A FOLLOW-UP STUDY OF DOCTORAL STUDENTS IN EDUCATION AT THE UNIVERSITY OF MICHIGAN WHO HAVE SUCCESSFULLY COMPLETED THE PRELIMINARY EXAMINATIONS BUT HAVE NOT COMPLETED THE DOCTORATE, 1946–1953

by
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CHAPTER I

INTRODUCTION

The educational literature during the past several years has urged a closer evaluative look at the function and products of institutions preparing graduate students. A particularly strong interest in institutions of higher learning and their programs is being expressed today in expectation of increased college enrollments. In anticipation of increased demands on graduate preparation programs and facilities, studies of all aspects of graduate programs are important and timely.

In order to determine what attempts were being made to evaluate graduate programs, McBride[1] queried deans of graduate schools awarding the doctorate to ascertain the extent to which research, opinion polls, or surveys had been used to evaluate doctoral programs. He found that only 13.8 percent of these institutions had made any attempt to contact their graduate students to seek their help in evaluating the graduate education program. In fact, the only evaluation taking place concerning the graduate program in these institutions beyond that indicated above was faculty evaluation of its

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[1]William Byrl McBride, "An Application of the Scientific Attitude to Some of the Requirements, Practices, and Objectives of the Doctoral Program" (unpublished doctoral dissertation, University of Florida, 1951).

own program. If we can believe as Jones[1] does that "no priesthood is ever reformed by its own members," then we can readily see that true evaluations of graduate training programs for the doctorate have been meager.

This study is concerned with one group of graduate students who had participated in the graduate training program for the doctorate at the University of Michigan. This group was made up of graduate students who had successfully completed the preliminary examinations for the doctorate in the field of education, but who had never been awarded the doctorate. The purposes of the study are (1) to secure the opinions and assessments, of these graduate students, of their graduate preparation at the doctoral level at the University of Michigan; (2) to determine the status of this group of graduate students in their chosen profession; (3) to determine the reasons for their failure to carry their doctoral programs to a satisfactory conclusion; and (4) to compare this group of graduate students with those graduate students who have successfully completed the doctorate, in terms of certain factors that may be related to completion of the doctorate.

It is the hope of the writer that the information secured through this study will prove valuable in helping future doctoral candidates in planning their programs, and in helping advisors of doctoral candidates to guide their charges more effectively through the various requirements for the doctorate. This study may also bring into view, for closer examination and evaluation by the faculty and administration, the various practices and requirements of the

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[3]Howard M. Jones, "Education and World Tragedy" (Cambridge, Mass.: Harvard University Press, 1946), p. 126.

doctoral program in the field of education at the University of Michigan.

In order to secure the data necessary to realize the previously stated objectives of this study, two possible methods were considered—the interview procedure and the questionnaire method. The interview procedure was discarded as a possibility because it was realized that the graduate students of the University of Michigan under consideration were scattered throughout the world and that personal contact would have been excessively expensive, if not impossible. It was therefore decided that the questionnaire method of data collection would be used.

Although various sources in the literature were sought out and carefully examined concerning the proper use and construction of questionnaires, the design of the questionnaires used in this study was somewhat predetermined. Since the findings of the Lokers study[1] of those students from the University of Michigan who had been awarded the doctorate in the field of education were to be used as a source of information, and since the results of this study would be used for comparing those students who had completed the degree with those who had not, it was felt that the questionnaires in these two studies should attempt to receive responses and reactions under somewhat the same design.

The sources of the data in this study were four:

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[1]Raymond J. Lokers, "An Evaluation of the Doctoral Program in Education at the University of Michigan, School of Education in Terms of Fulfillment of the Expectations of the Recipients and of the Expectations of the University" (unpublished doctoral dissertation, University of Michigan, 1958).

1. A five-page questionnaire sent to those students who had successfully completed the preliminary examinations but who had not completed the requirements for the degree.
2. A two-page questionnaire sent to a selected group of students who had completed the doctorate.
3. The questionnaire used in the doctoral dissertation of Dr. Raymond Lokers, and the data collected by this questionnaire.
4. The student personnel records in the Horace H. Rackham School of Graduate Studies at the University of Michigan.

The main source of information for this study became, then, a five-page questionnaire sent to those students who had not completed their degrees. Although it was rather comprehensive in make-up, it was designed so that many of the responses could be made by a check in an appropriate space. Some open-end questions were used, and in most areas, spaces were provided for the respondents to comment or to add additional information relating to particular questions. This questionnaire is reproduced in the Appendix and is referred to as Questionnaire 1.[1]

A second questionnaire was sent to a selected group of graduate students who had successfully completed the preliminary examinations and had been awarded the doctorate. It contained a number of questions identical to those on Questionnaire 1. All questions were not asked, however, as much of the desired data had already been obtained through the Lokers study.[2]

Students who were enrolled at the University of Michigan and who successfully completed their preliminary examinations in the field

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[1] See Appendix, p. 265.

[2] Lokers, op. cit.

of education during the years 1946 and 1953, inclusive, were selected as the subjects of this study. Records of the Horace H. Rackham School of Graduate Studies were consulted for the names of those students under consideration, and the alumni office was consulted for the students' latest addresses. The rationale for including in the study only those graduate students who completed the preliminary examinations during 1946–1953 is as follows:

1. Although doctorates in the field of education have been awarded at the University of Michigan since 1917, any doctoral-level work done by students before 1942 had been completed more than eighteen years ago. It was felt that, due to the elapsed time, the perceptions of these students in relation to their doctoral program would be limited and would not be useful to this study.

2. During 1942–1946, students engaged in the pursuit of graduate studies were influenced by many unusual conditions. It was decided that, because these were the years of World War II, the data that could be received from this group would be strongly influenced by abnormal factors surrounding the conditions relative to the war.

3. Those students successfully completing the preliminary examinations from 1954 until the present time were not considered because one of the principal factors to be determined by this study was the reason why certain students who had successfully completed the preliminary examinations had not completed the doctorate. A study completed by Willoughby[1] indicates that many graduate

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[1]Robert J. Willoughby, Success in Preliminary Examinations for the Doctorate ("Studies in the History of Higher Education in Michigan," ed. Claude A. Eggertsen; Ann Arbor: School of Education, University of Michigan, 1955).

students take as long as six years to complete their degree after successfully completing the preliminary examinations. It was felt, therefore, that since a number of those students who took the preliminary examinations between 1954 and the present time possibly are still in the process of completing their doctorates, this group should be eliminated from the study.

Using the foregoing as the basis for selection of the students to be studied, we find the possible cases for study as indicated in Table 1. A total of eighty students who successfully completed the preliminary examinations during 1946–1953 never completed their doctoral programs. These students became the main object of this study and shall be referred to herein as the respondents. A total of 221 students successfully completed their preliminary examinations between these same years and were awarded the doctorate. These cases became a secondary source for this study and were used for comparative purposes.

Questionnaire 1 was sent to seventy-five students who had not completed the doctorate. Five noncompleting students could not be contacted. Accompanying the questionnaire was a letter from Dr. Howard R. Jones, chairman of the writer's doctoral committee, explaining the purpose of the study and urging the cooperation of those concerned. Those who had not returned the original questionnaire within two weeks were sent a letter signed by the writer. After an additional two weeks had passed without return of the questionnaire, another letter from the writer and an additional questionnaire was sent to each delinquent correspondent. A summary of the returns is given in Table 2.

TABLE 1

SUCCESS IN COMPLETING THE DOCTORATE, BY YEAR PRELIMINARY EXAMINATIONS WERE TAKEN

Year Preliminary Examinations Taken	Number Passing Preliminary Examinations	Number Receiving Doctorates	Number Not Completing Doctorates
1946	25	21	4
1947	32	25	7
1948	28	21	7
1949	27	22	5
1950	33	25	8
1951	51	43	8
1952	51	32	19
1953	52	30	22
Totals	299	221	80

TABLE 2

QUESTIONNAIRE RESPONSES FROM GRADUATE STUDENTS WHO HAD NOT COMPLETED THE DOCTORATE, BY YEAR THE PRELIMINARY EXAMINATIONS WERE SUCCESSFULLY COMPLETED

Preliminary Examination Completion Year	Total Possible Respondents	Students Who Could Not Be Contacted[a]	No. of Students Sent Questionnaires	No. of Questionnaires Returned	Percent of Return
1946	4	0	4	4	100.0
1947	7	0	7	4	57.1
1948	7	1	6	6	100.0
1949	5	0	5	4	80.0
1950	8	0	8	7	87.5
1951	8	0	8	7	87.5
1952	19	2	17	12	70.5
1953	22	2	20	18	90.0
Totals	80	5	75	62	82.6

[a]Three of the cases could not be contacted because their whereabouts were unknown. In one case the records of the student were closed to investigation by authority of the dean of men. One student was deceased.

All questionnaires were tabulated as received. The data collected are expressed in this study by the use of tables showing frequencies of response.

Eighty students were selected from the possible 221 who had completed the doctorate. These eighty students were selected by the following criteria:

1. That each student selected had taken the preliminary examinations the same year as a corresponding student who had not completed the degree.
2. That each student's field of concentration in the doctoral program was in the same field as a corresponding student who had not completed the degree.
3. That each student was of the same sex as a corresponding student who had not completed the degree.

Seventy-four of the eighty students selected matched their corresponding student who had not completed the doctorate on all three criteria. The six remaining cases matched on only two of the three.

Seventy-five of the eighty students selected who had completed the doctorate were sent Questionnaire 2. The other five were not contacted, as five of the students who had not completed the doctorate could not be reached. The procedure used in the distribution of Questionnaire 1 was followed in a like manner for this questionnaire.

A summary of the percentage of return of Questionnaire 2 is given in Table 3.

To supplement the information secured in Questionnaire 2, Dr. Raymond Lokers[1] was contacted; through him additional information about the eighty persons who had completed the doctorate was

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[1]Lokers, op. cit.

TABLE 3

QUESTIONNAIRE RESPONSES FROM GRADUATE STUDENTS WHO HAD COMPLETED THE DOCTORATE, BY YEAR THE PRELIMINARY EXAMINATIONS WERE SUCCESSFULLY COMPLETED

Preliminary Examination Completion Year	Total Possible Respondents	Students Who Were Not Contacted	No. of Students Sent Questionnaires	No. of Questionnaires Returned	Percent of Return
1946	4	0	4	4	100.0
1947	6	0	6	5	83.3
1948	5	0	5	4	80.0
1949	7	2	5	5	100.0
1950	8	1	7	7	100.0
1951	8	0	8	8	100.0
1952	19	0	19	15	79.0
1953	23	2	21	21	100.0
Totals	80	5	75	69	93.3

secured. This information, along with the information secured by Questionnaire 2, was used to compare those students who had not completed the doctorate with those who had been awarded the degree.

This study deals, then, with that group of graduate students who successfully completed the preliminary examination for the doctorate in the field of education during the years of 1946 to 1952, inclusive, but had not completed the degree. Data collected concerning graduate students who had completed the doctorate were used for comparative purposes.

It was the purpose of this investigation to determine the status of this group of graduate students in their chosen profession; to secure their opinions of their graduate preparation programs at the University of Michigan; to obtain the reasons, as these students perceive them, for their discontinuance of their doctoral programs; and to compare these graduate students with other graduate students who had completed the doctorate, in terms of certain factors that may be related to completion of the doctorate.

It is assumed that the responses given by these students to the various questions asked on the questionnaire used in this study were forthright and were, to the best of their abilities, objective assessments of their opinions and beliefs.

This study was not meant to be a total evaluation of the doctoral program in education at the University of Michigan; neither was it the purpose of this investigation to formulate new plans for the graduate program. The writer has hoped, however, to provide information that may be of value to advisors of doctoral candidates. This study may also bring into view, for closer examination and evaluation by the faculty and administration, factors related to the

practices and requirements of the doctoral programs in the field of education at the University of Michigan.

CHAPTER II

RELATED STUDIES

Over the period of the last twenty years, many studies of high school and college graduates have been made. Follow-up studies dealing with graduate students, however, have been very limited. A search of the literature, not only in the field of education but also in the fields of the social sciences and the humanities, reveals that nothing in the way of a follow-up study has been done concerning students who carried out a major portion of their doctoral program but who never actually completed their graduate studies and never were awarded the doctor's degree. Several investigations are presented here, however, that were found to be important and to be directly related to this study.

Clements[1] made a study of a selected group of graduate students at the University of Wisconsin to define more clearly the objectives of the Department of Education at that university and to determine the adequacy of the procedure at the University of Wisconsin for the admission of candidates for the doctor of philosophy degree to that department. He also attempted to determine which characteristics of doctor of philosophy applicants seem to be most predictive of successful educational leadership.

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[1]William H. Clements, "Relationships of Selected Characteristics of Graduate Students to Later Success" (unpublished Ph.D. dissertation, University of Wisconsin, 1955).

The subjects of that study were: (1) 56 graduate students who applied for admission to a second year of graduate study in the Department of Education at the University of Wisconsin and whose applications were acted upon by the Committee on Graduate Examination and the Department of Education during the 1932–33 and 1933–34 school years; (2) 116 second-year graduate students who applied for admission during the 1948–49 and 1949–50 school years.

More than a third of these second-year graduate students who were admitted failed to complete the doctor's degree.

Clements[1] found some consistency between being admitted and performance on the preliminary examination. Most of the graduate students who were admitted after having been once refused admission and who took the preliminary examination had trouble in passing it.

Grade-point averages at the master's degree level did not distinguish between those students who failed to complete the doctorate and those who completed the degree. The younger persons, the single persons, and the veterans of World War II appeared to have a definite advantage in achieving the degree.

This study concluded that:

1. Grade-point average at the master's degree level has little or no relationship to later productive scholarship.
2. Persons entering the doctoral program before they reach the age of forty years are more likely to complete requirements for the doctorate.
3. Graduate students who completed the doctorate had an average of five years of professional experience prior to their entering the doctoral program, while those students having three years or less of professional experience tended not to complete the doctorate.

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[1] Ibid.

4. The Department of Education is justified in refusing to accept all persons who apply for admission, since those persons who appear to be less well qualified according to the standards that were used frequently had trouble somewhere in the doctoral program when they were admitted.

A study of the selection of candidates for the doctoral program of the School of Education at the University of Pittsburgh was made by Simkins.[1] Two groups were involved in the study: 104 graduate students who successfully completed the doctorate and 93 graduate students who had been admitted to the doctoral program but who had not, for one reason or another, satisfied requirements for the doctoral degree. Simkins[2] compared these two groups utilizing data on four factors which had been assembled at the time of the admission of these graduate students to the doctoral program. These four factors were:

1. The University of Pittsburgh graduate admissions examination.
2. The student's quality grade-point average prior to admission.
3. Personal references.
4. An oral examination before a committee of the graduate faculty in the school of education.

The following were the principal findings of this investigation:

1. The University of Pittsburgh examination appears to discriminate between students who successfully

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[1] Stanton Wayne Simkins, "A Study of the Admission Variables Used in the Selection of Candidates for the Doctoral Program of the School of Education of the University of Pittsburgh" (unpublished doctoral dissertation, University of Pittsburgh, 1956).

[2] Ibid.

complete the degree and students who terminate their studies.

2. When terminated students were compared with students who completed their degree, no significant difference appeared in the undergraduate quality-point average.
3. The graduate quality-point average provided some discrimination.
4. The personal references submitted failed to discriminate between terminated students and successful degree students.
5. There appears to be no significant difference between the student's oral examination rating and his final status as a terminated student or a student who successfully completes the degree.

Marie C. Vilhauer[1] studied 234 doctorates who had received their degrees from New York University in the field of education between the years 1935 and 1953, in terms of the relationship of their doctoral preparation to experience in the field.

The subjects of this study typically expressed the following opinions, observations, and judgments concerning their graduate preparation:

1. That the tools of research should be modified so that only tools likely to be functional are required.
2. That faculty supervisors of doctoral research should be given lighter teaching loads and fewer candidates to supervise.
3. That a program of subject matter in the candidate's teaching field (other than education) should be required or

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[1]Marie C. Vilhauer, "A Study of Doctoral Teacher Education As It Relates to the School Experiences of Man and Woman Graduates Who Earned Doctorates in the School of Education of New York University During the Period 1935–1943" (unpublished Ph.D. dissertation, New York University, 1954).

included in addition to the program in education, to prevent narrow specialization.

4. That the doctor of education program in particular should take into account the importance to practicing school men of competence in public speaking and professional writing.

The opinion was also expressed that a doctorate is of paramount importance for teaching in a large percentage of institutions of higher learning, often being required as a condition of employment or promotion. For administrative positions and department leadership in larger public school systems, a doctorate may be a worthwhile professional investment, although much would depend upon the individual and the attending circumstances. Conclusions reached by this study were:

1. The subjects were satisfied, in general, with their program of graduate studies.
2. Satisfaction with the kind of degree received was slightly greater among those receiving the doctor of philosophy degree than among those receiving the doctor of education degree.
3. Those receiving the doctor of education degree were found to be employed more often in their fields of graduate specialization.
4. A smaller percentage of women than men considered the doctorate a worth-while investment, but practically all women would seek a doctorate again.

A follow-up study was made by Garrison[1] of 197 individuals who received a doctorate in education from the University of Missouri between the years 1916 and 1950. His data were secured

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[1]Lloyd L. Garrison, "A Follow Up Study of Doctoral Graduates in Education, University of Missouri" (unpublished doctoral dissertation, University of Missouri, 1951).

from the official records of the various university offices, graduate dissertations, and a printed information inquiry sent to 186 of the recipients of the doctorate. Completed forms were returned by 97.8 percent of this group.

Data from this study were presented in six major divisions: (1) personal characteristics of the recipients, (2) education and training, (3) professional experience and employment, (4) professional duties and responsibilities, (5) appraisal of the graduate program, and (6) opinions on selected issues related to graduate work. Major findings of this study were:

1. Most of the doctoral students completed undergraduate training in educational institutions within the state of Missouri.
2. A large majority of the doctoral recipients received master's degrees from the University of Missouri.
3. A relatively small percentage of the recipient's graduate credit for the doctorate was earned in noneducation courses.
4. A majority of the recipients are initially employed in college or university positions with a general tendency for an increasing proportion to become employed in institutions of higher learning.
5. A large majority of the doctoral graduates are engaged primarily in teaching or administrative work, with most of them performing some combination of these or other professional duties.
6. Generally these graduates do some professional writing for publication.
7. Doctoral recipients are active in professional and community organizations.
8. Doctoral graduates are generally well satisfied with the graduate program at the University of Missouri.
9. Doctoral recipients indicated that the following phases of their graduate program could be more meaningful

and effective: seminars, placement service, graduate assistantships.

10. Many of the graduates would like greater opportunity to participate in actual situations and practical field experiences during the course of their graduate training.

Keller and Mitzel[1] reported in a follow-up study of the doctors of philosophy from the University of Minnesota who received their degrees between 1939 and 1949 that only 14.5 percent of the doctorates awarded by that institution were in education. Twenty-five per cent of the doctor of philosophy degrees awarded were in agricultural science, 23.3 percent in physical science, 14.5 percent in medical science, and 12.6 percent in social science.

The typical doctoral recipient from the University of Minnesota was somewhat over thirty years old, had maintained a B+ grade-point average, and had spent six to seven years obtaining his degree after entering the doctoral program. Two-thirds of these doctors of philosophy had received their master's degrees from institutions within the state of Minnesota, and 39 percent had received them from the university itself. Only one-tenth of the doctoral degrees awarded were granted to women.

Eckert[1] surveyed the graduate students in education at the University of Minnesota and found that, of the 127 doctorates awarded

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[1]Robert J. Keller and H. E. Mitzel, "Follow Up Study of Minnesota Ph.D.'s Their General Characteristics," A University Looks at Its Program, the Report of the University of Minnesota, Bureau of Institutional Research, 1942–52, ed. Ruth E. Eckert and Robert J. Keller (Minneapolis: The University of Minnesota Press, 1954).

[2]Ruth E. Eckert, "Graduate Students in Education," A University Looks at Its Program, the Report of the University of

between the years of 1917 and 1944 in the field of education, 54 percent had received master's degrees from the University of Minnesota. Three-quarters of these doctorates held some university appointment during their residence, fifty-two were instructors (chiefly in the University High School), four were lecturers, forty-five were teaching assistants, fifteen were research assistants, and thirteen held miscellaneous appointments.

Education courses accounted for six-sevenths of all the course work taken for advanced degrees. Only one-third of those holding doctorates had done all of their course work during the academic year. A number of candidates had taken as long as ten years to complete their degrees. These people were in their late thirties or early forties. They had maintained a B+ average in their academic work for the degree but had received a somewhat higher grade-point average in their fields of specialization.

Isle[1] conducted "The Stanford University Follow-up Study" as part of a national study of teacher education sponsored by the Commission on Teacher Education of the American Council on Education. In this investigation, 1,012 Stanford-trained teachers who had received their degrees or a teaching credential between 1930 and 1940 reported their opinions of their training at Stanford and the effect of their preparation on their professional career. Three hundred and five of the subjects of this study had received doctorates

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Minnesota, Bureau of Institutional Research 1942–52, ed. Ruth E. Eckert and Robert J. Keller (Minneapolis: The University of Minnesota Press, 1954).

[1]Walter W. Isle, "The Stanford University Follow-up Inquiry" (unpublished doctoral dissertation, Leland Stanford Junior University, California, 1942).

from Stanford. This study also included an assessment, by employers and supervisors, of the training received by Stanford-trained teachers.

All Stanford students studied, including those receiving the doctorate, indicated they were pleased with their training at Stanford. Their employers also were well pleased with the teachers who had been trained at Stanford. The students in this study indicated the following were realized from their investment in Stanford training:

1. Seventy-eight percent indicated it increased their professional skills.
2. Sixty-nine percent attributed increased personal growth to Stanford training.
3. Fifty-five percent stated it enriched their philosophy of life.
4. Fifty-three percent gained better positions.
5. Twenty-four percent received salary increases for the same work.
6. Twenty-one percent said it improved their sociocivic attitude.

Isle[1] concluded from his study that an institute of follow-up service and promotion should be started at Stanford, and he stated: "No training institution can hope to maintain an adequate training program without such continuous contacts with the jobs for which students are being trained and with the trainee after he enters upon his work."

Salisbury[2] appraised the graduate program in school administration at Indiana University in a study made at that institution in

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[1]Ibid.

[2]Charles Jackson Salisbury, "An Appraisal of the Graduate Program in School Administration at Indiana University" (unpublished doctoral dissertation, Indiana University, 1957).

1957. He developed a list of competencies needed by school administrators and asked the university faculty, school boards, the state department of education, and teachers to rate two groups of students of Indiana University on this list of competencies needed by school administrators. Both groups were graduate students at Indiana University between the years 1951 and 1957. One group rated had sufficient graduate credit to receive a recommendation from Indiana University that they be granted Indiana superintendent certificates. The other group had received doctor of education degrees.

Salisbury[1] concluded that the degree of competency developed as indicated by the appraisal ratings is dependent on the level of graduate preparation attained. Thus, continuance in the graduate program at Indiana University through the doctoral level resulted in a higher level of development of the competencies evaluated in the appraisal instrument.

The graduate students at the University of Oklahoma who received the doctorate between the years 1931 and 1956 were followed up by Clark[2] in a study to (1) determine the professional activity of these students since graduation, (2) determine the strength or weaknesses the graduates identified in their program of graduate studies, and (3) ascertain graduate opinions as to the assistance in achieving professional success which they received from the University.

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[1] Ibid.

[2] Clarence Charles Clark, "A Follow-up of University of Oklahoma Doctoral Graduates in Education 1931–56" (unpublished doctoral dissertation, University of Oklahoma, 1957).

Of the 134 cases studied, 87.3 percent received the doctor of education and 12.7 percent the doctor of philosophy degrees. The median age at which the degree was received was forty-one years, with the range being between twenty-eight and sixty-two. Seventy-two percent of this group were either educational administrators or were working in the field of secondary education.

Sixty percent of all the cases studied were employed in colleges or universities, and 24.5 percent were employed in public elementary or secondary education.

The recipients of the doctorate at the University of Oklahoma were satisfied with their program of graduate studies and also indicated satisfaction with the methods and procedures used for selection and admission to the doctoral program at the University of Oklahoma. The assistance they received from the university in achieving professional success following their completion of the doctorate was also felt by these students to be satisfactory.

A study of the recipients of the doctor of philosophy degree as listed in the 1938 edition of American Men of Science, the 1943 edition of the Directory of American Scholars, and the 1941 edition of Leaders in Education was made by Pressey.[1] He found that the median age at which the doctorate was received by the recipients in the field of education was thirty-eight and one-half years, while in the areas of chemistry and biology the recipients received their degrees between the ages of twenty-eight and thirty. He stated that:

> The candidates in education are likely to be married and have sundry responsibilities of adult life. Since there is a great

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[1]Sidney L. Pressey, "Some Data on the Doctorate," Journal of Higher Education, XV (April, 1944), 191–97.

> difference in life situation at 25 and at 35 years of age, the question is raised as to whether the same graduate program fits each of these different groups equally well.

Pressey reported:

> Many graduate students are interrupted in their graduate work by the necessity of earning money. More generous fellowships or similar subsidies permitting devotion to full time graduate study would surely help many graduate students complete their degree.[1]

The author also proposed a degree between the master's degree and the doctorate which would be "an admirable stopping place for those who have attempted the doctorate but cannot or should not for one reason or another be given that degree."

Anderson[2] proposed a series of procedures which would obtain evidence on the personality, ability, and success of students and which could be used as a basis for relatively accurate prediction of success or failure of future applicants for the doctoral program of the School of Education at New York University. Fifty graduate students who had applied for candidacy and who had undergone the school's written preliminary comprehensive examination in March, 1949, were the subjects of the investigation. Each of the fifty candidates was well known by two or more members of the doctoral faculty; these members were asked to rate the applicants. Data were also secured through various selection devices and instruments, including intelligence tests, an essay test, oral interviews, a

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[1] Ibid.

[2] Robert C. Anderson, "A Process for Selecting Doctoral Candidates" (unpublished doctoral dissertation, New York University, 1950).

quantifiable application form, a self-evaluation scale, undergraduate and graduate grade averages, an interpretive data test, a contemporary world affairs test, a test of the ability to recognize logical fallacies, and an emotional needs test. Scores were determined on each of the above and correlated with faculty ratings.

On the basis of the scores and on the basis of the multiple correlations computed, it was shown that a selection process that included (1) a quantifiable application form, (2) an oral interview, (3) an interpretive data test, (4) a contemporary affairs test, and (5) a test of the ability to recognize logical fallacies would provide relatively accurate data for the identification of those applicants for the doctorate who would probably not be successful in the doctoral program.

Lokers[1] studied the recipients of the doctor's degree from the University of Michigan in the field of education. The purposes of his study were (1) to determine if the expectations of the university had been fulfilled as evidenced by the postdoctoral careers of the recipients, (2) to determine if the personal and professional expectations of the recipients had been fulfilled as evidenced by their evaluation of the program, and (3) to report the opinions of the recipients on certain controversial issues in graduate education and to present their recommendations for making the preliminary examination and the dissertation experience more valuable.

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[1]Raymond J. Lokers, "An Evaluation of the Doctoral Program in Education at the University of Michigan, School of Education in Terms of Fulfillment of the Expectations of the Recipients and of the Expectations of the University" (unpublished doctoral dissertation, University of Michigan, 1958).

Since the findings of the Lokers study[1] will be used throughout the writer's investigation for the purposes of comparison, only the two major findings of Lokers' study are presented here. Lokers concluded that:

1. The postdoctoral careers of those who received their doctor's degree from the University of Michigan School of Education reasonably fulfilled the occupational expectation the institution may have held for them.
2. The recipients of the doctorate at the University of Michigan School of Education were predominately satisfied with their preparation at the university.

