2	8
POST BACHELORS	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.) *(Circle one)*

No	7	30/6
Yes, full-time	8	
Yes, part-time	9	

9. Have you worked at any full-time job since last June which you no longer hold? *(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) _____

_____

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 (Circle one or more numbers in this column)	Brothers, Sisters (Circle one or more numbers in this column)	Grandparents, Great Grandparents (Circle one or more numbers in this column)	Uncles, Aunts, Cousins (Circle one or more numbers in this column)
	61/R	63/R	65/R	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

BEGI DECK

26. Have you enrolled for one or more courses 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

TE: FILL OUT THE GREEN PAGES IF YOU HAVE ENROLLED THIS ACADEMIC YEAR (1961-62) FOR COURSES APPLICABLE TO A DEGREE

. 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	

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	y	
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	

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	

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? _____

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)*

		Very	Fairly	Neither	Fairly	Very		
I EXPECTED TO FIND...								
course work.....	HARD	X	0	1	2	3	EASY	24/
work load taking.	LARGE SHARE OF MY TIME	X	0	1	2	3	LITTLE TIME	25/
course content...	FASCINATING	X	0	1	2	3	DULL	26/
I ACTUALLY FOUND...								
course work.....	HARD	5	6	7	8	9	EASY	27/
work load taking.....	LARGE SHARE OF MY TIME	5	6	7	8	9	LITTLE TIME	28/
course content...	FASCINATING	5	6	7	8	9	DULL	29/

FILL OUT THE GREEN PAGES IF YOU HAVE ENROLLED THIS ACADEMIC YEAR (1961-62) FOR COURSES APPLICABLE TO A DEGREE

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

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	

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/XX

B. Do you have a second stipend?

IF YES: Describe it
IF NO: Write "yy" in the boxes

[ ][ ] 41-42/XX

). 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

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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 applicable 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/

(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/R

(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/R

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/R

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/R

(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

'ERYBODY PLEASE ANSWER:

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

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		

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

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

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

5. 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

7. 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)*
None	2	2
$1 - 199.	3	3
$200 - 299.	4	4
$300 - 399.	5	5
$400 - 599.	6	6
$600 - 799.	7	7
$800 - 999.	8	8
$1,000 or more.	9	9
	69/1	70/1

	What do you regard as an adequate monthly income for a person in your circumstances? *(Circle one)*
None	2
$1 - 199.	3
$200 - 299.	4
$300 - 399.	5
$400 - 599.	6
$600 - 799.	7
$800 - 999.	8
$1,000 or more	9
	71/1

8. How many of your grandparents were born in the United States? *(Circle one)* 72/3

None 0
One 1
Two 2
Three 3
Four 4

9. 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

0. How frequently do you attend religious services? *(Circle the closest number)* 75/3

Weekly, almost without exception 4
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.