

LAWYERS IN THE MAKING:
The 1961 Entrants to American Law Schools

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PREFACE

In the spring of 1961, the National Opinion Research Center collected self-administered questionnaires from a sample of 33,782 college seniors at 135 colleges and universities. This sample was designed to be representative of the graduates who would, in June, 1961, receive a bachelor's degree from accredited and large non-accredited institutions throughout the country. The questionnaire included the following topics: intentions for graduate or professional study; application and acceptance status of those planning postgraduate study; expected financial sources including stipends; intended career field and type of employer; occupational values; academic performance and scholastic honors; background characteristics (religion, marital status, parental family characteristics, etc.); and others.

One year later, the Center followed up the entire sample and received mail questionnaires from 28,713 respondents. In the second questionnaire, the respondents described their academic and employment circumstances during the academic year 1961-1962, including the sources and kinds of financial assistance that had supported their graduate study and what plans they had made for further graduate or professional study. Thus, the follow-up survey was able to determine to what extent the plans and expectations of the graduating college seniors in the spring of 1961 were fulfilled.

The data are of unprecedented scope and afford an opportunity for detailed analysis of the factors that influence the choice of a career field.* The report concerns those 1961 June graduates who planned to enter the field of law. The data are drawn from the two

* Publications to date include: James A. Davis, Great Aspirations: Volume One, Career Decisions and Educational Plans During College (National Opinion Research Center, Report No. 90, 1963) (litho); Norman Miller, 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 (National Opinion Research Center, Report No. 93) (litho); and Andrew M. Greeley, Religion and Career: A Study of College Graduates (New York: Sheed and Ward, 1963).

surveys. Materials taken from the first survey make it possible to describe respondents' orientations to law at the time of graduation and retrospectively, as entering freshmen. We could determine from the follow-up survey how many of the graduating seniors committed to a legal career actually entered a law school during the twelve-month period after completion of undergraduate work.

In addition to the question of recruitment to American law schools, we wish to consider the allocation of prospective law students to law schools. Because these schools display striking variation in quality as indicated by levels of ability among students, much of the analysis will be concerned with an assessment of factors that account for the distribution of law students and the impact that exposure to a given kind of law school will have on students' reactions to legal study and plans for professional employment.

The report takes the form of a natural history of an embryonic legal career, beginning with career decisions during college, going through the first year of legal study, and ending with plans for remaining professional study. In Chapter I, the comparative freshman and graduating senior preferences for law are described. Recruitment is considered in Chapter II: How many students reporting a senior preference for a career in law actually initiated professional study and what are their personal, social, and academic characteristics? Chapter III analyzes the problem of allocation and the determinants of entry to top national law schools, intermediate law schools of solid reputation but not necessarily "national" or "top quality," and other law schools. In Chapter IV, we consider the experience of the first year of law study in terms of reactions to course work, etc., and the single and joint effects of type of law school and the academic and social attributes of students on study patterns. In Chapter V, materials are presented on the availability of stipends for law students and on certain academic and financial differences among stipend holders and other law students. A final chapter is devoted to

continuity of legal study and the institutional and social correlates of preference for certain organizational settings in which lawyers undertake their professional practice.

What the "legally-bound" 1961 graduates have to say about their career preferences, plans for legal training, and experiences during the first year of law school could be of interest to those who are professionally concerned with the current and future shape of legal education and the legal profession.

While the author is solely responsible for writing this report, it is appropriate at this point to acknowledge the assistance of a number of persons on the staff of NORC. Joseph Zelan was indispensable in moving the study to the stage where a draft could be prepared. Others who were helpful in preparing the tables presented in the report include Bruce Frisbie, Dorothy Pownall and Mrs. Carolyn Underhill. I am grateful to Mrs. Eleanor Nicholson for her editorial work on the report and to Mrs. Nella Siefert for her usual expertise in typing the text and tables.

One further acknowledgment should be noted. The Law School Admission Test scores were made available for this study thanks to the efforts of Vice Dean Louis A. Toepfer, Law School of Harvard University and Dr. John A. Winterbottom, Program Director, Professional Examinations, Educational Testing Service.

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S. W.

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CHAPTER I

RECRUITMENT: DECISIONS IN COLLEGE

Where do America's future lawyers come from? How many enter college aspiring to a career in law? How many of those who prefer law at the time of entry to college sustain this interest throughout the four years of undergraduate study? How many change their minds and move on to other fields? Do replacements fill the gaps left by the "defectors"? In this chapter we will analyze the segment of the spring, 1961, survey which, either as freshmen or seniors, intended to become lawyers.

The framework for analyzing change and stability in career choice is provided by a classification of students on the basis of their career preference. Since more than 90 per cent of all students selecting law are males, female students are excluded from consideration throughout the report. As a result, comparisons are not obscured by sex-related differences. In addition, this chapter excludes students who had no freshman career preference. The resulting classification of male respondents on the basis of their career preference as freshmen and as graduating seniors produced the following distribution in Table 1.1.

TABLE 1.1

DISTRIBUTION OF MALES PREFERRING A LAW CAREER AS FRESHMEN OR AS SENIORS

Freshman Career Preference	Senior Career Preference		
	Law	Other	Total
Law	916	674	1,590
Other	878	674	878
Total	1,794	674	2,468

Table 1.1 shows that 916 male students maintained their freshman preference for law, 878 seniors switched into law, and another 674 students abandoned their freshman preference for law and chose other fields. Thus, 58 per cent of the freshmen oriented to law still planned legal careers at the time of graduation. Among graduating seniors who selected this career field, 51 per cent chose law early in college and the remainder transferred into law from other fields. Thus the career field of law experienced a modest net gain in potential manpower during the undergraduate years of the June, 1961 class. As we have shown, this gain resulted from heavy traffic in and out of the field.

What accounts for the traffic? Are "early choosers," "late choosers," and "defectors" distinguishable types? And how do the three compare with students who never mentioned law as a potential career?

Social Origins

Let us locate prospective lawyers in the American social structure. Our data indicate that (1) the component of the June, 1961 graduating class from which law schools recruited their complement of students differed to a marked degree from the remainder of the student population in terms of social background; and (2) the sharpest differences usually occurred when students always expecting to pursue law as a career were contrasted with students never considering this career field.

In comparison with non-lawyers, students endorsing law as a career were significantly higher in social status. Social status is determined by the possession or lack of it of those attributes most highly valued by society's members. Since the determinants of status in American society are education, income, and employment in certain occupational categories, sociologists employ a number of indices to gauge the relative social standing of the individual in the social system. Whether it was the occupation of the head of the household,

family income, or parental level of education being considered, students who always preferred law ranked higher than those students who came to law at a later point in time. The social status of the "late choosers," in turn, stood above the group of "defectors." All three groups, furthermore, ranked above students who never considered a career in law.

Table 1.2 shows that the number of early law aspirants coming from families whose household head was a professional is twice that of non-lawyers (41 per cent for the first group; 20 per cent for the second). Conversely, prospective lawyers were less likely to come from families where the household head was in a manual occupation. The differences are just as strong when family income is considered (Table 1.3); among those selecting law early, 35 per cent reported family incomes in excess of \$15,000 as compared with 12 per cent of the non-lawyers. As a group, prospective lawyers came from wealthier families. Since occupation, income, and education are highly correlated, it hardly comes as a surprise that 46 per cent of the students always preferring law indicated that their fathers had a bachelor's degree or went for graduate or professional degrees, while only 21 per cent of the fathers of non-lawyers received a bachelor's degree or a professional or graduate degree (Table 1.4). In addition, mothers of 24 per cent of the former as compared with 16 per cent of the latter completed college or obtained an advanced or professional degree (Table 1.5).

Thus, all four measures point to the same conclusion: prospective lawyers tended to be recruited disproportionately from one segment of the population and college graduates anticipating a legal career ranked higher in social standing than other students in the June, 1961, graduating class. Furthermore, inspection of the tables reveals that the group switching into law, in the aggregate, stood between the group always preferring law and the group switching out of law. Stated somewhat differently, the social attributes of students switching into law more closely resembled those who consistently maintained this career preference, while students moving out of law into other fields were less like the group

"loyal" to law throughout the four years of college and more like the aggregate of students who never considered this field. "Birds of a feather flock together."

TABLE 1.2

PARENTAL OCCUPATION AND CAREER PREFERENCE OF MALES

Parental Occupation	Freshman-Senior Career Preference			
	Law Law	Not Law Law	Law Not Law	Not Law* Not Law
Professional	41	31	28	20
Proprietor or Manager	29	32	32	24
Sales (Other than Sales Manager or Administrator)	8	8	8	7
Clerical	5	5	6	6
Skilled worker	6	10	11	19
Semi-skilled worker	5	4	4	8
Service worker	2	3	5	4
Unskilled worker	2	2	4	4
Farmer or Farm worker	2	4	2	8
Total Per cent	100	99	100	100
N	(879)	(852)	(655)	(1,557)

N = 3,943

NA, Parental Occupation = 138

Total N = 4,081

*This column is based on a representative subsample (1,613) of those males who neither as freshmen nor as seniors expressed a career preference for law. This footnote applies to the single asterisk in Tables 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, and 1.11.

TABLE 1.3

PARENTAL INCOME AND CAREER PREFERENCE OF MALES

Parental Income	Freshman-Senior Career Preference			
	Law Law	Not Law Law	Law Not Law	Not Law* Not Law
Less than \$5,000 per year	8	12	11	20
\$ 5,000 - \$ 7,499	16	20	21	29
\$ 7,500 - \$ 9,999	16	16	18	18
\$10,000 - \$14,999	17	16	16	13
\$15,000 - \$19,999	11	10	8	4
\$20,000 and over	24	21	17	8
Don't know	8	5	8	7
Total Per cent	100	100	99	99
N	(871)	(855)	(655)	(1,567)

N = 3,948

NA, Parental Income . = 133

Total N = 4,081

TABLE 1.4

FATHER'S EDUCATION AND CAREER PREFERENCE OF MALES

Father's Highest Educational Attainment	Freshman-Senior Career Preference			
	Law Law	Not Law Law	Law Not Law	Not Law* Not Law
8th grade or less	11	15	18	24
Part high school	9	16	14	18
High school graduate	19	17	23	22
Part college	15	14	14	15
College graduate	16	18	15	11
Graduate or professional degree beyond the bachelor's	30	21	16	10
Total Per cent	100	101	100	100
N	(886)	(860)	(658)	(1,575)

N = 3,979

NA, Father's Education = 102

Total N = 4,081

TABLE 1.5

MOTHER'S EDUCATION AND CAREER PREFERENCE OF MALES

Mother's Highest Educational Attainment	Freshman-Senior Career Preference			
	Law Law	Not Law Law	Law Not Law	Not Law* Not Law
8th grade or less	7	11	15	18
Part high school	9	14	13	17
High school graduate	35	31	36	35
Part college	24	20	16	15
College graduate	20	20	15	13
Graduate or professional degree beyond the bachelor's	4	4	5	3
Total Per cent	99	100	100	101
N	(889)	(861)	(656)	(1,576)

N = 3,982

NA, Mother's Education = 99

Total N = 4,081

Occupations differ in the social composition of their members in a number of ways. In addition to social status, the religious origins of prospective lawyers should be considered. Table 1.6 shows that 60 per cent of the male non-lawyers were reared as Protestants, but only 41 per cent of the early aspirants to law and 47 per cent of the latecomers to law were reared in America's majority religion. Catholics comprised one-quarter of the student group never considering law, but they constituted fully one out of three graduating seniors preferring this field. Furthermore, they both overchose law as entering freshmen and tended to abandon the field by the time they graduated. Jews were similar to Catholics in their propensity for anticipating a career in law as entering freshmen. Unlike Catholics, Jews also tended to move into law from other-career fields by the end of

their senior year. The body of young men selecting law at the end of four years of college is overrepresented by members of minority religions.

TABLE 1.6

RELIGION IN WHICH RESPONDENT WAS REARED AND
CAREER PREFERENCE OF MALES

Religion	Freshman-Senior Career Preference			
	Law Law	Not Law Law	Law Not Law	Not Law* Not Law
Protestant	41	47	45	60
Roman Catholic	36	32	41	25
Jewish	20	18	10	8
Other	1	1	1	3
None	2	2	3	4
Total Per cent	100	100	100	100
N	(891)	(851)	(661)	(1,576)

N = 3,979

NA, Religion = 102

Total N . . . = 4,081

Correlatively, the career field of law is highly urban--future lawyers are more frequently recruited from metropolitan and other urban areas than are students in general. In examining Table 1.7, we see that three out of ten graduating seniors intending to study law were located in either the central city or the suburbs of a metropolitan area with more than two million population; two out of ten non-lawyers had these demographic characteristics. On the other hand, 52 per cent of the students headed for other careers attended high school in a community numbering less than 100,000 in population, but only 37 per cent of the stable aspirants and 45 per cent of the recruits to law were in this category. Davis found that "students from larger cities more often choose law, but this tendency can be explained

by the religious and SES [socio-economic status] composition of those from larger hometowns."¹

TABLE 1.7

SIZE OF HOMETOWN DURING HIGH SCHOOL AND
CAREER PREFERENCE OF MALES

Size of Hometown During High School	Freshman-Senior Career Preference			
	Law Law	Not Law Law	Law Not Law	Not Law* Not Law
Metropolitan area of--				
more than 2 million population	29	29	23	19
500,000 to 2 million	17	14	18	13
100,000 to 499,999	17	13	17	15
Less than 100,000	27	32	29	30
Farm or open country	10	12	14	22
Total Per cent	100	100	101	99
N	(884)	(860)	(663)	(1,582)

N = 3,989

NA, Hometown = 92

Total N . . . = 4,081

We can summarize this section by noting that the socio-religious and urban character of the students aspiring to legal careers is strikingly different from that of students in general. Next, we wish to ask whether differentiation occurs as well in intellectual potential and academic performance.

Academic Characteristics

A casual perusal of the journals of various professional organizations in the United States reveals that one theme is repeated regularly: There is concern that profession "X" is not getting its share

¹Davis, op. cit., page 246.

of talented students. This is true as well of the legal profession. How did law study fare in the competition for the talent of the June, 1961, graduating class? To answer this and other related questions, a measure of academic performance was constructed on the basis of the student's reported cumulative grade point average, with a correction introduced for the variation among schools in the ability of their students. Using the mean score of a sample of entering 1959 freshmen on the National Merit Scholarship Corporation Qualifying Test, Davis and Bradburn ranked 114 of the 135 schools in the sample. The data were used to adjust the reported grade point average, resulting in an Academic Performance Index (API) that divided the students into three groups: The top fifth; above average; and the bottom half. It was found that the following social characteristics predict academic achievement: a) sex--women do better than men; b) SES--students from high-status families get better grades than do low-status students; c) religion--Jews do better academically than Gentiles; and d) size of community--students from large cities outdo their counterparts from smaller ones.

With the exception of sex (law is a masculine field), the characteristics that predict academic achievement also predict the choice of law as a career. Table 1.8 shows that the number of graduating seniors preferring law found among the top 20 per cent was twice that of male students in general. Thus, law secured more top students than would be allowed by chance because it attracted urban, high-status men who were disproportionately Jewish. Furthermore, the academic quality of law aspirants improved slightly during the four years. This is explained by the fact that although equivalent proportions of the academically talented students moved into and out of law, the net result was an upgrading in the academic caliber of the group preferring law at the time of graduation because more students switched into law (878) than left it (674). While the data do not invite analysis of long-term trends, the field of law clearly attracted a disproportionate number of talented students in the June, 1961, graduating class. We will see

that the record of academic achievement will be a crucial variable in assessing what happened to prospective lawyers after their graduation from college.

TABLE 1.8

ACADEMIC PERFORMANCE INDEX AND
CAREER PREFERENCE OF MALES

Academic Performance Index	Freshman-Senior Career Preference			
	Law Law	Not Law Law	Law Not Law	Not Law* Not Law
Top 20 per cent	30	22	21	17
Above average, but not top 20 per cent	37	38	36	32
Bottom half	33	40	43	51
Total Per cent	100	100	100	100
N	(907)	(867)	(660)	(1,587)

N = 4,021

NA, API . = 60

Total N . = 4,081

Just as performance and social status importantly influence the likelihood of the choice of a legal career, so do the academic origins of undergraduates play a role in the selective process. What kinds of undergraduate schools did the four types of students attend? Table 1.9 shows that law aspirants who chose early were more likely to have attended private schools (67 per cent) than male students at large (51 per cent). The schools attended by future lawyers required higher tuition payments; and they were more frequently Class A and Class B schools as measured by the School Quality Index. In sum, a composite portrait of the career field of law includes differentiation in terms of academic origins: prospective lawyers are more likely than other June, 1961, graduates to have completed their college careers

at private schools that charge high tuition and enroll students of superior academic caliber.

TABLE 1.9

CHARACTERISTICS OF UNDERGRADUATE COLLEGE AND
CAREER PREFERENCE OF MALES

College Characteristics	Freshman-Senior Career Preference			
	Law Law	Not Law Law	Law Not Law	Not Law* Not Law
<u>Control</u>				
Public	67	60	61	51
Private	33	40	39	49
Total Per cent .	100	100	100	100
<u>Tuition</u>				
\$900 or more	35	33	23	20
Less than \$900	65	67	77	80
Total Per cent .	100	100	100	100
<u>School Quality</u> #				
A (Higher)	18	18	14	7
B	9	7	5	7
C	59	59	63	51
D (Lower)	14	16	18	35
Total Per cent .	100	100	100	100
N	(916)	(878)	(674)	(1,613)
N = 4,081				

#Based on mean scores of sample of entering 1959 freshmen on National Merit Scholarship Corporation Qualifying Test. Used as a gross estimate of average intelligence of student body.

Occupational Values

While connections are found between the career choice of law and a variety of structural factors that are social and academic in character, there are other determinants of vocational choice as well. A growing body of research shows that interests and values influence occupational preferences; indeed, occupational values and occupational career choices tend to become aligned through time to achieve consistency. Those filling out the first questionnaire were asked to indicate which values might be important to them in selecting a job or a career. Table 1.10 shows that the trends in selection from among the eleven items confirm our impression that prospective lawyers are "different" from non-lawyers and that changers more closely resemble their counterparts in the newly-selected field than they resemble students in the field they abandoned.

TABLE 1.10

OCCUPATIONAL VALUES AND CAREER PREFERENCE OF MALES

Occupational Values#	Freshman-Senior Career Preference			
	Law Law	Not Law Law	Law Not Law	Not Law* Not Law
Making a lot of money	48	55	38	30
Opportunities to be original and creative	40	46	56	52
Opportunities to be helpful to others or useful to society	66	67	58	57
Avoiding a high pressure job which takes too much out of you	8	8	14	16
Living and working in the world of ideas	39	43	40	38
Freedom from supervision in my work	32	34	25	21
Opportunities for moderate but steady progress rather than the chance of extreme success or failure	16	13	28	34
A chance to exercise leadership	58	63	61	47
Remaining in the city or area in which I grew up Getting away from the city or area in which I grew up	11	10	8	8
Opportunity to work with people rather than things	4	10	12	11
None of these	58	60	54	45
N	1	1	1	2
	(915)	(878)	(674)	(1,611)

N = 4,078

NA, Values = 3

Total N . = 4,081

#Multiple choices were permitted. Totals therefore equal more than 100 per cent.

Specifically, future lawyers consider the following values important: making a lot of money; a chance to help others and to be useful to society; freedom from supervision; and an opportunity to work with people. In contrast to non-lawyers, they attach less importance to originality and creativity, avoidance of a high pressure job, and the need for steady progress rather than a boom-or-bust career. While these are differences in the aggregate, distinctive value profiles would undoubtedly emerge if aspiring lawyers were classified by social origins and anticipated career line as well. (See Chapter VI.)

Not only were the social origins and occupational values differentiated as the June, 1961, graduates stood on the verge of graduation, but trends were already discernible that indicated a distinctive mode of occupational integration with the market place. Asked about their most likely employer for full-time work in their anticipated career field, one-half of the prospective lawyers said that they were destined for employment in "a private company with fewer than 100 employees or a professional partnership" or in government office (federal, for the majority). One-third visualized an entrepreneurial career (Table 1.11). The image of law as a traditional profession manned by sturdy, self-reliant sole practitioners apparently commended itself only to a minority of future lawyers. On the other hand, the entrepreneurial life was mentioned by three times as many law aspirants as non-lawyers; among the latter, one in ten circled "self-employed." Defectors from law also mentioned government as a source of employment, but there the resemblance to the ultimate group of law aspirants stopped. Table 1.11 shows that defectors expected to be employed by private companies with 100 or more employees and in universities, colleges, and school systems.

Of course, expectations for employment reflect much more than personality differences; they mirror the reality of the world of work as much and perhaps even more than the observed discrepancies in personal orientation. Nevertheless, one would guess that prospective lawyers who value freedom from supervision, show lack of concern for safe, steadily-progressing careers, and do not care to avoid high-pressure jobs, are destined more for entrepreneurial work settings than are other lawyers.

TABLE 1.11

ANTICIPATED CAREER EMPLOYER AND CAREER PREFERENCE OF MALES

Anticipated Career Employer#	Freshman-Senior Career Preference			
	Law Law	Not Law Law	Law Not Law	Not Law* Not Law
Private company with 100 or more employees	20	27	35	37
Private company with fewer than 100 employees or professional partnership	48	52	12	11
Family business	8	4	6	3
Self-employed	34	35	9	10
Research organization or institute	1	1	2	7
College or University or Junior College	3	4	21	14
Elementary or Secondary school or school system	2	0	12	17
Other educational institutions (e.g., Technical Vocational School)	0	0	0	1
Federal government (U.S.)	26	28	26	16
State or Local government	12	10	8	5
Hospital, Church, Clinic, Welfare organization, etc.	0	0	5	6
Other	6	5	4	3
N	(914)	(872)	(664)	(1,601)

N = 4,051

NA, Career Employer = 30

Total N = 4,081

Multiple choices were permitted. Totals therefore equal more than 100 per cent.

Career Choice and the Law School Admission Test Program

The Law School Admission Test, administered by the Educational Testing Service, is a three and one-half hour test required for admission to some eighty accredited law schools which constitute about two-thirds of the fully-accredited law schools in the United States. It was "...designed to make it possible for applicants having the mental abilities necessary for the study of law to make good scores on the test regardless of the undergraduate curricula they had engaged in."² The Educational Testing Service searched its files for all graduating seniors in the NORC sample who ever considered a legal career. The aptitude scores of those applicants who had completed the test were made available to NORC for this study.

Table 1.12 shows that 77 per cent of those choosing law early took the Law School Admission Test (LSAT) at some time during the two years preceding graduation from college; a slightly lower proportion of the students making the switch into law (71 per cent) was located in the files of the Educational Testing Service. The remaining scores were secured from some 21 per cent of those who had chosen law early and who, at the time of graduation, were seeking careers in other fields; they had, however, applied for and completed the LSAT before graduation. Note that the "early choosers" ranked slightly higher on test-taking just as they had ranked a notch above the group of graduating seniors transferring into law on a variety of "lawyer" characteristics presented earlier in the chapter.