The studies presented here are related to various aspects of the writer's inquiry. Research comparable to this study is very limited. The research which has been reported, however, did provide valuable guidance for the writer.

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[1]Lokers, op. cit.

CHAPTER III

EMPLOYMENT STATUS AND PROFESSIONAL ACTIVITY AND INTERESTS OF THE RESPONDENTS

One realistic and pragmatic means of determining whether a graduate preparation program fulfills the needs for which it was designed is an assessment of the use to which graduate students put their preparation in terms of:

1. The professional positions held subsequent to graduate work and the students' satisfaction with their status in these positions, both professionally and personally.
2. The professional activities in which they are engaged.
3. The contributions they have made to their field of endeavor.

It is the purpose of this chapter to determine the extent to which the graduate students under consideration have become effective members of their profession as represented by the above-stated criteria.

Employment Status

Table 4 indicates that all except two of the respondents in this study were employed full time, at the time the study was made. Of the two not employed full time, one was a full-time housewife and the other was employed on a part-time basis as a substitute teacher in public education. Responses from both respondents indicate that

TABLE 4

EMPLOYMENT STATUS OF RESPONDENTS

Employment Status	No.	Pct.
Employed full time	60	96.8
Employed part time	1	1.6
Full-time housewife	1	1.6
Totals	62	100.0

lack of full-time employment was of their own choice, the housewife feeling that home responsibilities at this time are more important than professional activities, and the part-time teacher indicating that his part-time employment was necessitated by his health. Since the age range of the respondents was between thirty and fifty-nine, it is natural that full-time employment would be expected, except possibly in the case of eight women involved. Although six women indicated other responsibilities surrounding marriage and the rearing of children (six were married and five had one or more children), they were nevertheless engaged in full-time employment outside the home

in such positions as college dean of women, school psychologist, director of reading services, and teaching.

Type of Present Employment

The respondents indicated the type of current employment according to the classifications represented in Table 5. Public school positions include those which were held in a given school district or in a given school system that may have been organized up to and including the county level. Positions with the armed forces, state departments of education, and the International Cooperation Administration are classified as government positions. The college and university classification includes both public and private institutions as well as institutes and specialized training schools of a postsecondary character.

Of those respondents indicating full-time employment, 82.2 percent fell into two classifications—public school service and college or university work. Those in college and university positions included 43.5 percent of the respondents, while those in public school service made up 38.7 percent of the responses.

Lokers[1] found in his study of those awarded the doctorate in education at the University of Michigan that prior to the granting of the degree, 50 percent of his respondents were in college and university work and 34 percent were engaged in public school service,

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[1]Raymond J. Lokers, "An Evaluation of the Doctoral Program in Education at the University of Michigan, School of Education in Terms of Fulfillment of the Expectations of the Recipients and of the Expectations of the University" (unpublished doctoral dissertation, University of Michigan, 1958), p. 27.

TABLE 5

TYPE OF CURRENT EMPLOYMENT

Type of Employment	No.	Pct.
College or university	27	43.5
Public school service	24	38.7
Business or industry	6	9.7
Government	3	4.8
Private practice	1	1.6
Unemployed	1	1.6
Totals	62	99.9

while immediately following the earning of the doctorate 71 percent were in colleges and universities and only 12 percent were engaged in public school service. The awarding of an earned doctorate quite evidently accounted for a shift in employment for those engaged in public school service to work in colleges and universities, and might indicate that possibly up to 35 percent of the respondents in this study would leave public education for college work if they had earned the doctorate.

The only other classification as to type of employment that contained any significant number was that group employed in business or industry which made up 9.7 percent of the respondents in this

study. This percentage, compared with the 3 percent employed in business and industry in the Lokers[1] dissertation, might possibly indicate that the lack of the doctorate may have directed some of those who failed to receive the degree into fields other than education, where a doctorate is felt to be of less importance. It is interesting to note, however, that all except one of the respondents in this classification were engaged in some phase of education, such as educational consultant to an architectural firm or re-education of the emotionally or physically handicapped.

College and University

Positions held by the respondents in colleges and universities were divided into two classifications—those whose major responsibility was teaching, and those whose time was devoted mainly to administrative duties (see Table 6).

Those concerned mainly with administration represented 60.9 percent of those employed in colleges and universities, while 39.1 percent were engaged primarily in the teaching aspects of higher education. It should be noted, however, that 38 percent of those holding administrative assignments did do some actual teaching.

One respondent was the president of a college in Michigan. Of those indicating the title of dean or assistant dean, one was dean of a school of business and the others were all working in programs of student personnel. Those indicating chairmanships of departments included a chairman of a business department and a chairman of a freshman English department. Those giving their titles as directors

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[1]Lokers, op. cit., p. 19.

TABLE 6

POSITIONS OF RESPONDENTS EMPLOYED BY COLLEGES AND UNIVERSITIES, BY TITLES

Positions	Rank				Totals
	Associate Professor	Assistant Professor	Instructor	No Rank Given	
Administrative					
President				1	1
Deans and assistant deans of colleges and students				3	3
Chairmen or assistant chairmen of departments		1		1	2
Directors or assistant directors	1			7	8
Teaching					
Education	2	3	6	1	9
Other					
Chaplain				1	1
Totals	3	4	6	14	27

or assistant directors included a registrar, a director of audio-visual aids, a director of guidance services, and a director of freshman orientation. Only two of the respondents whose work was primarily in the areas of administration indicated that they held academic rank, one being an associate professor and one an assistant professor.

The respondents employed by colleges and universities whose major responsibility was teaching were all working in the field of education. No respondent indicated any teaching in an academic field. Of this group, six held the rank of instructor; three, assistant professor; and two, associate professor.

Public School Service

Table 7 indicates the titles of the positions held by the respondents who were employed in some phase of public school service. Of the twenty-four persons thus engaged, 66.6 percent were employed in areas in which they were responsible for some type of educational leadership in administrative or supervisory capacities. Three held positions of major administrative responsibility, while five were engaged in administrative activities at the individual school level. Eight were engaged in some specialized phase of public education such as curriculum and guidance services or services as school psychologists. Of the eight who were classroom teachers, six were working in high school and two in special education classes for the mentally retarded. It is worthy of note that none of the respondents engaged in public school service were employed in the field of elementary education, except in administrative capacities.

TABLE 7

POSITIONS OF RESPONDENTS IN PUBLIC SCHOOL SERVICE, BY TITLES

Positions	No.
Superintendent	1
Assistant superintendent	2
Director of guidance, special services, curriculum, curriculum coordinator	6
High school principal or assistant high school principal	3
Elementary principal	2
School psychologist	2
High school teacher	6
Special education teacher, mentally handicapped	2
Total	24

Business or Industry

Of the six respondents employed in business and industry, it should be noted that with one exception they were working in areas for which at least a major part of the preparation was in their field of concentration as doctoral candidates (see Table 8). The two working as architectural consultants were in school administration, the clinical psychologist was in educational psychology, the activities coordinator was in physical education, and the rehabilitation administrator was in guidance.

Government and Private Practice

Only four of the respondents indicated classification of employment in either government or private practice. The one in private practice was a minister of a Protestant denomination. Of the three in government work, one was a teacher in the Air Force school in France, one was an education specialist with the International Cooperation Administration in Iran, and the other was in the State Department of Education in one of our Southern states.

Type of Employment and Earned Income

One indication of the status of the doctoral students under consideration in this study is the amount of earned income they received. In their response in this study, respondents were asked to include all income earned from salary, professional, or technical services, and from royalties and consultant services. Table 9

TABLE 8

POSITIONS OF RESPONDENTS IN BUSINESS OR INDUSTRY, BY TITLES

Positions	No.
Educational consultant—architects	2
Clinical psychologists—mental hospital	1
Activities coordinator—hospital	1
Rehabilitation administrator—United Mine Workers	1
Cost accountant	1
Total	6

indicates by income brackets the levels of income of the respondents according to their types of employment.

According to the data secured, there does not seem to have been any appreciable difference between the incomes of those engaged in public education and those in the colleges and universities, the median salary classification of salaries for both groups being $5,000–$7,500. The fact that more than three times as many of the respondents employed in colleges and universities earned over $10,000 than did those employed in public school service seems to have been the only real difference in the salary classification of those two groups. The mean salary interval for those employed in

TABLE 9

EARNED INCOME OF RESPONDENTS, ACCORDING TO TYPE OF EMPLOYMENT

Earned Income	Type of Employment						Totals
	College or University	Public School Service	Business or Industry	Government	Private Practice	Unemployed	
Less than $1,000 . .	0	0	0	0	0	0	0
$1,000–$2,499 . .	0	0	0	0	0	0	0
$2,500–$4,999 . .	3	2	0	0	0	0	5
$5,000–$7,499 . .	12	13	2	1	1	0	29
$7,500–$9,999 . .	6	7	3	1	0	0	17
$10,000–$14,999 .	4	2	0	1	0	0	7
$15,000–$20,000 .	0	0	1	0	0	0	1
Over $20,000 .	2	0	0	0	0	0	2
No reply . . .	0	0	0	0	0	1	1
Totals . .	27	24	6	3	1	1	62

business and industry was $7,500 to $9,999, the same being true of those in government employment.

Professional Activities and Interest

An assessment of the professional activities and interests of the group of graduate students under study should give some indication as to the status of these students in their profession and the opportunities they have had to exert professional leadership in their chosen areas of employment. Perhaps one of the best opportunities to indicate professional interest is through membership in professional organizations and societies. Membership in these organizations also very often presents one of the best avenues through which professional leadership may be exercised.

Table 10 lists the professional societies in which the respondents indicated membership. Of the 195 memberships held in professional organizations, about one-half (ninety-three) were in organizations of a general educational nature such as state, local, or national educational associations. The balance of the memberships were held by the respondents in organizations that represented their areas of special interest. It is of interest to note that while twenty-seven of the respondents were employed in college or university positions, not one of these respondents indicated membership in the American Association of University Professors.

Table 11 indicates the number of professional societies to which the respondents of this study belonged. Membership in one or more professional organizations was indicated by 90 percent of the respondents; only seven indicated no activity in professional organizations. Three of the seven indicating no professional affiliation

TABLE 10

PROFESSIONAL ORGANIZATIONS IN WHICH RESPONDENTS HELD MEMBERSHIPS

Organizations	No.
Phi Delta Kappa	28
Other professional fraternities and sororities	26
Local education associations	23
State education associations	22
National Education Association	20
Social science organizations	9
Association for Supervision and Curriculum Development	8
American Psychological Association	7
American Association of Health, Physical Education and Recreation	7
Physical education organizations	6
State School Administrators Association	6
American Personnel and Guidance Association	4
American Association of School Administrators	4
National Vocational Guidance Association	4
National Association of Secondary School Principals	3
International Council on Exceptional Children	3
Miscellaneous	19

TABLE 11

NUMBERS OF PROFESSIONAL ORGANIZATIONS AND SOCIETIES OF WHICH THE RESPONDENTS WERE MEMBERS

Number of Organizations or Societies	Number of Respondents	Percentage
0	7	11.3
1	8	12.9
2	12	19.4
3	12	19.4
4	7	11.3
5	7	11.3
6 or more	9	14.5

were employed in positions in which this might be expected, two being ministers and one a cost accountant.

The mean number of professional societies to which the respondents belonged was 3.2.

Table 12 indicates the number of offices held in professional societies. To be considered as having held an office in a professional organization, the respondent must have had a leadership role in the organization as determined by the title of the office given.

TABLE 12

NUMBERS OF OFFICES HELD BY RESPONDENTS IN PROFESSIONAL ORGANIZATIONS AND SOCIETIES

Number of Offices Held	Number of Respondents	Percentage
0	37	60.0
1	13	21.0
2	4	6.4
3	3	4.8
4	2	3.2
5	2	3.2
6 or more	1	1.6

Such things as committee memberships were not considered as offices held.

While most of the offices held by the respondents were in state and local chapters of various professional organizations, four respondents indicated that they had held presidencies in national organizations. One indicated a vice-presidency at the national level, and two indicated secretaryships at the same level.

Productive Scholarship

One criterion which determines to a large extent the productive scholarship of a professional worker today is his ability to contribute to his field of learning through writings and publications. Since it would have been extremely difficult to determine the contribution of professional writing to the advancement of learning, and thus arrive at some evaluation of productive scholarship, no attempt was made to evaluate the quality of the respondents' contributions to the literature. Any productive efforts of the respondents that have been published were considered.

Two sources of information concerning the respondents' professional contributions to the field through writing and publication are considered here.

1. A list of the books, pamphlets, monographs, articles in periodicals, and jobs of editing supplied by the respondents.
2. The volumes of the Education Index through May, 1959.

Table 13 indicates the writings and publications as reported by the respondents, and the publications of the respondents listed in the Education Index. Three classifications were used in compiling this table: (1) no writing or publications, (2) some writing or publications as evidenced by at least one but not more than five writings or publications, (3) substantial writing or publication as evidenced by more than five writings or publications.

It will be noted that 60 percent of the respondents listed no publications or writing in their reply to the questionnaire and that about 70 percent of the respondents had no publications listed in the Education Index. This discrepancy is probably accounted for by the

TABLE 13

PRODUCTIVE SCHOLARSHIP OF THE RESPONDENTS, AS EVIDENCED BY THE REPORTS OF THE RESPONDENTS OF THEIR WRITINGS AND PUBLICATIONS AND THE PUBLICATIONS LISTED IN THE EDUCATION INDEX

Evidence of Writings or Publications	No.	Writings or Publications	
		No.	Pct.
No Writings or Publications			
Respondents reporting no writings or publications	62	37	60.0
Respondents having no writings or publications listed in the Education Index	62	43	69.4
One But Not More than Five Writings or Publications			
Respondents reporting writings or publications	62	17	27.2
Respondents' writings or publications listed in the Education Index	62	14	22.6
Six or More Writings or Publications			
Respondents reporting writings or publications	62	8	12.9
Respondents' writings or publications listed in the Education Index	62	5	8.1

fact that some of the publications listed by the respondents were produced for local consumption and therefore never appeared in the Education Index. At any rate, only about a third of the respondents were producing writing or other contributions to the professional literature, and only about 10 percent had produced more than five articles or publications.

To some extent this might be explained by the remarks of one respondent, who indicated, "I spend the time I have available for writing in producing local curriculum guides and other materials for the improvement of instruction within the system in which I am employed."

In comparing the productive scholarship of the respondents who had not completed their doctorates with the subjects of the Lokers[1] study who had been awarded doctorates from the University of Michigan, we find (Table 14) that half of the doctorates in the Lokers study had not produced any writings as evidenced by publication in the Education Index, whereas 70 percent of the respondents in this study had not had any publication listed. Twenty-three percent of the respondents produced from one to five writings or publications, and 8 percent produced more than five. Twenty-one percent of the doctorates in the Lokers study produced between one and five articles, and 28 percent produced more than five writings or publications.

The difference between these two groups can possibly be explained in at least two ways other than the obvious factor that the individuals who had received their doctorate seem to have been more productive in terms of professional publications than the graduate

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[1]Lokers, op. cit., p. 60.

TABLE 14

COMPARISON OF PRODUCTIVE SCHOLARSHIP, AS EVIDENCED BY PUBLICATIONS LISTED IN THE EDUCATION INDEX, OF THE GRADUATE STUDENTS WHO HAD COMPLETED THE DOCTORATE AND THE RESPONDENTS IN THIS STUDY WHO HAD NOT COMPLETED THE DOCTORATE

Subjects	No Publications	One But Not More Than Five Publications	Six or More Publications
Subjects in the Lokers study who had completed the doctorate	51.8	20.7	27.5
Respondents in this study who had not completed the doctorate	69.4	22.6	8.1

students who had not completed the doctorate. One consideration would be the fact that some individuals who receive a doctorate have all or parts of their dissertations published and some use the research of their dissertation for other professional publications. A second factor may be that 71 percent of the graduate students who had completed the doctorate were employed in colleges or universities, whereas only 44 percent of the respondents in this study were so employed. Since colleges and universities place more emphasis on professional writing than do the other types of employment considered here, perhaps this difference in type of employment would help to account for the difference in productive scholarship.

Satisfactions with Present Positions

The adequacy of any graduate preparation program can, at least in part, be judged by the extent to which its various aspects actually affect the achievement and attainment of the students involved. One way of determining this level of achievement and attainment is by assessing how well the needs of the individual students have been met.

Isle[1] states that: "An important test of any training program is its effectiveness in actual life situation . . . and the most direct way to determine such effectiveness is to ask those individuals trained how well their training has met their needs in field situations."

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[1]Walter W. Isle, "The Stanford University Follow-up Inquiry" (unpublished doctoral dissertation, Leland Stanford Junior University, Palo Alto, California, 1942).

If we can assume that a person's satisfaction with his professional position, his economic status, his possibilities for advancement, and his social satisfaction as related to his position are adequate criteria for determining the extent to which he has satisfied his need, then we can determine to some extent how well his graduate preparation program has fitted him for achievement and attainment in his choice of occupational role.

Table 15 indicates the respondents' perceptions of their ultimate professional objectives. Of the thirty-nine respondents desiring to be employed by colleges or universities, only twenty-five were so employed. Sixteen respondents desired employment in public school service, but only thirteen held positions in that capacity at the time of this study. Of the four desiring to work in business or industry, only three were employed by business or industry; and, of the three persons desiring to enter private practice, none held positions which they desired. While 66.1 percent of the respondents had met their needs in terms of reaching the type of employment they considered to be their professional objectives, 33.9 percent had yet to reach their goals. Of the 33.9 percent, or twenty-one cases, who had not achieved their professional objectives, two-thirds desired to change from their present occupations to employment in college or university work. Although there could have been many reasons why these students had not attained their goal of college or university employment, the writer would speculate that in the majority of cases the lack of the doctorate was a prime factor. This contention is further borne out by the Lokers[1] study, which found that 48 percent of the

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[1]Lokers, op. cit., p. 27.

TABLE 15

TYPES OF POSITIONS THE RESPONDENTS CONSIDERED TO BE THEIR ULTIMATE PROFESSIONAL OBJECTIVES

Current Employment	Ultimate Professional Objective											
	College or University		Public School Service		Business or Industry		Private Practice		Government		No Reply	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
College or university (N=27) .	25	92.5	1	3.7	0	0.0	1	3.7	0	0.0	0	0.0
Public school service (N=24) .	10	41.6	13	54.1	0	0.0	1	4.2	0	0.0	0	0.0
Business or industry (N=6) . .	2	33.3	0	0.0	3	50.0	1	16.7	0	0.0	0	0.0
Government (N=3) . .	1	33.3	2	66.7	0	0.0	0	0.0	0	0.0	0	0.0
Private practice (N=1) . .	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0

TABLE 15 (Continued)

Current Employment	Ultimate Professional Objective											
	College or University		Public School Service		Business or Industry		Private Practice		Government		No Reply	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Unemployed (N=1) . .	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0
Total (N=62) .	39	62.9	16	25.8	4	6.4	3	4.8	0	0.0	0	0.0

Note: For the benefit of those who are accustomed to seeing tables arranged in such a manner that the percentage entries add vertically to 100 percent, it should be noted that in this and in many subsequent tables the percentage entries add to 100 percent horizontally.

students employed in the public schools who changed their positions upon obtaining the doctorate changed to college and university teaching.

Regardless of whether the respondents had reached their ultimate professional objectives or not, a large majority of them indicated they were satisfied with their positions in terms of professional satisfaction. Table 16 indicates that 22.6 percent of the respondents were thoroughly satisfied with their current positions and 62.9 percent were satisfied but would have considered a change. Only 9.7 percent of the respondents indicated dissatisfaction with the position professionally, and only two cases, or 3.2 percent, were thoroughly dissatisfied with their positions.

Of the two cases indicating thorough dissatisfaction with their professional positions, one was employed by the government as a teacher overseas. This person expressed dissatisfaction with his position not only professionally but economically, socially, and in terms of progress and advancement in the position. The other case was a teacher in a secondary school in Michigan who indicated that he had advanced as far as he could go in that position. He also indicated dissatisfaction with his economic status. He stated that he had signed a contract for the following school year in another school system. Among those groups large enough to include a significant number of cases, the respondents who were engaged in work in colleges and universities indicated a greater degree of satisfaction with their positions than any other group—30 percent of this group being thoroughly satisfied and 70 percent being satisfied but willing to consider a change. In the next largest group—those employed in public school service—only 12.5 percent were thoroughly satisfied with their positions, and 58.3 percent were satisfied but would have

TABLE 16

RESPONDENTS' PROFESSIONAL SATISFACTION WITH THEIR POSITIONS

Current Employment	Professional Satisfaction									
	Thoroughly Satisfied		Satisfied		Somewhat Dissatisfied		Totally Dissatisfied		No Reply	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
College or university (N=27) . . .	8	29.6	19	70.3	0	0.0	0	0.0	0	0.0
Public school service (N=24) . . .	3	12.4	14	58.2	6	25.0	1	4.2	0	0.0
Business or industry (N=6) .	2	33.3	4	66.7	0	0.0	0	0.0	0	0.0
Government (N=3)	0	0.0	2	66.7	0	0.0	1	33.3	0	0.0
Private practice (N=1)	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0
Unemployed (N=1)	0	0.0	0	0.0	0	0.0	0	0.0	1	100.0
Total (N=62) . . .	14	22.6	39	62.9	6	9.7	2	3.2	1	1.6

considered a change. This would indicate that the respondents engaged in public school service felt that their positions were not as satisfying professionally as employment by colleges and universities.

Responses of the respondents in this study were somewhat similar to the findings of Lokers[1] in his study of doctoral graduates of the University of Michigan. Table 17 is a comparison of the two groups by percentages of responses.

While 51 percent of the doctoral graduates of the University of Michigan were thoroughly satisfied professionally with their current positions, only 23 percent of those who had not completed the degree indicated this to be true. Sixty-three percent of the non-completing group indicated they were satisfied but would have considered a change, while only 38 percent of those with the doctorate indicated satisfaction but would have considered a change. Only 7.6 percent of the Lokers[2] group and 12.9 percent of the respondents in this study indicated dissatisfaction with their positions. This represents such a small number of cases in both studies that no implication can be drawn.

The major conclusion that can be drawn from the above information is that a larger percentage of the group not having completed the doctorate (77.4 percent) were not thoroughly satisfied with their current positions and would have considered a change in position if the opportunity presented itself, while only 48.9 percent of those with the doctorate were of the same feelings.

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[1] Lokers, op. cit.

[2] Ibid., p. 68.

TABLE 17

COMPARISON OF THE RESPONDENTS WHO HAD NOT COMPLETED THE DOCTORATE WITH THE GRADUATE STUDENTS WHO HAD COMPLETED THE DOCTORATE, IN TERMS OF PROFESSIONAL SATISFACTION WITH THEIR CURRENT POSITIONS
(percentages)

Satisfaction	Students Who Had Completed the Doctorate	Respondents Who Had Not Completed the Doctorate
Thoroughly satisfied	51.1	22.6
Satisfied	37.7	62.9
Somewhat dissatisfied	5.4	9.7
Totally dissatisfied	2.2	3.2
No reply	3.6	1.6

Table 18 indicates the extent to which the respondents had advanced within the possibilities of their current employment. Thirty-one percent indicated that in their perception of their situation they had advanced as far as possible in their positions, 40 percent stated they had made good progress but might advance further, while 19 percent indicated the opportunity for progress was present but that they had recently acquired their positions and therefore their progress had been limited. Only 8 percent of the respondents indicated they had made little or no progress or

TABLE 18

EXTENT OF ADVANCEMENT OF RESPONDENTS WITHIN THE POSSIBILITIES OF THEIR CURRENT POSITIONS

Current Employment	Extent of Advancement									
	Advanced As Far As Possible		Good Progress But May Advance Further		Recently Took Position and Much Opportunity for Advancement		Little or No Progress or Advancement		No Reply	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
College or university (N=27) . . .	5	18.5	13	48.1	7	25.9	2	7.4	0	0.0
Public school service (N=24) . . .	12	50.0	7	29.1	3	12.4	2	8.3	0	0.0
Business or industry (N=6) .	2	33.3	2	33.3	2	33.3	0	0.0	0	0.0
Government (N=3).	0	0.0	2	66.7	0	0.0	1	33.3	0	0.0
Private practice (N=1)	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0
Unemployed (N=1)	0	0.0	0	0.0	0	0.0	0	0.0	1	100.0
Total (N=62) . . .	19	30.7	25	40.3	12	19.4	5	8.1	1	1.6

advancement. It should be noted here that the above information does not necessarily indicate the satisfaction of the respondents with their advancement in their current positions but only the extent of the advancement within the possibilities of those positions.

Only 18.5 percent of those employed by colleges and universities felt they had advanced as far as possible within their current positions, while 50 percent of those employed in public school service felt that way. This could indicate that those in colleges and universities felt that this type of employment provided considerable opportunity for advancement. Since 50 percent of those employed in public schools felt they had no opportunity for advancement, and since 41 percent of that group indicated a desire to become employed by a college or university, it can be assumed that the group also felt there were greater opportunities for professional advancement in college or university employment.[1]

Satisfaction of the respondents with their economic status and outlook in their current positions is shown in Table 19. Almost one-third, 31 percent of the respondents, indicated they were thoroughly satisfied with the economic factors in their positions. Fifty-eight percent were only partially satisfied, and 10 percent were dissatisfied. Although the number of cases which made the difference was small, those respondents employed in public school service had a smaller percentage (21 percent) who were thoroughly satisfied economically with their positions than was true in any of the other groups.

Of the six respondents dissatisfied with the economic outlook of their current positions, two were employed in college or

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[1]See Table 15, p. 48.

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[1]See Table 15, p. 48.

TABLE 19

EXTENT OF ECONOMIC SATISFACTION OF RESPONDENTS WITH THEIR CURRENT POSITIONS

Current Employment	Extent of Economic Satisfaction							
	Fully Satisfied		Partly Satisfied		Dis-satisfied		No Reply	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
College or university (N=27)	9	33.3	16	59.2	2	7.4	0	0.0
Public school service (N=24)	5	20.8	17	70.8	2	8.3	0	0.0
Business or industry (N=6)	3	50.0	2	33.3	1	16.7	0	0.0
Government (N=3)	1	33.3	1	33.3	1	33.3	0	0.0
Private practice (N=1)	1	100.0	0	0.0	0	0.0	0	0.0
Unemployed (N=1)	0	0.0	0	0.0	0	0.0	1	100.0
Total (N=62) . . .	19	30.7	36	58.1	6	9.7	1	1.6

university positions. Each held the academic rank of instructor—one was a teacher in the education department of a college in the Deep South and the other was principal of a laboratory school in a Midwestern university. The two employed in public school service who indicated economic dissatisfaction were employed as high school teachers. One noted on his questionnaire that he was changing his employment status in the ensuing year. The dissatisfied respondent employed by the government was an overseas teacher for the armed services, and the respondent in business or industry was employed as an activities coordinator in a Midwestern hospital.

The relationship between the level of earned income and economic satisfaction with the current position of the respondents is depicted in Table 20. The only wage interval group whose members were thoroughly satisfied with their economic status was that group in which annual incomes were more than $20,000. The salary intervals containing no respondents who were dissatisfied with their economic status were those above the $10,000 level. Of the two salary intervals containing the responses of 75 percent of the respondents (incomes between $5,000 and $9,999), 24 percent were thoroughly satisfied, 67 percent were partly satisfied, and only 9 percent were dissatisfied with their economic status. No clear-cut pattern of the relationships of earned income and economic satisfaction is in evidence by the data secured from the respondents. This would probably indicate that factors other than salary alone determine the economic satisfaction derived by the respondents.

