This report presents the results of a survey conducted by the Office of Education of a nationwide sample of 15,710 students enrolled in programs leading to a degree beyond the bachelor's in the arts and sciences in 68 institutions. Section I presents data on the background and personal characteristics of graduate students, the type and size of the institutions they attended, and the academic fields in which they were enrolled. Section II deals with the finances of graduate education, including the academic and living expenses of graduate students, their income levels, and the sources of their incomes. Section III examines the stipend support of graduate students by institutions of higher education, the Federal government, and private foundations. Data are shown on numbers of students holding various types of stipends, the dollar value of the awards, and the characteristics of students holding stipends. The last section examines the length of time required to complete the requirements for an advanced degree. Information is provided on the number of years students have been engaged in graduate study and their opinions as to why they were delayed in completing their programs. (AF)
THE ACADEMIC &
FINANCIAL STATUS OF
GRADUATE STUDENTS
Spring 1965
THE ACADEMIC & FINANCIAL STATUS OF GRADUATE STUDENTS
Spring 1965

J. SCOTT HUNTER
Survey Statistician

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
John W. Gardner, Secretary

OFFICE OF EDUCATION
Harold Howe II, Commissioner
FOREWORD

The pressing needs of the Nation for highly trained manpower and the competition between government, industry and institutions of higher education for the output of the graduate schools have increased interest in the process by which scholars and researchers are produced.

This study was undertaken in the spring of 1965 to determine the social and economic status of graduate students, the ways in which graduate study is financed, the adequacy of financial aid, and the rate of progress toward degree goals.

The assistance of college and university officials who provided the lists of their graduate students from which our sample was drawn and the cooperation of the more than 15,000 students who completed the questionnaires are greatly appreciated. Recognition is due Paul L. Mason of the Higher Education Studies Branch for his contribution to the conduct of the study.

Theodore H. Drews, Chief
Higher Education Studies Branch
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SYMBOLS

"0": less than 1/2 of one percent
"--": no respondents in this category

APPENDICES

A. Sample of Institutions

B. Academic Fields and Sample Size

C. Sample Variability

D. The Questionnaire
INTRODUCTION

This report presents the results of a survey conducted by the Office of Education with a nation wide-sample of students enrolled for advanced degrees in the spring of 1965. Its purpose is to provide basic information relevant to the continuing discussion of the policies and practices of institutions offering programs of graduate education. This topic has long been an issue of considerable concern, and the increasing demand for highly skilled manpower has heightened interest in the process by which this demand is being met. The data will also be useful in appraising the effect of legislative actions of the Federal government in support of graduate education.

Universe and Sample:

The universe from which a sample was selected consisted of all students enrolled in programs leading to a degree beyond the bachelor's in the arts and sciences. Not included were students seeking professional degrees in fields such as law, medicine, or dentistry. Respondents were drawn from this universe by a multistate sampling procedure. In the first stage, all institutions which award advanced degrees were stratified by size of graduate enrollment. The eight largest of these institutions were included in the sample with certainty. Of the remaining institutions, 60 were chosen with probability proportionate to size of graduate enrollment. The institutions selected are listed in Appendix A.

Students in these 68 institutions were listed by academic field and samples were selected randomly from each field. The desired sample size for most fields was set at about 860 cases in order to permit reliable comparisons between fields despite some loss that was to be expected due to non-response. Somewhat lower sampling rates were used in several small fields. The 23 academic fields are listed in Appendix B together with the number of respondents in each field.

Questionnaires were mailed to this sample of graduate students during April 1965 and two followup mailings were made to non respondents at three week intervals. Of the 20,140 questionnaires mailed out, a total of 15,770 usable questionnaires, or 78 percent of the sample, were returned. This sample represents about 3 percent of the students enrolled for advanced degrees in the spring of 1965.
Sampling variability:

The data obtained from sample surveys are subject to errors that result from sampling variability and may differ somewhat from the results of a complete census taken with the same instruments and the same procedures. Statistical techniques are available, however, for estimating the magnitude of such error. A description of these techniques together with some estimates of the sampling errors to be expected in the data from this survey are given in Appendix C.

Inflation from Sample to Universe:

Since different sampling fractions were used in each of the 23 academic fields and since the response rate varied slightly between fields, it was necessary to inflate each academic field separately. The sample data were, therefore, multiplied by the inverse of the probability of a student's falling into the sample from a particular field after taking into account the loss due to nonresponse. The sum of these results is equal to the 477,535 students which our survey of "Enrollment for Advanced Degrees" showed to have been registered in graduate schools at the beginning to the 1964-65 academic year.

Imputation of Missing Data:

The failure of students to respond to individual items in the questionnaire was not a serious problem on the survey and on only a few items did the nonresponse rate exceed 5 percent. Items exceeding this rate have not been used in the report. For the items that have been used, missing data from a respondent were imputed from the response of a student immediately preceding the nonrespondent on the tape and matching the nonrespondent on the following six characteristics: (1) sex, (2) marital status, (3) degree goal, (4) academic field, (5) enrollment status, and (6) type of institution attended.

Limitations of the Data:

The reader should bear in mind that the numbers and percents reported are estimates rather than actual counts and are subject to the errors and biases inherent in the sample survey technique. The failure of some students to
return questionnaires and the failure of some respondents to answer all questions have already been mentioned. The extent and direction of the bias resulting from these losses are unknown.

Another limitation of the data is the result of an inconsistency between an institution's classification of a student by academic field and the reports from some students of their fields of specialization. Such differences may be of little consequence when a student was reported by the institution to be enrolled in the department of education when the student's self-classification was mathematics. Inconsistencies were found in all fields, however, and resulted in the attenuation of some expected relationships.

Generalizations about students in two academic fields, religion and library science, should be made with caution. Only fifteen schools are represented in the samples from these fields, and religion, furthermore, is represented by only 300 students.

Organization of the Report:

The tables which constitute this report are organized about four topics related to graduate education. The first group of tables presents data on the background and personal characteristics of graduate students, the type and size of the institutions they attend, and the academic fields in which they are enrolled.

The second topic is the finances of graduate education showing the academic and living expenses of graduate students, their income levels, and the sources of their incomes.

A closely related topic concerns the stipend support of graduate students provided by institutions of higher education, the Federal government, and private foundations. Data are shown on numbers of students holding various types of stipends, the dollar value of the awards, and the characteristics of students holding stipends.
A final topic, one which has been of considerable concern since the beginning of graduate education in America, is the length of time required to complete the requirements for an advanced degree. Data are provided which show the number of years students have been engaged in graduate study and their opinions of the reasons for the delay in completing the program.

Each of these sections is preceded by a brief statement of the highlights of the section.
SECTION I

Student Characteristics

Graduate students come from all socio economic levels. More than one-half reported that, at the time they were graduated from high school, their fathers' incomes were less than $7,500 a year. On the other hand, one-fifth reported their fathers' earnings as more than $10,000.

About one-third of the graduate students classified their fathers' occupations as "laborer," "service worker," "semi-skilled operative," or "craftsman." But about one-fourth reported that their fathers' occupations were "professional"—a somewhat higher proportion than the Bureau of the Census places in this category.

The socio economic backgrounds of women graduate students were quite similar to those of men.

Although Negroes constitute about 12 percent of the population of the United States, their representation in graduate schools is only 3 percent.

Nearly 10 percent of the students had come from outside the United States for their graduate work.

Only 44 percent of the students were enrolled for a full course load; the majority were part-time students.

Men outnumber women in the sciences and in professional fields; women predominate in education and the humanities.

A surprising 42 percent of graduate students reported an undergraduate grade point average B- or below; only 17 percent reported an average of A—or A. The undergraduate academic achievement of women was somewhat superior to that of men.