The same pattern in rates of test-taking is found when the graduating seniors committed to law are classified by selected social and academic characteristics. Just as socio-economic status, religious origins, academic performance, and the like, predicted the choice of law as a career field, so did they predict the likelihood of applying for and completing the LSAT. Specifically, Table 1.13 shows that rates of test-taking were directly related to socio-economic status. Similarly, the urban student, the Jewish student, and the younger student all

²John A. Winterbottom and A. Pemberton Johnson, "The Law School Admissions Test Program," Educational Testing Service (September, 1961), litho.

completed the test more frequently than others when the group is classified by urban-rural origins, religious background, and age.

TABLE 1.12

FRESHMAN-SENIOR CAREER PREFERENCE OF MALES AND LSAT STATUS

Freshman-Senior Career Preference	LSAT Status		Total	
	Took LSAT	Did Not Take LSAT	Per cent	N
Law Law	77	23	100	(916)
Not Law Law	71	29	100	(878)
Law Not Law	21	79	100	(674)
N			=	2,468
Career: Never Law			=	<u>1,613</u>
Total N			=	4,081

TABLE 1.13

BACKGROUND CHARACTERISTICS AND LSAT STATUS (AMONG MALES
COMMITTED TO LAW AS COLLEGE SENIORS)

a) Income of Parental Family and LSAT Status

Family Income	LSAT Status		Total	
	Took LSAT	Did Not Take LSAT	Per cent	N
Less than \$5,000 . . .	62	38	100	(172)
\$ 5,000 - \$ 7,499 . . .	69	31	100	(303)
\$ 7,500 - \$ 9,999 . . .	67	33	100	(282)
\$10,000 - \$14,999 . . .	77	23	100	(289)
\$15,000 - \$19,999 . . .	78	22	100	(181)
\$20,000 or more	85	15	100	(388)
N			=	1,615
NA, Family Income			=	179
Senior Career Not Law			=	<u>2,287</u>
Total N			=	4,081

TABLE 1.13--Continued

b) Father's Education and LSAT Status

Father's Highest Education	LSAT Status		Total	
	Took LSAT	Did Not Take LSAT	Per cent	N
8th grade or less . . .	55	45	100	(225)
Part high school . . .	73	27	100	(219)
High school graduate.	71	29	100	(310)
Part college	77	23	100	(246)
College graduate . . .	84	16	100	(300)
Graduate or profes- sional degree	79	21	100	(446)
N				= 1,746
NA, Father's Education				= 48
Senior Career Not Law				= <u>2,287</u>
Total N				= 4,081

c) Mother's Education and LSAT Status

Mother's Highest Education				
8th grade or less . . .	56	44	100	(163)
Part high school . . .	67	33	100	(199)
High school graduate.	75	25	100	(579)
Part college	75	25	100	(384)
College graduate . . .	83	17	100	(356)
Graduate or profes- sional degree	83	17	100	(69)
N				= 1,750
NA, Mother's Education				= 44
Senior Career Not Law				= <u>2,287</u>
Total N				= 4,081

TABLE 1.13--Continued

d) Size of Hometown During High School and LSAT Status

Size of Hometown (Metropolitan Area)	LSAT Status		Total	
	Took LSAT	Did Not Take LSAT	Per cent	N
More than 2 million	79	21	100	(505)
500,000-2 million	79	21	100	(269)
100,000-499,999	70	30	100	(264)
Less than 100,000	72	28	100	(516)
Farm	64	36	100	(190)
N			=	1,744
NA, Hometown			=	50
Senior Career Not Law			=	<u>2,287</u>
Total N			=	4,081

e) Original Religion and LSAT Status

Original Religion				
Protestant	71	29	100	(765)
Catholic	76	24	100	(594)
Jewish	83	17	100	(323)
N			=	1,682
Religion "Other" and "None"			=	60
NA, Religion			=	52
Senior Career Not Law			=	<u>2,287</u>
Total N			=	4,081

f) Age and LSAT Status

Age				
20 or younger	82	18	100	(113)
21 years old	79	21	100	(886)
22 years old	73	27	100	(479)
23-24 years old	61	39	100	(153)
25 years old or older	57	43	100	(148)
N			=	1,779
NA, Age			=	15
Senior Career Not Law			=	<u>2,287</u>
Total N			=	4,081

A similar conclusion may be drawn from inspection of Table 1.14 where rates of test-taking are given by certain academic characteristics. It can be seen that students were more likely to complete the test if they ranked high on the Academic Performance Index and were graduated from eastern privately-controlled schools that charge high tuition fees-- schools in Stratum I and schools of "A" quality.

TABLE 1.14

ACADEMIC CHARACTERISTICS AND LSAT STATUS (AMONG MALES
COMMITTED TO LAW AS COLLEGE SENIORS)

a) Academic Performance Index and LSAT Status

API	LSAT Status		Total	
	Took LSAT	Did Not Take LSAT	Per cent	N
High	84	16	100	(457)
Medium	78	22	100	(664)
Low	64	36	100	(653)
N			=	1,774
NA, API			=	20
Senior Career Not Law			=	<u>2,287</u>
Total N			=	4,081

b) Characteristics of College Attended and LSAT Status

College Characteristics	Took LSAT	Did Not Take LSAT	Per cent	N
Private: Tuition \$900 or more	86	14	100	(609)
Private: Tuition under \$900	75	25	100	(533)
Public	62	38	100	(652)
Northeast	81	19	100	(800)
North Central	78	22	100	(507)
West	64	36	100	(245)
South and South Central	55	45	100	(242)
Stratum I	77	23	100	(689)
Stratum II	76	24	100	(772)
Stratum III	66	34	100	(249)
Stratum IV	54	46	100	(84)
A Quality	87	13	100	(323)
B Quality	82	18	100	(145)
C Quality	74	26	100	(1,060)
D Quality	52	48	100	(266)
N			=	1,794
Senior Career Not Law			=	<u>2,287</u>
Total N			=	4,081

Finally, rates of test-taking can be compared on the basis of the fall, 1961, plans of the sample. Table 1.15 indicates that nine out of ten seniors with definite plans for graduate or professional study immediately after college graduation were located in the files of the Educational Testing Service, with LSAT scores on record; among those who were indefinite but planning on further study in the future, only one in four took the aptitude test. Since a great majority of the accredited law schools require the results of the test before they will consider the application for admission, it follows that the test is another "barrier" that the motivated law aspirant has to overcome before embarking upon professional training. In effect, the range of findings on test-taking suggests that those who did not apply for and complete the LSAT indicated that they were not ready to translate career aspirations into concrete activity.

TABLE 1.15

PLANS FOR GRADUATE OR PROFESSIONAL STUDY AND LSAT STATUS
(AMONG MALES COMMITTED TO LAW AS COLLEGE SENIORS)

Plans Index	LSAT Status		Total	
	Took LSAT	Did Not Take LSAT	Per cent	N
Definitely going fall, 1961	88	12	100	(1,050)
Tentatively going fall, 1961	75	25	100	(264)
Definitely going, future	41	59	100	(360)
N				= 1,674
Other Plans				= 32
NA, Plans				= 88
Senior Career Not Law				= <u>2,287</u>
Total N				= 4,081

We have found that the pattern of test completion follows very closely the one discerned for the choice of law as a career field. The next question to be considered is "What are the social and academic correlates of performance on the Law School Admissions Test?" Table 1.16 shows that the earlier theme is repeated, although with minor variations.³ From the socio-economic correlates of LSAT scores, it is evident that performance on this test conforms to the classical pattern found in just about any paper-and-pencil test ever devised by the fraternity of test-makers, namely, that the more favorably his family is located in the social stratification system, the higher the score of the test subject. Specifically, the mean score of students whose household heads are in white-collar occupations invariably ranked higher than the mean LSAT score of those from blue-collar families [Table 1.16 a)]. The mean score of students whose fathers' educations stopped at the eighth grade or sooner was 489, in contrast to the 530 scored by those whose fathers secured graduate or professional degrees [Table 1.16 b)]. The use of the mother's education as the criterion yielded a similar spread [Table 1.16 c)]. A similar variation in performance based on family income, however, shows one interesting discrepancy: Aspiring lawyers from poor families--those whose incomes were less than \$5,000--ranked above their fellow aspirants whose family incomes ranged from \$5,000 to \$9,999 [Table 1.16 d)]. There is a hint here that young men from poor circumstances must perform at higher levels to overcome the handicap of their social origins, because of the heavily-overweighted social composition of the law career group.

Religious differentials in mean scores on the LSAT are similar to those found on API among the graduating seniors planning on careers in law [Table 1.16 e)]. In both instances, Catholics rank lowest. Only 14 per cent were high on API, in contrast to the 27 per cent of the Protestants and the 35 per cent of the Jews who scored high. The mean score on the LSAT for Catholics was 504; for Jews, 517; and for Protestants, 523--the highest mean score of the three major religious faiths.

³The following tables on LSAT performance are based on the 1,610 males who, in our sample, took the LSAT before college graduation, whether or not they expressed a career preference for law as seniors.

Urban origins also correlate with performance on this test. Students who were reared in metropolitan areas with a population of two million or more scored highest ($\bar{x} = 525$); in contrast, legal aspirants from urban areas with fewer than 100,000 population or from rural areas ranked lowest, in the aggregate, with a mean score of 508 [Table 1.16 f)]. The socio-economic and religious differentials in population composition of areas classified by extent of urbanization account for these differences in performance.

TABLE 1.16

BACKGROUND CHARACTERISTICS AND LSAT SCORE
(AMONG ALL MALES WHO TOOK THE LSAT)

a) Parent's Occupation and LSAT Score

Parent's Occupation	LSAT Score		N
	Mean	Standard Deviation	
Professional	525	95	574
Proprietor/Manager	519	87	514
Sales	507	82	148
Clerical	530	95	58
Skilled worker	486	98	105
Semi-skilled worker	484	71	54
Service worker	462	74	46
Unskilled worker	489	74	33
Farmer or farm worker	508	74	22
N			= 1,554
NA, Parent's Occupation			= 56
Total N			= 1,610

b) Father's Education and LSAT Score

Father's Highest Education	Mean	Standard Deviation	N
8th grade or less	487	74	169
Part high school	501	84	191
High school graduate	508	90	271
Part college	513	95	235
College graduate	528	89	301
Graduate or professional degree	531	94	405
N			= 1,572
NA, Father's Education			= 38
Total N			= 1,610

TABLE 1.16--Continued

c) Mother's Education and LSAT Score

Mother's Highest Education	LSAT Score		N
	Mean	Standard Deviation	
8th grade or less	492	88	128
Part high school	493	83	178
High school graduate	513	87	515
Part college	515	93	325
College graduate	533	93	359
Graduate or professional degree	538	85	71
N			= 1,576
NA, Mother's Education			= 34
Total N			= 1,610

d) Income of Parental Family and LSAT Score

Family Income			
Less than \$5,000	517	91	132
\$ 5,000 - \$ 7,499	496	92	263
\$ 7,500 - \$ 9,999	499	85	231
\$10,000 - \$14,999	521	93	274
\$15,000 - \$19,999	534	81	164
\$20,000 or more	530	89	387
N			= 1,451
NA, Family Income			= 159
Total N			= 1,610

e) Original Religion and LSAT Score

Original Religion			
Protestant	523	91	651
Catholic	504	87	570
Jewish	517	94	312
N			= 1,533
Religion "Other" and "None"			= 43
NA, Religion			= 34
Total N			= 1,610

f) Size of Hometown During High School and LSAT Score

Size of Hometown (Metro. Area)			
More than 2 million	525	88	458
500,000 - 2 million	524	92	262
100,000 - 499,999	515	91	239
Less than 100,000	508	91	447
Farm	498	86	163
N			= 1,569
NA, Hometown			= 41
Total N			= 1,610

Table 1.17 shows the results obtained when some institutional characteristics of the colleges and universities of arts and science graduating students for whom LSAT scores are available were used to classify performance of students on this aptitude test. Students graduating from high-quality schools (Stratum I) had a mean score of 541 while the Stratum IV students scored an average of 433. The spread of some 108 points in mean scores testifies to the qualitative differences in American institutions of higher learning. Other institutional characteristics that differentiate performance on the LSAT can be described as follows: Region--graduates of colleges in the northeast scored highest while those from southern and South Central schools were at the bottom; Tuition and control--graduates of private colleges and those charging high tuition fees did better than students from other schools.

TABLE 1.17

CHARACTERISTICS OF COLLEGE ATTENDED AND LSAT SCORE
(AMONG ALL MALES WHO TOOK THE LSAT)

College Characteristics	LSAT Score		N
	Mean	Standard Deviation	
Stratum I	541	88	625
Stratum II	508	91	697
Stratum III	484	76	240
Stratum IV	433	75	48
Northeast	531	89	769
West	523	85	183
North Central	502	86	486
South and South Central	472	97	172
Private	522	90	1,113
Public	499	89	497
Tuition: \$900 or more	547	86	613
Tuition: \$Under \$900*	495	88	997
N	= 1,610		

*Includes all public institutions.

Performance on the LSAT correlates with the Plans Index as well. The mean score for students who definitely planned to go on to graduate or professional study in fall, 1961, was 528, while the score dropped to 504 for students with definite plans for going in the future (Table 1.18). Perhaps the most striking finding was the relatively low level of performance of those tentatively slated for professional or graduate study in fall, 1961; these 225 subjects averaged only 477 on this aptitude test.

TABLE 1.18

PLANS FOR GRADUATE OR PROFESSIONAL STUDY AND LSAT SCORE
(AMONG ALL MALES WHO TOOK THE LSAT)

Plans Index	LSAT Score		N
	Mean	Standard Deviation	
Definitely going, fall, 1961 .	528	86	1,073
Tentatively going, fall, 1961.	477	87	225
Definitely going, future . . .	504	97	210
N			= 1,508
Other Plans			= 22
NA, Plans			= 80
Total N			= 1,610

Members of the legal profession have been concerned that perhaps the academic potential of students defecting from law or choosing other career fields to begin with is superior to that of those graduates who do elect law. Although rates of test-taking were especially low among the defectors, the mean scores of those who did complete the test are revealing. The defectors from law show the lowest mean scores ($\bar{x} = 493$); those recruited to the field during college scored substantially higher ($\bar{x} = 527$) even outscoring the ($\bar{x} = 510$) of aspirants who maintained their freshman orientation to this career. In sum, data presented in Table 1.19 support the earlier conclusion that the changes of

career fields during the four years of college result in a net improvement in the academic quality of future lawyers.

TABLE 1.19
FRESHMAN-SENIOR CAREER PREFERENCE AND LSAT SCORE
(AMONG ALL MALES WHO TOOK THE LSAT)

Freshman-Senior Career Preference	LSAT Score		N
	Mean	Standard Deviation	
Not Law - Law . .	527	92	625
Law - Law . .	510	86	703
Law - Not Law . .	493	101	140
N			= 1,468
Other Career			= 142
Total N			= 1,610

A final topic that deserves consideration in reporting on the LSAT and the career choice of law is the relationship between the LSAT and the two components of the Academic Performance Index employed in the NORC researches. Since both purport to measure academic achievement, it follows, as James A. Davis has noted, that,

"When LSAT scores are tabulated simultaneously by GPA [Grade Point Average] and the School Quality Index, [... these...] relationships should obtain:

- (1) Within a school quality level, mean LSAT scores should increase with increasing GPA.
- (2) Within a GPA level, mean LSAT scores should increase with school quality.

TABLE A-III.1
MEAN LSAT - WEIGHTED N

School Quality	GPA													
	≥	A-	B+	B	B-	C+	≤	C						
I	621	(26)	612	(41)	588	(75)	585	(90)	574	(59)	548	(37)		
II		579	(21)		528	(31)	543	(38)	506	(33)	-	(9)		
III		576	(47)		551	(105)	515	(168)	491	(245)	477	(239)	465	(143)
IV		574	(21)		490	(30)	445	(55)	430	(48)	433	(34)		

Both components of API are associated with LSAT scores.

Within a school quality group, the higher the GPA, the higher the LSAT. Because the LSAT has a standard deviation of 100, we can say that in A level schools there is a range in means of .73 sigma units from the A- GPA group to the C level; in C schools, the range is 1.1 standard deviation.

Within a GPA level, the higher the school quality, the higher the mean LSAT. For cells with sufficient cases, the range from A to D school quality within a GPA group is in the neighborhood of one standard deviation.

It is interesting to note that C+ students in the A schools have means about the same as B+ and A students in C and D level schools, and C or worse students in A level schools surpass B students in levels B, C, and D. The two components of API do correlate with (LSAT).⁴

⁴Davis, op. cit., Pp. 555-557.

CHAPTER II

RECRUITMENT: ENTRY TO LAW SCHOOL

In the preceding chapter attention was given to the correlates of career choice among the June, 1961, graduating classes. The choice of law as a career was shown to be linked with a variety of social characteristics all of which suggest that by the time a young man has received his baccalaureate at one of America's colleges of arts and science, a substantial amount of selection--social, academic, and personal--has been completed. The chances for embarking upon a legal career are clearly not randomly distributed. However, the word and the deed are not one and the same. How many men who indicated a career preference for law actually entered a law school during the academic year following graduation? In this chapter, we examine the recruitment and entry into law school of some of those graduating seniors who named law as their long-run career choice and assess some factors that account for initiation of legal study.

Entry to Law School

In the spring of 1962, the Center mailed follow-up questionnaires to the entire sample of 35,000 students, including the prospective lawyers. Over 94 per cent of the aspiring lawyers had returned their completed questionnaires by the time field work was completed. These 1,697 students comprised the cohort whose law school status was being investigated one year after graduation.

It was learned that some 69 per cent of all graduating seniors electing a career in law reported that their current (or most recent) field of study was law. We will show later that the process that selected two out of every three aspirants to begin their legal studies was strongly directed by the social and academic origins of the graduates, but first, let us see what we can learn about the problem of

entry to law school from an examination of the fall, 1961 plans of the graduating seniors.

Given the relatively favorable socio-economic circumstances of law aspirants, it is not surprising that many of these students reported definite plans for graduate and professional study.⁵ In the spring of 1961, about eight out of ten prospective lawyers said they planned to attend graduate or professional school in the fall of 1961 and two out of three already had been accepted by one or more schools. In contrast to this extensive planning for graduate and professional study, less than one-half of the former law aspirants and just over one-third of all male students questioned planned to begin graduate study in the fall of 1961 (Table 2.1).

TABLE 2.1

PLANS FOR GRADUATE OR PROFESSIONAL STUDY AND CAREER PREFERENCE OF MALES

Plans Index	Freshman-Senior Career Preference			
	Law Law	Not Law Law	Law Not Law	Not Law* Not Law
Definitely going, fall, 1961	66	57	31	24
Tentatively going, fall, 1961	16	16	13	12
Definitely going, future	18	24	32	30
Tentatively going, future	0	2	8	13
Not going	0	1	16	22
Total Per cent . .	100	100	100	101
N	(870)	(836)	(629)	(1,546)

N = 3,881

NA, Plans . . = 200

Total N . . = 4,081

*See footnote, Table 1.2.

⁵ Advanced work, the reader is cautioned, does not necessarily mean immediate entry to law school.

Why should there be such differences? The most important reason appears to be that students slated for other fields planned to begin working in their fields. But while education or engineering majors, for example, can expect to find work in their field of interest without further training, students going on in law or medicine after their undergraduate work are barred from the core work of their future profession.

The result of this, as shown by Table 2.2, is that those graduating seniors oriented to law who had definite fall plans were virtually all enrolled for study in a law school. Nine out of ten reported law as their field of study in the one-year follow-up; one in twenty was enrolled in graduate school in other fields of study; only one in twenty had been deflected from "definite" plans for enrollment. Among those "tentatively" slated for graduate or professional study, about two in three were in law school. Another 15 per cent were graduate students, while the proportion not enrolled at all increased to about one in four. Finally, of those who said they would enroll in graduate or professional study in the future, over eight in ten were not enrolled for any study in 1961-62. One in ten of the remainder was in law school or in graduate school. For the most part, students did what they set out to do.

TABLE 2.2

PLANS FOR GRADUATE OR PROFESSIONAL STUDY AND FALL, 1961 ACTIVITY
(AMONG MALES COMMITTED TO LAW AS COLLEGE SENIORS)

Plans Index	Fall, 1961 Activity			Total	
	Law School	Graduate School	Not Attending	Per cent	N
Definitely, Fall, 1961	91	5	4	100	(977)
Tentatively, Fall, 1961	64	15	21	100	(242)
Future	9	9	82	100	(351)
N					= 1,570
Other Plans					= 82
NA, Plans					= 45
NA, Activity					= 97
Total N					= 1,794

However, the plans of college seniors were vulnerable to change in differing degrees. Table 2.3 shows that definite plans were virtually impervious to change regardless of undergraduate performance as measured by the API. Whether the students were in the top twenty, in the bottom half, or in between, nine out of ten entered one kind of law school or another. Among those tentatively committed to graduate or professional study, on the other hand, API did make a difference. There were almost no high API students who were uncertain of their fall plans in the spring of 1961, but of the uncertain ones, the above average student was more likely to begin legal study than the student in the bottom half. In the group initially slated for "future" study, the high API student was far less likely to be in law school than his counterparts of lesser academic ability and more likely to be enrolled in graduate study. The initial decision to defer study and the last minute turnabout may have prevented access to the law school of his choice, hence the greater likelihood that he would go into graduate work.

A similar pattern emerges when another correlate of the career choice of law--religious origins--is considered (Table 2.4). In the "definite" category, no differences obtained among the three religious groups, although there were Jew-Gentile differences among those tentatively going in the fall of 1961. Jews are most likely to be in law school, least likely to be in graduate study, and least likely as well not to be enrolled at all. Among the students planning on future study, there were no religious differences in entry to law school, but Jews again were more likely to embark upon graduate study than were their Protestant and Catholic counterparts.

A consideration of the roles of family income and fall plans combined yields further evidence that the crystallization of plans by the spring of 1961 leads directly into some form of legal study. Among those definitely planning to attend law school, 88 per cent of the students from families with 1961 incomes of less than \$7,500 were in law school a percentage only slightly smaller than that observed among the more affluent (Table 2.5). Among those with only tentative plans, family incomes of

\$15,000 or more provided a significant advantage in beginning the first year of law but no advantage in entering a graduate school. Of the men with future plans for graduate or professional study, students of families with top incomes simply did not bother to go, in contrast with the others whose rate of entry to both law school and graduate school was higher.