The graduate students in this study were asked to check the extent of their social satisfaction in their current positions. Table 21 is a summary of these responses. It should be noted that 97 percent of the respondents were either fully or somewhat satisfied

TABLE 20

ECONOMIC SATISFACTION AND EARNED INCOME OF RESPONDENTS FOR THE CALENDAR YEAR 1956

Total Earned Income	Economic Satisfaction			
	Fully Satisfied	Partially Satisfied	Dis-satisfied	No Reply
Less than $1,000	0	0	0	0
$1,000–$2,499	0	0	0	0
$2,500–$4,999	1	2	2	0
$5,000–$7,499	5	21	3	0
$7,500–$9,999	6	10	1	0
$10,000–$14,999	4	3	0	0
$15,000–$20,000	0	1	0	0
Over $20,000	2	0	0	0
No reply	0	0	0	1
Totals	18	37	6	1

TABLE 21

EXTENT OF SOCIAL SATISFACTION OF THE RESPONDENTS WITH THEIR CURRENT POSITIONS

Current Employment	Extent of Social Satisfaction							
	Fully Satis-factory		Somewhat Satis-factory		Unsatis-factory		No Reply	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
College or university (N=27)	18	66.7	9	33.3	0	0.0	0	0.0
Public school service (N=24)	12	50.0	12	50.0	0	0.0	0	0.0
Business or industry (N=6)	3	50.0	3	50.0	0	0.0	0	0.0
Government (N=3)	1	33.3	1	33.3	1	33.3	0	0.0
Private practice (N=1)	1	100.0	0	0.0	0	0.0	0	0.0
Unemployed (N=1)	0	0.0	0	0.0	0	0.0	1	100.0
Total (N=62) . . .	35	56.4	25	40.4	1	1.6	1	1.6

from a social point of view, 56.4 percent being fully satisfied and 40.4 percent being somewhat satisfied. Only one respondent was dissatisfied with his position socially.

Table 22 presents a summary of the satisfactions of the respondents with their then current position professionally, socially, and economically. The respondents who had never completed their doctorate indicated they were least satisfied professionally and most satisfied socially with their positions.

Table 23 compares the respondents and the graduate students in the Lokers study who had completed the doctorate in terms of the economic, social, and professional satisfactions with their positions. In terms of full satisfaction with their positions professionally, those with the doctorate were more than twice as satisfied as those without the doctorate. Economically and socially, about 17 percent of those who had received their doctorates were more fully satisfied with their positions than were those without doctorates.

On the basis of the data presented in Table 23, it can be stated that, although those students who had been awarded their doctorates in education at the University of Michigan were more satisfied than those University of Michigan students who had not completed their degrees, both groups were predominately satisfied with their positions.

Before summarizing the information concerning this group of graduate students from the University of Michigan who had not completed the doctorate, one factor must be taken into consideration—namely, the ages of the respondents. Table 24 indicates by five-year intervals the ages of the respondents.

Since 50 percent of the respondents to this study indicated their ages to be forty years or less, it can be assumed that a great

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[1]Lokers, op. cit., p. 78.

TABLE 22

SUMMARY OF THE RESPONDENTS' SATISFACTION WITH THEIR CURRENT POSITIONS

Current Employment	Extent of Satisfaction							
	Fully Satisfied		Somewhat Satisfied		Partially or Totally Dissatisfied		No Reply	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Professional satisfaction (N=62)	14	22.6	39	62.9	8	12.9	1	1.6
Economic satisfaction (N=62)	19	30.7	36	58.1	6	9.7	1	1.6
Social satisfaction (N=62)	35	56.4	25	40.4	1	1.6	1	1.6

TABLE 23

COMPARISON OF THE RESPONDENTS WHO HAD NOT COMPLETED THE DOCTORATE WITH THE GRADUATE STUDENTS WHO HAD COMPLETED THE DOCTORATE, IN TERMS OF SATISFACTIONS WITH THEIR CURRENT POSITIONS[a]
(percentages)

Extent of Satisfaction	Students with Doctorate	Respondents without Doctorate
Professional Satisfaction		
Fully satisfied	51.1	22.6
Somewhat satisfied	37.7	62.9
Partially or totally dissatisfied	7.6	9.7
No reply	3.6	1.6
Economic Satisfaction		
Fully satisfied	47.1	30.7
Somewhat satisfied	46.4	58.1
Partially or totally dissatisfied	4.0	9.7
No reply	2.5	1.6
Social Satisfaction		
Fully satisfied	72.5	56.4
Somewhat satisfied	21.0	40.4
Partially or totally dissatisfied	3.3	1.6
No reply	3.3	1.6

[a]Centered subheads indicate area of satisfaction.

TABLE 24

AGES OF RESPONDENTS AT THE TIME OF THIS STUDY

Age	No.	Pct.
Thirty to thirty-five years	4	6.4
Thirty-six to forty years	24	38.7
Forty-one to forty-five years	12	19.3
Forty-six to fifty years	8	12.9
Fifty-one to fifty-five years	4	6.4
Fifty-five years and over	4	6.4
Respondents not giving age	6	9.7
Totals	62	99.8

many of these respondents had not yet reached the peak of their attainment or performance in many of the areas considered in this chapter. It is the belief of the writer that this factor must be taken into account as any conclusions about this group are drawn.

Chapter Summary and Conclusions

Students who participate in graduate study programs at the doctoral level expect to use their graduate preparation in their professional careers. They expect their graduate preparation to help

them in securing and holding positions of responsibility and to enable them to be better prepared to exert leadership in their chosen fields. The preceding chapter would indicate that the needs of the students in this study and the expectations they may have held concerning their graduate preparation have been met in the following ways:

1. Many of the graduate students studied were holding positions of importance in the field of education. Ninety-seven percent of them were employed full time, and all except one were engaged in some phase of educational work.

2. In the field of higher education, a number of the respondents were exercising influence and leadership in their chosen profession. Forty-four percent of the respondents were employed in colleges and universities. Sixty-three percent of the group so employed held positions with administrative responsibility. The remainder of this group were teaching in departments of education. One of the respondents was a college president, three were deans of colleges or deans of student personnel programs, and ten held chairman, assistant chairman, director, or assistant director positions. All were active in the training and preparation of those who would teach and administer our elementary and secondary schools.

Of the respondents who indicated that they held academic rank, three were associate professors, four were assistant professors, and six were instructors. Only three of the respondents with administrative responsibilities indicated their academic rank as part of their position or title. It would appear that academic rank held by the respondents in college and university positions was very limited, since only three of the respondents held rank above the assistant professor level. Without a doubt, the lack of doctorates has

limited, to some extent, the respondents' advancement in academic rank.

3. Those employed in public school service made up about 40 percent of the respondents in this study. Two-thirds of this group were holding positions of responsibility where their influence and leadership were factors in the promotion of the aims of public education. They held such positions as superintendencies, principalships at both the elementary and secondary levels, and various directorships in curriculum and special services. Many of the respondents engaged in public school service provided special services to our public schools, such as school psychologist, guidance counselor, and teacher of the mentally handicapped.

4. Sixteen percent of the respondents were employed in fields other than college and university positions or public school service. Of those so employed, all except one were engaged in some type of employment that can be considered directly related to a graduate program in the field of education.

5. Although the income earned by the respondents for their professional services ranged from a class interval of $2,500–$4,999 to over $20,000, 75 percent of the respondents earned between $5,000 and $10,000 during the calendar year of 1956. Sixteen percent of them earned over $10,000.

6. Little relationship existed, in this study, between the economic satisfaction expressed by the respondents with their positions and their earned income. Although a majority of the respondents were either fully satisfied or partially satisfied with their current position from an economic viewpoint, economic dissatisfaction existed in all wage groups from $2,500 to $10,000. The only wage

group expressing full satisfaction with their economic outlook was that group earning more than $20,000.

7. A high level of interest was shown by the respondents in their chosen profession by their memberships in eighty-six different professional organizations and societies. The mean number of memberships held by the respondents was 3.2, with all except seven of them indicating a professional interest through membership in at least one professional organization.

The respondents showed a definite preference for membership in professional fraternities and sororities, 45 percent of them indicating membership in Phi Delta Kappa and 42 percent of them listing membership in other professional fraternities and sororities. The respondents showed their interest in their specialized fields by holding sixty-one memberships in professional organizations that devote their interests to specialized fields. Only 32 percent, however, indicated membership in the National Education Association.

8. Leadership in their chosen field is shown by the fact that over 40 percent of the respondents had held or were then holding offices in various professional organizations and societies.

9. Contributions of the respondents to their profession through writings and publications were somewhat limited. Between the years of 1946 and 1959 only 31 percent of the respondents had had their writings listed in the Education Index, and only five of the respondents had had more than one publication so listed.

10. While about 44 percent of the respondents in this study were employed in colleges and universities, 63 percent of the respondents indicated a desire to be so employed. Forty-two percent of those respondents employed in the public schools indicated as

their professional goal a desire to shift to employment in higher education. Only 30 percent of the respondents employed in position classifications other than colleges and universities or public school service listed as their professional objective employment in the same position classification in which they were then employed.

11. The positions held by the respondents subsequent to their doctoral preparation programs have proven to be generally satisfying to them in terms of professional, economic, and social status, as well as in terms of the opportunities available for advancement. While only 23 percent of the respondents were thoroughly satisfied professionally with their positions, 63 percent were satisfied but would have considered a change. The respondents were more satisfied with their economic status than they were with their professional status. They were most satisfied with their social status in their current positions. Less than 10 percent were partially or totally dissatisfied with their position in any way.

CHAPTER IV

AN EVALUATION OF THE RESPONDENTS' GRADUATE PROGRAMS AT THE UNIVERSITY OF MICHIGAN

In the development of graduate programs, institutions of higher learning seek to design their curriculums to prepare students for the fields these students intend to enter. The ability of graduate students to obtain and hold positions of responsibility in their fields of preparation is one measure of the effectiveness of their graduate programs, so long as these students engage in the type of employment for which their preparation was designed. We must, therefore, determine the relationship between graduate preparation and the use to which this preparation has been placed before any validity can be attached to students' evaluations of their preparation programs.

Table 25 indicates the extent to which respondents stated that there was a relationship between their programs of graduate studies at the University of Michigan and their current occupational choice. Eighty-two percent of the respondents were engaged in work that was either directly related to their field of preparation or for which general preparation was made in their graduate studies programs. Only 15 percent of the respondents felt that their graduate preparation programs were unrelated to their current positions.

TABLE 25

EXTENT TO WHICH THE CURRENT WORK OF THE RESPONDENTS WAS DIRECTLY RELATED TO THEIR PROGRAM OF GRADUATE STUDIES

Current Employment	Extent of Relationship between Current Work and Program of Graduate Study							
	Particular Preparation Made in Graduate Study		General Preparation Made in Graduate Study		Position Unrelated to Field of Preparation		No Reply	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
College or university (N=27)	10	37.0	13	48.1	4	14.8	0	0.0
Public school service (N=24)	3	12.4	16	66.7	4	16.5	1	4.2
Business or industry (N=6)	0	0.0	5	83.3	1	16.7	0	0.0
Government (N=3)	2	66.7	1	33.3	0	0.0	0	0.0
Private practice (N=1)	0	0.0	1	100.0	0	0.0	0	0.0
Unemployed (N=1)	0	0.0	0	0.0	0	0.0	1	100.0
Total (N=62) . . .	15	24.2	36	58.1	9	14.5	2	3.6

The fact that a majority of the respondents, 58.1 percent, were in positions for which their graduate studies gave only general preparation would perhaps indicate that their graduate programs were designed to develop broad understandings in the basic fields of education rather than highly specialized skills in specific fields.

It should be noted that a much larger percentage—37 percent of the respondents in college or university positions—felt that their preparation was particularly related to their positions than was true of those engaged in public school service—12.5 percent. This could mean that the doctoral programs in education at the University of Michigan were designed more for the preparation of college personnel than for public school service. This is possibly as it should be, since according to the Lokers study[1] 71 percent of those awarded the doctorate in education at the University of Michigan were employed in college or university positions, and 63 percent of the respondents in this study indicated this type of employment as their ultimate professional objective.

Since it was found that a large percentage of the respondents were employed in positions particularly or generally related to their fields of preparation, some validity can be attached to these students' evaluations of their graduate study programs.

One other factor must be considered before proceeding with the respondents' assessments of their graduate preparation programs:

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[1]Raymond J. Lokers, "An Evaluation of the Doctoral Program in Education at the University of Michigan, School of Education in Terms of Fulfillment of the Expectations of the Recipients and of the Expectations of the University" (unpublished doctoral dissertation, University of Michigan, 1958), p. 17.

It was necessary to determine to what degree the respondents had completed those requirements that made up the content of the doctoral program in education at the University of Michigan. Table 26 summarizes those requirements for the doctorate which was yet to be completed by the respondents. Since all students under consideration in this study had successfully completed the preliminary examinations, this requirement is not included in the table.

It will be noted that, while all of the respondents had not completed their dissertations, and twenty-two of them had not completed the language requirements, all but one had completed their course work in education, and all except two had completed their course work in the cognate fields. Because these students had completed a major portion of the requirements for the doctorate in education at the University of Michigan, their evaluations of the content of their graduate preparation programs should have some validity.

Respondents' Opinions Regarding Certain Abilities, Skills, and Understandings in Graduate Education

The factors listed below will be considered in this study in terms of the usefulness the respondents had found in their current positions for these abilities, attitudes, and understandings; the respondents' opinions as to whether these abilities, attitudes, and understandings should be acquired in a graduate preparation program; and the respondents' assessments as to whether they acquired these abilities, attitudes, and understandings in their graduate programs at the University of Michigan:

TABLE 26

DOCTORAL REQUIREMENTS YET TO BE COMPLETED BY THE RESPONDENTS

Current Employment	Doctoral Requirements Yet To Be Completed											
	Residence Requirement		Language Requirement		Dissertation		Education Course Work		Cognate Course Work		No Reply	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
College or university (N=27) .	13	48.1	9	33.3	26	98.4	0	0.0	0	0.0	1	1.6
Public school service (N=24) .	8	33.3	8	33.3	24	100.0	1	4.2	1	4.2	0	0.0
Business or Industry (N=6) . .	0	0.0	2	33.3	6	100.0	0	0.0	0	0.0	0	0.0
Government (N=3) . .	0	0.0	1	33.3	3	100.0	0	0.0	0	0.0	0	0.0
Private practice (N=1) . .	0	0.0	1	100.0	1	100.0	0	0.0	0	0.0	0	0.0

TABLE 26 (Continued)

Current Employment	Doctoral Requirements Yet To Be Completed											
	Residence Requirement		Language Requirement		Dissertation		Education Course Work		Cognate Course Work		No Reply	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Unemployed (N=1) . .	0	0.0	1	100.0	1	100.0	0	0.0	0	0.0	0	0.0
Total (N=62) .	21	33.9	22	35.5	61	98.4	1	1.6	2	3.2	1	1.6

1. A thorough understanding of the respondent's major graduate field.
2. An extensive knowledge in a minor field.
3. Ability to think critically.
4. Ability to do research.
5. Ability to teach and train others.
6. Ability to work with others in professional endeavor.
7. Ability to organize and present ideas to colleagues.
8. Skill in delegating work or responsibilities to others.
9. Sense of professional obligation and ethics.
10. Possession of a satisfying philosophy of life.
11. Reading knowledge of French.
12. Reading knowledge of German.
13. Knowledge of public affairs.

A thorough understanding of the respondent's major graduate field

The possession of a thorough understanding of one's major graduate field would be considered essential in any graduate preparation program. Table 27 indicates that 50 percent of the respondents considered this understanding of their major field essential in their current occupations, and an additional 42 percent felt that it was valuable and often used by them in their jobs. Only 6.5 percent (four) of the respondents considered this understanding unimportant or stated that they seldom used it in their work. Two of these were employed in business or industrial positions the nature of which would indicate this understanding had limited applications. As shown in Table 28, 86 percent of the respondents considered a thorough understanding of their major graduate field to be an

TABLE 27

USEFULNESS OF A THOROUGH UNDERSTANDING OF THE RESPONDENTS' MAJOR GRADUATE FIELD TO THE RESPONDENTS IN THEIR CURRENT POSITIONS

Current Employment	Usefulness in Current Position							
	Constantly Used or Essential		Often Used or Valuable		Seldom Used or Unimportant		No Reply	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
College or university (N=27)	14	51.8	11	40.7	1	3.7	1	3.7
Public school service (N=24)	12	50.0	11	45.8	1	4.2	0	0.0
Business or industry (N=6)	2	33.3	2	33.3	2	33.3	0	0.0
Government (N=3)	1	33.3	2	66.7	0	0.0	0	0.0
Private practice (N=1)	1	100.0	0	0.0	0	0.0	0	0.0
Unemployed (N=1)	1	100.0	0	0.0	0	0.0	0	0.0
Total (N=62) . . .	31	50.0	26	41.9	4	6.5	1	1.6

TABLE 28

THE RESPONDENTS' ACQUISITION DURING GRADUATE PREPARATION OF A THOROUGH UNDERSTANDING OF THEIR MAJOR GRADUATE FIELDS

Current Employment	Response Concerning This Understanding			
	Should Be Acquired During Graduate Preparation		Was Acquired Mainly During Graduate Preparation	
	No.	Pct.	No.	Pct.
College or university (N=27) . .	22	81.4	11	40.7
Public school service (N=24) . .	20	83.2	18	75.0
Business or industry (N=6) . . .	6	100.0	4	66.7
Government (N=3)	3	100.0	3	100.0
Private practice (N=1)	1	100.0	1	100.0
Unemployed (N=1)	1	100.0	1	100.0
Total (N=62)	53	85.5	37	60.0

essential part of a graduate studies program and indicated that this understanding should be acquired in graduate school. Only 60 percent of the respondents stated that they acquired this understanding at the graduate level. Such comments as "my college teaching experience and my undergraduate work contributed to this" somewhat explain why only 60 percent of these students felt they had acquired a thorough understanding in their major graduate fields mainly during their graduate preparation.

An extensive knowledge in a minor field

An extensive knowledge of a second field is often of use to graduate students in their various fields of endeavor. Table 29 indicates that 29 percent of the graduate students under consideration felt that this knowledge is essential; and an additional 36.6 percent believed that it is valuable and was often used by them in their occupations. Thirty-one percent expressed the opinion that an extensive knowledge of a minor field is unimportant and was seldom used by them in their current positions.

Even though 65 percent of the respondents felt an extensive knowledge in a minor field is essential or valuable in their current positions, Table 30 indicates that only 30 percent of these graduate students thought that it should be acquired during graduate studies, and only 24 percent felt that this knowledge was acquired mainly during their graduate preparation programs.

An extensive knowledge in a minor field was more important in their current positions to those in college or university work than to those respondents in public school service. Seventy-five percent of the college or university group felt this knowledge is

TABLE 29

USEFULNESS OF AN EXTENSIVE KNOWLEDGE IN A MINOR FIELD TO THE RESPONDENTS IN THEIR CURRENT POSITIONS

Current Employment	Usefulness in Current Position							
	Constantly Used or Essential		Often Used or Valuable		Seldom Used or Unimportant		No Reply	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
College or university (N=27)	9	33.3	11	40.7	4	14.8	3	11.1
Public school service (N=24)	7	29.1	5	20.8	12	50.0	0	0.0
Business or industry (N=6)	1	16.7	3	50.0	2	33.3	0	0.0
Government (N=3)	0	0.0	3	100.0	0	0.0	0	0.0
Private practice (N=1)	1	100.0	0	0.0	0	0.0	0	0.0
Unemployed (N=1)	0	0.0	0	0.0	1	100.0	0	0.0
Total (N=62) . . .	18	29.0	22	35.5	19	30.6	3	4.8

TABLE 30

THE RESPONDENTS' ACQUISITION DURING GRADUATE PREPARATION OF AN EXTENSIVE KNOWLEDGE IN A MINOR FIELD

Current Employment	Response Concerning This Understanding			
	Should Be Acquired During Graduate Preparation		Was Acquired Mainly During Graduate Preparation	
	No.	Pct.	No.	Pct.
College or university (N=27) . .	9	33.3	6	22.2
Public school service (N=24) . .	4	16.5	7	29.1
Business or industry (N=6) . . .	2	33.3	2	33.3
Government (N=3)	0	0.0	0	0.0
Private practice (N=1)	1	100.0	0	0.0
Unemployed (N=1)	0	0.0	0	0.0
Total (N=62)	16	25.8	15	24.2

either constantly used or often used; and only 50 percent of the group in public school service stated that this is so.

The ability to think critically

The students under consideration in this study were asked to express their opinions as to the value of an ability to think critically in their current positions. Eighty-six percent of them, as indicated in Table 31, believed this ability is essential and was constantly used in their work. An additional 19 percent considered this ability valuable. Only one respondent thought that the ability to think critically is unimportant.

As summarized in Table 32, 81 percent of the respondents felt that the ability to think critically should be acquired during graduate preparation, but only 26 percent felt that they acquired this ability during their graduate studies. One could readily ask why preparation programs do not place more stress on this ability when such a large percentage of this group felt that preparation in the ability to think critically should be an essential part of graduate study. Perhaps when we can define more precisely the essential skills involved in this process a more effective job of developing this ability can be done in graduate programs.

Ability to do research

Although the students involved in this study had not engaged in the major research project of the doctoral program—the dissertation—they nevertheless felt they had a use in their current positions for the ability to do research. Table 33 indicates that 19 percent of the respondents felt that this ability is essential and was constantly used in their current positions. An additional

TABLE 31

USEFULNESS OF THE ABILITY TO THINK CRITICALLY TO THE RESPONDENTS IN THEIR CURRENT POSITIONS

Current Employment	Usefulness in Current Position							
	Constantly Used or Essential		Often Used or Valuable		Seldom Used or Unimportant		No Reply	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
College or university (N=27)	19	70.3	6	22.2	0	0.0	2	7.4
Public school service (N=24)	18	75.0	5	20.8	1	4.2	0	0.0
Business or industry (N=6)	6	100.0	0	0.0	0	0.0	0	0.0
Government (N=3)	2	66.7	1	33.3	0	0.0	0	0.0
Private practice (N=1)	1	100.0	0	0.0	0	0.0	0	0.0
Unemployed (N=1)	1	100.0	0	0.0	0	0.0	0	0.0
Total (N=62) . . .	47	75.8	12	19.4	1	1.6	2	3.2

TABLE 32

THE RESPONDENTS' ACQUISITION DURING GRADUATE PREPARATION OF THE ABILITY TO THINK CRITICALLY

Current Employment	Response Concerning This Ability			
	Should Be Acquired During Graduate Preparation		Was Acquired Mainly During Graduate Preparation	
	No.	Pct.	No.	Pct.
College or university (N=27) . .	21	77.7	9	33.3
Public school service (N=24) . .	21	87.4	6	25.0
Business or industry (N=6) . . .	4	66.7	0	0.0
Government (N=3)	2	66.7	1	33.3
Private practice (N=1)	1	100.0	0	0.0
Unemployed (N=1)	1	100.0	0	0.0
Total (N=62)	50	80.6	16	25.8

TABLE 33

USEFULNESS OF THE ABILITY TO DO RESEARCH TO THE RESPONDENTS IN THEIR CURRENT POSITIONS

Current Employment	Usefulness in Current Position							
	Constantly Used or Essential		Often Used or Valuable		Seldom Used or Unimportant		No Reply	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
College or university (N=27)	5	18.5	15	55.5	5	18.5	2	7.4
Public school service (N=24)	3	12.4	12	50.0	9	37.5	0	0.0
Business or industry (N=6)	2	33.3	2	33.3	2	33.3	0	0.0
Government (N=3)	0	0.0	2	66.7	1	33.3	0	0.0
Private practice (N=1)	1	100.0	0	0.0	0	0.0	0	0.0
Unemployed (N=1)	1	100.0	0	0.0	0	0.0	0	0.0
Total (N=62) . . .	12	19.4	31	50.0	17	27.4	2	3.2

50 percent indicated the ability is valuable and was often used by them.

With the exception of a reading knowledge of French or German, the ability to do research was felt to be unimportant or seldom used by more respondents than any other ability, attitude, or understanding considered in this study. Even though 27 percent of the respondents felt this ability was unimportant to them in their current positions, more than twice as many, 60 percent, felt the ability to do research should be acquired in a graduate program. Table 34 indicates this opinion as well as the fact that even though these students had not completed the major research project of their doctoral program—the dissertation—63 percent of them still felt that they acquired the ability to do research as graduate students at the University of Michigan. This would indicate that preparation in the ability to do research is a part of the graduate studies program even though work on the dissertation has not been successfully completed.

The ability to teach or train others

The ability to teach and train others was considered by 63 percent of the respondents as essential in their current positions. Table 35 also points out that an additional 29 percent of this group felt that this ability is valuable. Seven percent of the respondents indicated that they seldom used this ability or they considered it unimportant in their jobs. Of the four cases involved in this 7 percent, all held administrative positions. Apparently they perceived these positions as less in need of the ability to teach and train others.

TABLE 34

THE RESPONDENTS' ACQUISITION DURING GRADUATE PREPARATION OF THE ABILITY TO DO RESEARCH

Current Employment	Response Concerning This Ability			
	Should Be Acquired During Graduate Preparation		Was Acquired Mainly During Graduate Preparation	
	No.	Pct.	No.	Pct.
College or university (N=27) . .	20	74.0	19	70.3
Public school service (N=24) . .	12	50.0	14	58.2
Business or industry (N=6) . . .	2	33.3	3	50.0
Government (N=3)	1	33.3	2	66.7
Private practice (N=1)	1	100.0	0	0.0
Unemployed (N=1)	1	100.0	1	100.0
Total (N=62)	37	60.0	39	62.9

TABLE 35

USEFULNESS OF THE ABILITY TO TEACH AND TRAIN OTHERS TO THE RESPONDENTS IN THEIR CURRENT POSITIONS

Current Employment	Usefulness in Current Position							
	Constantly Used or Essential		Often Used or Valuable		Seldom Used or Unimportant		No Reply	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
College or university (N=27)	17	62.9	8	29.6	1	3.7	1	3.7
Public school service (N=24)	16	66.7	6	25.0	2	8.3	0	0.0
Business or industry (N=6)	3	50.0	3	50.0	0	0.0	0	0.0
Government (N=3)	1	33.3	1	33.3	1	33.3	0	0.0
Private practice (N=1)	1	100.0	0	0.0	0	0.0	0	0.0
Unemployed (N=1)	1	100.0	0	0.0	0	0.0	0	0.0
Total (N=62) . . .	39	62.9	18	29.0	4	6.4	1	1.6

Table 36 indicates that only 48 percent of the respondents felt the ability to teach and train others should be part of a graduate studies program; and only 14 percent felt that they acquired this ability mainly during their graduate preparation programs. Since 92 percent indicated, as shown in Table 35, that they felt this ability was either essential or valuable in their work, the relationship they perceived between this ability and their graduate programs seems inconsistent. It can probably be explained best by the comment of one respondent: "I hope I learned this before I became a graduate student."

Ability to work with others in professional endeavor

As indicated in Table 37, 90 percent of the respondents believed that the ability to work with others in professional endeavor was either constantly or often used in their current occupations. Only four persons indicated that they felt this ability was seldom used by them. Three of these were teachers at the secondary level in public school service and the other was an accountant in industry.