Students of philosophy and students of religion reported the highest undergraduate averages; the lowest were reported by students of business administration and some fields of education.
Nearly all graduate students in education (95 percent) have had full-time employment experience prior to entering graduate school; about three-fourths of the students in the humanities, social and behavioral sciences, and the natural sciences reported employment before beginning work for an advanced degree.
Table 1.--Social origins of graduate students--income, occupation, and education of the fathers and the education of the mothers, by sex: Spring 1965

<table>
<thead>
<tr>
<th>Background characteristic</th>
<th>All Students</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students</td>
<td>477,535</td>
<td>335,226</td>
<td>142,307</td>
</tr>
<tr>
<td><strong>FATHER'S INCOME (per annum)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than $5,000</td>
<td>29</td>
<td>30</td>
<td>28</td>
</tr>
<tr>
<td>$5,000 to $7,499</td>
<td>27</td>
<td>28</td>
<td>24</td>
</tr>
<tr>
<td>$7,500 to $9,999</td>
<td>16</td>
<td>16</td>
<td>14</td>
</tr>
<tr>
<td>$10,000 to $14,999</td>
<td>12</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>$15,000 to $19,999</td>
<td>4</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>$20,000 and over</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Do not know</td>
<td>8</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td><strong>FATHER'S OCCUPATION</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laborer</td>
<td>5</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Service worker</td>
<td>4</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Semiskilled operative</td>
<td>7</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>Skilled craftsman</td>
<td>18</td>
<td>19</td>
<td>16</td>
</tr>
<tr>
<td>Farm operator</td>
<td>18</td>
<td>17</td>
<td>19</td>
</tr>
<tr>
<td>Proprietor or manager</td>
<td>15</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>Professional (except educator)</td>
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<td>19</td>
<td>21</td>
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<tr>
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<td>5</td>
<td>5</td>
</tr>
<tr>
<td><strong>FATHER'S EDUCATION</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did not complete grade school</td>
<td>13</td>
<td>13</td>
<td>11</td>
</tr>
<tr>
<td>Completed grade school but not high school</td>
<td>28</td>
<td>28</td>
<td>26</td>
</tr>
<tr>
<td>Completed high school but no college</td>
<td>23</td>
<td>24</td>
<td>23</td>
</tr>
<tr>
<td>One but less than 4 years of college</td>
<td>12</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>Completed college</td>
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<td>12</td>
<td>13</td>
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<tr>
<td>Obtained master's degree</td>
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<td>4</td>
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<tr>
<td>Obtained Ph. D. or other</td>
<td>8</td>
<td>7</td>
<td>10</td>
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<tr>
<td><strong>MOTHER'S EDUCATION</strong></td>
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<tr>
<td>Did not complete grade school</td>
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<td>9</td>
<td>8</td>
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<tr>
<td>Completed grade school but not high school</td>
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<td>25</td>
</tr>
<tr>
<td>Completed high school but no college</td>
<td>34</td>
<td>35</td>
<td>32</td>
</tr>
<tr>
<td>One but less than 4 years of college</td>
<td>16</td>
<td>15</td>
<td>18</td>
</tr>
<tr>
<td>Completed college</td>
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<td>12</td>
</tr>
<tr>
<td>Obtained master's degree</td>
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<tr>
<td>Obtained Ph. D. or other</td>
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See footnotes at end of the tables.
Table 2.--Cross-classification of profile variables showing basic characteristics of graduate students: Spring 1965

<table>
<thead>
<tr>
<th>Profile variables</th>
<th>All Students</th>
<th>Sex</th>
<th>Age</th>
<th>Race</th>
<th>Citizenship</th>
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<tbody>
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<td></td>
<td></td>
<td>Men</td>
<td>23 and under</td>
<td>24-28</td>
<td>29 and over</td>
</tr>
<tr>
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<td>142,308</td>
<td>68,663</td>
<td>217,183</td>
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<th>100</th>
<th>100</th>
<th>100</th>
<th>100</th>
<th>100</th>
<th>100</th>
<th>100</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Women</td>
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<td>100</td>
<td>100</td>
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<tbody>
<tr>
<td></td>
<td>40</td>
<td>43</td>
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<td>42</td>
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<th>95</th>
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<td></td>
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<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
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<td></td>
<td>Other (Chiefly Oriental)</td>
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<th>92</th>
<th>96</th>
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<th>92</th>
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<th>100</th>
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<table>
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<th>MARITAL STATUS</th>
<th>Single, no dependents</th>
<th>35</th>
<th>32</th>
<th>42</th>
<th>68</th>
<th>43</th>
<th>18</th>
<th>34</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Single, with dependents</td>
<td>6</td>
<td>2</td>
<td>7</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Married, no dependents</td>
<td>20</td>
<td>18</td>
<td>26</td>
<td>22</td>
<td>26</td>
<td>14</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>Married, with dependents</td>
<td>41</td>
<td>47</td>
<td>25</td>
<td>7</td>
<td>28</td>
<td>62</td>
<td>42</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>ENROLLMENT STATUS</th>
<th>Full-time</th>
<th>44</th>
<th>49</th>
<th>33</th>
<th>68</th>
<th>49</th>
<th>32</th>
<th>41</th>
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<tbody>
<tr>
<td></td>
<td>Part-time</td>
<td>56</td>
<td>51</td>
<td>67</td>
<td>32</td>
<td>51</td>
<td>68</td>
<td>41</td>
</tr>
</tbody>
</table>

| CONTROL OF INSTITUTION | Public | 62  | 61 | 65 | 59 | 64 | 61 | 62 |
|                       | Private | 38  | 39 | 35 | 41 | 38 | 38 | 38 |

| TYPE OF INSTITUTION | Universities | 74  | 78 | 64 | 76 | 71 | 72 | 73 |
|                     | All other | 26  | 22 | 36 | 22 | 26 | 29 | 28 |

<table>
<thead>
<tr>
<th>SIZE OF GRADUATE ENROLLMENT</th>
<th>Large</th>
<th>47</th>
<th>49</th>
<th>52</th>
<th>50</th>
<th>43</th>
<th>47</th>
<th>35</th>
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<tbody>
<tr>
<td></td>
<td>Small</td>
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<td>51</td>
<td>56</td>
<td>48</td>
<td>50</td>
<td>57</td>
<td>53</td>
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</tbody>
</table>

See footnotes at the end of the tables.
Table 2.--Cross-classification of profile variables showing basic characteristics of graduate students: Spring 1965--Continued

<table>
<thead>
<tr>
<th>Profile variables</th>
<th>All students</th>
<th>Marital status</th>
<th>Enrollment status</th>
<th>Control of institution</th>
<th>Type of institution</th>
</tr>
</thead>
<tbody>
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<td>Number of students</td>
<td>477,535</td>
<td>168,225</td>
<td>196,977</td>
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<td>267,104</td>
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<td>SEX</td>
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<tr>
<td>Men</td>
<td>70</td>
<td>66</td>
<td>62</td>
<td>61</td>
<td>264</td>
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<tr>
<td>Women</td>
<td>30</td>
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<td>AGE</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24 and under</td>
<td>14</td>
<td>28</td>
<td>28</td>
<td>22</td>
<td>15</td>
</tr>
<tr>
<td>29 and over</td>
<td>45</td>
<td>23</td>
<td>32</td>
<td>33</td>
<td>44</td>
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<tr>
<td>RACE</td>
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<td></td>
<td></td>
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<td></td>
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Percent
Table 3.--Profile variables, by academic field in which the graduate students were specializing: Spring 1965

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<td>33</td>
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<td>97</td>
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See footnotes at end of the tables.
Table 3.--Profile variables, by academic field in which the graduate students were specializing: Spring 1965--Continued

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<th>Profile variables</th>
<th>Social and Behavioral Sciences (Cont'd.)</th>
<th>Academic Field (Cont'd.)</th>
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<th>Miscellaneous</th>
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<td>Health Professions</td>
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Table 4.--Academic field in which the graduate students were specializing by profile variables: Spring 1965

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<tr>
<th>Academic Field</th>
<th>All students</th>
<th>Sex</th>
<th>Age</th>
<th>Race</th>
<th>Citizenship</th>
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<td></td>
<td>Men</td>
<td>Women</td>
<td>23 and under</td>
<td>24-28</td>
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<td></td>
<td>477.535</td>
<td>315.237</td>
<td>162.668</td>
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<td>100</td>
<td>100</td>
<td>100</td>
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</table>

**EDUCATION**
- Elementary Education...
- Secondary Education...
- Educational Administration...
- Counseling and Guidance...
- All other Education...

**HUMANITIES**
- English and Journalism...
- Fine and Applied Arts...
- Other Languages...
- Philosophy...

**SOCIAL AND BEHAVIORAL SCIENCES**
- Psychology...
- History...
- Social Work Administration...
- Other Social Sciences...

**PROFESSIONAL FIELDS**
- Business and Commerce...
- Health Professions...
- Library Science...
- Religion...

**SCIENCE**
- Biological Science...
- Physical Science...
- Mathematics and Statistics...
- Agriculture and Forestry...
- Engineering...