TABLE 2.3

ACADEMIC PERFORMANCE INDEX, PLANS FOR GRADUATE OR PROFESSIONAL STUDY,
AND FALL, 1961 ACTIVITY (AMONG MALES COMMITTED TO
LAW AS COLLEGE SENIORS)

Fall, 1961		Academic Performance Index		
Plans	Activity	High	Medium	Low
Definitely, Fall, 1961	Law School	91	91	91
	Graduate School	5	5	3
	Not Attending	3	4	6
	Total Per cent	99	100	100
N	(331)	(389)	(248)	
Tentatively, Fall, 1961	Law School	-	70	56
	Graduate School	-	13	16
	Not Attending	-	17	28
	Total Per cent	-	100	100
N	(18)*	(84)	(135)	
Future	Law School	3	18	9
	Graduate School	12	5	5
	Not Attending	85	77	85
	Total Per cent	100	100	99
N	(60)	(109)	(182)	
N = 1,556				
NA, API = 14				
Other Plans = 82				
NA, Plans = 45				
NA, Activity = 97				
Total N = 1,794				

* Too few cases to compute.

TABLE 2.4

ORIGINAL RELIGION, PLANS FOR GRADUATE OR PROFESSIONAL STUDY,
AND FALL, 1961 ACTIVITY (AMONG MALES COMMITTED
TO LAW AS COLLEGE SENIORS)

Fall, 1961		Original Religion		
Plans	Activity	Protestant	Catholic	Jewish
Definitely, Fall, 1961	Law School	91	92	92
	Graduate School	4	3	6
	Not Attending	5	5	3
	Total Per cent	100	100	101
N		(403)	(292)	(240)
Tentatively, Fall, 1961	Law School	61	64	82
	Graduate School	21	13	9
	Not Attending	19	23	9
	Total Per cent	101	100	100
N		(97)	(87)	(34)
Future	Law School	12	11	14
	Graduate School	3	4	14
	Not Attending	85	85	73
	Total Per cent	100	100	101
N		(163)	(136)	(22)

N = 1,474

Religion, Other and None = 53

NA, Religion = 43

Other Plans = 82

NA, Plans = 45

NA, Activity = 97

Total N = 1,794

TABLE 2.5

INCOME OF PARENTAL FAMILY, PLANS FOR GRADUATE OR PROFESSIONAL STUDY,
AND FALL, 1961 ACTIVITY (AMONG MALES COMMITTED TO
LAW AS COLLEGE SENIORS)

Fall, 1961		Income of Parental Family		
Plans	Activity	Less Than \$ 7,500	\$ 7,500- 14,999	\$15,000 or More
Definitely, Fall, 1961	Law School	88	92	92
	Graduate School	4	5	4
	Not Attending	8	3	4
	Total Per cent	100	100	100
N	(219)	(302)	(429)	
Tentatively, Fall, 1961	Law School	59	57	70
	Graduate School	13	15	15
	Not Attending	28	28	15
	Total Per cent	100	100	100
N	(61)	(81)	(87)	
Future	Law School	11	18	7
	Graduate School	8	7	2
	Not Attending	82	75	91
	Total Per cent	101	100	100
N	(141)	(108)	(87)	
N		= 1,515		
NA, Family Income . . .		= 55		
Other Plans		= 82		
NA, Plans		= 45		
NA, Activity		= <u>97</u>		
Total N		= 1,794		

Correlatively, another measure of social status--the father's occupation--indicates that blue collar and farm families yield students with definite plans who are slightly less likely to go to law school than their counterparts more favorably located in the occupational structure; however, if their plans are tentative, they are much less likely to enter law school but more likely to enter graduate study. They are most likely of any group to enter law school if their spring, 1961, intention was to go "in the future" (Table 2.6).

TABLE 2.6

PARENTAL OCCUPATION, PLANS FOR GRADUATE OR PROFESSIONAL STUDY, AND FALL, 1961 ACTIVITY (AMONG MALES COMMITTED TO LAW AS COLLEGE SENIORS)

Fall, 1961		Parent's Occupation			
Plans	Activity	Professional	Proprietor, Manager	Sales, Clerical	Blue Collar, Farm
Definitely, Fall, 1961	Law School	91	94	91	86
	Graduate School	5	4	3	6
	Not Attending	4	3	5	8
Total Per cent . . .		100	101	99	100
N		(364)	(308)	(117)	(153)
Tentatively, Fall, 1961	Law School	77	57	70	48
	Graduate School	11	16	4	23
	Not Attending	12	27	26	29
Total Per cent . . .		100	100	100	100
N		(73)	(70)	(27)	(61)
Future	Law School	10	8	6	17
	Graduate School	5	4	11	6
	Not Attending	85	88	83	76
Total Per cent . . .		100	100	100	99
N		(81)	(91)	(47)	(126)
N		1,518			
NA, Parent's Occupation		= 52			
Other Plans		= 82			
NA, Plans		= 45			
NA, Activity		= <u>97</u>			
Total N		= 1,794			

As we shall see later, academic origins play a pivotal role in the distribution of law students within America's system of legal education. Because of this it is instructive to examine fall plans together with the NORC measure of undergraduate school quality (Table 2.7). Again, among the "definites," quality of school attended has no bearing on rates of entry. It is among the tentatively committed that undergraduate school quality is important; only five per cent of those from "A" schools were out of residence during the year following graduation as compared with 38 per cent among the products of "D" schools. In addition, some 80 per cent of the "A" school graduates planning only tentatively to attend in the fall did then enroll in law school, while only 30 per cent of the "D" school graduates acted similarly. In fact, there were more students from the latter stratum in graduate school than in law school, the only reversal in magnitude that we have found so far, while the proportions in graduate school from the remaining types of colleges range from nine per cent from "C" colleges to 19 per cent from "B" colleges. Among those planning to attend "in the future," it is striking that nobody who graduated from an "A" quality college attended graduate school and only five per cent entered law school, while two to four times as many from other colleges enrolled in law school and from five to eleven per cent were taking graduate courses.

The question of academic performance aside, the fact of attending an "A" rather than a "D" quality school is clearly an important factor in determining the shape and character of the future careers of the June, 1961, graduates. In sum, our analysis shows that fall plans are highly determinative of entry to graduate or professional school but undergraduate academic performance, religious origins, and socio-economic status play predictable roles in selecting enrollees from among those who only tentatively planned to go on for graduate or professional study.

Fall plans aside, how did academic records (API), religious origins, and social status affect the probability of legal study during the first year following graduation?

TABLE 2.7

QUALITY OF UNDERGRADUATE COLLEGE, PLANS FOR GRADUATE OR PROFESSIONAL STUDY, AND FALL, 1961 ACTIVITY (AMONG MALES COMMITTED TO LAW AS COLLEGE SENIORS)

Fall, 1961		Undergraduate School Quality*			
Plans	Activity	A	B	C	D
Definitely, Fall, 1961	Law School	91	93	90	96
	Graduate School	6	4	4	3
	Not Attending	3	3	6	1
	Total Per cent	100	100	100	100
N		(232)	(83)	(563)	(98)
Tentatively, Fall, 1961	Law School	80	62	68	30
	Graduate School	15	19	9	32
	Not Attending	5	19	23	38
	Total Per cent	100	100	100	100
N		(20)	(21)	(161)	(37)
Future	Law School	-	19	12	10
	Graduate School	5	11	5	10
	Not Attending	95	70	83	80
	Total Per cent	100	100	100	100
N		(42)	(27)	(193)	(93)
N		= 1,570			
NA, Plans		= 45			
Other Plans		= 82			
NA, Activity		= 97			
Total N		= 1,794			

* See footnote, Table 1.9.

Academic Performance and Religious Origins

In Table 2.8 rates of entry are presented with religious origins and API examined simultaneously. Within each religious category, students with low API as undergraduates showed lower rates of entry than did others, and Jews surpassed Protestants and Catholics in rates of entry to law school in each of the three categories of academic performance. Furthermore, Jews who scored low on API were as likely to enter law school as were Protestants of superior academic standing, perhaps testifying to the propensity for law among Jews even when their undergraduate record would appear to make the study of law a hazardous undertaking.

TABLE 2.8

ORIGINAL RELIGION, ACADEMIC PERFORMANCE INDEX, AND LAW
SCHOOL ATTENDANCE (AMONG MALES COMMITTED
TO LAW AS COLLEGE SENIORS)

(Per cent Attending Law School, Fall, 1961)

Original Religion	Academic Performance Index			Total
	High	Medium	Low	
Jewish	87 (107)	80 (122)	74 (77)	81 (306)
Catholic	76 (78)	66 (205)	58 (262)	63 (545)
Protestant	73 (198)	71 (276)	47 (250)	63 (724)

N	= 1,575
Religion, Other & None	= 59
NA, Religion	= 46
NA, API	= 17
NA, Fall, 1961 Activity =	97
Total N	= 1,794

Protestants who were in the middle API range enrolled more frequently than Catholics of similar API, but Catholics from the bottom half of the academic heap went on more frequently than did their Protestant counterparts. Finally, a comparison of Jews and Gentiles shows that the margin in percentage differences between the two steadily increases as one descends the ladder of talent. All in all, a complicated relationship emerges that is clarified to some degree by the measuring of the quality of the law schools that these students attended.

Academic Performance and Family Income

An examination of the joint effects of family income and API in Table 2.9 reveals that both factors work together to influence the probability of entry into law school. The bright students who came from families with 1961 incomes of \$15,000 or more went to law school twice as frequently as the low API students whose family incomes were \$7,500 or less. Among the high API students, family income played a negligible role in determining rates of entry, but at the middle and low levels of academic performance, chances of entry definitely improved with each successive increment in income. Only 40 per cent of the "poor" low API men in contrast with 65 per cent of the "wealthy" men with low API made it to law school. Significantly, talent exerts a greater influence on entry to law school than does family income; however, talent diminishes in influence the greater the family income of the law aspirant. It is especially important for the "poor" young man to perform well in college if he is to undertake the study of law.

We find very much the same outcomes if father's occupation or father's education is employed to gauge socio-economic status. Thus, law school claimed less than half of the low API college seniors from families whose household heads were in blue-collar occupations in contrast to 82 per cent of the high API students reared in families of professional men (Table 2.10). Similarly, the low API student whose father completed less than eight years of schooling had only one

chance in two of beginning the study of law as compared with 86 per cent of the high API seniors whose fathers had taken graduate or professional degrees (Table 2.11).

TABLE 2.9

INCOME OF PARENTAL FAMILY, ACADEMIC PERFORMANCE INDEX, AND LAW SCHOOL ATTENDANCE (AMONG MALES COMMITTED TO LAW AS COLLEGE SENIORS)

(Per cent Attending Law School, Fall, 1961)

Income of Parental Family	Academic Performance Index			Total
	High	Medium	Low	
\$20,000 or more	77 (125)	83 (157)	80 (91)	80 (373)
\$15,000 - 19,999	78 (51)	70 (67)	51 (59)	66 (177)
\$10,000 - 14,999	76 (70)	73 (93)	68 (107)	72 (270)
\$ 7,500 - 9,999	80 (50)	66 (107)	49 (104)	62 (261)
\$ 5,000 - 7,499	73 (45)	55 (99)	50 (139)	55 (283)
Less than \$ 5,000	70 (33)	65 (72)	25 (64)	51 (169)
N = 1,533 NA, Parental Income . . = 147 NA, API = 17 NA, Fall, 1961 Activity. = 97 Total N = 1,794				

TABLE 2.10

PARENTAL OCCUPATION, ACADEMIC PERFORMANCE INDEX,
AND LAW SCHOOL ATTENDANCE (AMONG MALES
COMMITTED TO LAW AS COLLEGE SENIORS)

(Per cent Attending Law School, Fall, 1961)

Parental Occupation	Academic Performance Index			Total
	High	Medium	Low	
Professional	82 (177)	71 (219)	62 (165)	72 (561)
Proprietor, Manager	74 (128)	73 (193)	57 (178)	68 (499)
Sales, Clerical	66 (47)	65 (82)	64 (76)	65 (205)
Blue-Collar, Farm	64 (47)	67 (126)	38 (185)	52 (358)
<p>N = 1,623 NA, Father's Occupation . = 57 NA, API = 17 NA, Fall, 1961 Activity . = 97 Total N = 1,794</p>				

TABLE 2.11

FATHER'S EDUCATION, ACADEMIC PERFORMANCE INDEX, AND LAW SCHOOL
ATTENDANCE (AMONG MALES COMMITTED TO LAW
AS COLLEGE SENIORS)

(Per cent Attending Law School, Fall, 1961)

Father's Highest Education	Academic Performance Index			Total
	High	Medium	Low	
Graduate or Profession- al Degree	86 (146)	85 (145)	73 (105)	82 (396)
College Graduate	72 (72)	62 (113)	48 (103)	59 (288)
Part College	73 (37)	63 (106)	63 (100)	65 (243)
High School Graduate	74 (80)	62 (90)	50 (105)	61 (275)
Part High School	64 (39)	68 (84)	44 (108)	52 (231)
8th Grade or Less	62 (37)	76 (88)	49 (101)	62 (226)
<p>N = 1,659 NA, Father's Education . = 21 NA, API = 17 NA, Fall, 1961 Activity . = 97 Total N = 1,794</p>				

API and Freshman Career Field

The analysis has shown that academic achievement as measured by the API was an important variable in selecting the graduating seniors who were likely to be in their first year of law study during the year immediately following graduation. Its importance in selecting prospective lawyers, however, was tempered by other socio-religious factors. It remains to be seen whether timing of career choice affected rates of entry as well. In the preceding chapter, "early" and "late choosers" of the career field of law were compared with each other, with freshmen who abandoned their career choice of law at some time before graduation, and with those male graduating seniors who had never been interested in law. The findings consistently supported the proposition that latecomers to the career field of law resembled the early deciding law aspirant while the "defectors," in the aggregate, were less "lawyer-like" in their social, academic, and personal characteristics. How, then, do early and late choosers compare on rates of entry to law school? What are the outcomes when freshman career fields are specified?

Some 71 per cent of the early aspirants and 64 per cent of those who switched to law from another freshman career field reported law as their current or most recent field of study. This difference of seven per cent in rates of entry is consistent with other findings that demonstrate that, although the two types of law aspirants converged in terms of social origins, career plans, and the like, when compared to students preferring other career fields, those who chose law early were slightly higher than the latecomers on aggregate measures of the personal, social, and academic characteristics that predict a preference for this career field.

Table 2.12 shows the freshman career field preferences of latecomers to law in relation to the Academic Performance Index. With the exception of one field (business), API makes a difference in rates of entry for every freshman career field sending students into law.

Furthermore, with the exception of the freshman career choice of medicine, an early choice of law invariably resulted in higher rates of entry into law school than did other fields at comparable levels of undergraduate academic performance. Following medicine and law, freshman career fields supplied entering law students from their high API groups in the following descending order: English, other professions, and business. Among medium API students, the order is: social science, business, English, and so on. Fully 96 per cent of the high API students abandoning medicine for law and 81 per cent of the early law choosers went to law school, while only a minority (46 per cent) of the low API students switching from business into law did so.

TABLE 2.12

FRESHMAN CAREER FIELD, ACADEMIC PERFORMANCE INDEX, AND LAW SCHOOL ATTENDANCE (AMONG MALES COMMITTED TO LAW AS SENIORS)

(Per cent Attending Law School, Fall, 1961)

Freshman Career Field	Academic Performance Index			Total
	High	Medium	Low	
Law	81 (231)	75 (267)	58 (242)	71 (740)
Medicine	96 (27)	76 (49)	62 (47)	75 (123)
English	72 (40)	61 (92)	50 (78)	60 (210)
Other Professions . . .	60 (25)	60 (40)	53 (47)	58 (112)
Business	57 (23)	62 (50)	46 (70)	53 (143)
Social Science	- (5)	76 (24)	- (17)	59 (46)
Physical Science	- (17)	- (16)	62 (26)	54 (59)
Biological Science . . .	- (-)	- (1)	- (1)	- (1)
Education	- (8)	- (14)	- (13)	49 (35)
Humanities	- (5)	- (1)	- (8)	- (14)

CHAPTER III

ALLOCATION TO AMERICAN LAW SCHOOLS

Professions vary in the amount of formal preparation demanded of the neophyte practitioner. The graduate of American colleges of arts and science may assume the title of "engineer" or "teacher" upon receipt of the baccalaureate. The physician or lawyer, however, is required to undertake additional years of professional preparation before the occupational title is legitimately his. To understand the career sequence involving professions in the latter category involves knowing what it takes to enter the elite professional schools, and what it takes to succeed in the professional world.

This chapter describes some outcomes of the process by which students hoping to enter the legal profession are distributed among American law schools. Recent research indicates that the division of legal labor in the metropolis is related to the social and academic origins of the lawyers. The large law firm seeks out graduates of elite colleges and elite law schools, men who are talented and preferably Protestant. Information is lacking, however, on the determinants of allocation of college graduates among law schools. Given the structural variety of law schools in the United States, a critical question would be to ask what effects achievement and ascribed social status have on the allocation of prospective lawyers within the multi-tiered system of American legal education. Data on this topic that are national in scope would make it possible to determine the mode of integration between the institutional system of legal education and the organization of the legal profession. It is now possible to provide some data that contribute to this kind of assessment.

Classifying Law Schools

An analysis of allocation requires a classification of law schools in which data are available which identify the students

who enter various types of law schools. An inventory of structural characteristics differentiating law schools might include size of student body, public or private status, the ratio of night-time to day-time students, the number of students per full-time faculty, and the like. Underlying these organizational characteristics is the dimension of institutional quality; some law schools are considered elite institutions while others are run-of-the-mill.

In this research, law school quality is measured by a single index: It is the law school median score of entering students on the Law School Admission Test (LSAT) administered by the Educational Testing Service.

Fully 77 per cent of the entering law school students completed the test during their junior or senior undergraduate years. With these data on hand, the schools were ranked as follows:

Stratum I: Eight schools ranking highest on median entering scores. They are usually included in the layman's catalogue of top national law schools. The median entering LSAT score in each school was 600 or higher.

Stratum II: Sixteen schools rank below the top eight on median LSAT scores. The scores range between 500 and 599. While most of these schools would be regarded as solid, substantial schools, they would not rank as top national schools.

Stratum III: The remaining 100 schools attended by aspiring lawyers in our sample rank below the national mean of 500 on median scores of their entering students.

The sample of students was distributed among the three types of law schools as shown in Table 3.1.

TABLE 3.1

DISTRIBUTION OF FIRST YEAR
LAW STUDENTS BY LAW
SCHOOL STRATUM*

Law School Stratum	Per cent of Students	Number of Students
I . . .	26	284
II . . .	30	335
III . . .	44	484
Total . .	100	1,103

No Information, LSAT	=	76
Non-entry, Law School	=	421
NA, Fall, 1961 Activity	=	97
Total N	=	1,697

*This and succeeding tables are based on college seniors who indicated a career preference for law. Those seniors who indicated some other career preference but who, nevertheless, entered law school are excluded from the tabulations.

With the above classification, it is now possible to analyze the effects of achievement and ascribed social status on the allocation of entering students to law schools of varying quality.

In Tables 3.2 and 3.3, the distribution of entering students among the law schools is presented in terms of their undergraduate performance and family income. Table 3.2 shows that academic achievement is a prime determinant of placement in law school. Fully 58 per cent of all high API law students entered the top eight law schools; only three per cent of the low API students are entwined with Ivy or its regional equivalent. There is a secondary effect, however, when

social status as indicated by family income is considered. Controlling for level of academic achievement, ascription does make a difference. Thus, 61 per cent of bright, "rich" boys entered the top eight schools in contrast with 43 per cent of the bright, "poor" boys. On the other hand, the poor but talented prospective lawyer was twice as likely to be admitted to a Stratum I law school as was the well-to-do but mediocre student (only 23 per cent of the latter did so). The primary effects of talent and secondary effects of social status obtained across the board, with the exception of low API men entering Stratum III law schools where equivalent proportions of each family income group were preparing for the law. Essentially the same pattern appears in Table 3.4 where the impact on allocation is shown, analyzing achievement and another commonly-employed indicator of social status--father's education.

TABLE 3.2

ACADEMIC PERFORMANCE INDEX AND LAW SCHOOL STRATUM

API	Law School Stratum			Total	
	I	II	III	Per cent	N
High	58	24	28	100	301
Medium	21	38	41	100	451
Low	3	24	73	100	334
N					= 1,086
NA, Stratum					= 76
NA, API					= 17
Not in Law School					= 421
NA, Fall, 1961 Activity					= 97
Total N					= 1,697

TABLE 3.3

ACADEMIC PERFORMANCE INDEX, INCOME OF PARENTAL FAMILY
AND LAW SCHOOL STRATUM

API	Family Income	Law School Stratum			Total	
		I	II	III	Per cent	N
High	\$7,500 or more .	61	23	16	100	229
	Less than \$7,500	43	25	32	100	56
Medium	\$7,500 or more .	23	41	36	100	316
	Less than \$7,500	16	34	50	100	101
Low	\$7,500 or more .	4	23	73	100	228
	Less than \$7,500	1	27	72	100	85
N						= 1,015
NA, Stratum						= 76
NA, API/Family Income						= 88
Non-entry, Law School						= 421
NA, Fall, 1961 Activity						= 97
Total N						= 1,697

TABLE 3.4

ACADEMIC PERFORMANCE INDEX, FATHER'S EDUCATION
AND LAW SCHOOL STRATUM

API	Father's Education	Law School Stratum			Total	
		I	II	III	Per cent	N
High	Graduate or Prof.	69	20	11	100	125
	College graduate	49	27	24	100	79
	H.S. or less . .	49	28	23	100	107
Medium	Graduate or Prof.	23	39	38	100	123
	College graduate.	27	42	31	100	137
	H.S. or less . .	15	37	48	100	180
Low	Graduate or Prof.	3	23	74	100	77
	College graduate.	4	25	71	100	112
	H. S. or less . .	2	25	73	100	146
N						= 1,086
NA, Stratum						= 76
NA, API/ Father's Education						= 17
Not in Law School						= 421
NA, Fall, 1961 Activity						= 97
Total N						= 1,697

A major finding, then, is the following: while the data provide no guidance in specifying the mechanism at work, the end product of the allocative process is that primary emphasis is on the achievement component and ascribed status appears to influence entry to top quality schools only when talent is held constant. The mechanism of self-selection and the mechanism of institutional filtration are probably both at work; the C+ student from Podunk is unlikely to apply to the top eight and when he does, the gate-keepers are unlikely to admit him.

Socio-economic status as indicated by family income and father's education does not exhaust the range of statuses subsumed by the concept of ascription. Another major dimension is the student's religious origin. It is clear that religion is an important determinant of the type of practice the young lawyer is likely to undertake after passing the bar examination. Does religion also influence allocation in American law schools? Table 3.5 considers the joint effects of talent (API) and religious origins. Inspection of the table confirms the importance of talent as a predictor variable but indicates that the pattern of Catholic recruitment to law school differs substantially from Protestant and Jewish patterns, the latter two showing identical distributions. Talented (i.e., high API) Catholics were half as likely as non-Catholics to be in Stratum I schools and twice as likely to be attending Stratum III law schools. Talented Catholics, furthermore, were distributed in equal proportions among the three layers, while two out of three talented Protestants and Jews studied law at the top eight schools. Among Stratum I schools, religious differentials completely disappeared among students of middling or low academic attainment, the divergence between Catholics and non-Catholics reappearing among Strata II and III schools. Stratum II includes many of the prominent Catholic law schools; these schools recruited disproportionate numbers of Catholic law students from the ranks of the mediocre and the bottom half of the June, 1961, graduating classes.