Seventy-three percent of the respondents, as indicated in Table 38, felt that a graduate preparation program should prepare students to work with others in professional endeavor, but only 16 percent of them indicated that they felt they had acquired this ability mainly during their graduate programs. No indication was forthcoming from the respondents as to why they had failed to acquire this ability during their graduate studies even though almost three-fourths of them felt they should have acquired this ability at the graduate level. Perhaps the inability of the respondents to define in their own minds the skills involved in the ability to work with

TABLE 36

THE RESPONDENTS' ACQUISITION DURING GRADUATE PREPARATION OF THE ABILITY TO TEACH AND TRAIN OTHERS

Current Employment	Response Concerning This Ability			
	Should Be Acquired During Graduate Preparation		Was Acquired Mainly During Graduate Preparation	
	No.	Pct.	No.	Pct.
College or university (N=27) . .	18	66.7	5	18.5
Public school service (N=24) . .	9	37.5	2	8.3
Business or industry (N=6) . . .	2	33.3	1	16.7
Government (N=3)	0	0.0	0	0.0
Private practice (N=1)	0	0.0	1	100.0
Unemployed (N=1)	1	100.0	0	0.0
Total (N=62)	30	48.4	9	14.4

TABLE 37

USEFULNESS OF THE ABILITY TO WORK WITH OTHERS IN PROFESSIONAL ENDEAVOR TO THE RESPONDENTS IN THEIR CURRENT POSITIONS

Current Employment	Usefulness in Current Position							
	Constantly Used or Essential		Often Used or Valuable		Seldom Used or Unimportant		No Reply	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
College or university (N=27)	20	74.0	6	22.2	0	0.0	1	3.7
Public school service (N=24)	15	62.4	5	20.8	3	12.4	1	4.2
Business or industry (N=6)	5	83.3	0	0.0	1	16.7	0	0.0
Government (N=3)	2	66.7	1	33.3	0	0.0	0	0.0
Private practice (N=1)	1	100.0	0	0.0	0	0.0	0	0.0
Unemployed (N=1)	1	100.0	0	0.0	0	0.0	0	0.0
Total (N=62) . . .	44	71.0	12	19.4	4	6.4	2	3.2

TABLE 38

THE RESPONDENTS' ACQUISITION DURING GRADUATE PREPARATION OF THE ABILITY TO WORK WITH OTHERS IN PROFESSIONAL ENDEAVOR

Current Employment	Response Concerning This Ability			
	Should Be Acquired During Graduate Preparation		Was Acquired Mainly During Graduate Preparation	
	No.	Pct.	No.	Pct.
College or university (N=27) . .	20	74.0	2	7.4
Public school service (N=24) . .	17	70.8	5	20.8
Business or industry (N=6) . . .	5	83.3	2	33.3
Government (N=3)	2	66.7	1	33.3
Private practice (N=1)	0	0.0	0	0.0
Unemployed (N=1)	1	100.0	0	0.0
Total (N=62)	45	72.6	10	16.1

others in professional endeavors and to determine just when in their professional preparation this ability was acquired accounts in some degree for their perceptions concerning this area.

Ability to organize and present ideas to colleagues

Examination of Table 39 indicates that 92 percent of the respondents believed the ability to organize and present ideas to colleagues had been essential or valuable to them in their current positions. Four of the respondents felt this ability was seldom used by them. These respondents were the same ones who felt that the ability to work with others was unimportant and seldom used in their respective positions.

While all except four of the cases under consideration felt the importance of their ability to organize and present ideas to their colleagues, only 60 percent believed this to be a function that should be acquired mainly through a graduate studies program. Only 24 percent of them indicated they had acquired this ability mainly during their graduate preparation. This information is indicated in Table 40.

Skill in delegating work and responsibilities to others

The respondents indicated, as shown in Table 41, that they had slightly less use for skill in delegating work and responsibilities to others than most of the abilities and skills previously mentioned. Forty-eight percent considered this ability essential and 39 percent stated they thought it is a valuable skill. Only 10 percent felt this skill is unimportant and indicated it was seldom used by them in their present positions.

TABLE 39

USEFULNESS OF THE ABILITY TO ORGANIZE AND PRESENT IDEAS TO COLLEAGUES TO THE RESPONDENTS IN THEIR CURRENT POSITIONS

Current Employment	Usefulness in Current Position							
	Constantly Used or Essential		Often Used or Valuable		Seldom Used or Unimportant		No Reply	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
College or university (N=27)	20	74.0	6	22.2	0	0.0	1	3.7
Public school service (N=24)	16	66.7	5	20.8	3	12.4	0	0.0
Business or industry (N=6)	4	66.7	2	33.3	0	0.0	0	0.0
Government (N=3)	2	66.7	0	0.0	1	33.3	0	0.0
Private practice (N=1)	1	100.0	0	0.0	0	0.0	0	0.0
Unemployed (N=1)	1	100.0	0	0.0	0	0.0	0	0.0
Total (N=62) . . .	44	71.0	13	21.0	4	6.4	1	1.6

TABLE 40

THE RESPONDENTS' ACQUISITION DURING GRADUATE PREPARATION OF THE ABILITY TO ORGANIZE AND PRESENT IDEAS TO COLLEAGUES

Current Employment	Response Concerning This Ability			
	Should Be Acquired During Graduate Preparation		Was Acquired Mainly During Graduate Preparation	
	No.	Pct.	No.	Pct.
College or university (N=27) . .	17	62.9	5	18.5
Public school service (N=24) . .	15	62.4	6	25.0
Business or industry (N=6) . . .	3	50.0	2	33.3
Government (N=3)	1	33.3	1	33.3
Private practice (N=1)	0	0.0	0	0.0
Unemployed (N=1)	1	100.0	1	100.0
Total (N=62)	37	60.0	15	24.2

TABLE 41

USEFULNESS OF SKILL IN DELEGATING WORK AND RESPONSIBILITIES TO OTHERS TO THE RESPONDENTS IN THEIR CURRENT POSITIONS

Current Employment	Usefulness in Current Position							
	Constantly Used or Essential		Often Used or Valuable		Seldom Used or Unimportant		No Reply	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
College or university (N=27)	13	48.1	12	44.4	1	3.7	1	3.7
Public school service (N=24)	12	50.0	8	33.3	3	12.4	1	4.2
Business or industry (N=6)	3	50.0	2	33.3	1	16.7	0	0.0
Government (N=3)	0	0.0	2	66.7	1	33.3	0	0.0
Private practice (N=1)	1	100.0	0	0.0	0	0.0	0	0.0
Unemployed (N=1)	1	100.0	0	0.0	0	0.0	0	0.0
Total (N=62) . . .	30	48.4	24	38.8	6	9.7	2	3.2

Table 42 indicates that, of the fifty-four respondents who felt that the ability to delegate work and responsibilities was either essential or valuable to them in their work, only twenty-four felt this ability should be acquired mainly through a graduate studies program. Only three respondents felt they had actually acquired this skill during their graduate programs. Two questions seem to be raised here:

1. To what extent should a graduate program prepare its students for delegating work and responsibilities?
2. Is the nature of graduate studies programs such as to be able to provide the kind of experiences necessary to develop this skill?

A sense of professional obligation and ethics

A sense of professional obligation and ethics was held to be important by the subjects of this study, 97 percent of them feeling it was either essential or valuable to them as they worked in their respective occupations. Table 43 also indicates that, while three-quarters of those employed in colleges or universities believed a sense of professional obligation and ethics is essential and was constantly used by them, only about half of those employed in public school service felt this way. This might give a slight indication that the respondents engaged in college and university work felt their positions were more professional than did those respondents engaged in public school service.

Table 44 points out the opinions of the respondents regarding the role of the graduate school in inculcating this sense of professional obligation and ethics. Seventy-six percent of the respondents felt that graduate preparation programs should develop in students an understanding and recognition of professional ethics, but only

TABLE 42

THE RESPONDENTS' ACQUISITION DURING GRADUATE PREPARATION OF SKILL IN DELEGATING WORK AND RESPONSIBILITIES TO OTHERS

Current Employment	Response Concerning This Skill			
	Should Be Acquired During Graduate Preparation		Was Acquired Mainly During Graduate Preparation	
	No.	Pct.	No.	Pct.
College or university (N=27) . .	13	48.1	2	8.3
Public school service (N=24) . .	8	33.3	1	4.2
Business or industry (N=6) . . .	2	33.3	0	0.0
Government (N=3)	0	0.0	0	0.0
Private practice (N=1)	0	0.0	0	0.0
Unemployed (N=1)	1	100.0	0	0.0
Total (N=62)	24	38.8	3	4.8

TABLE 43

USEFULNESS OF A SENSE OF PROFESSIONAL OBLIGATION AND ETHICS TO THE RESPONDENTS IN THEIR CURRENT POSITIONS

Current Employment	Usefulness in Current Position							
	Constantly Used or Essential		Often Used or Valuable		Seldom Used or Unimportant		No Reply	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
College or university (N=27)	20	74.0	6	22.2	0	0.0	1	3.7
Public school service (N=24)	13	54.1	10	41.6	1	4.2	0	0.0
Business or industry (N=6)	5	83.3	1	16.7	0	0.0	0	0.0
Government (N=3)	2	66.7	1	33.3	0	0.0	0	0.0
Private practice (N=1)	1	100.0	0	0.0	0	0.0	0	0.0
Unemployed (N=1)	1	100.0	0	0.0	0	0.0	0	0.0
Total (N=62) . . .	42	67.9	18	29.0	1	1.6	1	1.6

TABLE 44

THE RESPONDENTS' ACQUISITION DURING GRADUATE PREPARATION OF A SENSE OF PROFESSIONAL OBLIGATION AND ETHICS

Current Employment	Response Concerning This Sense			
	Should Be Acquired During Graduate Preparation		Was Acquired Mainly During Graduate Preparation	
	No.	Pct.	No.	Pct.
College or university (N=27) . .	20	74.0	5	18.5
Public school service (N=24) . .	17	62.9	8	33.3
Business or industry (N=6) . . .	5	83.3	1	16.7
Government (N=3)	3	100.0	2	66.7
Private practice (N=1)	1	100.0	0	0.0
Unemployed (N=1)	1	100.0	0	0.0
Total (N=62)	47	75.8	16	25.8

26 percent indicated that they had acquired these concepts mainly through their graduate programs. Again, a question is raised by the data secured in this study. Is it the job of graduate institutions to develop a sense of professional obligation and ethics in their students, or does this responsibility fall primarily to the profession in general and the professional organizations in the field in particular?

Possession of a satisfying philosophy of life

As put forth in Table 45, 61 percent of the respondents felt that the possession of a satisfying philosophy of life is essential and was constantly used by them in their current positions. An additional 26 percent felt that this factor was often used by them and is valuable. Only 9.7 percent of the respondents indicated that it was seldom used or unimportant. It can be concluded that the possession of a satisfying philosophy of life was thought by the respondents to be an important factor in their professional lives as they performed their various occupational duties.

The respondents did not feel, however, that it is the responsibility of graduate education to develop in them this satisfying philosophy of life. Only 26 percent, as indicated in Table 46, thought that this attitude should be acquired mainly through graduate preparation; and only four of the respondents indicated that they had acquired a satisfying philosophy of life mainly through their graduate studies.

A reading knowledge of French

Table 47 indicates that only two of the respondents felt that a reading knowledge of French was essential to them in their current positions. Both of these respondents were employed as teachers

TABLE 45

USEFULNESS OF THE POSSESSION OF A SATISFYING PHILOSOPHY OF LIFE TO THE RESPONDENTS IN THEIR CURRENT POSITIONS

Current Employment	Usefulness in Current Position							
	Constantly Used or Essential		Often Used or Valuable		Seldom Used or Unimportant		No Reply	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
College or university (N=27)	17	62.9	5	18.5	3	11.1	2	7.4
Public school service (N=24)	14	58.2	8	33.3	2	8.3	0	0.0
Business or industry (N=6)	5	83.3	1	16.7	0	0.0	0	0.0
Government (N=3)	0	0.0	2	66.7	1	33.3	0	0.0
Private practice (N=1)	1	100.0	0	0.0	0	0.0	0	0.0
Unemployed (N=1)	1	100.0	0	0.0	0	0.0	0	0.0
Total (N=62) . . .	38	61.3	16	25.8	6	9.7	2	3.2

TABLE 46

THE RESPONDENTS' ACQUISITION DURING GRADUATE PREPARATION OF A SATISFYING PHILOSOPHY OF LIFE

Current Employment	Response Concerning This Philosophy			
	Should Be Acquired During Graduate Preparation		Was Acquired Mainly During Graduate Preparation	
	No.	Pct.	No.	Pct.
College or university (N=27) . .	4	14.8	2	7.4
Public school service (N=24) . .	9	33.3	1	4.2
Business or industry (N=6) . . .	1	16.7	1	16.7
Government (N=3)	0	0.0	0	0.0
Private practice (N=1)	1	100.0	0	0.0
Unemployed (N=1)	1	100.0	0	0.0
Total (N=62)	16	25.9	4	6.4

TABLE 47

USEFULNESS OF A READING KNOWLEDGE OF FRENCH TO THE RESPONDENTS IN THEIR CURRENT POSITIONS

Current Employment	Usefulness in Current Position							
	Constantly Used or Essential		Often Used or Valuable		Seldom Used or Unimportant		No Reply	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
College or university (N=27)	0	0.0	0	0.0	24	88.8	3	11.1
Public school service (N=24)	2	8.3	0	0.0	17	70.8	5	20.8
Business or industry (N=6)	0	0.0	0	0.0	5	83.3	1	16.7
Government (N=3)	0	0.0	0	0.0	3	100.0	0	0.0
Private practice (N=1)	0	0.0	0	0.0	1	100.0	0	0.0
Unemployed (N=1)	0	0.0	0	0.0	1	100.0	0	0.0
Total (N=62) . . .	2	3.2	0	0.0	51	82.3	8	13.0

at the secondary level in public school service. One of these teachers taught languages. All other respondents replying to this question indicated that a reading knowledge of French was either unimportant or seldom used by them in their current positions.

While only two respondents felt a reading knowledge of French essential to their position, six felt this ability should be acquired during graduate training. Table 48 also indicates that about 50 percent of the respondents acquired a reading knowledge of French mainly through their graduate preparation programs. This information, together with the fact, as pointed out in Table 26, that 36 percent of the respondents have not completed their language requirement for the doctorate, would indicate that a large percentage of the graduate students being studied had acquired a reading knowledge of French during their graduate study program.

A reading knowledge of German

The information secured concerning the usefulness of a reading knowledge of German, as indicated in Table 49, is almost a duplicate of the usefulness of a reading knowledge of French indicated in Table 47. Only two respondents indicated they had either constantly or often used this ability, while all others responding to this question indicated this ability was unimportant to them.

The same six respondents who indicated, as listed in Table 48, that they thought a reading knowledge of French should be acquired in graduate preparation indicated that they held similar opinions concerning a reading knowledge of German. Table 50 also shows that although only 10 percent of the respondents felt this ability should be acquired in graduate education, 65 percent of the respondents did acquire in their graduate programs a reading

TABLE 48

THE RESPONDENTS' ACQUISITION DURING GRADUATE PREPARATION OF A READING KNOWLEDGE OF FRENCH

Current Employment	Response Concerning This Knowledge			
	Should Be Acquired During Graduate Preparation		Was Acquired Mainly During Graduate Preparation	
	No.	Pct.	No.	Pct.
College or university (N=27) . .	3	11.1	13	48.1
Public school service (N=24) . .	1	4.2	14	58.2
Business or industry (N=6) . . .	1	16.7	1	16.7
Government (N=3)	0	0.0	1	33.3
Private practice (N=1)	1	100.0	1	100.0
Unemployed (N=1)	0	0.0	0	0.0
Total (N=62)	6	9.6	30	48.6

TABLE 49

USEFULNESS OF A READING KNOWLEDGE OF GERMAN TO THE RESPONDENTS IN THEIR CURRENT POSITIONS

Current Employment	Usefulness in Current Position							
	Constantly Used or Essential		Often Used or Valuable		Seldom Used or Unimportant		No Reply	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
College or university (N=27)	0	0.0	1	3.7	22	81.4	4	14.8
Public school service (N=24)	1	4.2	0	0.0	17	70.8	6	25.0
Business or industry (N=6)	0	0.0	0	0.0	6	100.0	0	0.0
Government (N=3)	0	0.0	0	0.0	3	100.0	0	0.0
Private practice (N=1)	0	0.0	0	0.0	1	100.0	0	0.0
Unemployed (N=1)	0	0.0	0	0.0	1	100.0	0	0.0
Total (N=62) . . .	1	1.6	1	1.6	50	80.6	10	16.1

TABLE 50

THE RESPONDENTS' ACQUISITION DURING GRADUATE PREPARATION OF A READING KNOWLEDGE OF GERMAN

Current Employment	Response Concerning This Knowledge			
	Should Be Acquired During Graduate Preparation		Was Acquired Mainly During Graduate Preparation	
	No.	Pct.	No.	Pct.
College or university (N=27) . .	3	11.1	17	70.8
Public school service (N=24) . .	1	4.2	16	66.7
Business or industry (N=6) . . .	1	16.7	4	66.7
Government (N=3)	0	0.0	2	66.7
Private practice (N=1)	1	100.0	1	100.0
Unemployed (N=1)	0	0.0	0	0.0
Total (N=62)	6	9.6	40	64.5

knowledge of German. More of the respondents indicated they had acquired their German reading ability in graduate school than they did their ability to read French. It appears that a larger percentage of the graduate students in this study found it possible to acquire a reading knowledge of French by some means other than through their graduate program than were able to acquire a reading knowledge of German outside their doctoral studies.

A knowledge of public affairs

The graduate students in education at the University of Michigan being surveyed in this study indicated, as shown in Table 51, the usefulness of a knowledge of public affairs to them in their current positions. Thirty-six percent believed that this knowledge was essential to them and was constantly used by them in their work. Another 47 percent felt this knowledge of public affairs is valuable and was often used. Only 10 percent felt it was seldom used or of little importance.

Even though 82 percent of the respondents indicated a knowledge of public affairs was either essential or valuable to them in their occupations, only 19 percent stated (Table 52) that they felt this knowledge should be acquired during a graduate program. Only one of the respondents acquired this knowledge mainly through his graduate preparation. In considering these factors, it becomes evident that the respondents felt that a knowledge of public affairs is not the responsibility of graduate education.

Summary

A summary of the respondents' opinions regarding the usefulness of the aforementioned abilities, skills, and understandings is

TABLE 51

USEFULNESS OF A KNOWLEDGE OF PUBLIC AFFAIRS TO THE RESPONDENTS IN THEIR CURRENT POSITIONS

Current Employment	Usefulness in Current Position							
	Constantly Used or Essential		Often Used or Valuable		Seldom Used or Unimportant		No Reply	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
College or university (N=27)	9	33.3	13	48.1	3	11.1	2	7.4
Public school service (N=24)	7	29.1	11	45.8	3	12.4	3	12.4
Business or industry (N=6)	3	50.0	3	50.0	0	0.0	0	0.0
Government (N=3)	1	33.3	2	66.7	0	0.0	0	0.0
Private practice (N=1)	1	100.0	0	0.0	0	0.0	0	0.0
Unemployed (N=1)	1	100.0	0	0.0	0	0.0	0	0.0
Total (N=62) . . .	22	35.5	29	46.6	6	9.7	5	8.1

TABLE 52

THE RESPONDENTS' ACQUISITION DURING GRADUATE PREPARATION OF A KNOWLEDGE OF PUBLIC AFFAIRS

Current Employment	Response Concerning This Knowledge			
	Should Be Acquired During Graduate Preparation		Was Acquired Mainly During Graduate Preparation	
	No.	Pct.	No.	Pct.
College or university (N=27) . .	6	22.2	0	0.0
Public school service (N=24) . .	4	16.5	1	4.2
Business or industry (N=6) . . .	1	16.7	0	0.0
Government (N=3)	0	0.0	0	0.0
Private practice (N=1)	0	0.0	0	0.0
Unemployed (N=1)	1	100.0	0	0.0
Total (N=62)	12	19.3	1	1.6

presented in Table 53. It shows that, of the thirteen abilities, attitudes, and understandings under consideration, 90 percent of the respondents felt that all except an extensive knowledge in a minor field, the ability to do research, a reading knowledge of French, and a reading knowledge of German were either essential or valuable to them in their current positions. They indicated that the ability to think critically is most important, with the ability to work with others in professional endeavor, and the ability to organize and present ideas to colleagues following in importance. Over 80 percent of the respondents, however, considered a reading knowledge of French or German unimportant or seldom used.

A comparison between those graduate students who had completed the doctorate as reported by the Lokers study[1] and the respondents in this study in terms of the usefulness of the various abilities, attitudes, and understandings under consideration is presented in Table 54. Note that, with the exception of the ability to organize and present ideas to colleagues, the rank order of those factors considered to be essential or constantly used is the same for both groups. In only three instances were major differences of opinion shown.

Sixty-one percent of the students not having completed the doctorate indicated that the possession of a satisfactory philosophy of life was considered by them essential, while only 35 percent of those with the doctorate indicated they considered this factor essential in their current positions.

One might speculate as to why 21 percent more of those students with the doctorate felt that a thorough understanding of their major field was essential to their positions than did those respondents who had not completed the doctorate. Since 71 percent

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[1]Lokers, op. cit., p. 101.

TABLE 53

SUMMARY OF THE USEFULNESS OF CERTAIN ABILITIES, ATTITUDES, AND UNDERSTANDINGS TO THE RESPONDENTS IN THEIR CURRENT POSITIONS
(percentages)

Abilities, Attitudes, and Understandings	Constantly Used or Essential	Often Used or Valuable	Seldom Used or Unimportant	No Reply
Ability to think critically . .	75.8	19.4	1.6	3.2
Ability to work with others in professional endeavor .	71.0	19.4	6.4	3.2
Ability to organize and present ideas to colleagues	71.0	21.0	6.4	1.6
Sense of professional obligation and ethics	67.9	29.0	1.6	1.6
Ability to teach and train others	62.9	29.0	6.4	1.6
Possession of a satisfying philosophy of life	61.3	25.8	9.7	3.2
A thorough understanding of major graduate field .	50.0	41.9	6.4	1.6
Skill in delegating work and responsibilities to others	48.4	38.8	9.7	3.2
Knowledge of public affairs .	35.5	46.6	9.7	8.1
An extensive knowledge in a minor field	29.0	35.5	30.6	4.8
Ability to do research	19.4	50.0	27.4	3.2
Reading knowledge of French	3.2	0.0	82.3	13.0
Reading knowledge of German	1.6	1.6	80.6	16.1

TABLE 54

A COMPARISON BETWEEN THOSE GRADUATE STUDENTS WHO HAD COMPLETED THE DOCTORATE AND THE RESPONDENTS IN TERMS OF THE USEFULNESS OF CERTAIN ABILITIES, ATTITUDES, AND UNDERSTANDING TO THEIR RESPECTIVE CURRENT OR MOST RECENT POSITIONS

Abilities, Attitudes, and Understandings	Constantly Used or Essential		Often Used or Valuable		Seldom Used or Unimportant		No Reply	
	With Doctorate	Without Doctorate	With Doctorate	Without Doctorate	With Doctorate	Without Doctorate	With Doctorate	Without Doctorate
Ability to think critically	84.4	75.8	9.1	19.4	1.1	1.6	5.4	3.2
Ability to work with others in professional endeavor . .	79.7	71.0	13.8	19.4	2.5	6.4	4.0	3.2
Sense of professional obligation and ethics	77.2	67.9	15.2	29.0	1.1	1.6	6.5	1.6
Ability to teach and train others	75.8	62.9	16.3	29.0	2.5	6.4	5.4	1.6
A thorough understanding of major graduate field	71.0	50.0	21.4	41.9	4.7	6.4	2.9	1.6
Ability to organize and present ideas to colleagues	64.5	71.0	26.8	21.0	2.2	6.4	6.4	1.6
Skill in delegating work or responsibility to others . .	48.9	48.4	33.0	38.8	11.6	9.7	6.5	3.2
An extensive knowledge in a minor field	39.5	29.0	44.9	35.5	7.2	30.6	8.4	4.8

TABLE 54 (Continued)

Abilities, Attitudes, and Understandings	Constantly Used or Essential		Often Used or Valuable		Seldom Used or Unimportant		No Reply	
	With Doctorate	Without Doctorate	With Doctorate	Without Doctorate	With Doctorate	Without Doctorate	With Doctorate	Without Doctorate
Ability to do research	38.0	19.4	39.5	50.0	14.9	27.4	7.6	3.2
Knowledge of public affairs	37.5	35.5	46.4	46.6	7.2	9.7	8.7	8.1
Possession of a satisfying philosophy of life . . .	34.8	61.3	3.6	25.8	2.9	9.7	58.7	3.2
Reading knowledge of French	5.4	3.2	9.8	0.0	76.1	82.3	8.7	13.0
Reading knowledge of German	4.3	1.6	8.7	1.6	75.0	80.6	12.0	16.1

of those having completed the doctorate were employed in colleges and universities and only 44 percent of the respondents to this study were so employed, could it be that a thorough understanding of one's major field is more important in college work than in the other types of employment listed in this study? This difference in type of employment could also account for the fact that 38 percent of the students with the doctorate felt the ability to do research was constantly used by them in their positions while only 14 percent of those without the degree stated this to be true.

Table 55 presents a summary of the opinions of the respondents regarding the acquisition of certain abilities, attitudes, and understandings during their graduate preparation programs.

In all the areas under consideration, with the exception of the ability to do research and a reading knowledge of French and German, the respondents who felt they acquired these various abilities, attitudes, and understandings were fewer than those who felt these factors should be acquired in a graduate program. In three areas—the ability to think critically, the ability to work with others in professional endeavor, and a sense of professional obligation and ethics—at least 50 percent of the respondents felt they should acquire these abilities and attitudes but did not feel they had acquired them mainly during their graduate programs.

Less than 10 percent of the respondents indicated that a reading knowledge of French and German should be acquired during a graduate program, but 49 percent indicated they had acquired a reading knowledge of French and 65 percent stated they had acquired a reading knowledge of German mainly during their graduate programs.

In Table 56, a comparison is made between those graduate students who had completed the doctorate as reported in the

TABLE 55

A SUMMARY OF THE RESPONDENTS' ACQUISITION DURING GRADUATE TRAINING OF CERTAIN ABILITIES, ATTITUDES, AND UNDERSTANDINGS

Abilities, Attitudes, and Understandings	Respondents Who Felt These Abilities, Attitudes, and Understandings Should Be Acquired During Graduate Training		Respondents Who Acquired These Abilities, Attitudes, and Understandings Mainly During Graduate Training	
	No.	Pct.	No.	Pct.
A thorough understanding of their major graduate field	53	85.5	37	60.0
Ability to think critically	50	80.6	16	25.8
Sense of professional obligation and ethics	47	75.8	16	25.8
Ability to work with others in professional endeavor	45	72.0	10	16.1
Ability to do research	37	60.0	39	62.9
Ability to organize and present ideas to colleagues	37	60.0	15	24.2
Ability to teach and train others	30	48.4	9	14.4
Skill in delegating work and responsibility to others	24	38.8	3	4.8
Possession of a satisfying philosophy of life	16	25.9	4	6.4

TABLE 55 (Continued)

Abilities, Attitudes, and Understandings	Respondents Who Felt These Abilities, Attitudes, and Understandings Should Be Acquired During Graduate Training		Respondents Who Acquired These Abilities, Attitudes, and Understandings Mainly During Graduate Training	
	No.	Pct.	No.	Pct.
An extensive knowledge in a minor field	16	25.8	15	24.2
Knowledge of public affairs	12	19.3	1	1.6
Reading knowledge of French	6	9.6	30	48.6
Reading knowledge of German	6	9.6	40	64.5

TABLE 56

A COMPARISON BETWEEN THOSE GRADUATE STUDENTS WHO HAD COMPLETED THE DEGREE AND THE RESPONDENTS, IN TERMS OF THE ACQUISITION DURING GRADUATE TRAINING OF CERTAIN ABILITIES, ATTITUDES, AND UNDERSTANDINGS
(percentages)

Abilities, Attitudes, and Understandings	Those Who Felt These Abilities, Attitudes, and Understandings Should Be Acquired During Graduate Training		Those Who Acquired These Abilities, Attitudes, and Understandings Mainly During Graduate Training	
	With Doctorate	Without Doctorate	With Doctorate	Without Doctorate
A thorough understanding of their major field	62.3	85.5	69.2	60.0
Ability to think critically	52.2	80.6	34.1	25.8
Sense of professional obligation and ethics	42.8	75.8	25.7	25.8
Ability to work with others in professional endeavor	42.0	72.0	19.8	25.8
Ability to do research	59.8	60.0	77.5	62.9
Ability to organize and present idea to colleagues . . .	40.6	60.0	26.4	24.2
Ability to teach and train others	34.1	48.4	20.7	14.4

TABLE 56 (Continued)

Abilities, Attitudes, and Understandings	Those Who Felt These Abilities, Attitudes, and Understandings Should Be Acquired During Graduate Training		Those Who Acquired These Abilities, Attitudes, and Understandings Mainly During Graduate Training	
	With Doctorate	Without Doctorate	With Doctorate	Without Doctorate
Skill in delegating work and responsibility to others	21.7	38.8	13.4	4.8
Possession of a satisfying philosophy of life . .	27.2	25.9	13.8	6.4
An extensive knowledge in a minor field	48.8	25.8	39.9	24.2
Knowledge of public affairs . . .	16.3	19.3	6.5	1.6
Reading knowledge of French	7.6	9.6	39.9	48.6
Reading knowledge of German	6.5	9.6	41.7	64.5

Lokers study,[1] and the respondents who had not completed their degrees, in terms of whether the previously stated abilities, attitudes, and understandings should be acquired or had been acquired mainly during their graduate programs.