**MISCELLANEOUS**

See footnotes at end of the tables.
Table 4.—Academic field in which the graduate students were specializing, by profile variables: Spring 1965—Continued

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<tr>
<th>Academic Field</th>
<th>All students</th>
<th>Profile variables</th>
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<th>Enrollment status</th>
<th>Control of institution</th>
<th>Type of institution</th>
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<td>Single, with dependents</td>
<td>Married, no dependents</td>
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<td>10,132</td>
<td>96,193</td>
<td>126,977</td>
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<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
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</tbody>
</table>

**EDUCATION**
- Elementary Education
  - 6 | 5 | 9 | 7 | 5 | 1 | 10 | 7 | 4 | 3 | 16 |
- Secondary Education
  - 3 | 3 | 3 | 3 | 3 | 1 | 4 | 2 | 2 | 4 | 2 | 6 |
- Educational Administration
  - 4 | 2 | 4 | 3 | 6 | 1 | 6 | 4 | 3 | 4 | 5 |
- Counseling and Guidance
  - 4 | 3 | 5 | 3 | 4 | 2 | 5 | 5 | 2 | 3 | 6 |
- All other Education
  - 11 | 9 | 16 | 11 | 13 | 7 | 15 | 11 | 12 | 9 | 19 |

**HUMANITIES**
- English and Journalism
  - 3 | 4 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 2 |
- Fine and Applied Arts
  - 3 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 1 |
- Foreign Languages
  - 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 0 |

**SOCIAL AND BEHAVIORAL SCIENCES**
- Psychology
  - 3 | 4 | 2 | 3 | 2 | 4 | 2 | 3 | 3 | 3 | 3 | 3 |
- History
  - 3 | 4 | 2 | 3 | 2 | 4 | 2 | 3 | 3 | 3 | 3 | 3 |
- Social Work Administration
  - 2 | 2 | 3 | 2 | 1 | 3 | 1 | 3 | 3 | 3 | 2 | 0 |
- Other Social Sciences
  - 8 | 9 | 6 | 8 | 6 | 9 | 6 | 8 | 7 | 7 | 8 |

**PROFESSIONAL FIELDS**
- Business and Commerce
  - 9 | 7 | 6 | 8 | 12 | 7 | 11 | 6 | 15 | 9 | 10 |
- Health Professions
  - 2 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 2 | 2 | 2 | 0 |
- Library Science
  - 2 | 2 | 2 | 2 | 2 | 1 | 2 | 1 | 0 | 3 | 2 | 0 |
- Religion
  - 1 | 2 | 1 | 2 | 1 | 2 | 1 | 0 | 3 | 2 | 0 |

**SCIENCE**
- Biological Science
  - 5 | 6 | 4 | 5 | 4 | 8 | 3 | 6 | 4 | 3 | 6 | 3 |
- Physical Science
  - 7 | 8 | 6 | 8 | 6 | 10 | 5 | 7 | 7 | 9 | 3 |
- Mathematics and Statistics
  - 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
- Agriculture and Forestry
  - 1 | 1 | 0 | 1 | 1 | 2 | 0 | 2 | 0 | 2 | 0 | 2 |
- Engineering
  - 11 | 10 | 10 | 10 | 9 | 8 | 7 | 11 | 11 | 15 | 3 |

**MISCELLANEOUS**
- 3 | 3 | 4 | 3 | 4 | 2 | 4 | 4 | 2 | 3 | 5 |
Table 5.--Profile variables, by undergraduate academic achievement (grade point average) of graduate students: Spring 1965

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<td>Part-time</td>
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See footnotes at end of the tables.
Table 6.--Academic field in which the graduate students were specializing, by undergraduate academic achievement (grade point average): Spring 1965

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<th>Percent</th>
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<th>Percent</th>
<th>B+, C</th>
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<td>17</td>
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See footnotes at end of the tables.
Table 7.-- Employment of graduate students prior to their entry into graduate school, by sex and broad academic field: Spring 1965

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<th>Prior employment</th>
<th>All students</th>
<th>Sex</th>
<th>Broad academic fields</th>
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<td></td>
<td>All</td>
<td>Men</td>
<td>Women</td>
</tr>
<tr>
<td>Number of students</td>
<td>477,535</td>
<td>335,227</td>
<td>142,308</td>
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<tr>
<td>Percent</td>
<td>%</td>
<td>%</td>
<td>%</td>
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<tr>
<td>Elementary school teacher</td>
<td>17</td>
<td>9</td>
<td>35</td>
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<tr>
<td>Secondary school teacher</td>
<td>23</td>
<td>20</td>
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<td>Faculty of junior college</td>
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<tr>
<td>Faculty of 4-year institution</td>
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<td>8</td>
<td>6</td>
</tr>
<tr>
<td>Hospital, church, etc.</td>
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<td>7</td>
<td>16</td>
</tr>
<tr>
<td>Self-employed</td>
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<tr>
<td>Industry or business</td>
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<td>Professional partnership</td>
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<td>Research organization</td>
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<tr>
<td>Federal government</td>
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<td>20</td>
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<tr>
<td>State or local government</td>
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<td>Other</td>
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<td>12</td>
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See footnotes at end of the tables.
SECTION II

Finances of Graduate Education

The academic expenses incurred by full-time graduate students ranged from less than two hundred dollars per year to more than $1,700. Median* costs were about $785 a year. In public universities median costs were just over $600 while in private universities the median was about $1,500 and nearly half the students (40 percent) paid $1,700 or more.

Living expenses for full-time students attending graduate school ranged from less than $1,000 to $9,000 and more with a median of just over $2,000. Understandably, the cost of living for single men and women was less than it was for students with families and over half of the single students reported expenses of less than $2,000 while nearly half of the married men with dependents reported living costs above $5,000. The extremely low costs reported by married women are of doubtful validity since many of them seem to have been uncertain about what part of the cost of family maintenance should be attributed to their attending school.

About one-half of all full-time graduate students reported annual family incomes adequate to meet the expenses just described; for full-time students as a group the median income was about $4,000 and one-fourth reported incomes of $6,000 and over. But the feasibility of full-time graduate study is limited by the financial responsibilities of a family. Thus one-half of the single men and women were attending school on incomes of less than $3,000 a year and over three-fourths had incomes under $4,000. Among married men with dependents more than one-half had incomes of $6,000 and over, and among married women with dependents the median income was nearly $7,000 and one-fourth reported incomes of $10,000 and over.

Among men enrolled full-time, the principal sources of funds for financing graduate education were fellowships, the students' own employment, and the wives' employment. Somewhat less important sources were teaching and research assistantships followed by gifts or loans from relatives; loans from other sources (including NDEA) provided only 3 percent of the cost of graduate education.

*The value that divides the distribution into two equal parts; one-half of the students paid more than the median amount and one-half paid less.
The order of importance of these various income sources varied with the students' income level. The proportion of income from fellowships increased from the lowest income group up to the $4,000-4,999 level and then decreased as income from the students' own employment grew in importance.

Among men enrolled part-time, their own employment was consistently the most important income source.

Among women, the proportion of income from the various sources was similar to the pattern observed for men except that at the higher income levels the contribution from the husbands' incomes became increasingly more important.
Table 8.--Academic expenses of graduate students, by enrollment status, type and control of institution, and broad academic areas: Spring 1965

<table>
<thead>
<tr>
<th>Enrollment status, type and control of institution, and broad academic areas</th>
<th>$1,700 and over</th>
<th>$1,600 to 1,699</th>
<th>$1,500 to 1,599</th>
<th>$1,400 to 1,499</th>
<th>$1,300 to 1,399</th>
<th>$1,200 to 1,299</th>
<th>$1,100 to 1,199</th>
<th>$1,000 to 1,099</th>
<th>$800 to 899</th>
<th>$600 to 699</th>
<th>$400 to 499</th>
<th>Under $400</th>
<th>Under $200</th>
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See footnotes at end of the tables.
Table 9.--Living expenses of graduate students, by enrollment status, sex and marital status, and living arrangements: Spring 1965

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<th>Enrollment status, sex, and marital status, and living arrangements</th>
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<th>( \frac{1}{2} )</th>
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<th>$2,000 to $3,999</th>
<th>$3,000 to $4,999</th>
<th>$4,000 to $5,999</th>
<th>$5,000 to $6,999</th>
<th>$6,000 to $7,999</th>
<th>$7,000 to $8,999</th>
<th>$8,000 to $9,999 and over</th>
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<tbody>
<tr>
<td>Number</td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
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<td>Room or apartment</td>
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Total amount in 1,000's of dollars

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About 43 percent of the students in graduate school in the spring of 1965 held stipends in the form of scholarships, fellowships, teaching assistantships or research assistantships.

A comparison of the personal characteristics of stipend holders and other students shows several differences: Men were more likely than women to hold stipends; a larger proportion of the younger than of the older (those 29 years of age and older) held stipends; foreign students were more likely to hold stipends than were American citizens; and students without dependents (whether married or single) held proportionately more stipends than those with dependents.

Stipend holding was more common in universities with large graduate enrollments than in other institutions.

The largest proportions of students with stipends were in the science fields and the smallest proportions were in education.

The dollar value of the stipends ranged from less than $500 to $4,500 and over. About one-half were between $1,500 and $3,500 in value.