TABLE 3.5

ACADEMIC PERFORMANCE INDEX, ORIGINAL RELIGION
AND LAW SCHOOL STRATUM

API	Original Religion	Law-School Stratum			Total	
		I	II	III	Per cent	N
High	Jewish	67	20	13	100	93
	Protestant	61	22	17	100	144
	Catholic	31	35	34	100	59
Medium	Jewish	22	33	45	100	97
	Protestant	20	38	42	100	195
	Catholic	21	45	34	100	135
Low	Jewish	1	11	88	100	57
	Protestant	3	16	81	100	118
	Catholic	3	36	61	100	152

N	= 1,050
NA, Stratum	= 76
NA, API/Religion	= 53
Not in Law School	= 421
NA, Fall, 1961 Activity	= <u>97</u>
Total N	= 1,697

Table 3.6 shows the chances of entry to the top eight schools when students are classified by three attributes: API, parents' religion, and metropolitan origins. Students whose hometown during high school was in the central city or suburb of a metropolitan area with a total population of 500,000 or more, were classified as "metropolitan" in origin. Among students entering law school during the year following graduation, close to one-half (48 per cent) of the metropolitan Jews entered Stratum I schools in contrast with one in ten metropolitan Catholics. It is noteworthy that metropolitan origins had different implications for Jews and Gentiles: among the former,

metropolitan origins increased the chances of entry to the top eight; among the latter, the opposite was true.

TABLE 3.6

API, ORIGINAL RELIGION, AND METROPOLITAN ORIGINS

(Per cent in Stratum I Law Schools)

API	Original Religion					
	Jewish		Catholic		Protestant	
	Metro.	Other	Metro.	Other	Metro.	Other
High	77 (22)	63 (71)	21 (28)	36 (33)	55 (83)	71 (59)
Medium	41 (32)	12 (65)	17 (64)	25 (68)	22 (129)	17 (66)
Low	- (11)	0 (46)	0 (80)	6 (72)	1 (80)	11 (28)

N = 1,037
 NA, Stratum = 76
 NA, API/Metropolitan = 66
 Not in Law School = 421
 NA, Fall, 1961 Activity = 97
 Total N = 1,697

Further inspection of the table reveals that academic performance carried greater weight in determining who was allocated where in the system than did metropolitan background. Thus: Jewish students who were high on the API but not of metropolitan background entered Stratum I schools more frequently than did Jewish students of metropolitan origins scoring only in the middle on API. And some 77 per cent of the metropolitan Jews who scored high on the API entered these schools. Among the Protestants, the greater importance of API is shown by comparing rates of entry to the top eight among high API and medium API students of both types. Furthermore, metropolitan origins made no difference at all if students scored at the middle on the Academic Performance Index. While the effects of API were slightest among the

Catholics, nevertheless they were consistent with the differences noted in the other religious categories.

That patterns of recruitment and selection were determined long before college graduation is suggested by Table 3.7, in which the quality of the undergraduate college is considered together with the student's LSAT score and religious origins. Catholics from "A" quality undergraduate colleges of arts and science, many of which share the same campus with Stratum I law schools, were almost as likely to be attending elite law schools as were Protestants and Jews. But relatively few Catholic graduating seniors who intended to become lawyers attended top-quality undergraduate colleges. Since the table shows that undergraduate origins are even more crucial than performance in the distribution of students in American law schools (for example, students from elite undergraduate colleges were somewhat more likely to be in top eight law schools even if they scored below 600 on the LSAT than were students from other undergraduate colleges who scored above 600), it is clear that Catholic representation in elite law schools was handicapped by decisions made four years earlier.

TABLE 3.7

RELIGIOUS ORIGINS, LAW SCHOOL ADMISSION TEST SCORE,
AND UNDERGRADUATE SCHOOL QUALITY

(Per cent in Stratum I Law Schools)

Undergraduate* School Quality	Law School Admission Test Score	Original Religion		
		Jewish	Protestant	Catholic
A	600 or more	82 (33)	80 (49)	75 (12)
	Less than 600	60 (30)	43 (54)	40 (10)
B,C,D	600 or more	52 (21)	42 (50)	35 (40)
	Less than 600	15 (130)	18 (238)	7 (244)
N		=	911	
NA, Stratum		=	76	
NA, LSAT Score/Religion		=	192	
Not in Law School		=	421	
NA, Fall, 1961 Activity		=	97	
Total N		=	1,697	

* See footnote, Table 1.9.

In fact, Table 3.7 suggests that the order of importance of factors determining entry into the top eight is: (1) the "right" undergraduate school; (2) high performance on the LSAT; and (3) religious origins. Unfortunately, it is impossible to unravel the ascription-achievement complex beyond this point insofar as it concerns religious origins. Evidently competition for undergraduate slots in the elite colleges makes it increasingly difficult for the young man of proper lineage to gain admission to the preferred colleges unless he can compete in the academic market with his non-Brahmin peers.

Table 3.8 supports this interpretation, for it confirms once again the order of importance of undergraduate origins, performance as measured by LSAT score (remember that only 18 per cent of all students taking the LSAT score 600 or higher), and family income. At the one extreme, 81 per cent of the students who have attended elite colleges score above 600 on the LSAT, and are born to families with 1961 incomes above \$15,000, make their way to Stratum I law schools, in contrast to the 10 per cent of the students who lack all three attributes.

TABLE 3.8

LAW SCHOOL ADMISSION TEST SCORE, UNDERGRADUATE SCHOOL QUALITY,
AND INCOME OF PARENTAL FAMILY
(Per cent in Eight Top National Law Schools--Stratum I)

Under-graduate School Quality*	Law School Admission Test Score					
	Score 600 or More			Score 599 or Less		
	Family Income			Family Income		
	\$15,000 or More	\$ 7,500 - 14,999	Less Than \$ 7,500	\$15,000 or More	\$ 7,500 - 14,999	Less Than \$ 7,500
A	81 (62)	78 (23)	70 (10)	54 (59)	42 (19)	36 (11)
B,C,D	51 (39)	35 (35)	35 (34)	20 (210)	9 (227)	10 (153)
N	= 882					
NA, Stratum	= 76					
NA, LSAT Score or Family Income	= 221					
Not in Law School	= 421					
NA, Fall, 1961 Activity	= 97					
Total N	= 1,697					

* See footnote, Table 1.9.

Whatever the reason may be for not attending the "proper" college of arts and science, clearly the consequences four years later are important to the careers of aspiring young lawyers.

Since the problem of allocation to undergraduate school was beyond the scope of the NORC panel study of career choice, the meaning of attendance at an "A" quality college is itself problematical. Does it signify achievement or ascription or both? Performance in high school importantly affects admission to college, particularly to an elite college, but the well-documented socio-economic differentials in rates of entry to college cannot be overlooked. Thus, access to professional and technical occupations, including law, are beyond the grasp of a disproportionate number of lower SES youth. Furthermore, while dropping out from college hinges primarily upon academic performance, career choice for those who complete their undergraduate work--and change in career choice during the college years--has a decidedly socio-cultural flavor.

This research, and the work of James A. Davis, show that entering freshmen in the June, 1961, graduating classes who, as freshmen, chose law as a career field, ranked significantly higher in socio-economic status than did other career aspirants. In addition, graduating seniors who shifted into law from other career fields outnumbered college men who abandoned their freshman choice of law for other fields. Since the newly-recruited law aspirants tended to resemble those who maintained their freshman choice of law, the exchange resulted in a group of prospective lawyers even more socially homogeneous than it was four years earlier.

It becomes clear that allocation to law schools functions in two stages. The short-run requisite of choice allocation is achievement, but decisive social factors that facilitated admission to the professional school that emphasizes performance were at play long before the law school admissions officer examined student dossiers.

From his study of the Detroit bar, Ladinsky concluded that ". . . family and school background give rise to career contingencies,

i.e., they act as social 'filters' impinging upon law practice by differentially screening candidates."⁶

Carlin's work on the New York City bar also points to the importance of type of college attended, social class, and religious origins in distributing students among law schools.⁷ In contrast to the findings of this chapter that Jews and Protestants of equivalent talent show identical probabilities of placement in Stratum I schools, he found that Jewish origins impose a handicap on entrance to Ivy League law schools, reflecting, perhaps, an admissions policy based on regional quotas that, in effect, discriminates against New York City Jews. Contradictory findings stem in part from differences in definition and research design. Top national law schools, as defined in the present work, include schools in the Midwest and Far West as well as the Ivy variety. Also, studies of the metropolitan bar necessarily include lawyers who entered a law school without the baccalaureate, while the NORC survey of career choice is limited to 1961 bachelors' recipients. Despite these differences, there is agreement in these studies of the legal profession in that all support the proposition that the allocation of future lawyers is in full motion by the time they enter law school.

It is not at all clear that the process runs a smooth, unruffled course; indeed, one could infer that corporate and individual strain often result. Consider, for example, the role of religion. We learn from Smigel⁸ that the graduating law student who combines lineage, talent, and personality, can write his own ticket in the metropolitan job market. But only 50 per cent of the talented (high API) entering law students are Protestant. Furthermore, the entering students who are Protestant, graduates of elite colleges, and the offspring of families with 1961 incomes of \$15,000 or more, comprise a mere 16 per cent of the group of first-year students in Stratum I law schools. Hence, the

⁶Jack Ladinsky, "Careers of Lawyers, Law Practice, and Legal Institutions," American Sociological Review, 28 (Feb., 1963), pp. 47-54.

⁷Jerome E. Carlin, Current Research in the Sociology of the Legal Profession, Bureau of Applied Social Research, Columbia University, August, 1962.

⁸Erwin O. Smigel, "The Impact of Recruitment on the Organization of the Large Law Firm," American Sociological Review, 25 (Feb., 1960). See, as well, Jerome E. Carlin, Lawyers On Their Own (New Brunswick, N. J.: Rutgers University Press, 1962), and Dan C. Lortie, The Striving Young Lawyer (unpublished Ph.D. dissertation, Department of Sociology, University of Chicago, 1958).

recruiter for the large law firm may be hard pressed to find the "right" man.

In the face of these constraints, there appear to be two levels of adaptation. In the long-run, the overriding need to ensure organizational survival by hiring technically competent professionals may induce firms to widen the sluice gates, recruit the requisite legal talent, and let the social trappings go by the board. Smigel's study of Wall Street firms indicates that this does occasionally happen. At the same time, the social barriers to professional recruitment grounded solely in performance criteria should influence student conceptions concerning the practice of law and the preferred organizational context for future employment.

Our data suggest that the organization of professional practice does bear on the moulding of these preferences. Assuming that law students are not unaware of the predilections of their future profession, it follows that more Protestants in Stratum I law schools would have reported preferences for professional partnership more frequently than would their non-Protestant classmates.

And they did. In the one-year follow-up questionnaire, students were asked to report on employment preferences. Among Protestants in Stratum I law schools, 87 per cent mentioned professional partnerships as long-run future employment; among Catholics in these schools, the percentage is 69 per cent; among Jews, 67 per cent. While the great majority of all students in the elite law schools mentioned professional partnerships (and, admittedly, the phrase does not distinguish between the two-man firm and the law factory managed by fifty partners), the religious differential in expectations for this type of life-time employment nevertheless suggests that law students of minority religious origins were already beginning to select themselves out of this kind of legal organization.

CHAPTER IV

THE FIRST YEAR OF LEGAL STUDY

It is now appropriate to analyze the composition of the students in the three strata of law schools and the differing kinds of educational experiences that constitute legal education in the various settings.

Law School Stratum and Social Composition

The outcome of a process of recruitment and selection yields an aggregate of entering law students in each stratum such that all the socio-academic characteristics that predicted a freshman career choice of law tend to be heavily concentrated in the top eight law schools that are national in reputation. Table 4.1 shows that the educational levels of parents, family incomes and occupational standing of the household head--in short, the key indicators of socioeconomic status in American society--become progressively diluted as one descends the institutional ladder. The religious composition, furthermore, is just as unbalanced; Protestants comprise one-half of Stratum I, Jews another one-third, and Catholics trail behind, providing only one-fifth of the students. In Stratum II, Catholics and Protestants are evenly divided with the Jewish representation declining by almost one-half, while in Stratum III the mix changes again, with Protestants comprising over four in ten, Catholics, one in three, and Jews, about one in five. The distinctive composition of each stratum represents the end product of a combination of self and institutional selection.

The most striking differences are in terms of talent as indicated by undergraduate API. Stratum I, as shown in Table 4.2, is "loaded"; fully 64 per cent of their first year law students were in the high API group in contrast with 12 per cent of the Stratum III students. Consider, furthermore, the academic origins of the students

destined for these professional schools. Some eight per cent of the men in the June, 1961 graduating classes were in "A" quality colleges of arts and science; 18 per cent of the June, 1961 law career cohort stem from "A" schools; and fully 51 per cent of Stratum I likewise come from these elite colleges! In contrast, 69 per cent of Stratum III is comprised of students taking the baccalaureate at "C" quality schools and another 20 per cent call a "D" school Alma Mater. Clearly the stage was set four years earlier when bright and not-so-bright entering freshmen landed on campus Q rather than campus R.

TABLE 4.1

SOCIAL COMPOSITION OF LAW SCHOOL STRATA (MALES COMMITTED TO LAW AS COLLEGE SENIORS AND ENTERING LAW SCHOOL)

a) Father's Education

Father's Highest Education	Law School Stratum		
	I	II	III
Graduate or Professional degree	42	28	25
College graduate	15	21	12
Part college	14	11	17
High school graduate	15	12	18
Part high school	6	16	12
8th grade or less	8	12	16
Total Per cent	100	100	100
N	(280)	(335)	(482)

N = 1,097

NA, Father's Education = 6

NA, Stratum = 76

1,179

[Non-entry, Law School = 421]*

[NA, Fall, 1961 Activity = 97]*

Total N = [1,697]*

* These items are the same for all subsequent tables, and will henceforth be omitted.

TABLE 4.1--Continued

b) Income of Parental Family

Family Income	Law School Stratum		
	I	II	III
\$20,000 or more . . .	42	31	21
\$15,000 - 19,999 . . .	16	8	11
\$10,000 - 14,999 . . .	15	20	21
\$ 7,500 - 9,999 . . .	11	17	18
\$ 5,000 - 7,499 . . .	8	14	21
Less than \$5,000 . . .	8	10	8
Total Per cent	100	100	100
N	(262)	(311)	(449)

N = 1,022
 NA, Family Income = 81
 NA, Stratum = 76
 Total N = 1,179

c) Parental Occupation

Parental Occupation			
Professional	47	38	33
Proprietor, Manager	36	30	32
Sales, Clerical	8	13	14
Blue-collar, Farm	9	20	21
Total Per cent	100	101	100
N	(273)	(323)	(466)

N = 1,062
 NA, Parental Occupation = 41
 NA, Stratum = 76
 Total N = 1,179

d) Religion

Original Religion			
Protestant	50	40	43
Jewish	32	18	23
Catholic	19	43	34
Total Per cent	101	101	100
N	(266)	(323)	(470)

N = 1,059
 Religion, Other and None = 25
 NA, Religion = 19
 NA, Stratum = 76
 Total N = 1,179

TABLE 4.2

ACADEMIC COMPOSITION OF LAW SCHOOL STRATA
(MALES COMMITTED TO LAW AS
COLLEGE SENIORS)

a) Academic Performance Index

Academic Performance Index	Law School Stratum		
	I	II	III
High	64	23	12
Medium	33	52	37
Low	3	25	51
Total Per cent	100	100	100
N	(283)	(330)	(481)
N = 1,094			
NA, API = 9			
NA, Stratum = 76			
Total N = 1,179			

b) Quality of Undergraduate College

Undergraduate College Quality			
A	51	16	7
B	10	12	5
C	37	64	68
D	2	7	20
Total Per cent	100	99	100
N	(284)	(335)	(484)
N = 1,103			
NA, Stratum = 76			
Total N = 1,179			

c) Plans for Graduate or Professional Study, Fall, 1961

Plans Index			
Definitely Attend, Fall, 1961.	95	86	72
Tentatively Attend, Fall, 1961	5	12	21
Definitely Attend, Future . . .	0	2	7
Tentatively Attend, Future . . .	0	0	0
Total Per cent	100	100	100
N	(278)	(315)	(456)
N = 1,049			
Other Plans = 9			
NA, Plans Index = 45			
NA, Stratum = 76			
Total N = 1,179			

Stratum and Fall Plans

The role of the interrelated personal and institutional mechanisms in the allocation of law school students is seen more clearly when we examine the firmness of plans for the fall of 1961 among those who enrolled as law students in 1961-1962. National schools accept applications for admission relatively early in the academic year; as a result fully 95 per cent of those who entered these law schools were "definite" in their fall plans in the spring of 1961 and none was planning on "future" graduate or professional school. In contrast, 72 per cent of those beginning their legal studies in Stratum III schools during the year following graduation were "definite"; another 21 per cent were only tentatively going as of spring, 1961, and seven per cent went despite their spring intentions to defer graduate or professional study.

Stratum, API, and Professional Study

A combination of part-time work and part-time study is common in many of the fields of study entered by 1961 June graduates. But this pattern was not characteristic of the 1961 seniors who entered law school, who, in over nine cases out of ten, carried a full course-load. Perhaps many entering law students who do not complete four years of undergraduate work study part-time, but that is clearly not the case here. Table 4.3 shows that what part-time study there was varied by API and type of law school attended. At each level of talent, the rate of full-time study declined with the lowering of institutional quality. However, the lowest rate of full-time study occurred among medium API students at Stratum II schools; yet even in this group, 81 per cent carried a full course-load. On the other hand, none of the high API students at Stratum I schools was part-time.

How did first-year law students evaluate their school experiences? The follow-up questionnaire included a number of items which respondents were asked to rate, including classroom teaching, caliber of students, faculty contacts, and the like. Responses to these items provide some insights into the process of legal education. In the row

labeled "Total" at the bottom of each of the sub-tables of Table 4.4 percentages of student rating each of the six items as "excellent" or "good" are presented for the three law school strata. With the exception of personal contacts with faculty, the first-year law students registered high levels of satisfaction with "caliber of classroom teaching," "curriculum and course offerings," "facilities and opportunities for research (including library)," "caliber of students," and "knowledge and professional standing of faculty." On the other hand, it appears that busy law school professors were not sufficiently accessible to close to one-half of the students.

TABLE 4.3

FIRST-YEAR LAW SCHOOL COURSE-LOAD, LAW SCHOOL STRATUM,
AND ACADEMIC PERFORMANCE INDEX
(AMONG MALES COMMITTED TO LAW
AS COLLEGE SENIORS AND
ENTERING LAW SCHOOL)
(Per cent Full-time Study)

Academic Performance Index	Law School Stratum		
	I	II	III
High	100 (176)	96 (74)	93 (56)
Medium	98 (88)	93 (163)	81 (147)
Low	* (10)	88 (80)	91 (234)

N = 1,028

NA, Course-load = 66

NA, API = 9

NA, Stratum = 76

Total N = 1,179

* Too few cases to percentage.

TABLE 4.4

REACTIONS TO FIRST YEAR OF LAW SCHOOL, LAW SCHOOL
STRATUM, AND ACADEMIC PERFORMANCE INDEX (AMONG
MALES COMMITTED TO LAW AS COLLEGE SENIORS
AND ENTERING LAW SCHOOL)

a) Per cent Rating "Personal Contacts with Faculty"
as "Excellent" or "Good"

Academic Performance Index	Law School Stratum		
	I	II	III
High	36 (179)	40 (75)	59 (58)
Medium	28 (87)	48 (171)	49 (175)
Low	* (10)	46 (82)	60 (242)
Total	34 (276)	46 (328)	55 (475)
N	= 1,079		
NA, Reaction	= 15		
NA, API	= 9		
NA, Stratum	= 76		
Total N	= 1,179		

b) Per cent Rating "Caliber of Classroom Teaching"
as "Excellent" or "Good"

High	97 (180)	88 (75)	62 (58)
Medium	97 (87)	94 (172)	75 (174)
Low	* (10)	90 (82)	78 (243)
Total	97 (277)	92 (329)	75 (475)
N	= 1,081		
NA, Reaction	= 13		
NA, API	= 9		
NA, Stratum	= 76		
Total N	= 1,179		

* Too few cases to percentage.

TABLE 4.4--Continued

c) Per cent Rating "Curriculum and Course Offerings" as "Excellent" or "Good"

Academic Performance Index	Law School Stratum		
	I	II	III
High	92 (179)	92 (75)	74 (58)
Medium	91 (87)	95 (172)	85 (174)
Low	* (10)	93 (82)	85 (243)
Total	92 (276)	94 (329)	84 (475)
N	= 1,080		
NA, Reaction	= 14		
NA, API	= 9		
NA, Stratum	= 76		
Total N	= 1,179		

d) Per cent Rating "Facilities and Opportunities for Research (Including Library)" as "Excellent" or "Good"

High	94 (179)	84 (75)	74 (58)
Medium	92 (87)	91 (171)	69 (174)
Low	* (10)	90 (81)	73 (243)
Total	94 (276)	89 (327)	71 (475)
N	= 1,078		
NA, Reaction	= 16		
NA, API	= 9		
NA, Stratum	= 76		
Total N	= 1,179		

TABLE 4.4--Continued

e) Per cent Rating "Caliber of the Students" as
"Excellent" or "Good"

Academic Performance Index	Law School Stratum		
	I	II	III
High	97 (179)	80 (74)	52 (58)
Medium	100 (87)	89 (168)	63 (174)
Low	* (10)	89 (80)	69 (233)
Total	98 (276)	87 (322)	65 (465)
N	= 1,063		
NA, Reaction	= 31		
NA, API	= 9		
NA, Stratum	= 76		
Total N	= 1,179		

f) Per cent Rating "Knowledge and Professional
Standing of the Faculty" as
"Excellent" or "Good"

High	99 (179)	97 (75)	83 (58)
Medium	100 (87)	99 (170)	82 (173)
Low	* (10)	95 (81)	91 (242)
Total	100 (276)	98 (326)	87 (473)
N	= 1,075		
NA, Reaction	= 19		
NA, API	= 9		
NA, Stratum	= 76		
Total N	= 1,179		

While the rating levels were uniformly high, faculty contacts aside, rates of endorsement for the remaining five aspects of professional training differed systematically among the strata: Stratum III

students were somewhat less satisfied with their academic circumstances than were their fellow students in Stratum I and Stratum II. Assuming that institutional reputations depended in part upon student evaluations of the education received there, these findings lend additional support to the classification of law schools employed in this research.