It is interesting to note that in all except two areas—the possession of a satisfying philosophy of life and an extensive knowledge in a minor field—a larger percentage of the graduate students in this study who had not completed the doctorate felt these abilities, attitudes, and understandings should be acquired during a graduate program than did those students who had been awarded the doctorate by the University of Michigan.

The opposite condition existed between these two groups as to whether they had acquired these abilities, attitudes, and understandings mainly during their graduate programs. With the exception of three areas—the ability to do research, an extensive knowledge in a minor field, and a reading knowldge of German—a larger percentage of those graduate students with the doctorate felt they had acquired these abilities, attitudes, and understandings as part of their graduate work than did those graduate students in this study who had never completed the doctorate.

Those students who had completed the doctorate seem to have expected less from a graduate program in terms of the development of these abilities, attitudes, and understandings than did those students who had never completed their degrees. This might be accounted for if one considers that, once a goal is reached, in this case the acquisition of the doctorate, the various factors involved in reaching that goal tend to fade somewhat in importance.

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[1]Lokers, op. cit., p. 127.

Since the difference between these two groups in the abilities, attitudes, and understandings they had acquired during their graduate programs was less than ten percentage points in all except the three areas stated in the preceding paragraphs little apparent difference existed between these groups as they perceived the nature of their programs.

The Extent to Which the Respondents' Graduate Programs at the University of Michigan Contributed to Selected Areas

In addition to the abilities, attitudes, and understandings previously stated in this chapter, other areas are often considered important in graduate preparation programs. The graduate students who were the recipients of the questionnaire upon which this study is based were asked to express their opinions as to what extent their graduate programs at the University of Michigan contributed to the following areas:

1. Necessary professional knowledge and skills.
2. Broader conception of educational problems.
3. Intellectual growth and stimulus.
4. Poise, self-confidence, and balance.
5. Cultural and aesthetic experience.
6. More satisfying social relationships.
7. More desirable recreational activities.

Necessary professional knowledge and skills

The extent to which the graduate preparation programs of the respondents at the University of Michigan contributed to their

necessary professional knowledge and skill is indicated in Table 57. Two-thirds felt that their graduate programs contributed "much" to their professional knowledge and skill, and an additional 32 percent stated that it contributed "some." Only one respondent, a teacher at the secondary level in the public schools, indicated that he felt his graduate program contributed "little" to his professional knowledge and skill. It should be noted that while only 60 percent of those employed in colleges and universities felt their programs contributed "much," 80 percent of those employed in public school service felt this way. This would have a tendency to contradict the finding of Table 24, in which only 12 percent of those respondents employed in public school service indicated their graduate preparation was particularly related to their current positions, while 37 percent of those respondents employed in colleges and universities felt their preparation was directly related to their current positions. Table 57 would indicate that the respondents' graduate preparation programs contributed more to the professional knowledge and skills of those in public school service than those employed by colleges and universities.

Broader conception of educational problems

Seventy percent of the respondents indicated, as shown in Table 58, that their graduate program at the University of Michigan contributed "much" to a broader grasp of educational problems. An additional 27 percent felt their programs had contributed "some" in this area, and only two respondents indicated that "little" or "none" was contributed to the broader conception of educational problems by their graduate studies programs.

TABLE 57

EXTENT TO WHICH GRADUATE PREPARATION AT THE UNIVERSITY OF MICHIGAN CONTRIBUTED TO THE NECESSARY PROFESSIONAL KNOWLEDGE AND SKILLS OF THE RESPONDENTS

Current Employment	Extent of Contribution									
	Much		Some		Little		None		No Reply	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
College or university (N=27) . . .	16	59.2	11	40.7	0	0.0	0	0.0	0	0.0
Public school service (N=24) . . .	19	79.1	4	16.5	1	4.2	0	0.0	0	0.0
Business or industry (N=6) .	3	50.0	3	50.0	0	0.0	0	0.0	0	0.0
Government (N=3)	2	66.7	1	33.3	0	0.0	0	0.0	0	0.0
Private practice (N=1)	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0
Unemployed (N=1)	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0
Total (N=62) . . .	41	66.1	20	32.3	1	1.6	0	0.0	0	0.0

TABLE 58

EXTENT TO WHICH GRADUATE PREPARATION AT THE UNIVERSITY OF MICHIGAN CONTRIBUTED TO A BROADER CONCEPTION OF EDUCATIONAL PROBLEMS FOR THE RESPONDENTS

Current Employment	Extent of Contribution									
	Much		Some		Little		None		No Reply	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
College or university (N=27) . . .	20	74.0	7	25.9	0	0.0	0	0.0	0	0.0
Public school service (N=24) . . .	15	62.4	7	29.1	1	4.2	1	4.2	0	0.0
Business or industry(N=6) . .	5	83.3	1	16.7	0	0.0	0	0.0	0	0.0
Government (N=3)	2	66.7	1	33.3	0	0.0	0	0.0	0	0.0
Private practice (N=1)	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0
Unemployed (N=1)	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0
Total (N=62) . . .	43	70.0	17	27.4	1	1.6	1	1.6	0	0.0

Ability to do original thinking

The respondents indicated, as presented in Table 59, that three-quarters of them felt their graduate preparation at the University of Michigan contributed either "much" or "some" to their ability to do original thinking. In this area, which should be considered essential to a professional educator, 23 percent of the graduate students studied felt their graduate programs contributed "little."

It should be realized, in considering the responses of these graduate students, that perhaps many of them had been unable to define for themselves just what constituted the ability to do original thinking, and perhaps their concept of the processes by which this ability is learned was vague and rather loosely defined.

Intellectual growth and stimulus

It is usually assumed that graduate preparation programs contribute to the intellectual growth and stimulus of those students partaking of such preparation programs. The respondents indicated that they felt their graduate programs at the University of Michigan contributed "much" in 47 percent of the cases and "some" in 52 percent of the cases to their intellectual growth and stimulus (Table 60). Only one respondent, an instructor in a large Midwestern university, felt his graduate program contributed "little" to his intellectual growth and stimulus.

Cultural and aesthetic experience

Cultural and aesthetic experience is usually closely associated in the minds of many persons with programs in higher education. This was not the case, however, with the respondents in this study (Table 61). Only 13 percent of these students felt that their

TABLE 59

EXTENT TO WHICH GRADUATE PREPARATION AT THE UNIVERSITY OF MICHIGAN CONTRIBUTED TO THE RESPONDENTS' ABILITY TO DO ORIGINAL THINKING

Current Employment	Extent of Contribution									
	Much		Some		Little		None		No Reply	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
College or university (N=27) . . .	8	29.6	13	48.1	4	14.8	0	0.0	2	7.4
Public school service (N=24) . . .	9	37.5	9	37.5	6	25.0	0	0.0	0	0.0
Business or industry (N=6) .	1	16.7	3	50.0	2	33.3	0	0.0	0	0.0
Government (N=3)	2	66.7	0	0.0	1	33.3	0	0.0	0	0.0
Private practice (N=1)	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0
Unemployed (N=1)	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0
Total (N=62) . . .	20	32.3	26	41.9	14	22.6	0	0.0	2	3.2

TABLE 60

EXTENT TO WHICH GRADUATE PREPARATION AT THE UNIVERSITY OF MICHIGAN CONTRIBUTED TO THE RESPONDENTS' INTELLECTUAL GROWTH AND STIMULUS

Current Employment	Extent of Contribution									
	Much		Some		Little		None		No Reply	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
College or university (N=27) . . .	14	51.8	12	44.4	1	3.7	0	0.0	0	0.0
Public school service (N=24) . . .	11	45.8	13	54.1	0	0.0	0	0.0	0	0.0
Business or industry (N=6) .	1	16.7	5	83.3	0	0.0	0	0.0	0	0.0
Government (N=3)	3	100.0	0	0.0	0	0.0	0	0.0	0	0.0
Private practice (N=1)	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0
Unemployed (N=1)	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0
Total (N=62) . . .	29	46.9	32	51.6	1	1.6	0	0.0	0	0.0

TABLE 61

EXTENT TO WHICH GRADUATE PREPARATION AT THE UNIVERSITY OF MICHIGAN CONTRIBUTED TO THE RESPONDENTS' CULTURAL AND AESTHETIC EXPERIENCES

Current Employment	Extent of Contribution									
	Much		Some		Little		None		No Reply	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
College or university (N=27) . . .	5	18.5	11	40.7	9	33.3	1	3.7	1	3.7
Public school service (N=24) . . .	2	8.3	14	58.2	8	33.3	0	0.0	0	0.0
Business or industry (N=6) .	0	0.0	3	50.0	3	50.0	0	0.0	0	0.0
Government (N=3)	1	33.3	0	0.0	2	66.7	0	0.0	0	0.0
Private practice (N=1)	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0
Unemployed (N=1)	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0
Total (N=62) . . .	8	12.9	29	46.6	23	37.1	1	1.6	1	1.6

experiences in higher education in their graduate programs at the University of Michigan contributed "much" to their cultural and aesthetic growth. Forty-seven percent indicated "some" contribution in this area, but 37 percent felt that little contribution was made to their cultural or aesthetic experiences by their graduate preparation.

Poise, self-confidence, and balance

When and how a person acquires poise, self-confidence, and balance differ with the experiences of the individual. Table 62 indicates that, while only 13 percent of the respondents felt their graduate program at Michigan contributed "much" to their poise, self-confidence, and balance, 60 percent of this group felt their graduate studies made "some" contribution. Twenty-six percent felt "little" was gained in this area as a result of graduate preparation. If we refer to Table 24, we find that the age of the graduate students under consideration ranges from thirty to fifty-eight years. Since poise, self-confidence, and balance often come with age and experience, the age at which these graduate students engaged in their graduate preparation could very easily account for their varying opinions as to their graduate program's contribution to poise, self-confidence, and balance.

More desirable recreational activities

Table 63 indicates that the respondents' graduate programs at the University of Michigan had contributed little in the way of more desirable recreational activities. Only two students indicated that their programs contributed "much," and three indicated that their programs contributed "some" to this activity. Eighty-nine

TABLE 62

EXTENT TO WHICH GRADUATE PREPARATION AT THE UNIVERSITY OF MICHIGAN CONTRIBUTED TO THE RESPONDENTS' POISE, SELF-CONFIDENCE, AND BALANCE

Current Employment	Extent of Contribution									
	Much		Some		Little		None		No Reply	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
College or university (N=27) . . .	4	14.8	13	48.1	9	33.3	0	0.0	1	3.7
Public school service (N=24) . . .	4	16.5	16	66.7	4	16.5	0	0.0	0	0.0
Business or industry (N=6) .	0	0.0	4	66.7	2	33.3	0	0.0	0	0.0
Government (N=3)	0	0.0	2	66.7	1	33.3	0	0.0	0	00.0
Private practice (N=1)	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0
Unemployed (N=1)	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0
Total (N=62) . . .	8	12.9	37	60.0	16	25.8	0	0.0	1	1.6

TABLE 63

EXTENT TO WHICH GRADUATE PREPARATION AT THE UNIVERSITY OF MICHIGAN CONTRIBUTED TO MORE DESIRABLE RECREATIONAL ACTIVITIES FOR THE RESPONDENTS

Current Employment	Extent of Contribution									
	Much		Some		Little		None		No Reply	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
College or university (N=27) . . .	2	7.4	1	3.7	6	22.2	16	59.2	2	7.4
Public school service (N=24) . . .	0	0.0	2	8.3	10	41.6	12	50.0	0	0.0
Business or industry (N=6) .	0	0.0	0	0.0	2	33.3	4	66.7	0	0.0
Government (N=3)	0	0.0	0	0.0	0	0.0	3	100.0	0	0.0
Private practice (N=1)	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0
Unemployed (N=1)	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0
Total (N=62) . . .	2	3.2	3	4.8	18	29.0	37	60.0	2	3.2

percent stated that there was little or no contribution from their graduate programs toward more desirable recreational facilities.

This could very well indicate that these graduate students spent very little of their time partaking of the recreational opportunities available at the University of Michigan during their graduate programs. It possibly could mean also that they were too busy with their academic activities to participate in many recreational activities. It may be that little stress is placed on recreational activities in the doctoral program by the graduate school or by the professors with whom these graduate students came into contract.

More satisfying social relationships

It was the feeling of almost two-thirds of the respondents (Table 64) that their graduate programs at the University of Michigan contributed little or nothing to them in terms of more satisfying social relationships. About one-third felt "some" contribution was made in this area by their graduate preparation.

It should be noted that, while two-thirds of the respondents saw their graduate programs as contributing little to their social relationships, these same students indicated (Table 21) that they were either fully or partially satisfied socially with their current positions. Perhaps the possibility that many of the respondents were mature individuals, with their social habits and patterns rather well developed, would account for the feelings of these graduate students that their doctoral studies at the University of Michigan contributed little or nothing toward developing in them more satisfying social relationships.

TABLE 64

EXTENT TO WHICH GRADUATE PREPARATION AT THE UNIVERSITY OF MICHIGAN CONTRIBUTED TO MORE SATISFYING SOCIAL RELATIONS FOR THE RESPONDENTS

Current Employment	Extent of Contribution									
	Much		Some		Little		None		No Reply	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
College or university (N=27) . . .	1	3.7	8	29.6	7	25.9	9	33.3	2	7.4
Public school service (N=24) . . .	1	4.2	10	41.6	9	37.5	4	16.5	0	0.0
Business or industry (N=6) .	0	0.0	1	16.7	2	33.3	3	50.0	0	0.0
Government (N=3)	0	0.0	0	0.0	1	33.3	2	66.7	0	0.0
Private practice (N=1)	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0
Unemployed (N=1)	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0
Total (N=62) . . .	2	3.2	19	30.6	20	32.3	19	30.6	2	3.2

In comparing the respondents with the students in the Lokers study[1] from the University of Michigan who had been awarded doctorates in the field of education, Table 65 indicates that, in terms of rank order of importance, these two groups of students had almost identical opinions as to the extent of the contribution their respective graduate programs made to the areas considered here. Those who had been awarded the doctorate, however, had indicated that a greater contribution was made to each of these areas by their graduate programs by placing a higher percentage of return in the "much" column. It should be noted that those students with the doctorate felt their graduate programs contributed "much" to their intellectual growth and stimulus in 69 percent of the cases studied, but only 37 percent of those not having the doctorate expressed this opinion. A similar difference between these two groups, 40 percent and 13 percent respectively, is noted in the area of poise, self-confidence, and balance. Sixty percent of the respondents in this study expressed the feeling that their graduate programs contributed nothing to more desirable recreational activities, while only 37 percent of those with the doctorate were so inclined. A large difference of opinion was also noted between these two groups in the area of more satisfying social relationships. Thirty-one percent of those without the doctorate expressed the opinion that their graduate programs contributed nothing, but only 16 percent of those with the doctorate held this opinion.

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[1] Lokers, op. cit., p. 158.

TABLE 65

A COMPARISON OF THE OPINIONS OF THE RESPONDENTS WITH THE OPINIONS OF THE GRADUATE STUDENTS WHO HAD COMPLETED THE DOCTORATE, CONCERNING THE EXTENT TO WHICH THEIR RESPECTIVE GRADUATE PROGRAMS HAD CONTRIBUTED TO SELECTED AREAS
(percentages)

Selected Areas	Extent of Contribution				
	Much	Some	Little	None	No Reply
Graduate Students Who Had Completed the Doctorate					
Necessary professional knowledge and skill	73.9	21.4	2.2	1.1	1.4
Broader conception of educational problems	72.5	21.7	2.5	1.4	1.8
Intellectual growth and stimulus	68.8	28.3	5.8	0.7	1.4
Poise, self-confidence, and balance	40.2	39.9	17.0	2.2	0.7
Cultural and aesthetic experience	23.6	44.2	26.4	2.9	2.9
More satisfying social relations	18.1	30.1	32.6	16.3	2.9
More desirable recreational activities	7.2	14.1	37.7	37.0	4.0

TABLE 65 (Continued)

Selected Areas	Extent of Contribution				
	Much	Some	Little	None	No Reply
Respondents in This Study Who Had Not Completed the Doctorate					
Necessary professional knowledge and skill	66.1	32.3	1.6	0.0	0.0
Broader conception of educational problems	70.0	27.4	1.6	1.6	0.0
Intellectual growth and stimulus	36.9	51.6	1.6	0.0	0.0
Poise, Self-confidence, and balance	12.9	60.0	25.8	0.0	1.6
Cultural and aesthetic experience	12.9	46.6	37.1	1.6	1.6
More satisfying social relations	3.2	30.6	32.3	30.6	3.2
More desirable recreational activities	3.2	4.8	29.0	60.0	3.2

Summary

A summary of the opinions of the respondents concerning the extent to which their graduate programs at the University of Michigan contributed to the previously considered selected areas is shown in Table 66. In only two of the areas considered—necessary professional knowledge and skills, and broader conception of educational problems—did more than half the respondents feel their graduate programs had contributed "much."

In the areas of cultural and aesthetic experience, more satisfying social relationships, and more desirable recreational activities, at least 30 percent of the respondents gave the opinion that "little" was gained in their graduate programs. In fact, in two of these areas, social relationships and recreational activities, 30 percent and 60 percent of the respondents, respectively, felt that their graduate programs had contributed nothing.

In considering this table, it is quite evident that the graduate students under study felt their graduate programs at the University of Michigan contributed a great deal to their necessary professional knowledge and skills and to a broader grasp of educational problems, but contributed little to desirable recreational activities or more satisfying social relationships.

Professional Duties and Responsibilities for Which the Respondents' Graduate Training at the University of Michigan Was Inadequate and for Which the Respondents Felt It Should Have Been More Adequate

The graduate students who were the subject of this study were asked to evaluate their graduate programs in terms of whether

TABLE 66

A SUMMARY OF THE OPINIONS OF THE RESPONDENTS CONCERNING THE EXTENT TO WHICH THEIR GRADUATE PROGRAMS HAD CONTRIBUTED TO SELECTED AREAS

Selected Areas	Extent of Contribution									
	Much		Some		Little		None		No Reply	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Broader conception of educational problems .	43	70.0	17	27.4	1	1.6	1	1.6	0	0.0
Necessary professional knowledge and skills.	41	66.1	20	32.3	1	1.6	0	0.0	0	0.0
Intellectual growth and stimulus . .	29	46.9	32	51.6	1	1.6	0	0.0	0	0.0
Ability to do original thinking . .	20	32.3	26	41.9	14	22.6	0	0.0	2	3.2
Poise, self-confidence, and balance . .	8	12.9	37	60.0	16	25.8	0	0.0	1	1.6

TABLE 66 (Continued)

Selected Areas	Extent of Contribution									
	Much		Some		Little		None		No Reply	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Cultural and aesthetic experience	8	12.9	29	46.6	23	37.1	1	1.6	1	1.6
More desirable recreational activities . . .	2	3.2	3	4.8	18	29.0	37	60.0	2	3.2
More satisfying social relationships	2	3.2	19	30.6	20	32.3	19	30.6	2	3.2

or not they felt there were certain professional duties or responsibilities for which their preparation programs at the University of Michigan were inadequate. Thirty-seven (60 percent) of the respondents indicated no inadequacies in their graduate programs at the University of Michigan as far as professional duties and responsibilities were concerned. Some of the respondents emphasized their satisfaction with such comments as:

> Very well satisfied with the preparation both in major field and in cognate fields.
>
> Graduate training has been very adequate for all subsequent duties.
>
> Very adequate preparation for my work as a secondary school principal.

Twenty-five of the respondents expressed the opinion that some inadequacies existed in their preparation. Of those respondents commenting on these inadequacies in their programs, eight students expressed dissatisfaction with certain phases of the preparation they received in the area of school administration. The following comments are representative:

> Some sort of "practice training" in administrative positions is needed.
>
> . . . the professional problems as taught by University of Michigan completely inadequate.
>
> As yet the doctoral program has not been organized nor the textbook written for adequate training in top administration.

One student expressed a need for preparation in:

> . . . planning and developing workshops, institutes and other types of in-service training.

Four of the respondents felt inadequacy in their training in communicative skills. This was expressed by one respondent, who urged:

> . . . training in oral speech for public speaking, group leadership, and guidance situations.

The balance of the inadequacies as indicated by the respondents centered around course work taken in their graduate programs. Two respondents felt they needed more work in the area of philosophy, both in the foundations and applications of philosophical thought. One expressed a feeling of inadequacy in not having obtained adequate preparation in at least one academic field related to his major field. Lack of adequate preparation in the area of statistics was indicated by three respondents. Two indicated a need for more work in diagnostic methods and the use of tests.

Two respondents commented on what they considered inadequacies in the quality of their graduate preparation, one indicating that graduate preparation should contain "more practical work—too much in theory and graduate work," and the other indicating that the learnings in his graduate program were "too narrow—too limited and too verbal."

Suggestions or Recommendations of the Respondents Concerning Certain Requirements for the Doctorate and the University of Michigan

The respondents were asked to make suggestions or recommendations concerning the residence requirement, the preliminary examinations, and the language requirement, as well as any other

suggestions or recommendations they wished to make that would apply to the doctoral program in education at the University of Michigan. Twenty-four percent made no suggestions or recommendations. Seventy-six percent of the respondents made one or more suggestions or recommendations.

Suggestions or Recommendations Concerning the Residence Requirement

Three-fourths of the respondents made no suggestions or recommendations concerning the residence requirement for the doctorate at the University of Michigan. Of those responding to this question, seven students indicated that they favored the present residence requirements by such comments as:

> Reasonable—one year seems to be fair.
>
> There is some merit in having a man establish himself on the campus for at least one year.

Of the eight students who made recommendations or suggestions that would indicate that they felt a change should be made in the residence requirement, six felt there should be more flexibility in the residence requirement to meet the need of individual students, one indicated that "classes taken on campus should be sufficient without actual residence in Ann Arbor," and one felt that the period of residence should be required during the time the graduate student was working on his dissertation.

Suggestions or Recommendations Concerning the Preliminary Examination

Almost half of the respondents, thirty to be exact, made suggestions or recommendations concerning the preliminary examination taken by the candidates for doctorates in education at the University of Michigan. These suggestions fell into five main categories. They are as follows:

1. The quality of the examinations as they have been constructed in the past (9 respondents).
2. The method in which the examinations are administered (7 respondents).
3. The content, or areas, covered in the examination (6 respondents).
4. The atmosphere that some of the respondents indicate prevails in the School of Education concerning the examinations (5 respondents).
5. The time in the students' doctoral programs at which the examinations are taken (3 respondents).

The respondents' comments will be discussed briefly.

The most frequent area in which suggestions or recommendations were made concerning the preliminary examination was that concerned with the respondent's perception of the quality of the examination itself. Although nine of the respondents made suggestions about the quality of the preliminary examinations they had taken as doctoral candidates, the expressions of two of these respondents cover the ideas expressed by all nine in this group. They are:

> The prelims should be honestly evaluated by the grad school to achieve better more meaningful objectives. These examinations have been traditional regurgitation rituals, not evaluations of a graduate student's ability to deal with concepts.

> Do away with the verbatim type answers required. Rather try to find out if anything has happened to the candidate to make him better able to function and solve practical problems in his field.

Seven suggestions or recommendations were made by the respondents in this study having to do with the way in which the preliminary examinations in education are administered at the University of Michigan. Three of these respondents included in their remarks some comment indicating that they favored some sort of oral examination as part of the preliminary examinations. Other suggestions included:

> Allow the prelims to be taken in steps.

> Space them out over a longer period of time to enable more concentration on each examination individually.

Six of the respondents made suggestions and recommendations concerning the areas covered by the preliminary examination. Three of the six felt that less emphasis should be put on history, philosophy, and psychology, and more emphasis placed on the candidate's major field. The balance of this group indicated somewhat the same feeling by expressing the thought that more flexibility should be allowed the student to choose the areas in which he wished to concentrate and in which he wished to be examined.

Five of the respondents, as reported in this study, made recommendations and suggestions that had to do with the attitudes of some faculty members and other graduate students toward the preliminary examination. One student's perception of these attitudes and his recommendations were as follows:

> The implication, expressed or otherwise, on the part of the faculty that the prelims are tough and many will fail should

> be eliminated. Graduate students at this level should not be made to feel that they are inferior.

Another student made his suggestion by stating:

> Eliminate some of the anxiety due to the attitudes and competition which now exists.

Of the three respondents who indicated that they felt the preliminary examination should be taken earlier in the doctoral program, one went so far as to state:

> As it appears to be actually a qualifying examination it could be given earlier, perhaps upon completion of the M.A.

The feeling of the other two in this group is expressed by the following comment of one of the respondents:

> It should be given before a man has completed most of his course work. The decision concerning the application for the doctorate (acceptance) is delayed too long. Some unfortunates spend much money and time only to be denied at the last minute.

Suggestions or Recommendations Concerning the Language Requirement

Forty-six of the respondents made recommendations or suggestions concerning the language requirement for the doctorate at the University of Michigan. Of the forty-six respondents making suggestions concerning the language requirement, eleven suggested that the requirement be done away with altogether. This opinion was picturesquely expressed by one graduate student:

> Do away with them. They are merely pubertal rites.

An additional eleven students felt the language requirements should be eliminated, but qualified their statements with such comments as:

> They should be in effect only in those cases where a thorough knowledge of a language is necessary for the person's work or for research.
>
> . . . should be eliminated solely as a hurdle toward a degree. O.K. if they apply directly to research problem of the student.

Six respondents indicated by their suggestions and recommendations that they favored eliminating the language requirements. These respondents made suggestions as to the type of additional requirements they felt should be required if the language requirements were eliminated. Some of these suggestions were:

> Eliminate and substitute additional academic work to increase knowledge.
>
> Additional work in statistics and experimental design would be more important.
>
> Time could be spent in field experience to a better advantage.

Eighteen of the respondents made the recommendations that some requirements should be maintained in the area of foreign languages. Three of the graduate students in this group recommended the maintenance of the language requirements as they existed when the respondents were doing their doctoral-level graduate work. Three others of this group felt that one language would be sufficient. (This possibility now exists under the present requirements of the graduate school, with additional work in a cognate field substituted for the second language.) Eight additional members of this

group suggested the requirement of only one language, but qualified their statements with such comments as:

> Why not learn one language so that it can be used instead of just to pass an exam.
>
> Mastery of one language is more valuable than half learning two.

The two remaining respondents in the group of respondents who thought some language requirements should be maintained indicated in their suggestions that a liberalization of the requirements to allow the use of any foreign language rather than only French or German was needed.