The largest proportions of stipend holders came from homes in which the fathers’ incomes were between $10,000 and $20,000, whose occupations were in professional fields, and who had themselves earned an advanced degree.
Table 12.--Stipend status of graduate students, by profile variables: Spring 1965

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Table 18.--Types of stipends awarded graduate students, by profile variables: Spring 1965

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Table 19.-Types of stipends awarded graduate students, by academic field of specialization: Spring 1965

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See footnotes at end of tables.
### Table 20.--Duties required of students awarded stipends, by profile variables: Spring 1965

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Table 21.—Duties required of graduate students awarded stipends, by academic field of specialization: Spring 1965

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<td>One but less than 4 yrs col.</td>
<td>39122</td>
<td>100</td>
<td>51</td>
<td>49</td>
<td>19771</td>
<td>100</td>
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<tr>
<td>Completed college</td>
<td>40920</td>
<td>100</td>
<td>50</td>
<td>50</td>
<td>18772</td>
<td>100</td>
</tr>
<tr>
<td>Obtained master's degree</td>
<td>12905</td>
<td>100</td>
<td>46</td>
<td>54</td>
<td>2734</td>
<td>100</td>
</tr>
<tr>
<td>Obtained Ph. D or other</td>
<td>22635</td>
<td>100</td>
<td>43</td>
<td>57</td>
<td>14452</td>
<td>100</td>
</tr>
<tr>
<td>MOTHER'S EDUCATION</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did not complete GS</td>
<td>31005</td>
<td>100</td>
<td>57</td>
<td>43</td>
<td>11741</td>
<td>100</td>
</tr>
<tr>
<td>Completed GS but not HS</td>
<td>91248</td>
<td>100</td>
<td>60</td>
<td>40</td>
<td>3530</td>
<td>100</td>
</tr>
<tr>
<td>Completed HS but no col</td>
<td>61779</td>
<td>100</td>
<td>52</td>
<td>48</td>
<td>6562</td>
<td>100</td>
</tr>
<tr>
<td>One but less than 4 yrs col.</td>
<td>51338</td>
<td>100</td>
<td>52</td>
<td>48</td>
<td>25919</td>
<td>100</td>
</tr>
<tr>
<td>Completed college</td>
<td>33014</td>
<td>100</td>
<td>52</td>
<td>48</td>
<td>16766</td>
<td>100</td>
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<td>Obtained master's degree</td>
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<td>100</td>
<td>52</td>
<td>48</td>
<td>4257</td>
<td>100</td>
</tr>
<tr>
<td>Obtained Ph. D or other</td>
<td>2430</td>
<td>100</td>
<td>57</td>
<td>43</td>
<td>1846</td>
<td>100</td>
</tr>
</tbody>
</table>

See footnotes at end of the tables.
SECTION IV

Delays in Earning the Doctorate

The lapse of time between receipt of the baccalaureate and completion of the requirements for the doctorate starts even before the beginning of graduate study. Only one-half of the students went immediately from their undergraduate schools into a graduate program, and about one-fifth waited longer than five years before beginning work for an advanced degree.

The largest proportion of students beginning their graduate work less than one year after receipt of the baccalaureate was among students in the sciences and the smallest among students in education.

Students with the highest undergraduate grade point averages were also more likely than the less able students to begin their graduate work immediately.

The time interval between the baccalaureate and the doctorate is also lengthened by the intermittent and part-time character of graduate study. Among full-time students in the spring of 1965, 49 percent had begun graduate work before the 1961-62 academic year; among part-time students 69 percent had begun before that date.

Of the students who had begun their graduate work prior to 1961-62 and were still in residence in the spring of 1965, the largest proportions were in fields of education and the smallest in the sciences.

A free response item requested students to indicate the most serious obstacles that delayed their completing the requirements for an advanced degree. Both full-time and part-time students cited financial difficulties as hindrances to continuous, full-time study.
Table 23.--Number of years elapsing between receipt of baccalaureate degree and the beginning of graduate study, by sex, broad academic fields, and undergraduate academic achievement (grade point average): Spring 1965

<table>
<thead>
<tr>
<th>Sex, broad academic fields, and undergraduate grade point average</th>
<th>All Students</th>
<th>Less than one year</th>
<th>One year</th>
<th>Two years</th>
<th>Three years</th>
<th>Four years</th>
<th>Five to nine years</th>
<th>Ten and more years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
</tr>
<tr>
<td>TOTAL</td>
<td>477,535</td>
<td>100</td>
<td>51</td>
<td>13</td>
<td>8</td>
<td>6</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>SEX</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Men</td>
<td>335,227</td>
<td>100</td>
<td>54</td>
<td>12</td>
<td>9</td>
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<td>9</td>
</tr>
<tr>
<td>Women</td>
<td>142,308</td>
<td>100</td>
<td>45</td>
<td>15</td>
<td>7</td>
<td>4</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>BROAD FIELDS</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>133,478</td>
<td>100</td>
<td>38</td>
<td>16</td>
<td>10</td>
<td>6</td>
<td>4</td>
<td>11</td>
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<tr>
<td>Humanities</td>
<td>33,225</td>
<td>100</td>
<td>50</td>
<td>14</td>
<td>6</td>
<td>4</td>
<td>3</td>
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</tr>
<tr>
<td>Social &amp; Behavioral Sciences</td>
<td>73,850</td>
<td>100</td>
<td>60</td>
<td>12</td>
<td>7</td>
<td>5</td>
<td>3</td>
<td>7</td>
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<tr>
<td>Professional Fields</td>
<td>69,906</td>
<td>100</td>
<td>44</td>
<td>11</td>
<td>8</td>
<td>8</td>
<td>7</td>
<td>13</td>
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<tr>
<td>Science</td>
<td>139,887</td>
<td>100</td>
<td>52</td>
<td>11</td>
<td>8</td>
<td>5</td>
<td>4</td>
<td>7</td>
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<tr>
<td>Miscellaneous</td>
<td>15,990</td>
<td>100</td>
<td>42</td>
<td>16</td>
<td>8</td>
<td>8</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>UNDERGRADUATE GRADE POINT AVERAGE</td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>A, A-</td>
<td>86,856</td>
<td>100</td>
<td>60</td>
<td>12</td>
<td>7</td>
<td>4</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>B+, B</td>
<td>196,760</td>
<td>100</td>
<td>33</td>
<td>12</td>
<td>7</td>
<td>5</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>B-, C</td>
<td>199,959</td>
<td>100</td>
<td>42</td>
<td>14</td>
<td>10</td>
<td>7</td>
<td>5</td>
<td>9</td>
</tr>
</tbody>
</table>

See footnotes at end of the tables.
Table 24.—Academic year students expecting to earn a doctorate began graduate work, by enrollment status, sex, and undergraduate academic achievement (grade point average): Spring 1965

<table>
<thead>
<tr>
<th>Enrollment status, sex, and grade point average</th>
<th>Students expecting to earn a doctorate 1/</th>
<th>Academic year graduate study began</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FULL-TIME STUDENTS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>72,337</td>
<td>100</td>
</tr>
<tr>
<td>SEX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Men</td>
<td>62,538</td>
<td>100</td>
</tr>
<tr>
<td>Women</td>
<td>9,799</td>
<td>100</td>
</tr>
<tr>
<td>UNDERGRAD GRADE POINT AVERAGE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A, A-</td>
<td>23,898</td>
<td>100</td>
</tr>
<tr>
<td>B+, B</td>
<td>30,031</td>
<td>100</td>
</tr>
<tr>
<td>B-, C</td>
<td>18,407</td>
<td>100</td>
</tr>
<tr>
<td>PART-TIME STUDENTS</td>
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<tr>
<td>TOTAL</td>
<td>32,694</td>
<td>100</td>
</tr>
<tr>
<td>SEX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Men</td>
<td>26,579</td>
<td>100</td>
</tr>
<tr>
<td>Women</td>
<td>6,114</td>
<td>100</td>
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<td>UNDERGRAD GRADE POINT AVERAGE</td>
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</tr>
<tr>
<td>A, A-</td>
<td>8,324</td>
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</tr>
<tr>
<td>B+, B</td>
<td>13,927</td>
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<tr>
<td>B-, C</td>
<td>10,451</td>
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</table>

See footnotes at end of the tables.
Table 25.--Academic year students expecting to earn a doctorate began graduate work, by enrollment status and academic field of specialization: Spring 1965

<table>
<thead>
<tr>
<th>Academic field</th>
<th>Full-time students expecting doctorate</th>
<th>Academic year graduate study began</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUCATION</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary Education</td>
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<tr>
<td>Secondary Education</td>
<td>426</td>
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<tr>
<td>Educational Administration</td>
<td>1769</td>
<td>100</td>
</tr>
<tr>
<td>Counseling &amp; Guidance</td>
<td>781</td>
<td>100</td>
</tr>
<tr>
<td>All other Education</td>
<td>3448</td>
<td>100</td>
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<td>HUMANITIES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English &amp; Journalism</td>
<td>3307</td>
<td>100</td>
</tr>
<tr>
<td>Fine &amp; Applied Arts</td>
<td>1765</td>
<td>100</td>
</tr>
<tr>
<td>Foreign Languages</td>
<td>2705</td>
<td>100</td>
</tr>
<tr>
<td>Philosophy</td>
<td>1138</td>
<td>100</td>
</tr>
<tr>
<td>SOCIAL &amp; BEHAVIORAL SCIENCES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>3711</td>
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</tr>
<tr>
<td>History</td>
<td>2975</td>
<td>100</td>
</tr>
<tr>
<td>Social Work Administration</td>
<td>7466</td>
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</tr>
<tr>
<td>Other Social Sciences</td>
<td></td>
<td></td>
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<td>PROFESSIONAL FIELDS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business and Commerce</td>
<td>1565</td>
<td>100</td>
</tr>
<tr>
<td>Health Professions</td>
<td>3186</td>
<td>100</td>
</tr>
<tr>
<td>Library Science</td>
<td>1169</td>
<td>100</td>
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<tr>
<td>Religion</td>
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<tr>
<td>SCIENCE</td>
<td></td>
<td></td>
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<tr>
<td>Biological Science</td>
<td>9481</td>
<td>100</td>
</tr>
<tr>
<td>Physical Science</td>
<td>13520</td>
<td>100</td>
</tr>
<tr>
<td>Mathematics &amp; Statistics</td>
<td>2953</td>
<td>100</td>
</tr>
<tr>
<td>Agriculture &amp; Forestry</td>
<td>3215</td>
<td>100</td>
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<tr>
<td>Engineering</td>
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<td>100</td>
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<tr>
<td>MISCELLANEOUS</td>
<td>1168</td>
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</table>