It comes as a distinct surprise to this former graduate student of sociology to discover that entering law students overwhelmingly endorse the caliber of classroom teaching to which they are exposed. Perhaps there are differences in graduate and professional training that impose different perspectives on this and other aspects of higher education. The question of access to faculty entails consideration of the time demands on faculty members for whom teaching, as such, is only one of the many roles typically attached to the position of "professor." It is noteworthy that only one in three students in the top eight schools considered their contacts with faculty as "excellent" or "good" in contrast with over one in two students enrolled in Stratum III law schools.

There are several interpretations possible, but the one amenable to empirical testing concerns the possibility that brighter students may be more demanding of their instructors than their fellow classmates. Because bright students in diverse law school environments might have responded quite differently depending on where they are allocated, it is important to examine the joint effects of Stratum and API if we are to understand why some students responded one way rather than another. Each of the sub-tables of Table 4.4 provides the requisite information.

Some 41 per cent of all high API students were satisfied with faculty contacts in contrast with 56 per cent of the low API students: satisfaction with faculty contacts is inversely related to academic performance. But high API students in the bottom stratum were far more likely to be satisfied than their counterparts who went to the top eight schools; indeed, they were as satisfied as the low API

students in the bottom stratum, but for different reasons. It appears to be a problem of relative deprivation or relative gratification. In the competition for faculty recognition, high API students in the top eight were up against more formidable competition from their classmates, while the high API student attending a Stratum III school evidently had fewer classmates effectively vying for academic honors.

The relationships found for faculty reputation, facilities, and course offerings are quite different. Aside from personal contact with faculty, high API students in Stratum I law schools invariably were most likely to rate their first-year experiences as "excellent" or "good"; indeed, their judgments approach unanimity. High API students in the bottom stratum were least likely to register comparable levels of satisfaction. Consider, for example, student judgments of the caliber of classroom teaching [Table 4.4 b)]. High API students in the aggregate were only slightly more satisfied with the quality of formal instruction than were the low API students (88 per cent as compared to 82 per cent). However, 97 per cent of the high API students in the top eight schools endorsed the caliber of teaching provided in the classroom in contrast with only 62 per cent of the students of equivalent undergraduate academic performance who entered Stratum III schools.

An analysis of the ratings of fellow students produces a similar outcome [Table 4.4 e)]. Everyone in Stratum I judged his classmates to be of good or excellent legal timber, but only one-half of the high API students at the bottom thought as well of their fellows. Within each stratum, low API students were more satisfied with their classmates than were high API students. The interaction of student ability and institutional quality generated judgments ranging from 100 per cent endorsement of peers by students of medium API in Stratum I to 52 per cent endorsement by talented students in Stratum III. With minor variations, ratings on faculty reputations, course offerings, and research opportunities and facilities yield similar outcomes. [See Tables 4.4 c) through f).]

Stratum, Academic Performance Index, and Law School Grades

Sociologists studying the legal profession give considerable attention to student perceptions of the social environment. The fact that chances of a favorable assessment of the total learning situation in law school depends heavily on the interaction of personal ability and institutional quality is perhaps a finding of some interest to the professional law school educator as well. It points to some of the environmental constraints on maintaining high levels of morale among students.

In the final analysis, however, the primary concern is performance: It is one of the facts of professional life that law school grades are critically important for the entering law student determined to "succeed" in his profession--no matter how he defines success. The NORC follow-up survey provides information bearing on this vital topic. The spring, 1962 schedule asked: "What is your grade point average so far in your post-bachelor's studies?" At the time they returned their completed questionnaires to the Center, some 80 per cent of the first year law students were able to provide this information. While the analysis could benefit from more definitive information, such as the final grade point average for first year of study, the materials that follow do not appear to be inadequate.

We shall first consider the relationship between API, measuring as it does the four years of undergraduate work, and the spring, 1962, grade point average in law school. Table 4.5 shows that among high API students, some 26 per cent secured grades of B plus or higher; only six per cent of the low API students reported comparable records. Not surprisingly, students who performed well in college were more likely to do better in law school than their medium or low API fellow students. Because we have shown that institutional quality is enormously varied, law school grade point averages probably deserve the same kind of statistical adjustment found necessary in the earlier NORC researches. An assessment of GPA for first-year study is possible by

introducing stratum as a control variable. The results, shown in Table 4.6, indicate the following:

- (1) Reading down the table, it is evident that high API students were far more likely to report a GPA of B plus or better within each law school stratum than their fellow classmates who entered law school with a middling or low API. Furthermore, the high API student was twice as likely to report this GPA at a Stratum III school (41 per cent) than at a Stratum I school (21 per cent).
- (2) About four in ten high API students reported a B or B minus GPA within each law school stratum; one in three students of middling academic achievement in college now reported a similar GPA. Among low API students, the chances of making this GPA were somewhat better in the bottom stratum than in the middle one. Even so, the second panel shows that within each stratum chances of reporting a B or B minus were directly related to level of academic performance in college as was the case for those scoring B plus or higher.
- (3) Although they were among the top twenty per cent in the June, 1961, graduating class in academic performance, high API students are twice as likely to report a GPA of C plus or less if they are in Stratum I (39 per cent) than is the case in Stratum III (18 per cent). The competition in the top eight schools for high grades necessarily meant that some students stood lower on the academic totem pole than would be their lot elsewhere. Within each stratum, a GPA of C plus or lower becomes increasingly frequent with each downward step in API.

In effect, GPA as reported by first-year law students reflected the interaction of academic ability and institutional quality. Thus, performance in law school, like the perception of the academic environment of law school, represents an outcome shaped simultaneously by the student and his law school.

TABLE 4.5

FIRST YEAR LAW SCHOOL GRADES AND ACADEMIC PERFORMANCE INDEX
(AMONG MALES COMMITTED TO LAW AS COLLEGE
SENIORS AND ENTERING LAW SCHOOL)

Academic Performance Index	Grades			Total	
	B+ or Higher	B, B-	C+ or Lower	Per cent	N
High	26	41	33	100	(243)
Medium	13	34	53	100	(354)
Low	6	26	68	100	(304)
N					= 901
No Grades Yet					= 173
NA, Grades					= 20
NA, API					= 9
NA, Stratum					= 76
Total N					= 1,179

TABLE 4.6

FIRST YEAR LAW SCHOOL GRADES, LAW SCHOOL STRATUM,
AND ACADEMIC PERFORMANCE INDEX (AMONG MALES
COMMITTED TO LAW AS COLLEGE SENIORS
AND ENTERING LAW SCHOOL)

Academic Performance Index	Law School Stratum	Grades			Total	
		B+ or Higher	B, B-	C+ or Lower	Per cent	N
High	I	21	40	39	100	(124)
	II	23	42	35	100	(65)
	III	41	41	18	100	(54)
Medium	I	6	32	62	100	(65)
	II	17	38	45	100	(133)
	III	13	32	55	100	(156)
Low	I	-	-	-	-	(9)*
	II	7	19	74	100	(69)
	III	5	28	66	99	(226)
N					= 901	
No Grades Yet					= 173	
NA, Grades					= 20	
NA, API					= 9	
NA, Stratum					= 76	
Total N					= 1,179	

*Too few cases to percentage.

Stratum, Grade Point Average, and Reactions to Legal Study

Let us now reconsider the findings on student ratings of several aspects of their study conditions. With the exception of ratings on contacts with faculty, we showed that stratum and API together had uniform effects on the ratings of the caliber of classroom teaching, etc., such that high API students in Stratum I were most likely to offer ratings of "excellent" or "good" while low API students in Stratum III were least likely to do so. The findings on faculty contacts indicated that the opposite relationship obtained: High API students in the top eight schools were least likely to be satisfied with faculty contacts. At this point, the data can be re-examined, starting with the premise that it is not past performance that determines "access to faculty," but rather current performance.

As seen in Table 4.7, Stratum I students scoring B plus or higher were more likely than were the other students in that stratum to rate faculty contacts as "excellent" or "good." Nevertheless, when grade point average was held constant, Stratum III students still rated faculty contacts as satisfactory more frequently than did students in Stratum II, who, in turn, were more satisfied than were their counterparts in the top eight schools. Two out of three B plus or better students at the bottom stratum schools gave this rating in contrast with only one out of three Stratum I students with GPA's of less than B plus. With the exception of faculty contacts, ratings on the remaining aspects of the learning environment support the structure of relationships found when API was treated as the measure of talent.

TABLE 4.7

FIRST YEAR LAW SCHOOL GRADES, LAW SCHOOL STRATUM, AND
 RATING OF "PERSONAL CONTACTS WITH FACULTY" (AMONG
 MALES COMMITTED TO LAW AS COLLEGE SENIORS
 AND ENTERING LAW SCHOOL)

(Per cent "Excellent" or "Good")

Low School Stratum	Grades		
	B+ or Higher	B, B-	C+ or Lower
I	53 (30)	35 (74)	38 (94)
II	55 (44)	51 (90)	38 (133)
III	66 (47)	61 (130)	53 (246)
N = 888			
Grades, NA, and None Yet . . . = 181			
NA, Personal Contacts = 34			
NA, Stratum = <u>76</u>			
Total N = 1,179			

CHAPTER V

FINANCIAL SUPPORT FOR LEGAL EDUCATION

Only a minority of the NORC sample of June, 1961, college graduates were planning to enter graduate or professional school in the fall of 1961, but the graduating seniors among them who had chosen law as their future career were an exceptional group. An overwhelming majority of them said that they would continue their studies in the fall, and, in fact, most of them did. In this chapter, we wish to describe their financial circumstances and indicate how law students entering the schools of differing strata were distributed on a number of items concerning stipend support and other sources of income during the academic year 1961-1962. Of special interest are differences among stipend holders, stipend applicants who were unable to gain stipend support but attended law school, nevertheless, and the remainder who attended but did not apply for a stipend.

In comparison with other fields, we know that law does rather badly in providing stipend support. The sciences and engineering give far more financial aid to their entering graduate students. Perhaps one reason for the discrepant levels of support is the different socioeconomic composition of the various fields; law has the highest proportion of students coming from relatively affluent families. The question of "financial need" is a sticky one at best. Certainly a policy of support for legal education would have to consider the overriding fact of the favorable situation of prospective lawyers and study whatever systematic information is available concerning the financial circumstances of law students, the distribution of stipend support among law schools, and how the available stipends are distributed among law students applying for such aid. Our data illuminate some of these questions.

Stipend Applications, Type of Attendance in 1961-1962 and API

Let us examine the rates of stipend application among students at different levels of academic performance who had definite plans for graduate or professional school in fall, 1961, and their actual enrollment as reported in the one-year follow-up. Among those attending a law school, some 30 per cent had submitted applications by the time they returned their first questionnaire in spring, 1961; 25 per cent of those attending graduate school had made application also, as had 22 per cent of those who planned to go on immediately but did not. Within each group of attenders and non-attenders, applications were made more frequently by high API students than by others. (See Table 5.1.)

TABLE 5.1

STIPEND APPLICATION, FALL, 1961 ACTIVITY, AND ACADEMIC
PERFORMANCE INDEX (AMONG MALES COMMITTED TO LAW AS
SENIORS AND PLANNING ADVANCED STUDY FOR FALL, 1961)

(Per cent Who Applied for a Stipend for Fall, 1961)

Fall, 1961 Activity	Academic Performance Index			
	High	Medium	Low	Total
Law school	49 (320)	29 (433)	13 (321)	30 (1,075)
Graduate school	65 (20)	14 (36)	12 (32)	25 (88)
Not attending	50 (26)	31 (52)	8 (89)	22 (167)
N = 1,329				
NA, Stipend Application = 8				
NA, API = 17				
Not Planning to Attend Fall, 1961 = 343				
Total N = 1,697				

Perhaps the crucial observation here is that the talented segment of those who planned to go on to professional school, applied for a stipend, but did not attend, consists of a weighted sample of fifteen students, or less than one per cent of the total sample of law aspirants.

In comparison with other career fields and fields of graduate study, law aspirants had a low rate of stipend application. Why did the others not bother to apply? Among those who entered law school and graduate school, some 47 per cent said that they "wouldn't need support of this type," and 25 per cent of the attenders gave this reason as well [Table 5.2 a)]. Significantly, 71 per cent of the high API students in law school said that support of this kind was not needed and only 28 per cent circled "I didn't think I could get any"; in contrast, 37 per cent of the low API law students claimed that stipend support was unnecessary and 55 per cent said they had no hopes of getting any. The high API students in graduate school or out of school completely during the academic year 1961-1962 comprise too small a group for additional analysis but over four in ten graduate students who were below this top twenty per cent of the June, 1961, graduating classes said that there was no need for stipend support, and a similar number felt they would not receive it even if they applied. The over-all impression is that the majority of those not applying for a stipend simply did not require this form of assistance to implement their academic plans. This was especially true of the high API students entering law schools.

The same point is made by examining the three variables--law school attendance, API, and reasons for not applying for a stipend--from a related but different perspective. Table 5.2 b) shows that 86 per cent of the high API students and 77 per cent of the low API students who said they did not need financial aid were attending law school during the year following college graduation. Among those who didn't think they could get a stipend, fully 94 per cent of the high API students were in law, as were 75 per cent of their low API counterparts.

TABLE 5.2

REASONS FOR NOT APPLYING FOR A STIPEND, FALL, 1961 ACTIVITY, AND ACADEMIC PERFORMANCE INDEX (AMONG MALES COMMITTED TO LAW AS COLLEGE SENIORS AND PLANNING ADVANCED STUDY FOR FALL, 1961)

a) Per cent Giving Each Reason

Fall, 1961 Activity	Academic Performance Index	Reasons for Not Applying*							N
		Not Needed ^a	Could Not Get ^b	Didn't Occur ^c	Too Little ^d	Wasn't Going ^e	Duties ^f	Other	
Law School	High	71	28	9	1	0	2	8	162
	Medium	44	48	6	4	1	1	7	304
	Low	37	55	7	2	1	1	12	274
	Total	47	45	7	3	1	1	7	740
Graduate School	High	-	-	-	-	-	-	-	7**
	Medium	42	42	3	3	3	0	6	29
	Low	43	50	7	4	4	0	7	28
	Total	47	42	6	5	3	0	6	64
Not Attending	High	-	-	-	-	-	-	-	12**
	Medium	25	42	11	3	6	3	17	35
	Low	23	46	12	5	1	1	13	80
	Total	25	42	11	5	5	2	14	127
N									931
NA, Reasons Application: Yes and NA									16
NA, API									390
Not Planning to Attend, Fall, 1961									17
Total N									343
									1,697

*Multiple responses were permitted.

**Too few cases to percentage.

aI wouldn't need any support of this type.

bI didn't think I could get any.

cIt didn't occur to me.

dThe amount I could get would have been too little.

eI had no intention of going to school at the time applications were due.

fThe duties attached would have been unsatisfactory.

TABLE 5.2--Continued

b) Percent Attending Law School

Academic Performance Index	Reasons for Not Applying*	
	Not Needed ^a	Could Not Get ^b
High	86 (126)	94 (48)
Medium	84 (158)	83 (174)
Low	77 (134)	75 (207)
Total.	82 (418)	80 (429)

Stipend-Holding, API, and Law School Stratum

How many law students held stipends during the first year of academic study? The questionnaire item was phrased as follows:

"During the academic year, did you receive a stipend (scholarship, fellowship, research or teaching assistantship) or similar financial aid?"

The rate of stipend-holding among the entering law students in the June, 1961, graduating class was 28 per cent. Stipend-holders, however, were not randomly distributed among the entering law school classes.

We will first consider the relationship of stipend-holding, academic performance and institutional quality without distinguishing for the moment between stipend applicants and others. Table 5.3 a) shows that stratum and API made a difference in the likelihood of holding any kind of stipend. Within each stratum, chances of getting stipends increased with API. Questions of financial need aside, talent apparently is rewarded. The rewards also depended on type of school attended. The young man of high API had a better chance of

holding a stipend in Stratum III than in Stratum I; but, presumably, the competition was stiffer in the top eight schools.

TABLE 5.3

STIPEND-HOLDING (1961-62), ACADEMIC PERFORMANCE INDEX, AND LAW SCHOOL STRATUM (AMONG MALES COMMITTED TO LAW AS COLLEGE SENIORS AND ENTERING LAW SCHOOL)

a) Per cent Holding Stipend Among All Law School Entrants)

Academic Performance Index	Law School Stratum		
	I	II	III
High	33 (176)	46 (74)	49 (57)
Medium	20 (82)	29 (163)	25 (155)
Low	* (10)	31 (80)	15 (218)
N	= 1,015		
NA, Stipend	= 79		
NA, API	= 9		
NA, Stratum	= 76		
Total N	= 1,179		

*Too few cases to percentage..

Interestingly enough, the low API student attending a Stratum II school was more likely to be holding a stipend than his counterpart in Stratum III.

If we consider the incidence of stipend-holding among stipend applicants only, we find a different picture: in Stratum I, stipend-holding was directly related to talent; in Stratum II, there were no API-related differences; and in Stratum III, stipend-holding was inversely related to talent so that low API applicants stood a better chance of holding a stipend than did the high API applicants! [See Table 5.3 b).] Furthermore, within each level of talent, stratum differences were such that the high API applicant was about equally likely to be holding a stipend no matter which type of school he attended, but the chances of obtaining a stipend increased with each

step down the quality ladder if the student ranked below the top twenty per cent of the June, 1961, graduating class.

The same three variables appear in a different perspective in Table 5.3 c). Here we see that the academic quality of students in the three stipend categories differed considerably when institutional quality was considered. At the one extreme, fully three-quarters of the stipend holders in Stratum I were high on API as compared with only one in twenty students of those who did not make a stipend application and then attended a Stratum III school. Furthermore, the academic caliber of stipend holders differed markedly by type of school, with the result that less than one in three stipend holders in Stratum III schools ranked high on API. Correlatively, the group turned down for stipends in Stratum III had a slightly higher proportion of high API students than did the group receiving stipend support.

TABLE 5.3--Continued

b) Per cent Holding Stipend, Among Stipend Applicants Only

Academic Performance Index	Law School Stratum		
	I	II	III
High	65 (89)	71 (48)	68 (41)
Medium	52 (31)	71 (68)	72 (54)
Low	* (1)	68 (37)	80 (40)
N	= 409		
Did Not Apply	= 606		
NA, Stipend	= 79		
NA, API	= 9		
NA, Stratum	= 76		
Total N	= 1,179		

c) Per cent High API

Law School Stratum	Applied for Stipend		Did Not Apply
	Received	Did Not Receive	
I	78 (74)	66 (47)	59 (147)
II	32 (107)	30 (46)	16 (164)
III	28 (99)	36 (36)	5 (295)
N	= 1,015		
NA, Stipend	= 79		
NA, API	= 9		
NA, Stratum	= 76		
Total N	= 1,179		

One could infer from these tables that top national schools allocate stipends on the basis of talent while Stratum III schools do not consider talent as measured by API a relevant factor in determining who shall be awarded the available stipend support. The flaw of inference, of course, is that students who enrolled in Stratum III schools may have applied to and have been rejected by a law school in the other two strata.

Stratum, API, and Family Income

Perhaps financial need is an intervening variable accounting for the relationship between stipend holding and academic performance as measured by the API. With family income as the indicator of need, the three variables of stratum, family income, and API together, produce the following pattern as shown in Table 5.4.

TABLE 5.4

API, LAW SCHOOL STRATUM, AND INCOME OF PARENTAL FAMILY
(AMONG MALES COMMITTED TO LAW AS COLLEGE SENIORS AND
ENTERING LAW SCHOOL)

(Per cent Holding Stipends, Among Stipend Applicants)

Law School Stratum	High API		Medium or Low API	
	\$7,500 or More Family Income	Less Than \$7,500 Family Income	\$7,500 or More Family Income	Less Than \$7,500 Family Income
I	69 (56)	57 (22)	37 (18)	* (7)
II	71 (26)	79 (13)	71 (68)	60 (27)
III	70 (67)	75 (15)	86 (52)	52 (30)
N			= 401	
Did Not Apply			= 606	
NA, Stipend			= 79	
NA, API/Family Income			= 17	
NA, Stratum			= 76	
Total N			= 1,179	

* Too few cases to percentage.

In Stratum I, the primary determinant of stipend-holding was API; family income generated a secondary effect, with bright, "rich" applicants more likely to secure some form of stipend support than bright "poor" applicants. Both, of course, were far more likely to be holding a stipend than the applicants who did not rank high on API. In Stratum II, API again was more important than family income in determining who held a stipend. Unlike the pattern found in the top eight schools, stipends went more to the bright, poor applicants (79 per cent) among those who were not in the top twenty per cent of the graduating class. Among those scoring "medium" or "low" on API, the applicant of modest origin was less likely to have a stipend than was his more fortunate fellow applicant. Among those scoring "high" on API, the applicant of modest origin was somewhat more likely to receive a stipend than the one whose family had the higher income.

If talent and need are considered to be the crucial factors in allocating stipends, then the pattern of Stratum III is most unusual. There fully 86 per cent of the applicants who were both "rich" and "not-bright" held stipends! The combination of money and lack of talent resulted in the highest rate of stipend-holding found in the sample, while the same combination of attributes resulted in the lowest rate of stipend-holding among Stratum I schools (37 per cent of the applicants). In Stratum II, students "low" on both API and family income had the lowest rate of stipend-holding.

The patterns of stipend-holding among law students raise a number of questions: For example, why should the relationship between stipend-holding and API be as varied and as unexpected as we have found it to be? But the data are limited; additional information would be required before we could begin to interpret the institutional functions of stipend-giving in the field of legal education.

Types of Stipends

"Stipend" is a generic term employed in the NORC researches to cover various kinds of financial support, including scholarships, fellowships, and teaching or research assistantships. What kinds of

support did stipend holders receive for the study of law? Table 5.5 details the kind of support given to stipend recipients in the three strata of law schools. Most stipends in the field of legal education were scholarships that met some or all of the tuition costs. Some 80 per cent of the stipends awarded to students in Stratum I were of this kind; in Stratum III the proportion was slightly less (70 per cent). On the other hand, Stratum III recipients were more likely than were stipend holders in Stratum I to receive a scholarship or fellowship for tuition plus a cash grant (20 per cent as opposed to 12 per cent). Almost all financial assistance offered to law students took one of these two forms; only a handful held teaching or research assistantships. In contrast, all June, 1961, graduating seniors holding stipends in a graduate or professional school received relatively less support in the form of scholarships or fellowships (55 per cent) and more aid in the form of duty stipends, i.e., teaching or research assistantships (40 per cent).