Other Suggestions and Recommendations

Thirty-three other suggestions or recommendations were made by the respondents in this study for the doctoral program in education at the University of Michigan. While these suggestions covered a number of different areas concerned with the doctorate, they generally fell into six different categories:

1. Suggestions or recommendations surrounding the dissertation experience of the graduate students (8 respondents).
2. Suggestions or recommendations concerned with the advising and counseling of doctoral candidates (7 respondents).
3. Suggestions or recommendations regarding the content of course work for the doctorate (6 respondents).
4. Suggestions or recommendations for practical or field experience for doctoral students (3 respondents).
5. Suggestions or recommendations for other degrees to be offered by the University of Michigan (3 respondents).

6. Suggestions or recommendations concerning certain attitudes and feelings of the graduate students in this study (2 respondents).

Eight of the students surveyed made suggestions or recommendations concerned with the dissertation experience in the doctoral program. Typical of these suggestions were the following:

> More practical field work approach to the dissertation.
>
> More guidance and "pushing" together with a definite time schedule would be most helpful to the candidate at the dissertation stage.
>
> Dissertation seminars would be valuable—perhaps big research programs in which doctoral candidates could participate and collaborate.
>
> That the research requirement be used to get needed research accomplished and that research and the dissertation primarily for experimental advantage be minimized.

In the area of advising and counseling graduate students during the doctoral program, seven of the respondents made suggestions or recommendations which in their opinion would improve the guidance of doctoral candidates. These suggestions ranged from those of a general nature such as "better advising and counseling" and "the program is too vague and there is no one to advise students as they move along" to such specific suggestions as "dean of the graduate school should meet with candidates periodically giving them information about the program and encouraging them" and "graduate advisors need more time to work with doctoral students." Three respondents expressed the opinion that there should be greater interest in the students on the part of faculty members.

Recommendations or suggestions concerning the content of the doctoral program in education at the University of Michigan

came from six of the respondents. Five of these suggestions indicated that the doctoral program should provide more opportunities for students to do work in fields outside the department of education. Such suggestions as the following were made:

> More emphasis on cognate work—particularly in psychology and mental hygiene.
>
> More interdisciplinary courses and more leeway in programs to take work in other fields.

One respondent felt there should be "more leadership training and more group process training."

Three respondents made suggestions or recommendations relating experience in the field to the doctoral program in education at the University of Michigan. Two of these students expressed the opinion that some practical experience should be required before the doctorate is awarded, and one felt that some type of field experience for doctoral candidates should be offered by the University of Michigan.

An additional degree to be offered to students who have completed work beyond the master's degree but have not completed all the requirements for the doctorate was suggested by three respondents. One of these respondents stated:

> I wish to recommend an intermediate degree between the master's and doctorate recognizing work done.

It would seem that these students desired something more concrete to represent the work they completed as they worked toward their doctorates.

It was the opinion of two of the respondents that certain attitudes or feelings prevailed in the graduate school at the University

of Michigan, and they made suggestions or recommendations relating to their feelings about these factors:

> The feeling that a graduate student is obligated to University of Michigan for giving him the opportunity to get a degree should be eliminated. The school should feel proud it was chosen by its students.
>
> Grant students more freedom to speak freely without the fear of being "washed out."

The following suggestion or recommendation was written by a dean of students from a Midwestern college. The way it was placed on the questionnaire made it obvious that he intended it to be an all-inclusive recommendation for the doctoral program in education at the University of Michigan:

> Select able students in the first place, forget the hurdle race requirements and concentrate in giving guidance toward a rich education.

One often hears educators who have never participated in graduate programs at the doctoral level question the value of the doctoral programs in terms of the expenditure of time and money involved. Table 67 indicates that 70 percent of the doctoral students surveyed by this study felt the time and money they had expended in their doctoral programs was justified. Fifteen percent of the respondents questioned the justification of these expenditures and 15 percent felt they were unjustified.

It is interesting to note that, while 85 percent of the respondents in the Lokers study[1] indicated that the time and money expended on their doctorates were justified within 15 percent of that portion

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[1]Lokers, op. cit., p. 212.

TABLE 67

OPINIONS OF THE RESPONDENTS RELATIVE TO THE JUSTIFICATION OF THE AMOUNT OF TIME AND MONEY EXPENDED FOR GRADUATE PREPARATION BEYOND THE MASTER'S DEGREE

Current Employment	Was the Amount of Time and Money Expended in Graduate Preparation Beyond the Master's Degree Justified?							
	Yes		No		Doubtful		No Reply	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
College or university (N=27)	20	74.0	3	11.1	4	14.8	0	0.0
Public school service (N=24)	16	66.7	4	16.5	4	16.5	0	0.0
Business or industry (N=6)	4	66.7	0	0.0	1	16.7	1	16.7
Government (N=3)	2	66.7	1	33.3	0	0.0	0	0.0
Private practice (N=1)	1	100.0	0	0.0	0	0.0	0	0.0
Unemployed (N=1)	0	0.0	1	100.0	0	0.0	0	0.0
Total (N=62) . . .	43	70.0	9	14.5	9	14.5	1	1.6

of those students who had not completed the doctorate felt the same way. It would seem that the actual acquisition of the degree makes little difference in terms of the doctoral students' opinions as to whether the money and time spent on their doctorate was justified.

Chapter Summary and Conclusions

The graduate students in the field of education at the University of Michigan who had successfully completed the preliminary examinations but who had never completed the doctorate expressed, as outlined in this chapter, the following opinions concerning their graduate programs at the University of Michigan:

1. More than twice as many of the respondents in this study were employed in positions for which they felt general preparation was made during their graduate programs than were employed in positions for which particular preparation was made during their graduate studies. This would perhaps indicate that the graduate programs at the University of Michigan had a tendency to develop in these students broad understanding in the basic fields of education rather than highly specialized skills in specific fields. At least the demands of their current positions called for breadth rather than narrowness of preparation.

2. Of the thirteen abilities, attitudes, and understandings discussed in the preceding pages, a majority of the respondents felt that the following are essential and were constantly used by them in their present positions:

   (1) A thorough understanding of their graduate field.

   (2) An ability to work with others in professional endeavor.

(3) An ability to organize and present ideas to colleagues.

(4) A sense of professional obligation and ethics.

(5) An ability to teach and train others.

(6) An ability to think critically.

(7) Possession of a satisfying philosophy of life.

In only four areas were abilities and understandings considered unimportant or seldom used—an extensive knowledge in a minor field, ability to do research, a reading knowledge of French, a reading knowledge of German. Fewer than 10 percent of the respondents reported that these abilities and understandings were important or frequently used in their current positions.

3. Only two major areas received high endorsement as being essential to a graduate program in which the respondents felt they had acquired the necessary understandings and abilities primarily as a result of their graduate training. These areas were a thorough understanding of one's major field and the ability to do research.

4. While a majority of the respondents believed that the ability to think critically, the ability to work with others in professional endeavor, the ability to organize and present ideas to colleagues, the ability to teach and train others, and a sense of professional obligation and ethics should be acquired during graduate preparation, fewer than 25 percent of the respondents indicated that they had acquired these abilities and attitudes mainly during their graduate programs. If these respondents had acquired these abilities and attitudes, they evidently felt they had done so as much or more through experiences outside their graduate programs as they did during their graduate studies.

5. In most of the areas considered here, a slightly higher percentage of those students in the Lokers study[1] who had an earned doctorate from the University of Michigan indicated that these thirteen abilities, attitudes, and understandings were essential to them in their positions and that they had acquired these abilities, attitudes, and understandings mainly during their graduate preparation than was true of the respondents who had not completed their doctorates. This difference in most instances was no greater than 10 percent and is not considered by the writer as significant.

6. The respondents felt that their graduate programs at the University of Michigan had contributed much more to their necessary professional knowledge and skill, broader conception of educational problems, and intellectual growth and stimulus than their programs had contributed to their poise, self-confidence, and balance, cultural and aesthetic experience, more desirable recreational activities, and more satisfying social relationships.

7. Both the graduate students in the Lokers study[2] who had completed their doctorates at the University of Michigan and the graduate students in this study attached a high degree of importance to the contributions their graduate programs had made to their necessary professional knowledge and skills and to a broader grasp of educational problems. Those graduate students who had completed the doctorate, however, believed that their graduate programs had contributed much more to their intellectual growth and stimulus,

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[1] Lokers, op. cit., p. 101.

[2] Ibid., p. 158.

poise, self-confidence, and balance, cultural and aesthetic experience, and more satisfying social relationships than did those students who had not completed the degree.

8. A majority of the respondents expressed the opinion that they were satisfied with their graduate preparation at the University of Michigan by indicating they had found no inadequacies in their preparation as far as their professional duties and responsibilities were concerned. Even though 40 percent of the respondents expressed a feeling that some inadequacies existed in their respective programs, no more than four of the respondents could agree as to just what the area of inadequacy was. Since no general pattern of inadequacies in their preparation emerged from the responses of these graduate students, one may conclude that the inadequacies listed are peculiar to the individuals involved rather than inherent in the program of graduate studies at the University of Michigan.

9. Seventy percent of the respondents expressed satisfaction with their graduate programs by indicating they felt the time and money expended on their graduate preparation was justified.

10. While less than 25 percent of the graduate students in this study had any recommendations or suggestions concerning the residence requirement for the doctorate, about half the respondents made recommendations or suggestions concerning the preliminary examinations. Seven graduate students made suggestions as to when and how the preliminary examination should be administered. Eight respondents expressed the opinion that the preliminary examination should be less inclined toward the memorization of facts and should deal more with broad educational concepts and their application to practical situations.

11. Three-quarters of the respondents made recommendations or suggestions concerning the language requirements. Sixty percent of this group thought the language requirements as such should be eliminated. Forty percent were for keeping these requirements but modifying them. It is evident that the respondents saw little use in the language requirements as they existed in their doctoral programs. This opinion was probably influenced by the fact that less than 20 percent of them, as indicated in Tables 47 and 49, found any use for either French or German in their current positions.

12. Eight of the respondents made suggestions concerning the dissertation experience. Since none of these students had completed the dissertation, an examination of these suggestions might shed some light on why these students had never completed their dissertations and their doctoral degrees. It might also reveal the means by which these graduate students rationalized their failure to successfully complete the dissertation.

CHAPTER V

OPINIONS OF THE RESPONDENTS AS TO WHY THEY UNDERTOOK A DOCTORAL PROGRAM AND WHY THEY FAILED TO COMPLETE THE DOCTORATE

The purpose of this chapter is twofold: (1) to determine the influences motivating the respondents to start a doctoral program; (2) to determine the respondents' perceptions as to why they failed to complete their doctoral studies and receive the doctorate after they had successfully completed the preliminary examinations and most of the other requirements for the doctorate exclusive of the dissertation. These students in number represent about one-quarter of all the students who successfully completed the preliminary examinations between the years 1946 and 1953. If it can be ascertained why these students had never completed their doctoral programs, this information may be of use in providing more effective guidance for future doctoral candidates. It is also hoped that, as a result of the data presented here, advisors of doctoral candidates may be more effective in guiding their charges through the various requirements for the doctorate.

Influences Motivating the Respondents To Do Graduate Work Beyond the Master's Degree

The motivation a person has toward any given goal to some extent determines the achievement of that goal. The

graduate students in this study were asked to evaluate the following factors in terms of the importance of each factor in motivating them to do graduate work beyond the master's degree at the University of Michigan:

1. A desire for increased knowledge in a chosen field of work.
2. Pressure from superiors on the job to do graduate work in order to hold position.
3. To gain better job opportunities as a result of further training.
4. To gain acceptance and status among colleagues.
5. To improve social status and acceptance in the community.
6. To derive personal satisfaction through additional achievement.
7. To qualify for increments in salary schedules which provide for increases in pay as a reward for additional graduate work.
8. To better serve profession and community as a result of increased training.

An opportunity was provided for the respondents to add to the above list any motivational factor not adequately covered therein.

A desire for increased knowledge in the chosen field of work

Table 68 indicates that a desire for increased knowledge in their chosen field of work was "very important" to 84 percent of the respondents. Thirteen percent felt this factor was of "some importance," and only 3 percent indicated it was of "little importance." As one would expect, a desire for increased knowledge in their field of work was the most important factor listed by the

TABLE 68

THE IMPORTANCE OF A DESIRE FOR INCREASED KNOWLEDGE IN A CHOSEN FIELD AS A MOTIVATING INFLUENCE IN THE RESPONDENTS DOING GRADUATE WORK BEYOND THE MASTER'S DEGREE

Current Employment	Importance of a Desire for Increased Knowledge in a Chosen Field									
	Very Important		Some Importance		Little Importance		No Importance		No Reply	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
College or university (N=27) . . .	22	81.4	4	14.8	1	3.7	0	0.0	0	0.0
Public school service (N=24) . . .	20	83.2	3	12.4	1	4.2	0	0.0	0	0.0
Business or industry (N=6) .	5	83.3	1	16.7	0	0.0	0	0.0	0	0.0
Government (N=3)	3	100.0	0	0.0	0	0.0	0	0.0	0	0.0
Private practice (N=1)	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0
Unemployed (N=1)	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0
Total (N=62) . . .	52	83.9	8	12.9	2	3.2	0	0.0	0	0.0

respondents as a motivating influence to do graduate work beyond the master's degree.

Pressure from superiors on the job to do graduate work in order to hold position

Pressure from their superiors on the job to do graduate work in order to hold their positions was of "no importance" as a motivating factor in influencing 55 percent of the respondents to do graduate work beyond the master's degree. Table 69 also indicates that 15 percent of the respondents felt this factor was of "little importance." Twenty percent felt this motivating influence was of "some importance," and 10 percent felt it was "very important."

As a motivating factor to do doctoral-level graduate work, pressure from their superiors on the job was much more important to those respondents engaged in positions in colleges and universities than to those employed in public school service. About 50 percent of the graduate students in college or university work indicated this factor was either "very important" or of "some importance" in influencing them to do graduate work. Less than 10 percent of the respondents in public school positions felt this way. One could easily draw the conclusion from these data that it is much more important, as far as job security goes, to hold a doctorate in college or university work than it is in public school service. It is interesting to note that, of the thirteen respondents in college or university positions who felt pressure from their superiors to do graduate work, none of these respondents held academic rank above the level of assistant professor and only four of them indicated they had duties or responsibilities other than teaching in their respective college or university positions.

TABLE 69

THE IMPORTANCE OF PRESSURE FROM SUPERIORS ON THE JOB TO DO GRADUATE WORK IN ORDER TO HOLD A POSITION AS A MOTIVATING INFLUENCE IN THE RESPONDENTS DOING GRADUATE WORK BEYOND THE MASTER'S DEGREE

Current Employment	Importance of Pressure from Superiors on the Job to Do Graduate Work in Order to Hold Position									
	Very Important		Some Importance		Little Importance		No Importance		No Reply	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
College or university (N=27) . . .	5	18.5	8	29.6	5	18.5	9	33.3	0	0.0
Public school service (N=24) . . .	0	0.0	2	8.3	3	12.4	18	75.0	1	1.6
Business or industry (N=6) .	1	16.7	1	16.7	0	0.0	4	66.7	0	0.0
Government (N=3)	0	0.0	1	33.3	1	33.3	1	33.3	0	0.0
Private practice (N=1)	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0
Unemployed (N=1)	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0
Total (N=62) . . .	6	9.7	12	19.4	9	14.5	34	54.8	1	1.6

To gain better job opportunities as a result of further training

The possibility of gaining better job opportunities as a result of further training was a very important motivating influence for the respondents in their decision to enter a doctoral program. This opinion is expressed in Table 70. Sixty-one percent of the respondents felt it was a "very important" influence; 27 percent of the respondents felt it was of "some importance" in motivating them. Only 13 percent indicated it was of "little importance" or "no importance." It should be noted that, while only one respondent employed in public school service indicated that the possibility of gaining better job opportunities through further training was of "little importance" or "no importance" in motivating him to do graduate work, five respondents employed in college or university positions felt that way. This could mean that these respondents engaged in college or university positions tended to feel that their positions provided adequate job opportunities for them regardless of their further graduate preparations.

To gain acceptance and status among colleagues

Only 10 percent of the graduate students in this study indicated that their desire to gain acceptance and status among their colleagues was a very important motivating factor in influencing them to do doctoral-level graduate work (Table 71). It was of "some importance" to 48 percent of the respondents and of "little importance" to 27 percent. Fifteen percent of the group under consideration stated it was of "no importance" in influencing them toward doing graduate work.

TABLE 70

THE IMPORTANCE OF A DESIRE TO GAIN BETTER JOB OPPORTUNITIES AS A RESULT OF FURTHER TRAINING AS A MOTIVATING INFLUENCE IN THE RESPONDENTS DOING GRADUATE WORK BEYOND THE MASTER'S DEGREE

Current Employment	Importance of a Desire to Gain Better Job Opportunities As a Result of Further Training									
	Very Important		Some Importance		Little Importance		No Importance		No Reply	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
College or university (N=27) . . .	16	59.2	6	22.2	3	11.1	2	7.4	0	0.0
Public school service (N=24) . . .	16	66.7	7	29.1	0	0.0	1	4.2	0	0.0
Business or industry (N=6) .	4	66.7	2	33.3	0	0.0	0	0.0	0	0.0
Government (N=3)	1	33.3	1	33.3	1	33.3	0	0.0	0	0.0
Private practice (N=1)	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0
Unemployed (N=1)	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0
Total (N=62) . . .	38	61.3	17	27.4	4	6.4	3	5.8	0	0.0

TABLE 71

THE IMPORTANCE OF A DESIRE TO GAIN ACCEPTANCE AND STATUS AMONG COLLEAGUES AS A MOTIVATING INFLUENCE IN THE RESPONDENTS DOING GRADUATE WORK BEYOND THE MASTER'S DEGREE

Current Employment	Importance of a Desire to Gain Acceptance and Status among Colleagues									
	Very Important		Some Importance		Little Importance		No Importance		No Reply	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
College or university (N=27) . . .	5	18.5	17	62.9	5	18.5	0	0.0	0	0.0
Public school service (N=24) . . .	1	4.2	10	41.6	7	29.1	6	25.0	0	0.0
Business or industry (N=6) .	0	0.0	2	33.3	4	66.7	0	0.0	0	0.0
Government (N=3)	0	0.0	1	33.3	1	33.3	1	33.0	0	0.0
Private practice (N=1)	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0
Unemployed (N=1)	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0
Total (N=62) . . .	6	9.7	30	48.4	17	27.4	9	14.5	0	0.0

Here again we find a difference in the responses of those graduate students who were employed in college and university positions and those employed in public school service. While more than 80 percent of the respondents in college or university positions felt this factor was "very important" or of "some importance" in influencing them to do graduate work, only 46 percent of the respondents employed in public school service held this opinion. It seems evident that the graduate students employed in college or university positions had a greater desire to gain acceptance and status among their colleagues through doctoral-level graduate work than did the respondents employed in the public schools. It would also indicate that status was more related to completion of the doctorate for those employed in colleges or universities than was true for those employed in the public schools.

To improve social status and acceptance in the community

The desire to improve their social status and acceptance in the community was considered a "very important" motivating factor influencing them to do graduate work beyond the master's degree by only 8 percent of the respondents. Thirty percent of the graduate students indicated this factor was of "some importance," and 60 percent stated it was of "little importance" or "no importance" (Table 72). It would seem that the respondents felt there was little relationship between their social status and acceptance in the community and their efforts to do doctoral-level graduate work.

Personal satisfaction gained by additional achievement

Personal satisfaction gained by additional achievement was the second most important motivating factor in influencing this group

TABLE 72

THE IMPORTANCE OF A DESIRE TO IMPROVE SOCIAL STATUS AND ACCEPTANCE IN THE COMMUNITY AS A MOTIVATING INFLUENCE IN THE RESPONDENTS DOING GRADUATE WORK BEYOND THE MASTER'S DEGREE

Current Employment	Importance of a Desire to Improve Social Status and Acceptance in the Community									
	Very Important		Some Importance		Little Importance		No Importance		No Reply	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
College or university (N=27) . . .	2	7.4	9	33.3	9	33.3	6	22.2	1	1.6
Public school service (N=24) . . .	1	4.2	8	33.3	7	29.1	8	33.3	0	0.0
Business or industry (N=6) .	2	33.3	2	33.3	0	0.0	2	33.3	0	0.0
Government (N=3)	0	0.0	0	0.0	1	33.3	2	66.7	0	0.0
Private practice (N=1)	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0
Unemployed (N=1)	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0
Total (N=62) . . .	5	8.1	19	30.6	17	27.4	20	32.3	1	1.6

of graduate students at the University of Michigan to do graduate work beyond the master's degree. As indicated in Table 73, 97 percent of the respondents felt this factor was either "very important" or of "some importance" in motivating them to do graduate work. The importance of personal satisfaction gained by additional achievement was emphasized by one respondent:

> Very important—self realization—fulfillment of goals which the individual feels he can attain.

To qualify for increments in salary schedules which provide for increases in pay as a reward for additional graduate work

It is often stated that one of the reasons students attend graduate school is to accumulate credit toward certain provisions in salary schedules that provide for salary increments as a reward for additional study. The fact that salary increments provided for increases in pay as a reward for additional graduate work was a very important motivating factor in influencing 27 percent of the respondents to do graduate work beyond the master's degree. Table 74 also indicates that an additional 32 percent felt this factor was of some importance. Fifteen percent indicated that provisions for salary increments were of little importance to them, and 26 percent stated that this factor had no influence on their pursuit of graduate studies.

Salary schedules and salary increments are often associated with the public schools, but Table 74 indicates that the influence of this factor was felt more by those engaged in college or university work than by those in public school service. Forty-eight percent of the respondents holding positions in colleges or universities indicated

TABLE 73

THE IMPORTANCE OF PERSONAL SATISFACTION GAINED THROUGH ADDITIONAL ACHIEVEMENT AS A MOTIVATING INFLUENCE IN THE RESPONDENTS DOING GRADUATE WORK BEYOND THE MASTER'S DEGREE

Current Employment	Importance of Personal Satisfaction Gained by Additional Achievement									
	Very Important		Some Importance		Little Importance		No Importance		No Reply	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
College or university (N=27) . . .	19	70.3	8	29.6	0	0.0	0	0.0	0	0.0
Public school service (N=24) . . .	17	70.8	7	29.1	0	0.0	0	0.0	0	0.0
Business or industry (N=6) .	4	66.7	1	16.7	0	0.0	1	16.7	0	0.0
Government (N=3)	0	0.0	2	66.7	1	33.3	0	0.0	0	0.0
Private practice (N=1)	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0
Unemployed (N=1)	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0
Total (N=62) . . .	41	66.1	19	30.6	1	1.6	1	1.6	0	0.0

TABLE 74

THE IMPORTANCE OF INCREMENTS IN SALARY SCHEDULES WHICH PROVIDED FOR INCREASES IN PAY AS A REWARD FOR ADDITIONAL GRADUATE WORK AS A MOTIVATING INFLUENCE IN THE RESPONDENTS DOING GRADUATE WORK BEYOND THE MASTER'S DEGREE

Current Employment	Importance of Salary Increment									
	Very Important		Some Importance		Little Importance		No Importance		No Reply	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
College or university (N=27) . . .	13	48.1	7	25.9	3	11.1	4	14.8	0	0.0
Public school service (N=24) . . .	2	8.3	11	45.8	5	20.8	6	25.0	0	0.0
Business or industry (N=6) .	1	16.7	1	16.7	1	16.7	3	50.0	0	0.0
Government (N=3)	1	33.3	1	33.3	0	0.0	1	33.3	0	0.0
Private practice (N=1)	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0
Unemployed (N=1)	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0
Total (N=62) . . .	17	27.4	20	32.3	9	14.5	16	25.8	0	0.0

that they considered an increase in pay as a reward for additional graduate work a very important motivating factor in influencing them to do doctoral-level graduate work. Less than 10 percent of those employed in public school service stated this to be a factor. Evidently, for the students in this study employed in colleges and universities, salaries were related to graduate work beyond the master's degree. As yet many salary schedules for public school personnel do not recognize graduate study beyond the master's degree in terms of providing salary increments.

Increased training would make it possible to better serve the profession and community

Table 75 indicates that more than 90 percent of the respondents believed that, as a motivating factor in their pursuit of graduate studies beyond the master's degree, increased training which would enable them to serve their profession and their community was either a "very important" influence (47 percent) or an influence of "some importance" (45 percent). Only four respondents felt this factor was of "little importance," and only one believed it was of "no importance."

It should be noted that, while 63 percent of the respondents employed in college and university positions indicated this factor was "very important" in influencing them to do graduate work, only 33 percent of the respondents employed in the public schools gave the same indication. Service to the profession and the community is often considered one of the basic tenets of any profession. Table 75 indicates that the respondents employed in colleges and universities felt that this service factor was more important in influencing them to do graduate study than it was to those employed in the public

TABLE 75

THE IMPORTANCE OF A DESIRE TO BETTER SERVE PROFESSION AND COMMUNITY AS A RESULT OF INCREASED TRAINING AS A MOTIVATING INFLUENCE IN THE RESPONDENTS DOING GRADUATE WORK BEYOND THE MASTER'S DEGREE

Current Employment	Importance of a Desire to Better Serve Profession and Community as a Result of Increased Training									
	Very Important		Some Importance		Little Importance		No Importance		No Reply	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
College or university (N=27) . . .	17	62.9	9	33.3	1	3.7	0	0.0	0	0.0
Public school service (N=24) . . .	8	33.3	14	58.2	2	8.3	0	0.0	0	0.0
Business or industry (N=6) .	2	33.3	2	33.3	1	16.7	1	16.7	0	0.0
Government (N=3)	1	33.3	2	66.7	0	0.0	0	0.0	0	0.0
Private practice (N=1)	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0
Unemployed (N=1)	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0
Total (N=62) . . .	29	46.8	28	45.2	4	6.4	1	1.6	0	0.0

schools. Could this mean that a more professional attitude toward their type of employment was held by the respondents in college or university positions than was held by those graduate students employed in public school service? It may be noted, of course, that the respondents employed in colleges and universities were more satisfied professionally with their positions than were those respondents employed in public school service.[1]

Other factors motivating the respondent to do graduate work beyond the master's degree

Only eleven of the respondents availed themselves of the opportunity to specify any additional personal factors which motivated them to do graduate work beyond the master's degree. Six of these respondents stated that the influence of some individual or individuals was an important factor in their pursuance of graduate studies. In four instances, faculty members at the University of Michigan were mentioned.

One respondent gave a very frank response in that he indicated that the most important influence in his seeking the doctorate at the University of Michigan was that he lived close to the university, "with books and tuition paid for by the G.I. Bill."

Summary of the motivating factors influencing the respondents to do doctoral-level graduate work

Table 76 represents a summary of the respondents' opinions as to the motivating factors influencing them to do graduate work

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[1]See Table 16, p. 51.