See footnotes at end of the tables.
Table 25.--Academic year students expecting to earn a doctorate began graduate work, by enrollment status and academic field of specialization: Spring 1965--Continued

<table>
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<tr>
<th>Academic field</th>
<th>Part-time students expecting doctorate</th>
<th>Academic year graduate study began</th>
</tr>
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<td><strong>EDUCATION</strong></td>
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<td></td>
</tr>
<tr>
<td>Elementary Education</td>
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<td>100</td>
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<tr>
<td>Secondary Education</td>
<td>796</td>
<td>100</td>
</tr>
<tr>
<td>Educational Administration</td>
<td>3181</td>
<td>100</td>
</tr>
<tr>
<td>Counseling &amp; Guidance</td>
<td>1172</td>
<td>100</td>
</tr>
<tr>
<td>All other Education</td>
<td>3267</td>
<td>100</td>
</tr>
<tr>
<td><strong>HUMANITIES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English &amp; Journalism</td>
<td>1899</td>
<td>100</td>
</tr>
<tr>
<td>Fine &amp; Applied Arts</td>
<td>950</td>
<td>100</td>
</tr>
<tr>
<td>Foreign Languages</td>
<td>1267</td>
<td>100</td>
</tr>
<tr>
<td>Philosophy</td>
<td>395</td>
<td>100</td>
</tr>
<tr>
<td><strong>SOCIAL &amp; BEHAVIORAL SCIENCES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>1069</td>
<td>100</td>
</tr>
<tr>
<td>History</td>
<td>1131</td>
<td>100</td>
</tr>
<tr>
<td>Social Work Administration</td>
<td>2819</td>
<td>100</td>
</tr>
<tr>
<td>Other Social Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PROFESSIONAL FIELDS</strong></td>
<td></td>
<td></td>
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<tr>
<td>Business and Commerce</td>
<td>485</td>
<td>100</td>
</tr>
<tr>
<td>Health Professions</td>
<td>231</td>
<td>100</td>
</tr>
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<td>Library Science</td>
<td>584</td>
<td>100</td>
</tr>
<tr>
<td>Religion</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SCIENCE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biological Science</td>
<td>1613</td>
<td>100</td>
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<tr>
<td>Physical Science</td>
<td>2990</td>
<td>100</td>
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<tr>
<td>Mathematics &amp; Statistics</td>
<td>1522</td>
<td>100</td>
</tr>
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<td>Agriculture &amp; Forestry</td>
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<td>Engineering</td>
<td>5489</td>
<td>100</td>
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<td><strong>MISCELLANEOUS</strong></td>
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<td></td>
</tr>
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<td></td>
<td>1088</td>
<td>100</td>
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</tbody>
</table>
Table 26.--Academic year graduate study began, by enrollment status and degree requirements being met: Spring 1965

<table>
<thead>
<tr>
<th>Enrollment status and degree requirements</th>
<th>Students expecting to earn doctorate</th>
<th>Academic year graduate study began</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of full-time students</td>
<td>72,337</td>
<td>35,365</td>
</tr>
<tr>
<td></td>
<td>6,263</td>
<td>3,699</td>
</tr>
<tr>
<td>Degree requirements being met</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Courses or seminars</td>
<td>58</td>
<td>46</td>
</tr>
<tr>
<td>Comprehensive examination</td>
<td>26</td>
<td>19</td>
</tr>
<tr>
<td>Language examinations</td>
<td>24</td>
<td>17</td>
</tr>
<tr>
<td>Preparation of theses</td>
<td>61</td>
<td>70</td>
</tr>
<tr>
<td>None of these</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Number of part-time students</td>
<td>32,694</td>
<td>22,504</td>
</tr>
<tr>
<td></td>
<td>504</td>
<td></td>
</tr>
<tr>
<td>Degree requirements being met</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Courses or seminars</td>
<td>70</td>
<td>68</td>
</tr>
<tr>
<td>Comprehensive examination</td>
<td>23</td>
<td>22</td>
</tr>
<tr>
<td>Language examinations</td>
<td>19</td>
<td>17</td>
</tr>
<tr>
<td>Preparation of thesis</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>None of these</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>
Table 27.--Obstacles to more rapid completion of the requirements for an advanced degree reported by students expecting to earn a doctorate, by enrollment status and year graduate study began: Spring 1965

<table>
<thead>
<tr>
<th>Enrollment status and obstacles to completion of doctorate</th>
<th>Students expecting doctorate 9/</th>
<th>Academic year graduate study began</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of full-time students</td>
<td>72,337</td>
<td>35,365</td>
</tr>
<tr>
<td></td>
<td>9,676</td>
<td>12,918</td>
</tr>
<tr>
<td></td>
<td>8,035</td>
<td>6,263</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>OBSTACLES</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial problems</td>
<td>31</td>
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<tr>
<td>Personal responsibilities</td>
<td>13</td>
</tr>
<tr>
<td>Language requirements</td>
<td>9</td>
</tr>
<tr>
<td>Instruction of inferior quality</td>
<td>6</td>
</tr>
<tr>
<td>Making up prerequisites</td>
<td>6</td>
</tr>
<tr>
<td>Duties required of assistants</td>
<td>5</td>
</tr>
<tr>
<td>Uninteresting courses</td>
<td>4</td>
</tr>
<tr>
<td>Research &amp; preparation of thesis</td>
<td>4</td>
</tr>
<tr>
<td>Limited stipends</td>
<td>3</td>
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<td>Academic restrictions</td>
<td>2</td>
</tr>
<tr>
<td>Inadequate early counseling</td>
<td>2</td>
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<tr>
<td>Preliminary examinations</td>
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</tr>
<tr>
<td>Comprehensive examinations</td>
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</tr>
</tbody>
</table>

See footnotes at end of the tables.
Table 27.--Obstacles to more rapid completion of the requirements for an advanced degree reported by students expecting to earn a doctorate, by enrollment status and year graduate study began:
Spring 1965--Continued

<table>
<thead>
<tr>
<th>Enrollment status and obstacles to completion of doctorate</th>
<th>Students expecting doctorate</th>
<th>Academic year graduate study began</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>32,694</td>
<td>22,504</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OBSTACLES</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial problems</td>
<td>52</td>
</tr>
<tr>
<td>Personal responsibilities</td>
<td>16</td>
</tr>
<tr>
<td>Instruction of inferior quality</td>
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See footnotes at the end of table.
FOOTNOTES

1/ Detail may not add to total because of rounding

2/ Size of graduate enrollment
   Large: 2,000 and more
   Small: Less than 2,000

3/ Adds to more than 100 percent because some students reported more than one earlier job experience

4/ Includes income of spouse

5/ Excludes members of religious orders, the Armed Forces, foreign students and part time students

6/ Excludes members of religious orders, the Armed Forces, and foreign students

7/ Does not include stipends awarded by foreign governments

8/ Adds to more than 100 percent because some students were working on more than one degree requirement

9/ Detail does not add to 100 percent because students at different stages of graduate study were not equally likely to cite obstacles

10/ Adds to more than 100 percent because some students cited more than one obstacle

11/ Adds to more than 100 percent because some students performed more than one duty

12/ Percentages not shown because of small number of cases

13/ Does not include foreign students

14/ Abbreviations used in tables 14 and 15:

   AEC  Atomic Energy Commission
   DOD  Department of Defense
   NDEA National Defense Education Act
   OE  Office of Education
   NSF  National Science Foundation
   PHS  Public Health Service
   NASA National Aeronautics and Space Administration
   NIH  National Institutes of Health
APPENDIX A

Sample of Institutions Awarding Advanced Degrees

New York University
University of Southern California
University of Minnesota
Columbia University
University of California
   (Berkeley)
University of California
   (Los Angeles)
University of Michigan
University of Wisconsin
Indiana University
City University of New York
Missouri University
Western Reserve University
San Francisco State College
Hofstra University
Northern Illinois University
University of Nebraska
Queens College
Fairleigh Dickinson University
Marquette University
Howard University
University of South Carolina
University of California
   (San Francisco)
Austin Peay State College
   (Tennessee)
Maryland University
Stanford University
Los Angeles State College
   and Applied Arts
Eastern Michigan University
Hunter College
Northeastern University
University of Florida
San Diego State College
Boston College
Adelphi University
Kansas State University