TABLE 5.5

TYPE OF STIPEND AND LAW SCHOOL STRATUM (AMONG MALES COMMITTED TO LAW AS COLLEGE SENIORS AND ENTERING LAW SCHOOL)

Type of Stipend	Law School Stratum		
	I	II	III
Scholarship: tuition or less . . .	81	72	70
Scholarship: tuition and cash . . .	12	14	20
Teaching assistantship	0	2	1
Research assistantship	2	0	3
Other	4	12	6
Total Per cent	99	100	100
N	(74)	(107)	(100)
N	= 281		
No Stipend	= 743		
NA, Stipend	= 79		
NA, Stratum	= 76		
Total N	= 1,179		

Furthermore, the value of all stipends received during the academic year varied by stratum, as seen in Table 5.6. Specifically, somewhat less than one-half of all stipends granted in Stratum I were worth less than \$1,000 while close to four out of five stipends granted in Stratum III were below that figure. In fact, one in five stipends held in both Strata II and III had a cash value of less than \$200. In addition, the number of law students holding stipends of \$2,000 or more was almost negligible. The graduate and professional school cohort of June, 1961, college seniors, in contrast, fared rather well: some 40 per cent held stipends valued at \$2,000 or more while only one-third received aid with a cash value of less than \$1,000.⁹

TABLE 5.6

VALUE OF STIPEND AND LAW SCHOOL STRATUM (AMONG MALES COMMITTED TO LAW AS COLLEGE SENIORS AND ENTERING LAW SCHOOL)

Value of Stipend	Law School Stratum		
	I	II	III
Less than \$200	8	20	20
\$ 200 - 499	18	29	24
\$ 500 - 999	18	21	35
\$1,000 - 1,499	42	16	15
\$1,500 - 1,999	9	7	1
\$2,000 - 2,499	3	4	0
\$2,500 or more	1	3	4
Total Per cent	99	100	99
N	(74)	(107)	(98)
N	=	279	
No Stipend	=	743	
NA, Stipend	=	81	
NA, Stratum	=	76	
Total N	=	1,179	

⁹ See Norman Miller, *op. cit.*, p. 79.

Sources of Support by Stipend Category

Since the monetary value of stipends held by law students is relatively low, clearly stipend holders, as well as other students, relied on other forms of support. Table 5.7 shows the frequency with which stipend holders, applicants who failed to secure stipends, and non-applicants in the three strata of law schools, secured the sum of \$200 or more. In every stratum students relied on parents. However, students in each stipend category were less likely to rely on parents as a source of support with each step down the institutional ladder. On the one hand, nine out of ten non-stipend holders in Stratum I relied on parents or relatives; on the other, only one in two stipend holders in Stratum III was supported by parents or relatives.

TABLE 5.7

SOURCES OF NON-STIPEND INCOME (\$200 OR MORE), LAW SCHOOL STRATUM AND STIPEND HOLDING (AMONG MALES COMMITTED TO LAW AS COLLEGE SENIORS AND ENTERING LAW SCHOOL)

Per cent Receiving \$200 or More from...	Law School Stratum	Applied for Stipend		Did Not Apply
		Received	Did Not Receive	
Parents	I	77 (73)	91 (47)	90 (148)
	II	68 (107)	64 (50)	74 (165)
	III	52 (99)	51 (37)	66 (293)
Savings	I	56	74	35
	II	41	42	35
	III	34	16	37
Loan	I	41	28	4
	II	35	36	18
	III	23	11	10
N				= 1,019
NA, Sources				= 5
NA, Stipend				= 79
NA, Stratum				= 76
Total N				= 1,179

TABLE 5.8--Continued

b) Per cent Employed Part-time (Among Those Employed)

Law School Stratum	Applied for Stipend		Did Not Apply
	Received	Did Not Receive	
I	100 (14)	100 (10)	74 (19)
II	86 (35)	65 (26)	60 (68)
III	65 (48)	77 (30)	53 (120)
N			= 370
Not Employed			= 654
NA, Stipend			= 79
NA, Stratum			= 76
Total N			= 1,179

Rates of employment varied considerably by stipend category and by stratum. In each instance, students in Stratum I were less likely to be employed full-time than those in Stratum III. In addition, when stipend recipients and other stipend applicants were employed, their employment was more likely to be part-time than was the case among their counterparts who did not apply for assistance. At the one extreme, all the stipend holders and other applicants in the top eight who worked had part-time jobs, while just over one-half of the non-applicants in Stratum III worked only part-time.

Non-Stipend Monthly Income

The average monthly incomes (before taxes and deductions) derived from several sources upon which law students drew to meet their expenses, are shown in Table 5.9. The upper panel shows the proportion of students in each stipend category (by stratum) who had no monthly income. Among stipend holders, the likelihood of having no additional income declined with each step down the institutional ladder: two

Non-applicants in each stratum were equally likely to report withdrawal of savings (one in three did). Stratum III stipend-holders and applicants who did not secure stipends were less likely to rely on savings than were those in Stratum I. Furthermore, stipend holders in every stratum were more likely to take loans than those who did not apply for a stipend. The likelihood of loans increased among stipend holders with each step up the quality ladder; applicants not receiving a stipend in Strata I and II also took loans more frequently than their counterparts in Stratum III.

The most important source of income for many law students was employment. In Table 5.8, part-time and full-time employment rates are shown by stratum. Not surprisingly, students who were unsuccessful in obtaining stipends were most likely to be employed; the rates of employment among students ranged from 21 per cent at the top eight schools to 81 per cent at the bottom schools.

TABLE 5.8

EMPLOYMENT, LAW SCHOOL STRATUM, AND STIPEND HOLDING (AMONG MALES COMMITTED TO LAW AS COLLEGE SENIORS AND ENTERING LAW SCHOOL)

a) Per cent Employed

Law School Stratum	Applied for Stipend		Did Not Apply
	Received	Did Not Receive	
I	19 (74)	21 (47)	13 (145)
II	34 (107)	52 (50)	41 (165)
III	48 (100)	81 (37)	41 (296)
N = 1,024			

out of five stipend holders in the top eight schools apparently relied solely on their stipends. Furthermore, applicants who failed to secure assistance and non-applicants in Stratum I were also more likely than were their counterparts attending Stratum III schools to report that they had no monthly income.

TABLE 5.9

NON-STIPEND INCOME, LAW SCHOOL STRATUM, AND STIPEND HOLDING
(AMONG MALES COMMITTED TO LAW AS COLLEGE SENIORS
AND ENTERING LAW SCHOOL)

Income	Law School Stratum	Applied for Stipend		Did Not Apply
		Received	Did Not Receive	
Per cent No Monthly Income	I	39 (49)	21 (34)	31 (104)
	II	36 (73)	30 (30)	20 (104)
	III	21 (62)	7 (29)	24 (192)
Per cent Less Than \$200	I	67	68	58
	II	60	50	46
	III	52	31	41
N				= 677
NA, Income				= 347
NA, Stipend				= 79
NA, Stratum				= <u>76</u>
Total N				= 1,179

The next panel shows the proportion reporting less than \$200 in current average non-stipend income. Stipend-holding and stratum are both involved; two-thirds of the stipend holders in Stratum I are in this category, in contrast with 31 per cent of those Stratum III students who were not given assistance, and 41 per cent of the

non-applicants in Stratum III. This pattern is related to the frequency and kind of employment. For example, because of the high rate of full-time employment among non-stipend holders in Stratum III, 15 per cent report monthly incomes of \$200-299; 18 per cent report \$300-399; another 18 per cent estimate between \$400 and \$599; and six per cent report even higher monthly incomes (Table 5.10).

TABLE 5.10

NON-STIPEND INCOME, LAW SCHOOL STRATUM, AND STIPEND HOLDING
(AMONG MALES COMMITTED TO LAW AND ENTERING LAW SCHOOL)

Law School Stratum	Stipend Holding	Monthly Income						Total	
		None	\$1-199	\$200-299	\$300-399	\$400-599	\$600+	Per cent	N
I	Applied, Received	39	29	8	8	16	0	100	(49)
	Applied, Not Received	21	47	18	9	6	0	101	(34)
	Did Not Apply	31	27	6	16	15	5	100	(104)
II	Applied, Received	36	25	14	7	15	4	101	(73)
	Applied, Not Received	30	20	17	13	17	3	100	(30)
	Did Not Apply	20	26	14	13	19	8	100	(104)
III	Applied, Received	21	31	13	9	17	9	100	(62)
	Applied, Not Received	7	24	21	24	17	7	100	(29)
	Did Not Apply	23	18	15	18	18	6	98	(192)

N	=	677
NA, Income	=	347
NA, Stipend	=	79
NA, Stratum	=	<u>76</u>
Total N	=	1,179

Debts and Postgraduate Study

Another little-known aspect of the financial circumstances of students enrolled in the study of law is the amount of debt they incur for their studies. The NORC survey provides this kind of information on the basis of responses to the following question:

Considering money borrowed for education (tuition, living expenses while in school, books, etc.)...how much money have you borrowed for post-graduate studies?

In the upper panel of Table 5.11 proportions of students in each stratum and stipend category who circled "None" are presented. Among stipend holders, absence of debt increased with each step down the stratum ladder. Stipend holders in the top eight schools were especially likely to incur debt to meet academic expenses. Of those applicants who failed to secure stipends, those located in Stratum III were again most likely to be free of debt for post-graduate study. Among students who did not apply for stipends there were no strong differences by stratum--nearly all were debt-free. The table also shows that stipend holders invariably were less likely to be free of this kind of debt within each stratum than were the non-applicants.

In the lower panel of Table 5.11, rates of indebtedness totalling \$500 or more are presented. Non-applicants in Stratum I and applicants unable to secure stipends in Stratum III were least likely to be in debt for this amount, but for different reasons. The former category comprised students who were likely to be in favorable socio-economic circumstances, while the latter were engaged in full-time or part-time employment.

TABLE 5.11

DEBTS FOR POST-GRADUATE STUDY, LAW SCHOOL STRATUM, AND
STIPEND HOLDING (AMONG MALES COMMITTED TO LAW AS
COLLEGE SENIORS AND ENTERING LAW SCHOOL)

Amount of Debt	Law School Stratum	Applied for Stipend		Did Not Apply
		Received	Did not Receive	
Per cent None	I	54 (72)	65 (43)	86 (144)
	II	62 (107)	58 (50)	78 (158)
	III	74 (97)	92 (36)	81 (286)
Per cent \$500 or More	I	28	21	9
	II	26	36	11
	III	20	6	13
N				= 993
NA, Debt				= 31
NA, Stipend				= 79
NA, Stratum				= 76
Total N				= 1,179

Assets of Law Students

Just as information is needed on the amount of debt that law students incur for their postgraduate study, so is there need for estimates of assets that students have access to in the face of emergencies and the like. Table 5.12 shows the frequency with which students in the several stipend categories reported their assets in the form of savings or securities (or other assets that could be converted into cash) totaling \$1,000 or more. Sixty-four per cent of the students in Stratum I who did not apply for stipends estimated their assets at this figure or above, while only 38 per cent of the stipend holders in that stratum were likely to be at this level. The Stratum III group of stipend holders most frequently gave an estimate of \$1,000

or more. In Stratum II, only one out of three of all stipend applicants, both those holding stipends and the others, possessed assets amounting to this figure, while more than one-half of the non-applicants in that stratum did so. Stipend holders in Stratum III somewhat more frequently reported assets of at least \$1,000 than did the applicants who failed to obtain stipends.

TABLE 5-12

TOTAL LIQUID ASSETS, LAW SCHOOL STRATUM, AND STIPEND HOLDING
(AMONG MALES COMMITTED TO LAW AS COLLEGE SENIORS
AND ENTERING LAW SCHOOL)

(Per cent Having \$1,000 or More)

Law School Stratum	Applied for Stipend		Did Not Apply
	Received	Did Not Receive	
I	38 (72)	51 (45)	64 (142)
II	31 (104)	33 (48)	54 (160)
III	47 (97)	38 (34)	50 (287)
N			= 989
NA, Assets			= 35
NA, Stipend			= 79
NA, Stratum			= 76
Total N			= 1,179

Stipends and Grades

Having documented the level of stipend-holding among students attending law school, the distribution of stipends among the several types of schools, the other sources of support for students with different stipend experiences, and their debts and assets, it remains to be seen whether there is a distinctive "payoff" at the completion of the first year of study. In Table 5.13 a) the proportion of students who reported grade point averages of B+ or better at the time they returned

their completed questionnaires are presented, considering law school stratum and stipend category. The table shows a weak but systematic relationship. In each stratum, the stipend holders were slightly more likely to indicate grade point averages of B+ or better than were the non-applicants. In view of the earlier relationships found between stipend-holding and API, the table is interesting, not because the relationship is so weak but rather because it exists at all.

TABLE 5.13

GRADE POINT AVERAGE (FIRST YEAR LAW SCHOOL), LAW SCHOOL STRATUM, AND STIPEND HOLDING (AMONG MALES COMMITTED TO LAW AS COLLEGE SENIORS AND ENTERING LAW SCHOOL)

a) Per cent Reporting B+ or Higher

Law School Stratum	Applied for Stipend		Did Not Apply
	Received	Did Not Receive	
I	17 (54)	18 (33)	13 (104)
II	24 (93)	17 (41)	13 (128)
III	18 (98)	12 (33)	10 (272)

b) Per cent Holding Stipend

Law School Stratum	Grade Point Average		
	B+ or Higher	B, B-	C+ or Lower
I	31 (29)	32 (70)	25 (92)
II	50 (44)	36 (88)	30 (130)
III	37 (49)	28 (127)	18 (227)
N			= 856
NA, Grades			= 9
No Grades Yet			= 159
NA, Stipend			= 79
NA, Stratum			= 76
Total N			= 1,179

A different but related question can be put to the same data: How many students classified by their current grade point average held stipends in the three strata of law schools? Table 5.13 b) shows that the differences in stipend-holding between Stratum I students who scored B+ or better and those who scored C+ or lower are negligible. However, in the remaining strata, students scoring B+ or better were more likely to hold stipends (50 per cent in Stratum II), in contrast with students who maintained a grade point average of C+ or less (30 per cent in Stratum II).

Furthermore, Table 5.14 indicates that performance in the first year of legal study, as measured by the reported GPA, did make a difference in stipend-holding for the following year (academic year 1962-1963). In Stratum I, students who scored C+ or less were one-half as likely to obtain stipend assistance (mostly in the form of tuition scholarships) than were students with a higher GPA. Similar relationships were found in the remaining strata. The results in this table must be considered provisional, since their information on the acceptance of stipends for the next academic year is derived from questionnaires which were completed in the spring and summer of 1962, before the next academic year actually began.

TABLE 5.14

STIPEND FOR SECOND YEAR LEGAL STUDY (1962-63), LAW SCHOOL STRATUM, AND GRADE POINT AVERAGE (FIRST YEAR LAW SCHOOL)
 (AMONG MALES COMMITTED TO LAW AS COLLEGE SENIORS AND ENTERING LAW SCHOOL)
 (Per cent Having Stipend for 1962-63)

Law School Stratum	Grade Point Average		
	B+ or Higher	B, B-	C+ or Lower
I	28 (29)	28 (68)	12 (89)
II	36 (42)	26 (85)	21 (129)
III	22 (54)	16 (117)	9 (234)
N			= 847
NA, 1963 Stipend			= 68
Grades, NA and None Yet			= 188
NA, Stratum			= 76
Total N			= 1,179

CHAPTER VI

ACADEMIC PLANS AND EMPLOYMENT EXPECTATIONS

Two topics are considered in this last chapter. The first is the continuity of professional study--how many students planned to resume their law study in the academic year 1962-63? How many 1961 college seniors planning on a career in law dropped out of school after their first year of legal study? The second topic is the employment preferences of law school students. What kind of practice did various students expect to have?

Academic Plans: 1962-1963

On the face of it, the question of continuity of legal study and dropout from law school would seem to be an intriguing problem deserving considerable attention. Whether or not law students were planning to continue their professional study could be ascertained from responses to the question:

Indicate your plans for the coming (1962-1963) academic year by circling one of the following:

Will continue studies in...

- Same field, same school
- Same field, but different school
- Same school, but different field
- Different field and different school

Will not be enrolled because...

- Work for degree will be completed
- Studying in absentia
- Interrupting my studies temporarily
- Quitting my studies short of the degree

That this is definitely not a "problem" for the law school group that is the subject of this report is indicated in Table 6.1. The overwhelming majority (more than nine out of ten) plan to continue their studies in the field of law. This unusually low rate of attrition is understandable if we consider that our law aspirants

have successfully survived four years of undergraduate training in American colleges of arts and science prior to their legal study. It would appear that the entering law students who have elected the pre-professional option and perhaps the mid-year graduate or the student entering law school after a time gap of one or more years after receiving the baccalaureate represent the prime risks for dropout.

TABLE 6.1

PLANS FOR SECOND YEAR LEGAL STUDY, LAW SCHOOL STRATUM,
AND GRADE POINT AVERAGE (FIRST YEAR LAW SCHOOL)
(AMONG MALES COMMITTED TO LAW AS COLLEGE
SENIORS AND ENTERING LAW SCHOOL)

Plans	Law School Stratum	Grade Point Average		
		B+ or Higher	B, B-	C+ or Lower
Continue Legal Study at Same School	I	100 (30)	99 (74)	84 (95)
	II	93 (44)	97 (90)	84 (132)
	III	89 (55)	88 (134)	85 (248)
Continue Legal Study at Different School	I	0	0	4
	II	5	2	6
	III	9	4	2
Discontinue Legal Study	I	0	1	12
	II	2	1	10
	III	2	8	13
N		= 902		
NA, Grades, and No Grades Yet . . .		= 201		
NA, Stratum		= 76		
Total N		= 1,179		

But what can we learn about the almost two in twenty in our group who did not continue in law school? There were both institutional and academic performance differentials in dropout rates. Not only did top students in top law schools invariably plan to continue their study of law into the second year, but they planned to do so at the same school.

At the one extreme, all Stratum I students reporting a GPA of B plus or better planned to continue into the second year at the same law school. Among Stratum III students doing as well academically, 89 per cent had identical academic plans for 1962-1963 and 85 per cent of the students reporting GPA's of C plus or lower reported this intention. In addition, Table 6.1 shows that there were institutionally-linked differences on plans for transferring to a different law school. In Stratum I, a handful of students who did relatively poorly in their academic work intended to change schools; in Stratum II, both the better students (B plus or better) and the poorer students (C plus or lower) planned to shift schools; among students in Stratum III, nine per cent of the superior students intended to study law in a different school setting. It would be instructive to know whether a change in law school affiliation entails a change in stratum.

Among those who did not plan to enroll in 1962-1963, the major reasons were "quitting my studies short of the degree" and "interrupting my studies temporarily." Whether the dropouts who gave the latter reason will later return to law school will be determined in the course of the follow-up surveys that the Center plans to undertake in coming years.

The major conclusion of this brief discussion of the academic plans of first-year law students in our sample is that the problem of dropout is negligible at the end of the first year of professional study. It would appear that grades achieved during the first year accounted for most of the attrition of those who did not plan to continue their study of law. If a student in Stratum I or II performed

well or reasonably well during the first year of professional study, there was virtually no chance that he would abandon his law course. However, if he did well in his work at a Stratum III law school, there was a discernible tendency to seek the remainder of his training at a different school.

Employment Expectations

The central focus of the NORC researches is on the choices of graduate and professional fields of study and of positions in the various career fields. For example, NORC will ascertain how graduating seniors who chose engineering as their career field implement their career plans. In this report we have described what we learned about the June, 1961, graduating seniors who considered law to be their long-term career field. With the exception of Lortie's work¹⁰ the literature on the legal profession is lacking in documentation on the molding of preferences among law students for one rather than another context for the practice of law. There is little that indicates whether such preferences and expectations are altered in the course of professional training or whether these orientations have a role in channeling the neophyte lawyer into solo practice, professional partnership, corporations or government.

The preferences of students at the end of their first year of law school remained pretty much uncrystallized (Table 6.2).¹¹ In response to a multiple-response question concerning long-term employment, about seven out of ten mentioned professional partnerships as a form of

¹⁰ Lortie, op. cit.

¹¹ About half the students selected only one of the organizational contexts potentially available while the remainder selected two or more of them. Professional partnership was the sole choice of 28 per cent of the sample; another six per cent endorsed government as their one and only objective; 16 per cent said that they expected to be self-employed or work in the family business.

long-term career employment but over four in ten (43 per cent) also mentioned "self-employment or a family-owned business." Unfortunately, the latter item confounded two distinctive routes: that of the solo practitioner who plans to go it alone, and that of the lawyer-businessman. Close to one in four students (24 per cent) considered the federal government as a potential employer and another 13 per cent circled "state or local government." Employment with a private company having 100 employees or more was indicated by 14 per cent and just under one in ten also indicated that they were considering career employment with a small private company, i.e., employing less than 100 persons. While the great majority thought of professional partnerships, clearly a variety of work settings was considered by these first-year law students.

TABLE 6.2

EMPLOYMENT EXPECTATIONS OF FIRST-YEAR LAW STUDENTS
(AMONG MALES COMMITTED TO LAW AS COLLEGE
SENIORS AND ENTERING LAW-SCHOOL)

Long-term Career Employment	Per cent
Professional partnerships	70
Self-employed or family business	43
Federal government	24
State or local government	13
Private company with 100 employees or more	14
Private company with less than 100 employees.	9
College or university	4
All other	<u>5</u>
Total per cent	182
<hr/>	
N	= 1,115
NA, Expected Employment	= <u>64</u>
Total N	= 1,179

Professional Partnerships and Government: Alternative Career Routes

If a key dimension of intra-occupational differentiation is provided by the organizational context of professional practice, then the distinctive modes of occupational integration afforded the legal profession should be mirrored in the varieties of long-term career employment expected by these students. Professional partnership and government employment represent polar types: the former presumably embodies legal professionalism at its purest; the latter involves professional entanglement in bureaucracy.

Because there is a propensity for lawyers to move back and forth from the public to the private aspects of practice, we asked whether at the end of the first year of law study there were distinctive differences among those choosing partnerships only, government only, both professional partnerships and government, or neither.

Law Stratum and Preferred Work Setting

Table 6.3 shows that students variously located among the law schools in the United States differed in the frequency with which they selected these patterns of preferred employment. Approximately one out of every two students in each stratum preferred partnerships only, but the likelihood that a student would consider both government and partnerships lessened with the lessening of law school quality. In contrast, Stratum I students were slightly less likely than students in the remaining strata to make choices other than government or partnerships.

TABLE 6.3

LAW SCHOOL STRATUM AND EXPECTED WORK SETTING (AMONG MALES
COMMITTED TO LAW AS COLLEGE SENIORS AND
ENTERING LAW SCHOOL)

Expected Work Setting	Law School Stratum		
	I	II	III
Professional partnership	53	45	50
Government	6	7	9
Both	25	20	16
Other	16	28	25
Total Per cent	100	100	100
N	(275)	(317)	(442)

N	= 1,034
NA, Parent's Occupation	= 69
NA, Stratum	= 76
Total N	= 1,179

Law Stratum and Religious Origins

Within each stratum, furthermore, there were distinctive differences in preference when the religious origins of the first-year law students were considered. The upper panel of Table 6.4 demonstrates the patterns of choice in Stratum I: Protestants were most likely to choose only partnerships (68 per cent), while Jews were least likely to do so (38 per cent). On the other hand, Jews were most likely to list government as their only current choice (12 per cent); while Catholics and Jews were twice as likely as Protestants to consider other channels. These findings further refine some of the observations on the consequences of allocation in Chapter III.