TABLE 76

SUMMARY OF THE IMPORTANCE OF CERTAIN MOTIVATING FACTORS INFLUENCING THE RESPONDENTS TO DO GRADUATE WORK BEYOND THE MASTER'S DEGREE

Motivating Factors	Importance of Motivating Factors									
	Very Important		Some Importance		Little Importance		No Importance		No Reply	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
A desire for increased knowledge in a chosen field of work . . .	52	83.9	8	12.9	2	3.2	0	0.0	0	0.0
To derive personal satisfaction through additional achievement	41	66.1	19	30.6	1	1.6	1	1.6	0	0.0
To gain better job opportunities as a result of further training . .	38	61.3	17	27.4	4	7.4	3	5.8	0	0.0
To better serve profession and community as a result of increased training .	29	46.8	28	45.2	4	7.4	1	1.6	0	0.0

TABLE 76 (Continued)

Motivating Factors	Importance of Motivating Factors									
	Very Important		Some Importance		Little Importance		No Importance		No Reply	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
To qualify for increments in salary schedules which provide for increases in pay as a reward for additional graduate work . . .	17	27.4	20	32.3	9	14.5	16	25.8	0	0.0
Pressure from superiors on the job to do graduate work in order to hold position	6	9.7	12	19.4	9	14.5	34	54.8	1	1.6
To gain acceptance and status among colleagues.	6	9.7	30	48.4	17	27.4	9	14.5	0	0.0
To improve social status and acceptance in the community	5	8.1	19	30.6	17	27.4	20	32.3	1	1.6

beyond the master's degree. A majority of these graduate students who had never completed their doctoral degree indicated that the most important influences motivating them to do graduate work were a desire for increased knowledge in their chosen field of work, personal satisfaction gained by additional achievement, and the desire to gain better job opportunities as a result of further training. More than half the students surveyed felt that the pressure from their superiors to do graduate work, and the desire to gain social status and acceptance in their community were of "little importance" or "no importance" to them as motivating factors in their graduate studies.

There was little difference, as indicated in Table 77, between those graduate students who had completed their doctorates and those students who had not completed the doctorates in terms of the motivating factors which caused them to enter doctoral programs. Those graduate students who had completed their degrees, however, attached greater importance to their desire to gain acceptance and status among their colleagues as a motivating influence to do graduate work than did those respondents who had not completed their doctorates. This difference can probably be explained by the fact that a much higher percentage of those students with doctorates were employed in college and university positions. It is probable that status among one's colleagues is much more dependent on a doctorate in colleges or universities than in the other types of employment considered.

TABLE 77

A COMPARISON OF THE GRADUATE STUDENTS WHO HAD NOT COMPLETED THE DOCTORATE AND THE GRADUATE STUDENTS WHO HAD COMPLETED THE DOCTORATE, IN TERMS OF SELECTED MOTIVATING FACTORS INFLUENCING THEM TO DO GRADUATE WORK BEYOND THE MASTER'S DEGREE[a]
(percentages)

Motivating Factors	Importance of Motivating Factors							
	Very Important		Some Importance		Little Importance		No Importance	
	I	II	I	II	I	II	I	II
A desire for increased knowledge in a chosen field of work	83.9	74.6	12.9	23.9	3.2	1.4	0.0	0.0
To derive personal satisfaction through additional achievement	66.1	61.2	30.6	34.1	1.6	4.2	1.6	0.0
To gain better job opportunities as a result of increased training	61.3	67.1	27.4	23.9	6.4	7.5	5.9	1.4
To better serve profession and community as a result of increased training	46.8	49.3	45.2	35.8	6.4	9.0	1.6	6.0

[a]Group I represents graduate students who had not completed the doctorate; Group II represents graduate students who had completed the doctorate.

TABLE 77 (Continued)

Motivating Factors	Importance of Motivating Factors							
	Very Important		Some Importance		Little Importance		No Importance	
	I	II	I	II	I	II	I	II
To qualify for increments in salary schedules which provide for increases in pay as a reward for additional graduate work	27.4	18.0	32.3	40.2	14.5	18.0	25.8	28.4
Pressure from superiors on the job to do graduate work in order to hold position	9.7	4.5	19.4	14.9	14.5	14.9	54.8	65.7
To gain acceptance and status among colleagues	9.7	23.9	48.4	38.8	27.4	20.9	14.5	14.9
To improve social status and acceptance in the community	8.1	9.0	30.6	31.3	27.4	32.7	32.3	44.4

Indication of Respondents as to Their Reasons for Discontinuing Their Doctoral Programs at the University of Michigan Before the Doctorate Was Awarded

The doctoral students in this study who had not completed their doctoral programs and had not been awarded the doctorate were asked to consider a series of thirteen statements and to indicate, on a scale provided, the importance of each of these factors as a reason for their discontinuing their doctoral programs at the University of Michigan. The statements were as follows:

1. Job responsibilities too demanding to allow continuance.
2. Did not possess the necessary statistical background and knowledge of research design to consummate the doctoral dissertation.
3. Financial responsibilities too great to allow continuance.
4. Attitude of family toward continuance of the doctoral program contributed to discontinuance.
5. Unsatisfactory relationship with principal advisor at University of Michigan caused discontinuance.
6. Difficulty in meeting language requirement for the doctorate.
7. Inability to finance period of full-time attendance for residence requirement caused discontinuance.
8. Family responsibilities (other than financial) too great to allow continuance.
9. No longer feel that the doctorate is necessary for present or future success in professional career.
10. Attitude of colleagues toward doctoral program contributed to discontinuance.
11. No longer feel the personal satisfaction represented by the acquisition of the doctorate is important.

12. Relationships with the University of Michigan faculty in general caused discontinuance.
13. Started a doctoral program at another institution.

These students were also asked to formulate any statements they felt appropriate to their particular reasons for discontinuance and to indicate the degree of importance on the same scale as the thirteen statements above. It is the purpose of this section of this study to summarize and analyze the responses to this question.

Job responsibilities too demanding to allow continuance

Most of the respondents expressed the opinion that their job responsibilities were too great to allow them to continue with their doctoral programs at the University of Michigan. Fifty-one percent of the respondents stated this factor was "very important," and 26 percent indicated it was of "some importance." Table 78 also indicates that 15 percent of the respondents evidently believed the responsibilities of their jobs were not primarily the reason for discontinuing their doctoral programs, as they stated this factor to be of "little importance" or "no importance."

It should be noted that the respondents in all position classifications had about the same opinion as to the effect of this factor on their doctoral studies. Evidently these respondents felt they had job responsibilities that caused them to discontinue their graduate programs regardless of the type of positions they held.

TABLE 78

IMPORTANCE OF THE RESPONDENTS' JOB RESPONSIBILITIES AS A FACTOR IN THEIR DISCONTINUANCE OF THE DOCTORAL PROGRAM AT THE UNIVERSITY OF MICHIGAN

Current Employment	Importance of Job Responsibilities as a Reason for Discontinuance									
	Very Important		Some Importance		Little Importance		No Importance		No Reply	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
College or university (N=27) . . .	16	59.2	6	22.2	2	7.4	1	3.7	2	7.4
Public school service (N=24) . . .	11	45.8	6	25.0	1	4.2	3	12.4	3	12.4
Business or industry (N=6) .	2	33.3	3	50.0	1	16.7	0	0.0	0	0.0
Government (N=3)	2	66.7	1	33.3	0	0.0	0	0.0	0	0.0
Private practice (N=1)	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0
Unemployed (N=1)	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0
Total (N=62) . . .	32	51.6	16	25.8	5	8.1	4	6.4	5	8.1

Did not possess the necessary statistical background and knowledge of research design to consummate the doctoral dissertation

Lack of the necessary statistical background and knowledge of research design to consummate the doctoral dissertation was a very important factor to only 6 percent of the respondents making a decision to discontinue their doctoral studies. An additional 24 percent felt this factor was of "some importance" in their discontinuance. Sixty percent felt this factor was of "little importance" or "no importance" in influencing them to discontinue their graduate studies before they had earned the doctorate (Table 79).

Whether the respondents' evaluations of their abilities to do research are valid cannot be established by the data in this study, but we do find some consistency in their opinions concerning the possession of this ability. Sixty-three percent of the respondents had previously indicated that they had acquired the ability to do research in their graduate programs at the University of Michigan.[1]

Financial responsibilities too great to allow continuance

More than one-third of the respondents gave as a very important reason for discontinuing their doctoral programs the opinion that their financial responsibilities were too great to allow continuance. Table 80 also indicates that another one-third of these graduate students believed that this factor was of "some importance." Thirteen percent of the respondents felt this factor was of "little

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[1]See Table 33, p. 83.

TABLE 79

IMPORTANCE OF THE RESPONDENTS' BELIEF THAT THEY DID NOT POSSESS THE NECESSARY STATISTICAL BACKGROUND AND KNOWLEDGE OF RESEARCH DESIGN TO CONSUMMATE THE DOCTORAL DISSERTATION AS A FACTOR IN THEIR DISCONTINUANCE OF THE DOCTORAL PROGRAM AT THE UNIVERSITY OF MICHIGAN

Current Employment	Importance of the Lack of Statistical Background on Knowledge of Research Design									
	Very Important		Some Importance		Little Importance		No Importance		No Reply	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
College or university (N=27) . . .	1	3.7	8	29.6	4	14.8	12	44.4	2	7.4
Public school service (N=24) . . .	1	4.2	6	25.0	2	8.3	11	45.8	4	16.5
Business or industry (N=6) .	1	16.7	0	0.0	1	16.7	4	66.7	0	0.0
Government (N=3)	1	33.3	1	33.3	0	0.0	1	33.3	0	0.0
Private practice (N=1)	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0
Unemployed (N=1)	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0
Total (N=62) . . .	4	6.4	15	24.2	7	11.3	30	48.4	6	9.7

TABLE 80

IMPORTANCE OF THE RESPONDENTS' FINANCIAL RESPONSIBILITIES AS A FACTOR IN THEIR DISCONTINUANCE OF THE DOCTORAL PROGRAM AT THE UNIVERSITY OF MICHIGAN

Current Employment	Importance of Financial Responsibilities									
	Very Important		Some Importance		Little Importance		No Importance		No Reply	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
College or university (N=27) . . .	11	40.7	7	25.9	4	14.8	4	14.8	1	3.7
Public school service (N=24) . . .	8	33.3	8	33.3	4	16.5	4	16.5	0	0.0
Business or industry (N=6) .	2	33.3	3	50.0	0	0.0	1	16.7	0	0.0
Government (N=3)	1	33.3	2	66.7	0	0.0	0	0.0	0	0.0
Private practice (N=1)	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0
Unemployed (N=1)	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0
Total (N=62) . . .	23	37.1	21	33.9	8	12.9	8	14.5	1	1.6

importance" to them, and 15 percent indicated it was of "no importance."

Since 37 percent of the respondents felt that a very important factor in their discontinuance was the weight of their financial responsibilities, and an additional 34 percent of the respondents indicated this factor was of "some importance," perhaps the following information can in some way help us to understand the opinions of the respondents regarding their financial responsibilities. Ninety percent of the respondents were married, and 80 percent of them had one or more children. These facts, coupled with the fact that the annual earned income of a majority of the respondents was less than $7,500, may explain why a majority of the respondents in this study held the opinion that their financial responsibilities were too great to allow them to continue with their doctoral programs.

It should be noted, also, that, of the nine respondents who felt that financial responsibilities were not a factor in the continuance or discontinuance of their doctoral programs, five of these respondents earned more than $7,500 annually, and two of them earned over $20,000 in the year preceding their responses to this question.

Attitude of family toward continuance of the doctoral program contributed to discontinuance

In some instances, the attitudes of members of a graduate student's family have an influence as to whether or not that graduate student continues with his graduate program. In order to determine the importance of this factor, the graduate students in this study were asked if the attitudes of their families toward their continuance in the doctoral program contributed to the discontinuance

of their graduate studies before they had completed the doctorate. Only 6 percent of the respondents indicated (Table 81) that this factor was "very important." Eighteen percent believed it was of "some importance"; but more than 66 percent expressed the opinion that their families' attitudes had little or no effect on their discontinuance of graduate studies.

Unsatisfactory relationship with principal advisor at the University of Michigan caused discontinuance

Perhaps one of the most important influences on a doctoral student's program and his progress through his doctoral studies is the guidance and encouragement provided by his principal advisor. If the relationship between a graduate student and his advisor becomes unsatisfactory to the student it may influence him to discontinue his doctoral program. Thirteen percent of the respondents indicated (Table 82) that an unsatisfactory relationship with their principal advisor at the University of Michigan was a "very important" reason for their discontinuance of their doctoral studies. An additional 15 percent stated that this factor was of "some importance," while a majority, 66 percent, felt it was of "little importance" or "no importance."

The feelings expressed by 27 percent of the respondents that this unsatisfactory relationship with their principal advisor was either "very important" or of "some importance" in causing their discontinuance was not confined to those respondents in any one type of employment classification used in this study.

Of the respondents who felt this factor was very important in their discontinuance, three held administrative positions in the

TABLE 81

IMPORTANCE OF THE ATTITUDE OF THE RESPONDENTS' FAMILIES AS A FACTOR IN THEIR DISCONTINUANCE OF THE DOCTORAL PROGRAM AT THE UNIVERSITY OF MICHIGAN

Current Employment	Importance of the Attitude of the Family									
	Very Important		Some Importance		Little Importance		No Importance		No Reply	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
College or university (N=27) . . .	2	7.4	6	22.2	2	7.4	15	55.5	2	7.4
Public school service (N=24) . . .	2	8.3	3	12.4	3	12.4	12	50.0	4	16.5
Business or industry (N=6) .	0	0.0	2	33.3	0	0.0	4	66.7	0	0.0
Government (N=3)	0	0.0	0	0.0	1	33.3	2	66.7	0	0.0
Private practice (N=1)	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0
Unemployed (N=1)	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0
Total (N=62) . . .	4	6.4	11	17.7	6	9.7	35	56.5	6	9.7

TABLE 82

IMPORTANCE OF THE RESPONDENTS' UNSATISFACTORY RELATIONSHIP WITH THEIR PRINCIPAL ADVISORS AS A FACTOR IN THEIR DISCONTINUANCE OF THE DOCTORAL PROGRAM AT THE UNIVERSITY OF MICHIGAN

Current Employment	Importance of Unsatisfactory Relationship with Principal Advisor									
	Very Important		Some Importance		Little Importance		No Importance		No Reply	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
College or university (N=27) . . .	2	7.4	4	14.8	3	11.1	16	59.2	2	7.4
Public school service (N=24) . . .	4	16.5	3	12.4	0	0.0	15	62.4	2	8.3
Business or industry (N=6) .	0	0.0	1	16.7	0	0.0	5	83.3	0	0.0
Government (N=3)	1	33.3	0	0.0	0	0.0	2	66.7	0	0.0
Private practice (N=1)	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0
Unemployed (N=1)	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0
Total (N=62) . . .	8	12.9	9	14.5	3	4.8	38	61.3	4	6.4

public schools, one was a counselor in a Michigan high school, two taught in the education departments of colleges or universities in the Midwest, one was a teacher for the armed forces overseas, and one was unemployed.

Difficulty in meeting the language requirements for the doctorate

Before considering the importance the respondents attach to difficulty in meeting the language requirements as a reason for discontinuing their doctoral studies, we must first consider the number of respondents who had yet to meet these requirements. Table 26 indicates that only twenty-two of the respondents had yet to meet the language requirements for their doctorate.[1] Only the responses of these twenty-two graduate students will be considered here, as those students who had already completed this requirement indicated this factor was of no importance in their discontinuance.

With twenty-two graduate students constituting the universe, we find that 23 percent of these students considered their difficulty in meeting the language requirements for the doctorate a "very important" reason for discontinuing their graduate studies (Table 83). An additional 37 percent felt this factor was of "some importance." Only 40 percent of these students who had not met the language requirements for the doctorate believed this factor was of "little importance" or "no importance" in their discontinuance of degree programs.

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[1] See Table 26, p. 72.

TABLE 83

IMPORTANCE OF THE RESPONDENTS' DIFFICULTY IN MEETING THE LANGUAGE REQUIREMENTS AS A FACTOR IN THEIR DISCONTINUANCE OF THE DOCTORAL PROGRAM AT THE UNIVERSITY OF MICHIGAN

Current Employment	Importance of Difficulty in Meeting the Language Requirement									
	Very Important		Some Importance		Little Importance		No Importance		No Reply	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
College or university (N=27) . . .	3	11.1	6	22.2	3	11.1	14	51.8	1	1.6
Public school service (N=24) . . .	2	8.3	2	8.3	1	4.2	17	70.8	2	8.3
Business or industry (N=6) .	0	0.0	0	0.0	0	0.0	6	100.0	0	0.0
Government (N=3)	0	0.0	0	0.0	0	0.0	3	100.0	0	0.0
Private practice (N=1)	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0
Unemployed (N=1)	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0
Total (N=62) . . .	5	8.1	8	12.9	4	6.4	42	67.7	3	4.8

Inability to finance period of full-time attendance for residence requirement caused discontinuance

Since quite obviously the respondents who had completed their residence requirement for the doctorate would not consider this requirement a factor in discontinuing their graduate programs, only those graduate students who had not met the residence requirement will be considered here. Twenty-one of the respondents fell into this category.[1]

Of the twenty-one respondents who had yet to meet the residence requirement for the doctorate, 18 percent indicated this factor was "very important" and 52 percent believed it was of "some importance" as a reason for their discontinuing their doctoral studies. Eighteen percent felt it was of "little importance," and only 10 percent stated it was of "no importance" (Table 84).

Since 70 percent of the respondents who had yet to complete their residence for the doctorate felt that the financial factor in their attendance was either "very important" or of "some importance," and since 71 percent of the respondents indicated (Table 80) that their financial responsibilities were an important factor in discontinuing their degree programs, it may be concluded that the question of the financial expense involved in obtaining a doctorate was of major concern to most of the respondents in this study.

Family responsibilities (other than financial) were too great to allow continuance

It is often felt by many doctoral students that, as they pursue their doctoral studies, they in some measure neglect their duties and

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[1]See Table 26, p. 72.

TABLE 84

IMPORTANCE OF THE RESPONDENTS' INABILITY TO FINANCE A PERIOD OF FULL-TIME ATTENDANCE FOR THE RESIDENCE REQUIREMENT AS A FACTOR IN THEIR DISCONTINUANCE OF THE DOCTORAL PROGRAM AT THE UNIVERSITY OF MICHIGAN

Current Employment	Importance of Inability to Finance a Period of Full-time Attendance for Residence Requirement									
	Very Important		Some Importance		Little Importance		No Importance		No Reply	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
College or university (N=27) . . .	3	11.1	5	18.5	3	11.1	14	51.8	2	7.4
Public school service (N=24) . . .	0	0.0	6	25.0	1	4.2	15	62.4	2	8.3
Business or industry (N=6) .	1	16.7	0	0.0	0	0.0	5	83.3	0	0.0
Government (N=3)	0	0.0	0	0.0	0	0.0	3	100.0	0	0.0
Private practice (N=1)	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0
Unemployed (N=1)	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0
Total (N=62) . . .	4	6.4	11	17.7	4	6.4	39	62.9	4	6.4

responsibilities to their families. When these family responsibilities and the student's doctoral studies come into conflict, some decision as to the relative importance of these two responsibilities has to be made. Only 16 percent of the respondents believed their family responsibilities were too great to allow them to continue with their graduate programs. Thirty-six percent (Table 85) indicated that this factor was of "some importance" in their discontinuance, and 42 percent believed their family responsibilities were of "little importance" or "no importance" as a factor in discontinuing their degree programs.

It is interesting to note that, while 52 percent of the respondents felt their family responsibilities were of at least "some importance" in their discontinuance of the doctoral program, only 24 percent of the respondents indicated that the attitudes of their families toward their continuance in the doctoral program were of "some importance" as a factor in their discontinuance. This could indicate that the respondents' families were willing to make more sacrifices to allow continuance in the doctoral program than the respondents were willing to ask them to make.

No longer felt the doctorate necessary for present or future success in professional career

Table 86 shows that only 15 percent of the respondents felt the doctorate was no longer necessary for their success, either current or future, in their professional careers and considered this a "very important" reason for discontinuing their degree programs. Twenty-nine percent of these graduate students believed this factor was of "some importance" in their discontinuance, but a majority of the respondents, 52 percent, expressed the opinion

TABLE 85

IMPORTANCE OF THE RESPONDENTS' FAMILY RESPONSIBILITIES (OTHER THAN FINANCIAL) AS A FACTOR IN THEIR DISCONTINUANCE OF THE DOCTORAL PROGRAM AT THE UNIVERSITY OF MICHIGAN

Current Employment	Importance of Family Responsibilities									
	Very Important		Some Importance		Little Importance		No Importance		No Reply	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
College or university (N=27) . . .	6	22.2	10	37.0	3	11.1	6	22.2	2	7.4
Public school service (N=24) . . .	3	12.4	8	33.3	1	4.2	10	41.6	2	8.3
Business or industry (N=6) .	1	16.7	2	33.3	2	33.3	1	16.7	0	0.0
Government (N=3)	0	0.0	1	33.3	1	33.3	1	33.3	0	0.0
Private practice (N=1)	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0
Unemployed (N=1)	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0
Total (N=62) . . .	10	16.1	22	35.5	8	12.9	18	29.0	4	6.4

TABLE 86

IMPORTANCE OF THE RESPONDENTS NO LONGER FEELING THAT THE DOCTORATE WAS NECESSARY FOR CURRENT OR FUTURE SUCCESS IN A PROFESSIONAL CAREER AS A FACTOR IN THEIR DISCONTINUANCE OF THE DOCTORAL PROGRAM AT THE UNIVERSITY OF MICHIGAN

Current Employment	Importance of No Longer Feeling the Doctorate Was Necessary for Professional Careers									
	Very Important		Some Importance		Little Importance		No Importance		No Reply	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
College or university (N=27) . . .	1	3.7	6	22.2	2	7.4	17	62.9	1	3.7
Public school service (N=24) . . .	5	20.8	7	29.1	4	16.5	6	25.0	2	8.3
Business or industry (N=6) .	1	16.7	3	50.0	1	16.7	1	16.7	0	0.0
Government (N=3)	1	33.3	1	33.3	0	0.0	1	33.3	0	0.0
Private practice (N=1)	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0
Unemployed (N=1)	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0
Total (N=62) . . .	9	14.5	18	29.0	7	11.3	25	40.3	3	4.8

that this factor had little bearing on their discontinuance. Almost twice as many respondents employed in the public schools no longer felt the doctorate necessary for their professional careers as did those respondents employed in colleges or universities.

Thirty-eight respondents indicated (Table 70) that they considered the opportunity to gain better positions as a result of further graduate preparation a very important motivating factor in their pursuing doctoral-level graduate studies. Only nine of these respondents believed that a very important reason for discontinuing their doctoral programs was the feeling that they no longer considered the doctorate necessary for success in their current or future professional careers (Table 86). Evidently this group of graduate students had a strong feeling that success in their chosen profession was closely related to the doctorate.

No longer felt the personal satisfaction represented by the acquisition of the doctorate was important

Eight percent of the respondents gave as a reason for discontinuing their doctoral programs the fact that they no longer felt that the personal satisfaction represented by the acquisition of the doctorate was "very important" to them (Table 87). An additional 32 percent believed this factor was of "some importance"; 16 percent considered it of "little importance"; 37 percent stated that it was of "no importance."

While only one in five of the respondents employed in colleges or universities indicated that a waning personal satisfaction represented by the acquisition of the doctorate was a factor in their discontinuance, more than half of the respondents employed in the public

TABLE 87

IMPORTANCE OF THE RESPONDENTS NO LONGER FEELING THE PERSONAL SATISFACTION REPRESENTED BY THE ACQUISITION OF THE DOCTORATE WAS IMPORTANT, AS A FACTOR IN THEIR DISCONTINUANCE OF THE DOCTORAL PROGRAM AT THE UNIVERSITY OF MICHIGAN

Current Employment	Importance of No Longer Feeling the Acquisition of the Doctorate Was Important									
	Very Important		Some Importance		Little Importance		No Importance		No Reply	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
College or university (N=27) . . .	1	3.7	5	18.5	6	22.2	13	48.1	2	7.4
Public school service (N=24) . . .	3	12.4	11	45.8	3	12.4	5	20.8	2	8.3
Business or industry (N=6) .	0	0.0	2	33.3	0	0.0	4	66.7	0	0.0
Government (N=3)	1	33.3	1	33.3	0	0.0	1	33.3	0	0.0
Private practice (N=1)	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0
Unemployed (N=1)	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0
Total (N=62) . . .	5	8.1	20	32.3	10	16.1	23	37.1	4	6.4

schools stated that they no longer felt the personal satisfaction represented by the acquisition of the doctorate to be important to them and that this was a factor of at least "some importance" in the discontinuance of their doctoral programs. It would seem that the personal satisfactions of the respondents as they relate to the acquisition of the doctorate were definitely influenced by the types of positions in which the respondents were employed.

The personal satisfactions derived by most of the respondents as they pursued the doctorate evidently were very important to them. Forty-one respondents (Table 73) indicated that the personal satisfaction gained by their additional achievements in graduate education was "very important" as a motivating factor in their doctoral programs. Only five respondents indicated that a "very important" or primary reason for discontinuing their graduate studies was the fact that they no longer considered the personal satisfaction represented by the acquisition of the doctorate important.

Attitude of colleagues toward doctoral program contributed to discontinuance

As graduate students work with their colleagues, they often find that these colleagues hold varying opinions and attitudes as to the value of graduate education and the doctor's degree. The attitudes of these colleagues, particularly those whom the graduate students respect, often influence the future activities and professional careers of these students.

Only one respondent indicated that the attitudes of his colleagues toward the doctoral program were "very important" in his discontinuance of doctoral studies (Table 88). Twenty-three percent of these graduate students believed their colleagues' attitudes were

TABLE 88

IMPORTANCE OF THE ATTITUDES OF THE RESPONDENTS' COLLEAGUES TOWARD THE DOCTORAL PROGRAM AS A FACTOR IN THEIR DISCONTINUANCE OF THE DOCTORAL PROGRAM AT THE UNIVERSITY OF MICHIGAN

Current Employment	Importance of Colleagues' Attitudes toward the Doctoral Program									
	Very Important		Some Importance		Little Importance		No Importance		No Reply	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
College or university (N=27) . . .	0	0.0	6	22.2	1	3.7	17	62.9	3	11.1
Public school service (N=24) . . .	1	4.2	7	29.1	4	16.5	9	37.5	3	12.4
Business or industry (N=6) .	0	0.0	0	0.0	0	0.0	1	16.7	5	83.3
Government (N=3)	0	0.0	1	33.3	1	33.3	1	33.3	0	0.0
Private practice (N=1)	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0
Unemployed (N=1)	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0
Total (N=62) . . .	1	1.6	14	22.6	6	9.7	30	48.4	11	17.7

of "some importance" in their discontinuance. A majority of the respondents, however, considered this factor to be of "little importance" or "no importance" as a reason for the noncompletion of their doctoral programs. It should be noted that 18 percent of the respondents failed to answer this question. This is more than twice as many "no replies" as in any other item in the entire questionnaire. Perhaps these students were unwilling or unable to evaluate the varying attitudes of their colleagues and to assess the effect of these attitudes in their decision to discontinue their graduate studies.

Relationship with University of Michigan faculty in general caused discontinuance

Almost three-quarters of the doctoral students responding to the questionnaire which was the basis for this study believed that their relationships with the University of Michigan faculty in no way influenced them to discontinue their doctoral programs before they had completed the doctorate. Only two respondents (Table 89) felt the faculty-student relationships they experienced were a "very important" reason for discontinuing their graduate studies, and only three respondents indicated this factor was of "some importance" to them.[1]

One of the two respondents who felt their relationships with the University of Michigan faculty were unsatisfactory and believed this factor was a "very important" reason for no longer pursuing the doctoral degree indicated he was generally dissatisfied with his doctoral studies at the University of Michigan. He stated:

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[1]Relations with the faculty in general are considered here. Relations with principal advisors have been considered previously.