Virginia Polytechnic Institute
New Mexico State University
Chapman College
Hartford Seminary Foundation
Ohio State University
Michigan State University
Rutgers State University
Cornell University
Yale University
University of North Carolina
   (Chapel Hill)
San Jose State College
Johns Hopkins University
University of Houston
Western Michigan University
Butler University
Long Island State College
Indiana State College
   (Pennsylvania)
St. Cloud State College
   (Minnesota)
SUNY College at Oneonta
University of Pennsylvania
Wayne State University
University of Washington
University of Texas
Syracuse University
University of Utah
St. Louis University
Massachusetts State College
   at Boston
University of New Mexico
University of Bridgeport
Duquesne University
Miami University
   (Ohio)
Air Force Institute of Technology
West Chester State College
   (Pennsylvania)
Southwestern State College
   (Oklahoma)
## Academic Fields Sampled and Sample Size

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<td>Mathematics and Statistics</td>
<td>790</td>
</tr>
<tr>
<td>Agriculture and Forestry</td>
<td>570</td>
</tr>
<tr>
<td>Engineering</td>
<td>564</td>
</tr>
<tr>
<td><strong>MISCELLANEOUS</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>989</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>15,710</td>
</tr>
</tbody>
</table>
Sampling variability

The standard error is primarily a measure of sampling variability, that is, of the variations that occur by chance because a sample rather than the whole of the population is surveyed. As calculated for this report, the standard error also partially measures the effect of response errors but does not measure any systematic biases in the data. The chances are 68 out of 100 that an estimate from the sample would differ from a complete census figure by less than the standard error. The chances are 95 out of 100 that the difference would be less than twice the standard error.

The figures shown in tables A and B are approximations to the standard errors of the various estimates shown in this report. As a result, the table of standard errors indicates the order of magnitude of the standard errors rather than the precise standard error for any specific item.

Table A provides approximate standard errors for estimated numbers. The standard error of an estimated number shown in the first column is read from the second column. Linear interpolation will provide reasonably accurate results for numbers not shown.

For example, the number of male graduate students with stipends is shown in table 1 as 154,405. The interpolated standard error from table A is about 8,100. Thus the chances are 68 out of 100 that a complete census would have shown a figure differing from the sample estimate by no more than 8,100. Similarly, the chances are 95 out of 100 that a complete census would have shown a figure differing by no more than 16,200 (twice the standard error) from the estimated 154,405.

The reliability of an estimated percentage computed using sample totals for both numerator and denominator depends upon both the size of the percentage and the size of the total on which the percentage is based. Generally, estimated percentages are relatively more reliable than the corresponding absolute estimates of the numerator of the percentage—particularly if the percentage is high. Table D shows the standard errors of estimated percentages for different sizes on the base of the percentages.
For example, table 1 shows that 29 percent of the total number of graduate students (477,535) had fathers whose earnings were less than $5,000 per year. Linear interpolation in Table B shows that the standard error of 29 percent with a base of 477,535 is about 1.23 percent. The chances, then, are 68 out of 100 that a complete census would have disclosed a figure differing by no more than 1.23 percent from the estimated 29 percent, and the chances are 95 out of 100 that a census figure would have differed from the 29 percent by no more than 2.46 percent (twice the standard error).

The table of standard errors is to be applied differently in the following two situations:

1. For a difference between two sample estimates, the standard error is approximately the square root of the sum of the squares of a standard error of each estimate considered separately. This formula will represent the actual standard error quite accurately for the difference between estimates of the same characteristic in two different areas, or for the difference between separate and uncorrelated characteristics in the same area. If, however, there is a high positive correlation between the two characteristics, the formula will overestimate the true standard error.

2. For a difference between two sample estimates - one of which represents a subclass of the other - the tables can be used directly with the difference considered as the sample estimate.

Table A - Approximate standard error of estimated numbers

<table>
<thead>
<tr>
<th>Size of estimate</th>
<th>One standard error</th>
</tr>
</thead>
<tbody>
<tr>
<td>500</td>
<td>200</td>
</tr>
<tr>
<td>1,000</td>
<td>300</td>
</tr>
<tr>
<td>2,500</td>
<td>550</td>
</tr>
<tr>
<td>5,000</td>
<td>900</td>
</tr>
<tr>
<td>10,000</td>
<td>1,400</td>
</tr>
<tr>
<td>25,000</td>
<td>2,550</td>
</tr>
<tr>
<td>50,000</td>
<td>3,950</td>
</tr>
<tr>
<td>100,000</td>
<td>6,150</td>
</tr>
<tr>
<td>250,000</td>
<td>11,500</td>
</tr>
<tr>
<td>500,000</td>
<td>18,500</td>
</tr>
</tbody>
</table>
### Table B - Approximate standard error of estimated percentages

<table>
<thead>
<tr>
<th>Estimated percentage</th>
<th>One standard error</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Base of percentage</td>
</tr>
<tr>
<td></td>
<td>1,000</td>
</tr>
<tr>
<td>2 or 98</td>
<td>2.76</td>
</tr>
<tr>
<td>5 or 95</td>
<td>5.24</td>
</tr>
<tr>
<td>10 or 90</td>
<td>7.07</td>
</tr>
<tr>
<td>25 or 75</td>
<td>10.47</td>
</tr>
<tr>
<td>50</td>
<td>12.75</td>
</tr>
</tbody>
</table>
APPENDIX-D: The Questionnaire

SURVEY OF THE ACADEMIC AND FINANCIAL STATUS OF GRADUATE STUDENTS
SPRING 1965

NAME AND ADDRESS OF STUDENT

INSTRUCTIONS

When a question requests "one," please check the statement that comes closest to describing your circumstances or personal history, even if it does not fit your situation precisely.

To the Graduate Student:

The Office of Education, with the assistance of the National Opinion Research Center, is conducting a survey concerned with the academic progress and the financial status of students currently registered for a program of studies leading to a master's or higher degree. The results of the survey will be considered in formulation of financial aid policies of the Federal Government. We should like to ask your help in the survey.

The questionnaire, which is being sent to a sample of students, includes items related to your field of graduate study, your progress toward a degree, your method of financing your graduate education, and your anticipated career.

You have been selected as one of the students to be included in the sample. It is of utmost importance that you complete this questionnaire. Your answers will remain completely confidential, and only statistical summaries of survey results will be published.

An envelope which requires no postage is enclosed for your convenience in returning the questionnaire to the National Opinion Research Center.

Your cooperation is vital to the success of this survey; it will be appreciated.

Sincerely yours,

A. M. Mood
Assistant Commissioner for Educational Statistics

Are you registered this term, Spring 1965?

[ ] YES [ ] NO (If NO, return this questionnaire in the enclosed envelope)

(If YES, please read the above instructions before completing this questionnaire)

A. GENERAL INFORMATION

1. NAME AND ADDRESS OF INSTITUTION (Street, city, State, and ZIP Code)

2. SEX

[ ] MALE [ ] FEMALE

3. SOCIAL SECURITY NO.

4. DATE OF BIRTH (Month, day, year)

5. RACE

[ ] WHITE (Caucasian) [ ] NEGRO [ ] ORIENTAL

[ ] OTHER (Specify)

6. U.S. CITIZEN

[ ] YES [ ] NO

7. IF CURRENTLY ON EXTENDED ACTIVE DUTY IN THE ARMED FORCES, GIVE RANK

8. MARRITAL STATUS

[ ] MARRIED [ ] SINGLE (excl. widowed or divorced)

9. HOW MANY DEPENDENTS DO YOU HAVE? (Excl. self and spouse)

[ ] NONE [ ] ONE [ ] TWO [ ] THREE [ ] OR MORE

10. CURRENT OCCUPATION OF SPOUSE ('one")

[ ] EMPLOYED BY UNIVERSITY [ ] EMPLOYED ELSEWHERE

[ ] GOING TO SCHOOL [ ] HOUSEWIFE

[ ] OTHER (Specify)

PAGE 1

59
A GENERAL INFORMATION

11 If spouse is going to school, for what degree? ("V" or "")
   1  BACHELOR'S
   2  MASTER'S
   3  DOCTOR'S
   4  NONE OF THE ABOVE

12 Where do you live now? ("V" one)
   1  With parents or other relatives
   2  University-owned residential unit
   3  Rented room or apartment (Not university-owned)
   4  In house I rent (Not university-owned)
   5  In house I own
   6  Other (Specify)

13 Size of community in which you were living at the time you were graduated from secondary school (Give best estimate) ("V" one)
   1  Farm or open country
   2  Less than 2,500 population
   3  2,500 to 9,999 population
   4  10,000 to 24,999 population
   5  25,000 to 99,999 population
   6  100,000 or more population

14 Give State, territory, or foreign country where living at time you were graduated from secondary school.

15 Income category for parents at time of your graduation from secondary school. (Consider annual income from all sources before taxes) ("V" one)
   1  Less than $5,000 per year
   2  $5,000 to $7,499
   3  $7,500 to $9,999
   4  $10,000 to $14,999
   5  $15,000 to $19,999
   6  $20,000 and over
   7  Do not know