TABLE 6.4

RELIGIOUS ORIGINS, LAW SCHOOL STRATUM, AND EXPECTED WORK
SETTING (AMONG MALES COMMITTED TO LAW AS COLLEGE
SENIORS AND ENTERING LAW SCHOOL)

Law School Stratum	Expected Work Setting	Original Religion		
		Protestant	Catholic	Jewish
I	Professional partnership	64	47	38
	Both	23	22	29
	Government	3	2	12
	Other	11	30	21
	Total Per cent . .	101	101	100
	N	(132)	(60)	(84)
II	Professional partnership	43	42	60
	Both	18	23	18
	Government	10	7	3
	Other	29	28	19
	Total Per cent . .	100	100	100
	N	(128)	(138)	(57)
III	Professional partnership	55	37	57
	Both	15	21	13
	Government	9	12	6
	Other	21	31	24
	Total Per cent . .	100	101	100
	N	(205)	(160)	(107)
	N	= 1,071		
	NA, Religion	= 32		
	NA, Stratum	= 76		
	Total N	= 1,179		

In Stratum II, however, Jews chose partnerships more frequently than did Protestants or Catholics, but they less often chose government only or other career channels. In contrast, Catholics more frequently considered both possibilities and Protestants overchose "government only." (See the middle panel of Table 6.4.) Yet another religious pattern emerged from Stratum III schools; the lower panel

of the same table shows that Catholics were underrepresented among those choosing professional partnerships only, while Jews and Protestants demonstrated profiles of choice that were essentially similar. Clearly, conceptions of preferred contexts for professional practice among first-year law students depended on religious origins as well as the type of law school attended.

Stratum and Father's Occupation

We know that access to parts of the metropolitan bar depends in large part on a man's social and academic credentials. In addition to the appropriate religious origins, there is evidence that the "proper" social class background is a decisive advantage in making his way in the legal profession. Using the household head's occupation as the indicator of social class origins, Table 6.5 shows the preference structure of students classified by occupational level in the several law school strata. The upper panel shows that students in the top eight schools whose fathers were in blue-collar occupations split their choices between partnerships and the combination of government and partnerships as the preferred locus of employment; they showed no interest in government as the only career route and only a handful considered other contexts. In contrast, the majority of students with white-collar origins opted for partnerships. Consequently, fewer considered the double choice and some preferred government only. Government is the destination of many lower-class law students but it is interesting to note that the small group of blue-collar students who made it to the top eight law schools simply did not consider this as their one and only destination.

Within Stratum II the social character of organizational preferences was systematic: professional partnerships varied directly with occupational level; choice of government only was inversely related to occupational level; the dual choice also became a more frequent pattern of selection in schools located in Strata II and III than among the top eight.

TABLE 6.5

PARENT'S OCCUPATION, LAW SCHOOL STRATUM, AND EXPECTED WORK
SETTING (AMONG MALES COMMITTED TO LAW AS COLLEGE
SENIORS AND ENTERING LAW SCHOOL)

Law School Stratum	Expected Work Setting	Parent's Occupation		
		Profes- sional	Other White Collar	Blue Collar
I	Professional partnership	52	59	44
	Both	26	19	44
	Government	4	9	0
	Other	18	13	12
	Total Per cent	100	100	100
	N	(129)	(121)	(25)
II	Professional partnership	57	41	33
	Both	16	24	22
	Government	5	7	16
	Other	22	28	29
	Total Per cent	100	100	100
	N	(122)	(140)	(55)
III	Professional partnership	52	42	54
	Both	15	14	17
	Government	8	9	10
	Other	25	35	19
	Total Per cent	100	100	100
	N	(128)	(224)	(90)
	N	= 1,034		
	NA, Parent's Occupation.	= 69		
	NA, Stratum	= 76		
	Total N	= 1,179		

The lower panel of the table shows that students of white-collar, but not professional, occupational origins underchose professional partnerships and most frequently preferred employment settings

other than partnerships or government. There is some indication (not shown in this table) that prospective lawyers of lower middle-class origins were intending to become businessmen-lawyers. In effect, students from professional families chose partnerships, regardless of the type of law school they attended. However, as we have seen, the type of law school did have an impact on the preference structure of other white-collar and blue-collar families.

Stratum and Talent

The question of talent, as measured by any of a variety of indicators, clearly should be considered as well as "lineage." In the next wave of the Center's longitudinal study, it will be useful to learn who among our group was appointed to the law review, how they fared in terms of grades, and the like. In the meantime, our most comprehensive measure of performance is provided by the API. Table 6.6 shows the choices by Stratum and API.

Students in Stratum I, high API, were more likely to expect partnerships and less likely to aim for government. In Stratum II, the same outcomes were found; with each step down in talent as measured by the undergraduate record, the likelihood of choosing partnerships or the combination of government and partnerships declined, while the choices of government only and other forms of professional practice were more common among the low API group in Stratum II than among their abler counterparts. Stratum III presents still another picture. Again, API predicts choices of partnerships only and other career channels; on the other hand, high API students in this bottom stratum were also more likely to opt for government only while none of them considered both avenues simultaneously.

TABLE 6.6

ACADEMIC PERFORMANCE INDEX, LAW SCHOOL STRATUM, AND
 EXPECTED WORK SETTING (AMONG MALES COMMITTED
 TO LAW AS COLLEGE SENIORS AND
 ENTERING LAW SCHOOL)

Law School Stratum	Expected Work Setting	Academic Performance Index		
		High	Medium	Low
I	Professional partnership	57	47	-
	Both	23	28	-
	Government	3	12	-
	Other	17	13	-
	Total Per cent	100	100	-
	N	(180)	(93)	(10)*
II	Professional partnership	49	49	37
	Both	25	19	18
	Government	7	5	15
	Other	20	28	30
	Total Per cent	101	101	100
	N	(76)	(172)	(82)
III	Professional partnership	72	50	43
	Both	0	11	21
	Government	14	12	9
	Other	14	28	26
	Total Per cent	100	101	99
	N	(58)	(177)	(246)
	N	= 1,094		
	NA, API	= 9		
	NA, Stratum	= 76		
		1,179		

* Too few cases to percentage.

Employment Settings and Occupational Values

While a large scale survey would hardly be considered the ideal vehicle for obtaining personality measures, indicators of occupational values taken from sample surveys have been effectively employed in research on occupational choice. A substantial body of research points to the integration of personal values and occupational choice. Davis, for example, has shown that in comparison with other career fields, graduating seniors who chose law tended to endorse the values of "making a lot of money" and "opportunities to work with people rather than things."¹² Similarly, students expecting long-term career employment in the form of professional partnerships or government should shift values over a period of time in order to arrive at a consonance of values and expected work setting.

Can it be that once the occupational choice has been determined the organizational context in which the occupation is carried on takes precedence over occupational values? One of the merits of a longitudinal study is that it provides provisional answers for precisely this kind of question.

In the remainder of this chapter we consider the expected work setting together with the endorsement of occupational values of the entire sample of first-year law students at two points in time. Specifically, we trace the changes in rate of endorsement of an occupational value ("slow but steady progress") and an expected work setting (government) as the students moved from college graduation through the first year of professional study. In this analysis¹³ the assumption is that students were consistent when they expected government employment and endorsed the value of "slow but steady progress." The data are presented in Table 6.7 and show the following:

¹²Davis, *op. cit.*

¹³The analysis closely follows the approach outlined in Alan H. Barton and Paul F. Lazarsfeld, "Methodology of Quantitative Social Research," publication #A-349, Bureau of Applied Social Research, Columbia University, a reprint from Baidya Nath Varma (ed), A New Survey of the Social Sciences (New York: Asia Publishing House, 1962), pp. 151-68.

- (1) Initial consistency: There was a modest relationship between work preference and occupational values among graduating seniors. Sixty-two per cent chose government as a long-term employer and endorsed "slow but steady progress," or chose an employer other than government and did not endorse this occupational value.
- (2) Trends in choice of values and work settings: There was almost no change among the group of first-year students during the year intervening between graduation and the completion of one year of legal study. The proportion expecting to be employed by government declined slightly from 28 per cent to 27 per cent; the percentage endorsing "slow but steady progress" increased from 18 per cent to 22 per cent.
- (3) Turnover in choice of government and importance of "security": Despite the surface stability, there was considerable individual change in both directions. Eight per cent changed both values and choice of setting; 40 per cent changed one of them; only 52 per cent remained exactly as they had been one year earlier vis-a-vis the relative importance of security and the expectation of working (or not working) in a government setting.
- (4) Trend toward consistency: There was a slight increase in consistency of choice of work setting and occupational values after one year of legal study. One year later, graduating seniors who attended a law school tended to integrate their job preference structure and their occupational values; 65 per cent chose consistently as against an earlier 62 per cent.
- (5) Turnover of consistency: The three per cent net gain in consistency was the result of fairly large counter movements. Twenty-two per cent moved from "inconsistent" to "consistent" while 19 per cent moved the other way.
- (6) The relative strength of the job context and the occupational value: Those who moved toward consistency did so less frequently by changing their occupational value to conform to their work setting preference (six per cent) than by changing their expected work setting to conform to their values (16 per cent). Among those who became inconsistent, eight per cent did so through a change in values while eleven per cent did the reverse.

TABLE 6.7

OCCUPATIONAL VALUES AND EXPECTATIONS OF WORK SETTINGS AMONG FIRST YEAR LAW STUDENTS AT TWO POINTS IN TIME

Choices One Year Later (1962)	Choices as Graduating Seniors (June, 1961)					Spring, 1962 Totals
	Security-oriented Employment Security-oriented Values	Security-oriented Employment Not Security-oriented Values	Not Security-oriented Employment Security-oriented Values	Not Security-oriented Employment Not Security-oriented Values	Security-oriented Employment Not Security-oriented Values	
Security-oriented Employment* Security-oriented Values*	Remain Consistent 0.5	Become Consistent 2.4	Security-oriented Employment Security-oriented Values 3.1	Consistent Change 1.3		7.3
Security-oriented Employment* Not Secur.-orient. Values#	Become Inconsistent -0.5	Remain Inconsistent -7.5	Inconsistent -2.7	Become Inconsistent -9.4		20.1
Not Security-oriented Employment# Security-oriented Values*	1.2	2.4	3.4	7.6		14.6
Not Security-oriented Employment# Not Secur.-orient. Values#	Consistent Change 1.2	Become Consistent 12.6	Consistent 3.9	Remain Consistent 40.3		58.0
Spring, 1961 Totals	3.4	24.9	13.1	58.6		100.0

N = 1,079
 NA, Values = 100
 Total N = 1,179

* Security-oriented Employment; i.e., government.

Security-oriented Values, i.e., "Slow but steady progress."

Not Security-oriented Employment, i.e., other than government.

Not Security-oriented Values, i.e., Does not endorse "Slow but steady progress."

In the aggregate, first-year law students moved in the direction of consistency of values and career preferences--but the aggregate measure of consistency conceals the shuffling of almost one-half of the students from one stance on value and/or organizational settings to another. Crucial to the question of the relative potency of values and preferred work settings is the finding that when movements in the direction of consistency did occur, first-year law students more often switched their destinations to conform to their occupational values than vice versa. Whether the pattern persists through the second and third years of legal study remains to be seen; and more importantly, whether these preferences have any bearing on the employment secured after leaving school, hopefully, will be ascertained in the next NORC survey of the June, 1961, graduating classes.

APPENDIX I.

SURVEY 431 QUESTIONNAIRE: COLLEGE CAREER PLANS

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

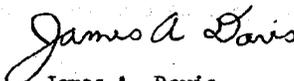
NOTE: After each question there are instructions in parentheses. Please follow these instructions closely as they are very important for data processing.

- 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
Study Director

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)
- Fairly definite, but subject to change. 0 y
- Quite indefinite 1

3. If you are considering a set of alternative plans, different from the ones you circled in question 1, indicate them by circling the appropriate numbers below, using the categories from question 1.

If you have no alternative plans in mind, circle the number nine below.

- 2 3 4 5 6 7 8 9 (11)
1

4. At the time you entered college, what were your plans for study beyond the bachelor's degree? (Circle one.)

- I planned to go into a line of work which requires graduate or professional training X (12)
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)
- **No, but I do expect to go to school next year 5 9
- ***Yes, I applied to one school 6 IF 4, SKIP
- ***Yes, I applied to 2 or 3 schools 7 TO
- ***Yes, I applied to 4 or more schools 8 COL. 23

*IF "NO, AND DO NOT EXPECT TO GO TO SCHOOL NEXT YEAR": SKIP TO QUESTION 7.

**IF "NO, BUT I DO EXPECT TO GO TO SCHOOL NEXT YEAR": SKIP TO QUESTION 6.

***IF "YES": PLEASE ANSWER a, b, AND c.

a. How many schools accepted you? (Circle one.)

- None 0 (14)
- One 1 4
- More than one 2

b. How many schools rejected your application? (Circle one.)

None 5 (15)
 One 6 9
 More than one 7

c. Have you any applications pending? (Circle one.)

Yes 0 (16)
 No 1 y

6. Did you apply (or were you nominated) for financial support (scholarship, fellowship, assistantship, etc.) for this Fall? (Circle one.)

*No 7 (17)
 **Yes 8 9

*IF "NO": Did you not apply because-- (Circle one 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.

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)
 Maybe 3 5
 No 4

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

No 5 (24)
 Probably not 6 9
 *Probably yes 7
 *Yes 8

*IF "PROBABLY YES" OR "YES": PLEASE ANSWER a AND b.

a. Do you expect that your future employer will send you or pay for your future studies? (Do not count savings from your pay or anticipated veteran's benefits.) (Circle one.)

Yes 0 (25)
 No 1 y

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

Academic Year

'62 - '63 0 (26)
 '63 - '64 1 y
 '64 - '65 2
 '65 - '66 or after 3
 No specific date in mind 4

9. Do you have a definite job (including military service) lined up after graduation? (Circle one.)

Yes 6 (27)
 No, but I intend to be working 7 9
 No, I do not intend to be working 8

10. Since you've been in college, have you at any time considered going on for graduate study or considered an occupation which would require professional training beyond a bachelor's degree? (Circle one.)

I never thought of it 2 (28)
 I thought about it, but I never considered it seriously 3 1
 I considered it seriously, but decided against it 4
 I do plan to go on, but not next year 5

11. To what extent did immediate financial obstacles (not doubts about the long 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)
 *Financial obstacles played some part in my decision 7 9
 *Financial obstacles are the major reason I am not going on for further study next year 8

* Please answer question at top of next page.

*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)
- Fellowship for tuition plus \$1,000 cash 1 ⁹
- 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)
- Can get a desirable job without further schooling 0 ^{SP}
- 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)
- No 8 ⁹

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)
- No 5 ⁶

15. If you were absolutely free to choose (ignoring finances, admissions, etc.) would you prefer to-- (Circle one.)

- Go to the same school I expect to attend next year 0 (34)
- *Attend a different school. 1 ^y

***IF "ATTEND A DIFFERENT SCHOOL":** Did any of the following prevent you from attending the school you would really prefer? (Circle any which apply.)

- Wasn't offered any financial support (scholarship, fellowship, assistantship) 2 (35)
- Was offered support, but it was too little 3 9
- Was refused admission or didn't apply because I thought I would be refused 4
- Financial obstacles other than scholarship, assistantship, etc. 5
- Limited to schools in a particular community 6
- Other (Circle and specify: _____) 7

16. If you were absolutely free to choose (ignoring finances, admissions, etc.) would you prefer to-- (Circle one.)

- Study in the same field I will be in 0 (36)
- *Study in a different field 1 y

***IF "STUDY IN A DIFFERENT FIELD":** Did any of the following prevent you from studying in the field which you really prefer? (Circle any which apply.)

- Wasn't offered any financial support (scholarship, fellowship, assistantship) 2 (37)
- Was offered support, but it was too little 3 9
- Was refused admission or didn't apply because I thought I would be refused 4
- Financial obstacles other than scholarship, assistantship, etc. 5
- Limited to schools in a particular community 6
- Other (Circle and specify: _____) 7

17. In terms of your finances during the next academic year when you are in graduate or professional school, from which of the following sources do you expect to receive \$200 or more? (Circle any which apply.)

- Full time job 1 (38)
- Part time job other than teaching or research assistantship 2 9
- Withdrawals from savings 3
- National Defense Education Act Loan 4
- Other Loan 5
- Parents or relatives 6
- Income from spouse's employment 7
- Other (Circle and specify: _____) 8

IMPORTANT

The following list of fields is to be used in answering Questions 18 through 24. Read the instructions for these questions found on page 8 before using the list.

- Business and Administration**
- 92 Accounting
 - 90 Advertising, Public Relations
 - 9X Military Service, Military Science
 - 97 Secretarial Science (or employed as a secretary)
 - 72 Industrial or Personnel Psychology
 - 91 All other business and commercial fields (Business Administration, Marketing, Insurance, Finance, Industrial Relations, etc.)
 - 93 Public Administration (or employed as government administrator if not covered by other fields)

- Engineering**
- 10 Aeronautical
 - 11 Civil (including Agricultural, Architectural, Civil, Sanitary)
 - 12 Chemical (including Ceramic)
 - 13 Electrical
 - 14 Engineering Science, Engineering Physics, Engineering Mechanics
 - 15 Industrial
 - 16 Mechanical (including Naval Architecture and Marine, Welding, Textile)
 - 17 Metallurgical
 - 18 Mining (including Mining, Geological, Geophysical, Petroleum)
 - 1X Engineering, General and other specialties

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.

In addition to writing the code in the boxes, please describe your anticipated career in a few words here: _____

--	--

(45-46)
X X

22. Possible alternative career field?

If none, write "yy" in the boxes.

If your alternative has the same code number as the one to question 21, write "yy" in the boxes.

If more than one alternative, give the most likely only.

--	--

(47-48)
X X

23. Career preference when you started college?

Give your single strongest preference even if it was vague or if there were several alternatives.

If absolutely no preference, write "yy" in the boxes.

--	--

(49-50)
X X

24. Any alternative career field seriously considered during college which is not mentioned in questions 21, 22, or 23?

If none, write "yy" in the boxes.

--	--

(51-52)
X X

NOTE: THE NEXT THREE QUESTIONS REFER TO YOUR ANSWER TO QUESTION 21 (ANTICIPATED CAREER FIELD). IF YOU CODED "99" OR "X1" AS YOUR ANSWER TO QUESTION 21, PLEASE SKIP TO QUESTION 28. OTHERWISE, ANSWER ALL THREE QUESTIONS.

25. Which of the following will be your most likely employer when you begin full time work in your anticipated career field? (If you have a definite expectation, circle one; if not, circle the most likely possibilities.)

- Private company with 100 or more employees y (53)
- Private company with fewer than 100 employees or professional partnership . X SP
- Family business 0
- Self-employed 1
- Research organization or institute 2
- College or University or Junior College 3
- Elementary or Secondary School or School System 4
- Other educational institutions (e.g. Technical Vocational School) . . 5
- Federal Government (U.S.) 6
- State or Local Government 7
- Hospital, Church, Clinic, Welfare Organization, etc. 8
- Other (Circle and specify: _____) 9

26. How do you feel about the occupation which you checked as your anticipated career field? (Circle one.)

- I strongly prefer it to any other 0 (54)
- I could be tempted by one or more alternatives 1 y
- I would prefer one or more alternatives 2

27. The following activities cut across a number of specific jobs. Which ones do you anticipate will be an important part of your long run career work? (Circle any which apply.)

- Teaching 3 (55)
- Research 4 9
- Administration 5
- Service to patients or clients 6
- None of these 7

28. Regardless of your career plans now, when you first enrolled as a freshman in college did you have-- (Circle one.)

- One particular kind of work in mind 5 (56)
- Two or more alternative kinds of work in mind . 6 9
- No specific career plans at that time 7
- Planned to be a housewife 8

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

- Making a lot of money y (57)
- Opportunities to be original and creative X SP
- Opportunities to be helpful to others or useful to society 0
- Avoiding a high pressure job which takes too much out of you 1
- Living and working in the world of ideas 2
- Freedom from supervision in my work 3
- Opportunities for moderate but steady progress rather than the chance of extreme success or failure 4
- A chance to exercise leadership 5
- Remaining in the city or area in which I grew up 6
- Getting away from the city or area in which I grew up 7
- Opportunity to work with people rather than things 8
- None of these 9

30. Listed below are six groups of occupations. The occupations within each group are similar to each other in many ways.

In Column A, circle the two types you would like best.

In Column B, circle the two types you would like least.

Consider the jobs as a group, not particular ones, and rate them only in terms of whether you would like that type of work regardless of whether such jobs are realistic career possibilities. Disregard considerations of salary, social standing, future advancement, etc.

Occupations	A. Two Best Liked Groups	B. Two Least Liked Groups	
Construction inspector, electrician, engineer, radio operator, tool designer, weather observer	X	X	
Physicist, anthropologist, astronomer, biologist, botanist, chemist	0	0	(58) (59) y y
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	

III. College Experience

34. Did you do all of your college work at this school? (Circle one.)
- Yes X (9)
 - No, transferred after freshman year 0 y
 - No, transferred after sophomore year 1
 - No, transferred after junior year 2
 - No, started here, attended a year or more elsewhere, and then returned 3

35. Were you regularly employed during this academic year? (Circle any which apply.)
- No 4 (10)
 - Yes--
 - Full time job which is relevant to my anticipated career field 5
 - Full time job which has nothing to do with my anticipated career field 6
 - Part time job which is relevant to my anticipated career field 7
 - Part time job which has nothing to do with my anticipated career field 8

36. In which of the following have you been an active participant at this school? (Circle any which apply.)
- Editorial staff of campus publication 0 (11)
 - Musical or dramatic group 1 y
 - Business staff of campus publication or other campus group 2
 - Campus group concerned with national or world issues 3
 - Inter-collegiate (varsity) athletics 4
 - Fraternity, Sorority (or equivalent) 5
 - Special interest group (e.g., Psychology Club, Outing Club) 6
 - Student government 7
 - Other (Circle and specify: _____) 8
 - None 9

37. Please call to mind the students of your own sex who are your closest friends here. Where did you meet them? (Circle any which apply)
- Knew them before I came here X (12)
 - Dormitory or rooming house 0 y
 - My Fraternity or Sorority (or equivalent) 1
 - Campus activities 2
 - Classes in my major field 3
 - Classes in other fields 4
 - Other (Circle and specify: _____) 5
 - No close friends here 6

38. Of your close friends here, how many are going on next year for graduate or professional studies? (Circle one.)
- All or almost all X (13)
 - More than half 0 y
 - Less than half 1
 - Few or none 2
 - No close friends here 3

39. Which of the following best describes where you lived this year? (Circle any which apply.)
- Fraternity, Sorority (or equivalent) 5 (14)
 - Dormitory or other campus housing 6 9
 - Off-Campus room, apartment, house 7
 - With my parents 8

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)
 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)
 Some, but less than \$500 6
 \$500 - \$999 7
 \$1,000 or more 8

45. What is your overall (cumulative) grade point average for undergraduate work at your present college?

IMPORTANT: If your school uses letter grades (A,B,C, etc.) please circle the code number which is closest to your letter grade average.