A CONTINUED

16 Highest level of education completed by your parents ("V" only one in each column)

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>FATHER</th>
<th>MOTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>A  DID NOT COMPLETE GRADE SCHOOL</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>B  COMPLETED GRADE SCHOOL BUT NOT HIGH SCHOOL</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>C  COMPLETED HIGH SCHOOL BUT NOT COLLEGE</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>D  COMPLETED ONE BUT LESS THAN FOUR YEARS OF COLLEGE</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>E  COMPLETED A FOUR-YEAR COLLEGE PROGRAM</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>F  OBTAINED MASTER'S DEGREE</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>G  OBTAINED PH. D. OR PROFESSIONAL DEGREE</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

17 Which of the following categories best describes father's occupation at time you were graduated from high school or during most of his life? ("V" one)
   1  Teacher or other educator
   2  Professional, other than above
   3  Semi-professional, clerical or sales
   4  Proprietor or manager (Except farm)
   5  Farm operator or manager
   6  Skilled craftsman or foreman
   7  Semi-skilled operative
   8  Service worker (Domestic, protective, etc.)
   9  Laborer (Farm or non-farm)

B YOUR STUDIES—DEGREES AND ACADEMIC FIELD

Please indicate the highest earned degree you now hold, Spring term 1965, the next earned degree you expect to receive, and the highest earned degree you ever expect to hold. Page 7 is a list of academic fields by code number. Insert code number and write the name of your specialty within the field. If you cannot find your specific field in the code sheet, use the code for "Other" and write in your specialty. ("V" one on each line)

<table>
<thead>
<tr>
<th>ITEM</th>
<th>NONE</th>
<th>BACHELOR'S</th>
<th>MASTER'S</th>
<th>SIXTH YEAR DEGREE</th>
<th>FIRST PROFESSIONAL</th>
<th>DOCTORATE</th>
<th>ACADEMIC FIELD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>RA, BS, BE, B. CHEM., ENG., etc.</td>
<td>MA, MS, M. CIV., ENG., etc.</td>
<td>ED., SPEC., etc.</td>
<td>LLB, MD, DVM, etc.</td>
<td>PH. D., ED. D., D. SC., etc.</td>
<td>(Use code sheet, page 7)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>CODE NUMBER</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>SPECIALTY</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ITEM</th>
<th>NONE</th>
<th>BACHELOR'S</th>
<th>MASTER'S</th>
<th>SIXTH YEAR DEGREE</th>
<th>FIRST PROFESSIONAL</th>
<th>DOCTORATE</th>
<th>ACADEMIC FIELD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>RA, BS, BE, B. CHEM., ENG., etc.</td>
<td>MA, MS, M. CIV., ENG., etc.</td>
<td>ED., SPEC., etc.</td>
<td>LLB, MD, DVM, etc.</td>
<td>PH. D., ED. D., D. SC., etc.</td>
<td>(Use code sheet, page 7)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>CODE NUMBER</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>SPECIALTY</td>
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</table>

<table>
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<th>ITEM</th>
<th>NONE</th>
<th>BACHELOR'S</th>
<th>MASTER'S</th>
<th>SIXTH YEAR DEGREE</th>
<th>FIRST PROFESSIONAL</th>
<th>DOCTORATE</th>
<th>ACADEMIC FIELD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>RA, BS, BE, B. CHEM., ENG., etc.</td>
<td>MA, MS, M. CIV., ENG., etc.</td>
<td>ED., SPEC., etc.</td>
<td>LLB, MD, DVM, etc.</td>
<td>PH. D., ED. D., D. SC., etc.</td>
<td>(Use code sheet, page 7)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>CODE NUMBER</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>SPECIALTY</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>ITEM</th>
<th>NONE</th>
<th>BACHELOR'S</th>
<th>MASTER'S</th>
<th>SIXTH YEAR DEGREE</th>
<th>FIRST PROFESSIONAL</th>
<th>DOCTORATE</th>
<th>ACADEMIC FIELD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>RA, BS, BE, B. CHEM., ENG., etc.</td>
<td>MA, MS, M. CIV., ENG., etc.</td>
<td>ED., SPEC., etc.</td>
<td>LLB, MD, DVM, etc.</td>
<td>PH. D., ED. D., D. SC., etc.</td>
<td>(Use code sheet, page 7)</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>CODE NUMBER</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>SPECIALTY</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ITEM</th>
<th>NONE</th>
<th>BACHELOR'S</th>
<th>MASTER'S</th>
<th>SIXTH YEAR DEGREE</th>
<th>FIRST PROFESSIONAL</th>
<th>DOCTORATE</th>
<th>ACADEMIC FIELD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>RA, BS, BE, B. CHEM., ENG., etc.</td>
<td>MA, MS, M. CIV., ENG., etc.</td>
<td>ED., SPEC., etc.</td>
<td>LLB, MD, DVM, etc.</td>
<td>PH. D., ED. D., D. SC., etc.</td>
<td>(Use code sheet, page 7)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>CODE NUMBER</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>SPECIALTY</td>
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</table>
### YOUR STUDIES (Continued)

<table>
<thead>
<tr>
<th>Question</th>
<th>Choice 1</th>
<th>Choice 2</th>
<th>Code No.</th>
<th>Name of Academic Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Have you satisfactorily completed the student teaching requirement of</td>
<td>YES</td>
<td>NO</td>
<td></td>
<td></td>
</tr>
<tr>
<td>any institution?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Have you completed all requirements for teacher certification at any</td>
<td>YES</td>
<td>NO</td>
<td></td>
<td></td>
</tr>
<tr>
<td>level?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Have you been granted a professional certification by any State?</td>
<td>YES</td>
<td>NO</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate Work Month and Year</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Give date or year you first began graduate study</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. When do you expect to complete all requirements for the degree you</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>are now working toward</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. When do you expect to complete all requirements for the highest</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>degree you expect to earn</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Degree requirements you are working on this term?</th>
<th>YES</th>
<th>NO</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Courses or seminars</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Comprehensive or &quot;Qualifying Exams&quot;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Language Examinations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Research for and preparation of thesis</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. None</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Other (Specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| How many years of academic study (or equivalent) beyond the baccalaureate | YES      | NO       |          |                        |
| degree have you completed?                                               |          |          |          |                        |
| 1. Less than one year                                                    |          |          |          |                        |
| 2. At least one year, but less than two                                  |          |          |          |                        |
| 3. At least two years, but less than three                               |          |          |          |                        |
| 4. At least three years, but less than four                              |          |          |          |                        |
| 5. Four or more                                                          |          |          |          |                        |
| 6. Other (Specify)                                                        |          |          |          |                        |

<table>
<thead>
<tr>
<th>Your Plans for Earning a Doctor's Degree</th>
<th>NO PLANS SKIP TO NEXT QUESTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which category best describes the stage you have reached in the</td>
<td>Have not selected topic</td>
</tr>
<tr>
<td>preparation of the Doctoral Thesis or dissertation or project work?</td>
<td>Have selected topic</td>
</tr>
<tr>
<td>&quot;YES&quot; only enter one on each line</td>
<td>Have an outline</td>
</tr>
<tr>
<td></td>
<td>Collecting data</td>
</tr>
<tr>
<td></td>
<td>Analysing data</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
</tr>
<tr>
<td></td>
<td>Completed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Degree</th>
<th>When Was Degree Received</th>
<th>Where Did You Receive This Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor</td>
<td>NAME OF INSTITUTION, (City and State)</td>
<td></td>
</tr>
<tr>
<td>Master</td>
<td>NAME OF INSTITUTION, (City and State)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credit Hours (Translate as best you can if no credit hours)</th>
<th>NO. OF HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. What is considered a full credit-hour load at your</td>
<td></td>
</tr>
<tr>
<td>institution?</td>
<td></td>
</tr>
<tr>
<td>b. For how many credit hours are you enrolled this term?</td>
<td></td>
</tr>
</tbody>
</table>

| How many calendar years elapsed between the time you received your    |              |
| baccalaureate degree and the start of your graduate studies?        |              |
| ("YES" or)                                                          |              |
| 1. Less than 1 year                                                 |              |
| 2. 1 year                                                           |              |
| 3. 2 years                                                         |              |
| 4. 3 or more years                                                  |              |

<table>
<thead>
<tr>
<th>Enrolment in Graduate Study Month and Year</th>
<th>Jul '61 to Jun '62</th>
<th>Jul '63 to Jun '63</th>
<th>Jul '64 to Jun '65</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Not yet begun my graduate studies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Not enrolled in graduate study during the year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Enrolled full-time at least one term of graduate study</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Enrolled part-time but not full-time for at least one term of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>graduate study</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Studies</th>
<th>NO CREDIT HOURS</th>
<th>C+ or Less</th>
<th>B-</th>
<th>B+</th>
<th>A-</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Graduate studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Bachelor's degree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Were you ever awarded a scholarship as an undergraduate student?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| If you have a Bachelor's and/or Master's Degree, complete this section. | NO DEGREE, skip to next question. |

<table>
<thead>
<tr>
<th>Degree</th>
<th>Name of Institution, (City and State)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor</td>
<td></td>
</tr>
<tr>
<td>Master</td>
<td></td>
</tr>
</tbody>
</table>
### Future Employment

After completing your present program of study, indicate which of the following you expect as your (a) First Employer, (b) your Long-Run Employer. ("\(\checkmark\)" only in each column.)

<table>
<thead>
<tr>
<th>TYPE OF EMPLOYMENT</th>
<th>FIRST EMPLOYER</th>
<th>LONG-RUN EMPLOYER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary school</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Secondary school</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Combined elementary and secondary levels</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Junior college or technical institute</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>4-year college or university</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Research organization or institute</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Hospital, clinic, church, welfare or other non-profit organization</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Federal Government (U.S.) (Other than others)</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>State or local government (Other than others)</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Private company</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Professional partnership</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Other (Specify):</td>
<td>V</td>
<td>V</td>
</tr>
</tbody>
</table>

2 Have you accepted an offer of full-time employment after completion of your graduate study. ("\(\checkmark\)" one.)

1 [ ] Already employed full-time
2 [ ] I have accepted an offer
3 [ ] I have not accepted an offer

### Prior Employment

1 Have you been employed for at least six months in any of the following categories? ("\(\checkmark\)" as many as apply)

- Full-time elementary teacher or professional staff member
- Full-time secondary teacher or professional staff member
- Full-time junior college faculty or professional staff member
- Full-time faculty or professional staff member in a 4-year college or university
- Hospital or clinic, church, welfare, or other similar organization
- Self-employed or business owned by family
- Private company
- Professional partnership
- Research organization or institution
- Other Federal Government (Include Armed Forces)
- State or local government (Other than above)
- Other (Specify)

2 What were the annual earnings before taxes of the highest paid regular full-time job you held before entering graduate study

### Academic Activity

1 Consider a typical week of your academic activity during this term. Indicate the proportion of time spent in each of the academic activities listed below. Enter "0" where no time was involved.

- Professional activities related to your current graduate program
  - Academic study (Including preparation and class time, thesis work, practicum, etc.)
  - Teaching (Including conducting labs, teaching classes, preparing course material, grading papers, etc.)
  - Research at any level (Exclude assignments and thesis work)
  - Other professional activities related to graduate study (Specify)

2 Professional activities not related to your current graduate program

- Teaching at any level
- Private instruction (Including tutoring, music lessons, etc.)
- Research at any level (Exclude assignments and thesis)
- Other professional activities not related to graduate study (Specify)

3 TOTAL (Sum of 1 & 2) 100%

4 What is total number of hours you spend on professional activities in a typical week?

No. of hours
**YOUR FINANCES**

1. **GRADUATE STUDY EXPENSE**—By June 30, 1965, what do you estimate your total expenditures for graduate study will have been for the preceding twelve month period? Note that you are being asked to estimate both your academic expenses and living expenses for the entire year.

<table>
<thead>
<tr>
<th>EXPENSES</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) ACADEMIC EXPENSES FOR SELF</td>
<td></td>
</tr>
<tr>
<td>(Include tuition fees, texts,</td>
<td></td>
</tr>
<tr>
<td>reference books, supplies,</td>
<td></td>
</tr>
<tr>
<td>instruments, equipment, thesis</td>
<td></td>
</tr>
<tr>
<td>costs, include dollar value of</td>
<td></td>
</tr>
<tr>
<td>waived tuition, etc.)</td>
<td></td>
</tr>
<tr>
<td>b) LIVING EXPENSES FOR SELF</td>
<td></td>
</tr>
<tr>
<td>AND DEPENDENTS— (Include</td>
<td></td>
</tr>
<tr>
<td>housing, food, clothing,</td>
<td></td>
</tr>
<tr>
<td>personal maintenance,</td>
<td></td>
</tr>
<tr>
<td>entertainment taxes, insurance,</td>
<td></td>
</tr>
<tr>
<td>car and other)</td>
<td></td>
</tr>
<tr>
<td>c) TOTAL (Sum of a + b)</td>
<td></td>
</tr>
</tbody>
</table>

2. **SOURCE OF FUNDS**—Which of the sources of funds listed below were used to meet the expense of your graduate work for the year (July 1, 1964 to June 30, 1965) as reported in item 1-c above. In col. “Amount” enter your best estimate of the amount from each source.

<table>
<thead>
<tr>
<th>TYPE OF FUNDS</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) ACADEMIC AWARDS</td>
<td></td>
</tr>
<tr>
<td>1) SCHOLARSHIP</td>
<td></td>
</tr>
<tr>
<td>2) FELLOWSHIP</td>
<td></td>
</tr>
<tr>
<td>b) OTHER SOURCES</td>
<td></td>
</tr>
<tr>
<td>1) NDEA LOAN</td>
<td></td>
</tr>
<tr>
<td>2) COMMERCIAL LOAN</td>
<td></td>
</tr>
<tr>
<td>3) UNIVERSITY LOAN</td>
<td></td>
</tr>
<tr>
<td>4) WITHDRAWALS FROM SAVINGS</td>
<td></td>
</tr>
<tr>
<td>5) SPOUSE’S EMPLOYMENT</td>
<td></td>
</tr>
<tr>
<td>6) GIFTS OR LOANS FROM RELATIVES</td>
<td></td>
</tr>
<tr>
<td>7) OTHER (Specify):</td>
<td></td>
</tr>
<tr>
<td>c) TOTAL (Sum of a + b + c) This total</td>
<td></td>
</tr>
<tr>
<td>should not be less than total reported in</td>
<td></td>
</tr>
<tr>
<td>item 1-c.</td>
<td></td>
</tr>
</tbody>
</table>

3. **SOURCE OF FUNDS BY NAME OF CONTRIBUTING AGENCY**—Have you had, or do you have now, a fellowship, scholarship, teaching assistantship, research assistantship, or other research employment, between July 1, 1964 and June 30, 1965?

  1. [ ] YES  2. [ ] NO

   If “Yes”, report information applicable to the largest single source in the table below and all others in the table on following page.

<table>
<thead>
<tr>
<th>NAME OF CONTRIBUTING AGENCY (Source)</th>
<th>TYPE OF FUNDS</th>
<th>TOTAL VALUE</th>
<th>DUTIES REQUIRED DURING THIS PERIOD</th>
</tr>
</thead>
<tbody>
<tr>
<td>01 Atomic Energy Commission</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02 Department of Defense</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>03 National Defense Education Act</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>04 Other Office of Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>05 National Science Foundation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>06 Public Health Service</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>07 N.A.S.A.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08 Oil or Federal Government</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>09 The institution I attend</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 Business or industry</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 Private foundation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 State or local government</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13 I don’t know the source</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   TOTAL NUMBER OF MONTHS HEld: 12

   TOTAL NUMBER OF DUTIES REQUIRED: 1

   NO: [ ]

   TEACHING: [ ]

   RESEARCH: [ ]

   CONSTRUCT EXAMS: [ ]

   GRAD. PAPERS: [ ]

   COUNSELOR: [ ]

   ADMINISTRATION: [ ]

   CLINICAL: [ ]

   PROFESSIONAL: [ ]

   OTHER: [ ]

   TOTAL (Sum of a + b + c) This total should not be less than total reported in item 1-c.
### F. YOUR FINANCES

#### Item 2c. Source of Funds by Name of Contributing Agency (Continued)

If more than one source, enter total amount, number of months, and hours. Report all others separately according to name or source of funds.

<table>
<thead>
<tr>
<th>NAME OF CONTRIBUTING AGENT (Source)</th>
<th>TYPE OF FUNDS</th>
<th>TOTAL VALUE</th>
<th>DUTIES REQUIRED DURING THIS PERIOD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>TEACHING</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>RESEARCH</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SCHOLARSHIP</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>FELLOWSHIP</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>OTHER (Privat Employment)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 01 Atomic Energy Commission          | $             |             |             |
| 02 Department of Defense             | $             |             |             |
| 03 National Defense Education Act   | $             |             |             |
| 04 Other Office of Education         | $             |             |             |
| 05 National Science Foundation      | $             |             |             |
| 06 Public Health Service             | $             |             |             |
| 07 N.A.S.A.                          | $             |             |             |
| 08 Other Federal Government         | $             |             |             |
| 09 The institution I attend         | $             |             |             |
| 10 Business or industry             | $             |             |             |
| 11 Private foundation               | $             |             |             |
| 12 State or local government        | $             |             |             |
| 13 I don't know the source          | $             |             |             |

Are you engaged in any non-professional employment? 1 YES 2 NO. If YES, during a typical week, approximately how many hours do you spend in this activity? __________ hours.

Describe these duties:

Indicate in your own words the most serious obstacles that delayed your progress toward an advanced degree. What do you think can be done to speed up graduate education? Please make any other general comments that you wish to make.