Warning: The number which you circle probably does not correspond to the number equivalent at your school, e.g. at most schools "straight A" equals 4.0, here it equals "0".

If your school does not use letter grades, there should be special instructions accompanying your questionnaire. If, through clerical error, the instructions are missing, write your average in the margin.

(Circle one.)

Letter Grade	Code Number
A	0 (25)
A-	1 y
B+	2
B	3
B-	4
C+	5
C	6
C-	7
D+	8
D or lower	9

46. Listed below are a number of awards and honors. Which of these have you received during college or which are you fairly sure you will receive by the time you graduate? (Circle any which apply.)

- Dean's List y (26)
 Phi Beta Kappa X SP
 Other honor society based on academic achievement 0
 Graduation with honors (cum) (Magna) (Summa) 1
 National Merit Scholarship holder, Finalist, or Semi-Finalist 2
 Other scholarship awarded on basis of academic ability 3
 Participation in "honors program" at this school 4
 Prize or award for scholarship or research work (e.g. "Smith prize for best biology experiment") 5
 Prize or award for literary, musical or artistic work 6
 Took one or more graduate level courses as an undergraduate 7
 Other award or honor 8
 No special honors 9

47. As best you know, how do you stand among the other people graduating in the same major field at your school? (Circle one.)

Top ten per cent	4	(27)
Top quarter, but not top ten per cent.	5	9
Second quarter	6	
Third quarter	7	
Lowest quarter	8	

48. What is your emotional feeling about your college or university? (Circle one.)

I have a very strong attachment to it	X	(28)
I like it, but my feelings are not strong	0	y
Mixed feelings	1	
I don't like it much, but my feelings are not strong	2	
I thoroughly dislike it	3	

IV. Personal Characteristics

49. Your age at your last birthday? (Circle one.)

19 or younger	0	(29)
20	1	y
21	2	
22	3	
23-24	4	
25-29	5	
30 or older	6	

50. Sex. (Circle one.)

Male	7	(30)
Female	8	9

51. Marital Status. (Circle one.)

Single, don't expect to be married before Fall, 1961	4	(31)
*Single, expect to be married before Fall, 1961	5	9
*Married, one or more children or expecting a child	6	
*Married, no children	7	
Widowed, Divorced, Separated	8	

*IF "MARRIED" OR "EXPECTING TO BE MARRIED BEFORE FALL, 1961": What will your spouse or future spouse most likely be doing next year? (Circle any which apply.)

Working full time	3	(32)
Working part time	4	9
Housewife, Mother	5	
Going to School	6	
Military Service	7	

52. Religion: a. In which you were reared. (Circle one.)

Protestant (Circle and Specify) _____ X (33)
 Roman Catholic 0 y
 Jewish 1
 Other (Circle and specify: _____). 2
 None 3

b. Your present preference. (Circle one.)

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

53. Your racial background. (Circle one.)

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

54. How many-- a. Older brothers or sisters do you have? (Circle one.)

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

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

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

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

Yes, U.S. born X (38)
 Yes, Naturalized 0 y
 No, but I expect to stay in the U.S. 1
 No, and I do not expect to stay in the U.S. . . . 2

56. Please indicate your parents' (or step-parent's if parent is dead) highest educational attainment. (Circle one in each column.)

	Father	Mother	
8th grade or less	3	3	(39) (40) 9 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)
 - Proprietor or Manager 2 y
 - Sales (Other than Sales Manager or Administrator) 3
 - Clerical 4
 - Skilled worker 5
 - Semi-Skilled worker 6
 - Service worker 7
 - Unskilled worker 8
 - Farmer or farm worker 9

- b. If the head of the household is a woman, also circle here 0
- c. If the head of the household is retired, also circle here X

58. Which of the following is the appropriate income category for your parental family? Consider annual income from all sources before taxes. (Circle one.)

- Less than \$5,000 per year 2 (42)
- \$5,000 - \$7,499 3 9
- \$7,500 - \$9,999 4
- \$10,000 - \$14,999 5
- \$15,000 - \$19,999 6
- \$20,000 and over 7
- I have no idea 8

59. Which of the following best describes the community which you think of as your home town during high school days? (Circle one.)

- Farm or open country X (43)
- Suburb in a metropolitan area of--
 - more than 2 million population 0
 - 500,000 to 2 million 1
 - 100,000 to 499,999 2
 - less than 100,000 3
- Central city in a metropolitan area or city of--
 - more than 2 million population 4
 - 500,000 to 2 million 5
 - 100,000 to 499,999 6
 - 50,000 to 99,999 7
 - 10,000 to 49,999 8
 - less than 10,000 9

60. Which of the following best describes the distance between your home town (when you were in high school) and your current college? (Circle one.)

- In the same city or within commuting distance X (44)
- Within four hours automobile drive or less 0 y
- More than four hours drive, but in the same state 1
- More than four hours drive, but in a different state 2

61. Please rate yourself on the following dimensions as you really think you are. (Circle one in each row.)

	<u>Very</u>	<u>Fairly</u>	<u>Neither</u>	<u>Fairly</u>	<u>Very</u>		
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 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.)

<u>(49)</u> SF	<u>(50)</u> SF	<u>(51)</u> SF
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

APPENDIX II.

SURVEY 450 QUESTIONNAIRE: COLLEGE GRADUATE SURVEY

BACKGROUND INFORMATION

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

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

What is your sex?

- Female..... 1 15/0
- Male..... 2

A. IF FEMALE:

In the long run which one of the following do you really prefer and which one do you realistically expect?

	Really Prefer (Circle one)	Realistically Expect (Circle one)
Housewife only.	5	5
Housewife with occasional employment...	6	6
Housewife now, employment later.....	7	7
Combining housewife with employment.....	8	8
Employment only.	9	9

16/R 17/R

B. IF MALE:

- 1) Are you now on full-time active duty in the armed services? (Circle one)
 - Yes (Skip to C below) ... 0 18/R
 - No..... 1
- 2) IF NO: Have you ever been on full-time active duty in the armed services for a period of at least six months? (Circle one)
 - Yes (Skip to C below)..... 3 19/R
 - No..... 4
- 3) IF NO: Do you expect to be on active duty in the armed forces for a period of at least six months during the next five or six years? (Circle one)
 - Definitely yes..... 6 20/R
 - Probably yes..... 7
 - Probably no..... 8
 - Definitely no..... 9

- C. How has your military status affected your plans for further education? (Circle as many as apply)
- Not at all..... 5 21/R
 - An influence toward:
 - postponing entry into my graduate studies..... 6
 - beginning my graduate studies sooner... 7
 - interrupting my graduate studies..... 8
 - not hurrying through my graduate studies..... 9

4. A. Where are you living now? (Circle one)

Farm or open country.....	X	22/y
Suburb in a metropolitan area of--		
more than 2 million population.....	0	
500,000 to 2 million.....	1	
100,000 to 499,999.....	2	
less than 100,000.....	3	
Central City in a metropolitan area of (or non-suburban city of)--		
more than 2 million population.....	4	
500,000 to 2 million.....	5	
100,000 to 499,999.....	6	
50,000 to 99,999.....	7	
10,000 to 49,999.....	8	
less than 10,000.....	9	

B. Is the community in which you are now living the one which was your home town when you were in high school? (Circle one)

Yes.....	X	23/y
No.....	0	

5. Where were you living when you were in high school and where do you live now? (Circle one in each column)

		Home Town During High School (Circle one)	Now Living (Circle one)
NEW ENGLAND:	Conn., Maine, Mass., N.H., R.I., Vt.	X	X
MIDDLE ATLANTIC:	Del., D.C., Md., N.J., N.Y., Pa.	0	0
EAST NORTH CENTRAL:	Ill., Ind., Mich., Ohio, Wis.	1	1
WEST NORTH CENTRAL:	Iowa, Kans., Minn., Mo., Nebr., N.D., S.D.	2	2
SOUTH:	Ala., Fla., Ga., Ky., Miss., N.C., S.C., Tenn., Va., W. Va. ..	3	3
SOUTH CENTRAL:	Ark., La., Okla., Texas	4	4
MOUNTAIN:	Ariz., Colo., Idaho, Mont., Nev. N. Mex., Utah, Wyo.	5	5
WEST:	Calif., Oregon, Wash.	6	6
ALASKA OR HAWAII:		7	7
CANADA:		8	8
OTHER NON-U.S. (Specify)		9	9

24/y 25/y

6. Please indicate:

	The highest degree you now hold (Circle one)	The next degree you expect to receive (Circle one)	The highest degree you expect to gain eventually (Circle one)
None or no further degree.....	5	X	5
Bachelor's (undergraduate) e.g., B.A., B.S., B.E., B.Pharm., etc.....	6	0	6
B A C H E L O R S Professional e.g., LL.B., MSW, M.D., J.D., M.Ed., etc.	7	1	7
P O S T Arts and Science Master's e.g., M.A., M.S., etc.	8	2	8
Doctorate e.g., Ph.D., Ed.D., J.S.D., etc.	9	3	9
	26/4	27/y	28/4

7. When did you receive your bachelor's degree? (Circle one)

I do not yet have a bachelor's degree.....	X	29/y
Spring commencement, 1961.....	0	
Summer session commencement, 1961.....	1	
Other (Specify).....	2	

EMPLOYMENT

8. Are you employed now? (Include active military service but not reserve programs.) No..... 7 30/6
(Circle one) Yes, full-time..... 8
Yes, part-time..... 9

9. Have you worked at any full-time job since last June which you 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

Two empty boxes for entering a code number.

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.)

	61/R	63/R	65/R	67/R
	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)
NO ONE IN THIS RELATIONSHIP TO ME OR DON'T KNOW THEIR OCCUPATIONS.....	X	X	X	X
Civil Service Employee.....	0	0	0	0
Elected or appointed public official.....	1	1	1	1
Foreign Service Officer.....	2	2	2	2
Career Military Officer.....	3	3	3	3
High School or Grade School Teacher.....	4	4	4	4
College Professor.....	5	5	5	5
Scientist (Other than college professor)....	6	6	6	6
Engineer.....	7	7	7	7
Writer, Artist, Musician.....	8	8	8	8
Farmer.....	9	9	9	9
Blue Collar Worker.....	X	X	X	X
Small Business Proprietor.....	0	0	0	0
Executive in a large business.....	1	1	1	1
Certified Public Accountant.....	2	2	2	2
Lawyer.....	3	3	3	3
Clergyman.....	4	4	4	4
Physician.....	5	5	5	5
Other Health Profession (dentist, pharmacist, nurse, etc.).....	6	6	6	6
Social Worker.....	7	7	7	7
Architect.....	8	8	8	8
NONE OF THESE OCCUPATIONS.....	9	9	9	9

62/R 64/R 66/R 68/R

26. Have you enrolled for one or more 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

BEGIN DECK 2

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

7. 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

8. **IF YOU ARE NOT CURRENTLY ENROLLED THIS SPRING TERM**, which of the following best explains why you are not enrolled now? (Circle any which apply)

- Have already received my post-graduate degree..... y 13/R
- Completed the course work for the degree..... X
- Academic difficulties or fear of academic difficulties..... 0
- Lost interest..... 1
- Required too much time..... 2
- Decided to switch fields..... 3
- Health, Called up for Military Service, or other unforeseen personal obstacle..... 4
- Financial costs..... 5
- Moved from the city..... 6
- Family responsibilities..... 7
- Am doing independent research, completing thesis, etc. 8
- Other (Circle and Specify) _____ 9

29. Which of the following best describes your current (most recent) study program? (Circle one)

- Studying in a program in which full-time study is possible and carrying--
 - full-time load or greater..... 5 14/4
 - more than half, but less than full load..... 6
 - half a course load or less..... 7
- Studying in a night school, or similar program in which "full-time study" is impossible 8
- Taking a Correspondence course..... 9

30. Write the code number from the cover page which best describes:

A. Your current (most recent) field of study.....

--	--

 15-16/XX

B. Did you apply for graduate or professional (post-bachelor) studies in any other field prior to beginning study in your current (most recent) field?
 No (Write "yy" in the boxes)

--	--

 17-18/XX
 Yes (Indicate field).....

C. Do you plan to get a degree in any field other than the one in which you have been studying?
 No (Write "yy" in the boxes)

--	--

 19-20/XX
 Yes (Indicate field)

IF YES: What are your reasons for changing? _____

31. Please write the name of the school which you are now attending or have most recently attended since receiving your bachelor's degree.

School	City	State (Country If Non-U.S.)

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

32. Compared with the school where you completed your undergraduate work, is your current (last) school-- (Circle one)

- The same institution..... X 21/y
- A different institution--
 - in the same city or within commuting distance..... 0
 - within four hours' automobile drive or less..... 1
 - more than four hours' drive..... 2

33. Which of the following reasons played a part in your decision to attend this school rather than some other? (Circle any which apply)

- Couldn't be admitted to one or more schools which I would have preferred..... y 22/R
- Cheaper tuition..... X
- Offered more (some) financial aid by this school..... 0
- Course work appeared easier..... 1
- Reputation and quality of University as a whole..... 2
- Reputation and quality of my department or professional school..... 3
- Allowed part-time or evening courses..... 4
- Within commuting distance of my home or job..... 5
- Course offerings more suited to my needs..... 6
- Job opportunities for myself (or spouse) while in school..... 7
- Attracted to community or area in which school is situated..... 8
- Sent here by my employer..... 9
- Other (Circle and Specify)..... R

34. What is your grade point average so far in your post-bachelor's studies?

IF LETTER GRADES ARE NOT GIVEN, translate into letter grades as best you can:
(Circle one).

- A 0 23/y
- A- 1
- B+ 2
- B 3
- B- 4
- C+ 5
- C 6
- C- 7
- Less than C- 8
- No grades received yet..... X

35. For each of the following three aspects of your post bachelor's studies please indicate both the expectations you had before you began studying at this level and your experiences since you have been studying at this level. (Circle one number on each line)

		Very	Fairly	Neither	Fairly	Very			
I EXPECTED TO FIND..	course work.....	HARD	X	0	1	2	3	EASY	24/y
	work load taking.....	LARGE SHARE OF MY TIME	X	0	1	2	3	LITTLE TIME	25/y
	course content...	FASCINATING	X	0	1	2	3	DULL	26/y
I ACTUALLY FOUND...	course work.....	HARD	5	6	7	8	9	EASY	27/4
	work load taking.....	LARGE SHARE OF MY TIME	5	6	7	8	9	LITTLE TIME	28/4
	course content...	FASCINATING	5	6	7	8	9	DULL	29/4

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

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

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.)

4. 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 | BEGIN DECK 3 |
| *Considered it, but did not apply to any school..... | 0 | 11/y |
| *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

5. 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 | |

6. 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 | |

7. IF YOU CONSIDERED ENROLLING NEXT YEAR:

- A. Have you applied for admission to any school for the coming year (1962-1963)? (Circle one)
- | | | |
|---|---|------|
| No, and I'm not planning to apply this year (Circle and skip to D)..... | 0 | 16/R |
| No, but I'm still planning to apply (Circle and skip to B)..... | 1 | |
| *Yes, I applied to one school..... | 2 | |
| *Yes, I applied to two or three schools..... | 3 | |
| *Yes, I applied to four or more schools..... | 4 | |

*IF YOU'VE APPLIED: (1) What is the current status of your applications? (Circle one in each column)

	Accepted by: (Circle one)	Rejected by: (Circle one)	Pending at: (Circle one)
No schools.....	5	5	5
One school.....	6	6	6
Two or three schools.....	7	7	7
Four or more schools.....	8	8	8

17/R 18/R 19/R

ON THE BACK OF THE COVER LETTER IS A SET OF CODE NUMBERS THAT DESCRIBE STIPENDS BY SOURCE AND TYPE. USE THE CODE NUMBERS TO ANSWER THE FOLLOWING QUESTIONS.

- B. (1) Have you accepted any stipend (scholarship, fellowship, research or teaching assistantship) or similar financial aid to students, for the academic year 1962-1963)?

EXCLUDE...loans and gifts from parents or relatives

INCLUDE...reduction in fees, even if you do not receive the money directly

CONSIDER...work as a stipend, if you are receiving income from teaching or research in your field of study and are paid by your school or an affiliated organization.

IF NO: Write "yy" in the boxes and skip to (2).

IF YES: (a) Describe your stipend. (If you have two or more, describe the one that has the highest value.)

--	--

20-21/RR

- (b) Do you have a second stipend?

IF YES: Describe it.

IF NO: Write "yy" in the boxes.

--	--

22-23/RR

47. Continued

B. (2) Did you decline any stipend that you were offered for the academic year 1962-1963?

IF NO: Write "yy" in the boxes.

IF YES: Describe the stipend you declined. (If you declined more than one, describe the "best" one.)

--	--

24-25/RR

(3) Did you apply for any stipend for the academic year 1962-1963, that is still pending?

IF NO: Write "yy" in the boxes.

IF YES: Describe the stipend. (If more than one is pending, describe the "best" one.)

--	--

26-27/RR

(4) Did you apply for any stipend for the academic year 1962-1963, for which you were rejected?

IF NO: Write "yy" in the boxes.

IF YES: Describe the stipend. (If more than one rejection, describe the stipend you would have preferred.)

--	--

28-29/RR

C. Did getting (or not getting) a stipend influence your plans for next year?

No..... 0 30/R
Yes..... 1

D. Do you expect to enroll for further degree study during the coming academic year (1962-1963) either on campus or by correspondence?

No (Circle and answer Question 48)..... 6 31/R
*Yes, on campus full-time..... 7
*Yes, on campus part-time..... 8
*Yes, correspondence..... 9

*What are you planning to study? (Indicate the field by copying the code numbers from list inside the cover letter.)

--	--

32-33/RR

SKIP TO Q. 49

48. FOR THOSE NOT PLANNING TO BE ENROLLED DURING THE COMING ACADEMIC YEAR (1962-1963)...

A. Do you expect to go on for further degree study (on campus or by correspondence) in the future? (Circle one)

No (Circle and skip to Q. 49)..... 0 34/R
Probably not (Circle and skip to Q. 49)..... 1
*Probably yes..... 2
*Yes..... 3

*IF YES OR PROBABLY YES:

(1) When do you expect to begin? Make your single best prediction. (Circle one)

Academic Year:
'63-'64..... 5 35/R
'64-'65..... 6
'65-'66..... 7
'66-'67..... 8
No specific date in mind..... 9

(2) Refer to the field list and write the code number which best describes the field in which you expect to study.

--	--

36-37/RR

(3) Which of the following best explains why you are postponing your further studies? (Circle any which apply)

I want to get practical experience first..... 2 38/R
Finances..... 3
Military service, active duty or reserve program... 4
Problem of getting admitted..... 5
Health or other personal obstacle..... 6
Family responsibilities..... 7
No school available where I am now living..... 8
Other (Circle and Specify)..... 9

ATTITUDES AND OPINIONS

EVERYBODY PLEASE ANSWER:

9. 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

10. 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	Career plans.....	1	46/0
Ability to make friends.....	2		School studies this year.....	2	
Physical health.....	3		Emotional state.....	3	
Finances.....	4		Relations with my parents.....	4	
Loneliness.....	5		World conditions.....	5	
Dating, relations with opposite sex.....	6		Relations with in-laws.....	6	
Goals in life.....	7		My job.....	7	
Relations with spouse.....	8		Other problems (Circle and Specify).....		
					8
			None, no worries.....		9

11. 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

12. 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

13. 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 ELS)..... 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)

- I have taken it.....
- I took it and plan to take it again.....
- I haven't taken it but plan to do so.....
- I never heard of the exam.....
- I've heard of it but have decided not to take it because:
- ...I don't think I could pass the exam....
- ...Even if I passed the exam I probably wouldn't be selected.....
- ...I wouldn't like to be subjected to the investigation involved.....
- ...It takes too long to find out whether you're selected.....
- ...I'm not interested in the types of governmental positions filled through this exam.....
- ...Other (Circle and Specify) _____

Peace Corps (PC) (Circle one or more)	Federal Service Entrance (FSEE) (Circle one or more)	Management Intern (MI) (Circle one or more)	Foreign Service Officers (FSO) (Circle one or more)	United States Information Agency (USIA) (Circle one or more)
0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
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

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

Please estimate your current average monthly income before taxes and deductions. Do not include any income you may have from scholarships, assistantships, or other stipends awarded to students. (Circle one in each column)

	From Your Own Employment (Circle one)	Total Monthly Income (Including spouse's and other income) (Circle one)		What do you regard as an adequate monthly income for a person in your circumstances? (Circle one)
None.....	2	2	None.....	2
\$1 - 199.	3	3	\$1 - 199.	3
\$200 - 299.	4	4	\$200 - 299.	4
\$300 - 399.	5	5	\$300 - 399.	5
\$400 - 599.	6	6	\$400 - 599.	6
\$600 - 799.	7	7	\$600 - 799.	7
\$800 - 999.	8	8	\$800 - 999.	8
\$1,000 or more.	9	9	\$1,000 or more...	9
	69/1	70/1		71/1

How many of your grandparents were born in the United States? (Circle one)

None.....	0	72/X
One.....	1	
Two.....	2	
Three.....	3	
Four.....	4	

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

How frequently do you attend religious services? (Circle the closest number)

Weekly, almost without exception....	4	75/3
Several times a month.....	5	
Once a month.....	6	
Two or three times a year.....	7	
Once a year.....	8	
Never.....	9	

A. In the box at the bottom of the page is your current mailing address, according to our records.

IF IT IS CORRECT, CIRCLE THE LETTER X TO THE RIGHT..... X

IF NOT, PLEASE CIRCLE THE LETTER y TO THE RIGHT AND MAKE ANY
NECESSARY CORRECTION..... y

We will use this address to mail you a copy of a report on our research as soon as we receive your questionnaire.

B. Is this (corrected) current address your most likely address one year from now?

Yes..... 1

*No..... 2

*IF NO: Your most likely address one year from now

Name of residence hall, department, company, etc., if any		
Street Address		
City or Town	Zone	State or Country

EVERYBODY ANSWER:

C. Name and address of someone who will know where you are or could forward a letter to you if you were not at the address you listed above:

First Name	Middle Name	Last Name
Street Address		
City or Town	Zone	State or Country

IMPORTANT

You have now completed the questionnaire. Please drop it in the enclosed postage paid envelope and return it to us.

Thank you very much and Good Luck.

--