TABLE 89

IMPORTANCE OF THE RESPONDENTS' RELATIONSHIPS WITH THE UNIVERSITY OF MICHIGAN FACULTY AS A FACTOR IN THEIR DISCONTINUANCE OF THE DOCTORAL PROGRAM AT THE UNIVERSITY OF MICHIGAN

Current Employment	Importance of the Relationships with the University of Michigan Faculty									
	Very Important		Some Importance		Little Importance		No Importance		No Reply	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
College or university (N=27) . . .	1	3.7	3	11.1	3	11.1	18	66.7	2	7.4
Public school service (N=24) . . .	1	4.2	0	0.0	4	16.5	16	66.7	3	12.4
Business or industry (N=6) .	0	0.0	0	0.0	0	0.0	6	100.0	0	0.0
Government (N=3)	0	0.0	0	0.0	0	0.0	3	100.0	0	0.0
Private practice (N=1)	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0
Unemployed . . .	1	0.0	0	0.0	0	0.0	1	100.0	0	0.0
Total (N=62) . . .	2	3.2	3	4.8	7	11.3	45	72.6	5	8.1

> What should have been the capstone of an educational experience (Ph.D.) turned out to be in several respects inferior to the instruction and training I obtained as an undergraduate and master's degree candidate.

Regardless of the opinion of this one student, the doctoral candidates in this study by an overwhelming majority expressed the belief that their relationships with the University of Michigan faculty in general had no effect on the discontinuance of their doctoral studies. One might infer from this that a substantial majority of the respondents were satisfied with their relationships with the University of Michigan faculty.

Started a doctoral program at another institution

Sometimes, when a student is dissatisfied with some aspect of his educational program at a particular college or university, he discontinues his studies at that institution and pursues his educational goals at another college or university. Not one of the doctoral candidates in this study had taken this course of action to meet any unfulfilled educational needs they may have had. None of the respondents stated (Table 90) that they had started a doctoral program at another institution after having been enrolled in a doctoral program at the University of Michigan. One could draw the conclusion from this fact that, although these students had not completed what would normally be considered their educational goal—the doctorate—they evidently believed that the University of Michigan had satisfied their educational needs as well as any other college or university could. It is also possible that the investment in time and money these students had made in their doctoral studies at the University of Michigan was too great to allow them to embark on a doctoral program

TABLE 90

IMPORTANCE OF THE RESPONDENTS STARTING A DOCTORAL PROGRAM AT ANOTHER INSTITUTION AS A FACTOR IN THEIR DISCONTINUANCE OF THE DOCTORAL PROGRAM AT THE UNIVERSITY OF MICHIGAN

Current Employment	Importance of Starting a Doctoral Program at Another Institution									
	Very Important		Some Importance		Little Importance		No Importance		No Reply	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
College or university (N=27) . . .	0	0.0	0	0.0	0	0.0	25	92.5	2	7.4
Public school service (N=24) . . .	0	0.0	0	0.0	0	0.0	21	87.4	3	12.4
Business or industry (N=6) .	0	0.0	0	0.0	0	0.0	6	100.0	0	0.0
Government (N=3)	0	0.0	0	0.0	0	0.0	3	100.0	0	0.0
Private practice (N=1)	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0
Unemployed (N=1)	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0
Total (N=62) . . .	0	0.0	0	0.0	0	0.0	57	91.9	5	8.1

at another institution where at least some of their effort expended thus far on the doctorate would be lost.

Other statements given by respondents as reasons for discontinuing the doctorate

Twenty-nine respondents had reasons for discontinuing their doctoral programs that they felt were not covered by the preceding statements. Eight of these doctoral students believed that their individual problems surrounding the development of a satisfactory dissertation topic were very important causes of their discontinuance. The following statements express their points of view:

> . . . too much pressure from committee members to select problem they preferred rather than problem I felt was important.
>
> Proposed dissertation topics had little association with current research in education.
>
> No meeting of the minds with chief advisor on thesis.
>
> Difficulty in selecting a dissertation problem that can be carried on at another institution.

Three respondents felt the lack of time advisors were willing to devote to them and the inability of their doctoral committees to find time to give adequate consideration to the dissertation problems contributed to their discontinuance.

Although the respondents were given the opportunity to express the importance they attached to the fact that their job responsibilities interfered with their continuance of the doctoral program, four of these students felt this fact was of sufficient importance to warrant a further statement by them. One stated:

> My position has been such that time was not available. Too busy building a school system—buildings and program.

Time was also a factor for five other respondents, but these students indicated that it was not their jobs that interfered with their continuance but that their time could be used by them to better advantage than in continuing the doctoral program to its completion. One respondent stated he discontinued his doctoral program because of:

> . . . the possibility of making a greater professional contribution with the expenditure of the equivalent time and energy elsewhere.

Another expressed his reason for discontinuance simply as:

> My time was more profitably spent otherwise.

Five doctoral students expressed the opinion that it was a lack in their own personal make-up that caused them to give up their doctoral studies before receiving the doctorate. Such simple statements as "lack of confidence in my own ability," "procrastination," and "lack of drive" explained their reasoning.

Health was an important factor for three respondents. One stated that he had had three ulcers and was currently recovering from major surgery. Another respondent indicated that he had discontinued his doctoral program on the advice of his physician.

A minister, a cost accountant, and an activities coordinator in a hospital gave as one of their reasons for discontinuing their graduate studies the fact that they no longer considered themselves in the field of education. The minister stated:

> Not in the field of education—I desired to "get on" with my primary work—the ministry. The degree, after completing the course work, had little to add.

Summary of the reasons for discontinuing doctoral programs

A majority of the respondents agreed that a very important reason for discontinuing their doctoral programs was the fact that they felt their job responsibilities were too demanding to allow them to continue (Table 91). This was the only reason for discontinuance that more than half the respondents gave as being "very important." At least 50 percent of the respondents did indicate, however, that they believed their financial responsibilities were either "very important" or of "some importance" in their discontinuance of work toward the doctorate. A majority of the graduate students stated that their family responsibilities were of "some importance" as a factor in their discontinuance. The following reasons for discontinuing their doctoral studies were considered by a majority of the respondents to be of "no importance":

1. Unsatisfactory relationship with principal advisor.
2. Difficulty in meeting the language requirement.
3. Inability to finance period of full-time attendance for residence requirement.
4. Lack of the necessary statistical background and knowledge of research design.
5. Attitude of the family toward continuance of the doctoral program.
6. Relationship with the University of Michigan faculty.
7. Initiation of a doctoral program at another institution.

Chapter Summary and Conclusions

The doctoral students from the University of Michigan who successfully completed the preliminary examinations in the field of

TABLE 91

SUMMARY OF THE IMPORTANCE RESPONDENTS ATTACHED TO CERTAIN REASONS FOR THEIR DISCONTINUANCE OF THE DOCTORAL PROGRAM AT THE UNIVERSITY OF MICHIGAN

Reasons for Discontinuance	Importance of Reasons for Discontinuance									
	Very Important		Some Importance		Little Importance		No Importance		No Reply	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Job responsibilities too great . . .	32	51.6	16	25.8	5	8.1	4	6.4	5	8.1
Financial responsibilities too great	23	37.1	21	33.9	8	12.9	9	14.5	1	1.6
Family responsibilities too great.	10	16.1	22	35.5	8	12.9	18	29.0	4	6.4
No longer feel the doctorate is necessary for success in professional career .	9	14.5	18	29.0	7	11.3	25	40.3	3	4.8
Unsatisfactory relationship with principal advisor.	8	12.9	9	14.5	3	4.8	38	61.3	4	6.4
No longer feel the personal satisfaction represented by the acquisition of the doctorate is important	5	8.1	20	32.3	10	16.1	23	37.1	4	6.4

TABLE 91 (Continued)

Reasons for Discontinuance	Importance of Reasons for Discontinuance									
	Very Important		Some Importance		Little Importance		No Importance		No Reply	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Difficulty in meeting the language requirement	5	8.1	8	12.9	4	6.4	42	67.7	3	4.8
Inability to finance period of full-time attendance for residence requirement	4	6.4	11	17.7	4	6.4	39	62.9	4	6.4
Did not possess the necessary statistical background and knowledge of research design to consummate the doctoral dissertation	4	6.4	15	24.2	7	11.3	30	48.4	6	9.7
Attitude of the family	4	6.4	11	17.2	6	9.7	35	56.5	6	9.7
Relations with the University of Michigan faculty	2	3.2	3	4.8	7	11.3	45	72.6	5	8.1

TABLE 91 (Continued)

Reasons for Discontinuance	Importance of Reasons for Discontinuance									
	Very Important		Some Importance		Little Importance		No Importance		No Reply	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Attitude of colleagues toward the doctorate . . .	1	1.6	14	22.6	6	9.7	30	48.4	11	17.7
Started a doctoral program at another institution	0	0.0	0	0.0	0	0.0	57	91.9	5	8.1

education between the years 1946 and 1953, but who had not completed their degrees at the time of this study, indicated, as outlined on the preceding pages, the following opinions as to why they embarked on doctoral programs after completing the master's degree and why they discontinued their doctoral studies before they had successfully completed the doctorate:

1. The respondents indicated that the personal factor was very important in motivating them to do graduate work beyond the master's degree. Their desires for increased knowledge in their chosen fields of work and the personal satisfaction they expected to receive from additional achievement were the two chief motivations these graduate students felt to be very important.

2. While 90 percent of these graduate students felt that the opportunity to secure better positions as a result of further preparation was either "very important" or of "some importance" to them, less than 50 percent indicated that the possibility of securing increases in salary through increments in their salary schedules was of the same importance. This could indicate that the respondents were more interested in their professional opportunities than they were in merely raising their incomes.

3. As a motivating influence, the desire to gain social status and acceptance in their community was of "little importance" or "no importance" to 60 percent of the respondents; however, a majority of the respondents did indicate that the opportunity to serve community and profession through increased graduate preparation was of at least "some importance" to them.

4. Status in their chosen profession as represented by a desire for acceptance, and status in the eyes of their colleagues

provided a majority of the respondents with an important motivating influence to do graduate work beyond the master's degree.

5. Twice as many of the graduate students in this study who were employed in college or university positions indicated the following were either "very important" or of "some importance" as a motivating factor in their pursuit of the doctorate as did those respondents employed in the public schools: the pressure from their superiors on the job to do graduate work in order to hold their positions, and the possibility of qualifying for increments in salary schedules which provided for an increase in pay as a reward for additional graduate work.

6. While there was very little difference between the group of graduate students who had completed their doctorates and those who had not completed their degrees in terms of the factors that motivated these students to do doctoral-level graduate work, the graduate students who had obtained their doctorates did attach more importance to the fact that they wished to gain acceptance and status among their colleagues than did those students without the doctorate.

7. The only reason for discontinuing their doctoral programs that a majority of the respondents agreed was "very important" was the fact that their job responsibilities were too great to allow them to continue with their doctoral studies. A little more than one-third of the respondents felt their financial responsibilities were too great to allow them to continue, and considered this a "very important" factor in their discontinuance. Of the eleven other reasons these students could have considered as contributing to their discontinuance of the doctorate, not more than 16 percent of them could

agree that any one of these factors was "very important" to them.

8. The respondents showed little agreement, with the exception of the two areas mentioned above, in selecting the reasons they considered important in their discontinuance of the doctorate. Probably the interaction of a variety of factors rather than one or two major considerations caused the respondents to discontinue their graduate studies before they completed the doctorate. Of the thirteen reasons for discontinuing the doctoral program considered in this study, the respondents indicated, on the average, that two of these reasons were "very important" to them and three were of "some importance."

9. About twice as many respondents employed in public school service considered the following reasons for discontinuing their doctorate either "very important" or of "some importance," as did respondents holding positions in colleges or universities: no longer felt that the doctorate was necessary for current or future success in professional careers; they no longer felt the personal satisfaction represented by the acquisition of the doctorate was important. The opinions of these respondents would seem to indicate that a successful career in college or university work is more dependent on a doctorate than is a successful career in the public schools. These opinions could also represent a feeling that the personal satisfaction derived from the acquisition of a doctorate is directly related to the professional position the individual holds and to his perception of the need for the degree in his position.

CHAPTER VI

FACTORS RELATED TO SUCCESS IN THE ACQUISITION OF A DOCTORAL DEGREE

In this chapter a number of factors will be considered in an attempt to discern whether there was any relationship between these factors and success in completing the doctorate. In order to determine this relationship, the abilities and achievements of a select group of graduate students who had completed the doctorate was compared with the respondents who had successfully completed the preliminary examinations but who had not completed their doctoral programs. The group of graduate students who had completed the doctorate and who were used for comparative purposes in this chapter were selected by the following criteria:

1. That each student selected had taken the preliminary examinations the same year as a corresponding student who had not completed the degree.
2 That each student's field of concentration in the doctoral program was in the same field as a corresponding student who hadn't completed the degree.
3. That each student was of the same sex as a corresponding student who had not completed the degree.[1]

It is recognized by the writer that many of the factors considered in this chapter were individual matters, and as such, affect

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[1]Cf. p. 9.

only the individual. However, for the purposes of the comparisons to be made, those graduate students who had completed the doctorate will be treated as one group. The other group will comprise the graduate students who had not completed the doctorate.

The factors on which the groups will be compared are:

1. Grade-point average in the doctoral program.
2. Warning letters of low scholarship.
3. Number of times the preliminary examinations were taken.
4. Financial support received during graduate studies.
5. Type of admission granted upon application to graduate school.
6. Age at the time the preliminary examinations were successfully completed.
7. Marital status.
8. Number of children.
9. Residence.
10. College or university awarding master's degree.
11. Master's thesis submitted in partial fulfillment of the requirements for the master's degree.
12. Attitudes toward certain controversial issues in graduate education.
13. Influences motivating students to do graduate work beyond the master's degree.

Grade-Point Average in the Doctoral Program

In determining the grade-point averages of the two groups of graduate students compared in this study, the following system was used:

Grade	Points
A+	9
A	8
A-	7
B+	6
B	5
B-	4
C+	3
C	2
C-	1
S (Satisfactory)	Not Considered
I (Incomplete)	Not Considered
Dropped	Not Considered

No grades other than those indicated above were recorded on the transcripts of these graduate students.

Table 92 is a summary of the range of the grade-point averages achieved by both the graduate students who had completed the doctorate and those who had not completed their degrees. It includes also the arithmetic mean of each grade range. These factors are arranged according to the year the preliminary examinations were successfully completed. Note that although the grade-point average of the individual students who had completed their doctorates ranged from 5.27 points to 7.84 points, and the range for those who have not completed the doctorate was between 5.11 points and 8.04 points, the mean grade-point average of those students with the doctorate was 6.43 points and for those without the doctorate, 6.47 points. Since the difference between these two groups was so very small both as to range and mean grade-point average, it can be safely assumed that there was no relationship between grade-point average

TABLE 92

RANGE AND MEAN GRADE-POINT AVERAGE OF GRADUATE STUDENTS WHO HAD COMPLETED THE DOCTORATE AND GRADUATE STUDENTS WHO HAD NOT COMPLETED THE DOCTORATE, BY YEAR THE PRELIMINARY EXAMINATIONS WERE SUCCESSFULLY COMPLETED

Year Examinations Completed	No. of Students	Range of Average Grades	Mean Grade-Point Avg.
	Students Who Had Completed the Doctorate		
1946	4	6.53–7.75	7.09
1947	8	6.03–7.38	6.57
1948	7	5.88–7.66	6.62
1949	5	6.33–6.88	6.61
1950	8	5.70–7.08	6.38
1951	8	5.65–7.00	6.43
1952	19	5.59–7.57	6.63
1953	21	5.27–7.84	6.36
Total	80	5.27–7.84	6.43

TABLE 92 (Continued)

Year Examinations Completed	No. of Students	Range of Average Grades	Mean Grade-Point Avg.
Students Who Had Not Completed the Doctorate			
1946	4	5.11–8.04	6.39
1947	7	6.00–6.69	6.39
1948	7	5.50–7.33	6.37
1949	5	5.89–7.12	6.41
1950	8	5.76–7.30	6.48
1951	8	5.79–7.64	6.36
1952	20	5.55–7.69	6.60
1953	21	5.55–7.47	6.46
Total	80	5.11–8.04	6.47

and success in completing the doctorate for those students considered in this study. Although one might hypothesize that this factor would discriminate between the students who completed the doctorate and the students who did not, it should be realized that all students in both groups were admitted to the doctoral program in education at the University of Michigan and, as doctoral candidates, tended to be a select group of graduate students.

Warning Letters of Low Grade-Point Averages

When the grade-point average of a graduate student fell below a B average at the University of Michigan, the graduate school office sent a letter warning the student of his low level of scholarship for that particular semester. Only 19 percent of those students with the doctorate received these letters, while 41 percent of those students who had never completed their degree received them (Table 93). The difference between these two groups was great enough to indicate that there might have been some relationship between success in completing the doctoral program and the warning letters received from the graduate school. This difference was found to be significant at the .01 level.[1]

Number of Times the Preliminary Examinations Were Taken

Table 94 indicates that 94 percent of both the graduate students who had completed the doctorate and of the students who had

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[1] A chi-square test of independence was used in instances in which a significance of differences was reported.

TABLE 93

NUMBER OF WARNING LETTERS CONCERNING SCHOLARSHIP ISSUED TO THOSE STUDENTS WHO HAD COMPLETED THE DOCTORATE AND THOSE WHO HAD NOT COMPLETED THE DOCTORATE, BY YEAR THE PRELIMINARY EXAMINATIONS WERE SUCCESSFULLY COMPLETED

Year Examinations Completed	Students Who Completed the Doctorate			Students Who Did Not Complete the Doctorate		
	No. of Students	Letters Issued		No. of Students	Letters Issued	
		No.	Pct.		No.	Pct.
1946	4	1	25.0	4	1	25.0
1947	8	1	12.5	7	2	28.6
1948	7	1	14.3	7	6	85.7
1949	5	0	0.0	5	4	80.0
1950	8	1	12.5	8	4	50.0
1951	8	3	37.5	8	4	50.0
1952	19	3	15.8	20	8	40.0
1953	21	5	23.8	21	4	19.0
Total	80	15	18.5	80	33	41.3

TABLE 94

NUMBER OF TIMES THE PRELIMINARY EXAMINATIONS WERE TAKEN BY THE GRADUATE STUDENTS WHO HAD COMPLETED THEIR DOCTORATES AND BY GRADUATE STUDENTS WHO HAD NOT COMPLETED THEIR DOCTORATES

Students	Graduate Students With Doctorates (N=80)		Graduate Students Without Doctorates (N=80)		Total (N=160)	
	No.	Pct.	No.	Pct.	No.	Pct.
Students successfully completing the preliminary examinations the first time they were taken	75	93.8	75	93.8	150	93.8
Students successfully completing the preliminary examinations the second time they were taken	4	5.0	5	6.3	9	5.6
Students successfully completing the preliminary examinations the third time they were taken	1	1.3	0	0.0	1	0.6

not completed the doctorate successfully completed the preliminary examinations the first time they were taken. Four of the doctorates were successful on their second attempt at preliminary examinations and one was successful on his third examination. All five of the graduate students who had not completed their doctorates were successful in completing their preliminary examinations the second time they were taken. There obviously was little or no difference between the two groups of graduate students which were compared as far as their success in completing the preliminary examinations was concerned.

Influence of Motivation of Student

The influences motivating a student to do graduate work beyond the master's degree might also have been important in determining whether a student was successful in carrying his graduate studies program to a normal conclusion—the acquisition of a doctorate. This did not seem to be a factor, however, in determining the success or failure of the graduate students considered in this study. An examination of Table 77 indicates there was little difference in the opinions of the students who had completed their degree and the students who had not completed their doctorate as to the influences that motivated them to do graduate work at the doctoral level.[1]

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[1] See Table 77, p. 175.

Financial Support Received During Doctoral Studies

The financial assistance, in one form or another, which a student received during his graduate preparation could have had an influence on his ability to complete his doctoral program or the discontinuation of his program before he received the doctorate. Three possible sources of financial aid were examined to determine whether or not that group of graduate students who had completed the doctorate received more financial help in their doctoral programs than did those students who had never completed the doctorate. These sources of financial aid were: (1) the G.I. Bill; (2) financial assistance from local school boards; (3) scholarships, fellowships, or graduate assistantships.

Table 95 indicates that only 47 percent of those students who had completed the doctorate received G.I. assistance, while 63 percent of those students who had not completed the doctorate received this aid.

It would appear that assistance in the form of the G.I. Bill was not a factor in determining the completion of the doctorate, since a greater percentage of the graduate students who had not completed their doctorate received help from the G.I. Bill than did the graduate students who had completed their degrees.

The financial assistance received from local school boards was not considered of any significance in determining what factors might or might not have contributed to a student's completion of the doctorate. Only 7 percent of these students who had completed their degrees and 5 percent of the students who had not completed their doctorates received this assistance (Table 95).

TABLE 95

FINANCIAL ASSISTANCE RECEIVED DURING DOCTORAL STUDIES AT THE UNIVERSITY OF MICHIGAN BY GRADUATE STUDENTS WHO HAD COMPLETED THE DOCTORATE AND GRADUATE STUDENTS WHO HAD NOT COMPLETED THE DOCTORATE

Students	G.I. Bill		Local School Board	
	No.	Pct.	No.	Pct.
Graduate students who had completed the doctorate (N=69)	32	46.6	4	7.2
Graduate students who had not completed the doctorate (N=62)	39	62.9	3	4.8
Total (N=131)	71	54.2	7	5.3

The encouragement and moral support a student receives from being awarded a scholarship, fellowship, or graduate assistantship by the institution through which he is attempting to obtain a doctorate is often as important as the financial assistance involved. We find in Table 96 that 49 percent of the graduate students in this study who had received a doctorate applied for scholarships, fellowships, or graduate assistantships, and 44 percent of these students were awarded and used this assistance as they carried on their doctoral studies. Forty percent of those students who had never completed their degrees applied for scholarships, fellowships, or graduate assistantships, and 31 percent of these grants-in-aid were approved and used. It is apparent that the graduate students who had completed their doctorates received 13 percent more scholarships, fellowships, and graduate assistantships than did that group of students who had never completed their degrees. This difference is significant at the .15 level.

Type of Admission Granted upon Application to the Graduate School

Upon application for admission to the graduate school at the University of Michigan, students who were admitted were granted various types of admission. Table 97 indicates the type of initial admission granted those students who had completed the doctorate, as well as those who had not finished their degrees. Eighty-three percent of those students who had completed their degrees were granted regular admission, 3 percent were granted admission although they had certain deficiencies in preparation, 6 percent were admitted with low academic records, and 8 percent were admitted

TABLE 96

SCHOLARSHIPS, FELLOWSHIPS, AND GRADUATE ASSISTANTSHIPS THAT HAD BEEN APPLIED FOR, GRANTED, AND USED BY GRADUATE STUDENTS WHO COMPLETED THE DOCTORATE AND BY GRADUATE STUDENTS WHO DID NOT COMPLETE THE DOCTORATE

Disposition of Scholarships, Fellowships, and Graduate Assistantships	Graduate Students With Doctorates (N=69)		Graduate Students Without Doctorates (N=62)		Total (N=131)	
	No.	Pct.	No.	Pct.	No.	Pct.
Applied for	34	49.3	25	40.3	59	45.0
Granted	30	43.5	19	30.6	49	37.5
Used	30	43.5	19	30.6	49	37.5

TABLE 97

TYPES OF ADMISSION TO GRADUATE SCHOOL GRANTED STUDENTS WHO HAD COMPLETED THEIR DOCTORATES, COMPARED WITH TYPES OF ADMISSION GRANTED DOCTORAL STUDENTS WHO HAD NOT COMPLETED THEIR DEGREES

Type of Admission	Graduate Students With Doctorates (N=80)		Graduate Students Without Doctorates (N=80)		Total (N=160)	
	No.	Pct.	No.	Pct.	No.	Pct.
Regular admission . . .	66	82.5	69	86.2	135	84.4
A: Lack of preparation	2	2.5	2	2.5	4	2.5
B-1: Low record	5	6.3	5	6.3	10	6.3
B-2: Unaccredited institution	0	0.0	1	1.3	1	0.07
Unclassified	6	7.5	3	3.7	9	6.9

as unclassified and not working toward a degree. Of those students who had not completed their doctorate, 86 percent were granted regular admission, 3 percent were admitted although they lacked full preparation, 6 percent were granted admission with a low academic record, one student was admitted from an unaccredited institution, and 4 percent were unclassified. There was practically no difference between these two groups of graduate students in regard to the types of admission they were granted upon their applications for admission to the graduate school at the University of Michigan.

Age at the Time the Preliminary Examinations Were Successfully Completed

It would appear through an examination of the data presented in Table 98 that age at the time the preliminary examinations were successfully completed may have been a factor in the successful completion of the doctorate. We find that while the ages of the graduate students who had completed the doctorate were fairly evenly distributed among the age groups between twenty-five and forty-five, the ages of those students who had not completed their degrees tended to cluster between thirty and thirty-five years. The ages between thirty and thirty-five may have been a more critical period in the successful completion of the doctorate than were the ages between twenty-five and thirty, and thirty-five and forty-five. This difference is significant at the .05 level.

Possibly the struggle to establish themselves in their chosen careers and the responsibilities and duties of family life fell more heavily on those graduate students between the ages of thirty and thirty-five than it did for those students in other age groups. As

TABLE 98

AGES OF THE GRADUATE STUDENTS WHO HAD COMPLETED THE DOCTORATE AND THE GRADUATE STUDENTS WHO HAD NOT COMPLETED THE DOCTORATE AT THE TIME THEY SUCCESSFULLY COMPLETED THE PRELIMINARY EXAMINATIONS

Age at the Time of Preliminary Examinations	Graduate Students With Doctorates		Graduate Students Without Doctorates	
	No.	Pct.	No.	Pct.
Twenty-five to twenty-nine years	18	22.5	11	13.8
Thirty to thirty-four years . . .	22	27.5	32	40.0
Thirty-five to thirty-nine years	17	21.3	22	27.5
Forty to forty-four years	18	22.5	9	11.3
Forty-five years or older	5	6.3	6	7.5
Totals	80	100.1	80	100.1

a result, less of their time and energy could be devoted to the tasks necessary for the completion of their doctorates.

College or University Awarding the Master's Degree

The particular college or university from which a graduate student received his master's degree had little or nothing to do with whether or not he completed his doctoral program, as indicated by the data presented in Table 99. Fifty-three percent of the students from the University of Michigan who had completed their doctorates received their master's degrees from that institution, and 58 percent of those who did not complete the doctorate received their master's degrees from the University of Michigan. Forty-seven percent of the graduate students who completed the doctorate received master's degrees from twenty-one different institutions, and 42 percent of the students who had not completed their degrees received their master's degrees from twenty-two different colleges and universities.

Submission of a Master's Thesis as Partial Fulfillment for the Requirements of the Master's Degree

Graduate students who had submitted master's theses in partial fulfillment of the requirements for the master's degree had a distinct advantage as far as completion of their doctoral programs were concerned. Table 100 shows that 61 percent of the graduate students who completed the doctorate submitted master's theses for that degree, while only 36 percent of the students who had not completed the doctorate did so. We also find some indication that the

TABLE 99

COLLEGES AND UNIVERSITIES AWARDING THE MASTER'S DEGREES TO THE GRADUATE STUDENTS WHO HAD COMPLETED THE DOCTORATE AND TO THE GRADUATE STUDENTS WHO HAD NOT COMPLETED THE DOCTORATE

College or University	Graduate Students With Doctorates		Graduate Students Without Doctorates	
	No.	Pct.	No.	Pct.
University of Michigan	42	52.5	46	57.5
Wayne State University	11	13.8	8	10.0
Teachers College, Columbia University	4	5.0	4	5.0
Michigan State University	4	5.0	2	2.5
University of Detroit	0	0.0	3	3.7
University of Wisconsin	3	3.7	0	0.0
Other colleges or universities	16	20.0	17	21.3
Totals	80	100.0	80	100.0

TABLE 100

COLLEGES OR UNIVERSITIES ACCEPTING A MASTER'S THESIS IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE MASTER'S DEGREE FROM THE GRADUATE STUDENTS WHO HAD COMPLETED THE DOCTORATE AND THE GRADUATE STUDENTS WHO HAD NOT COMPLETED THE DOCTORATE

College or University	Graduate Students With Doctorates			Graduate Students Without Doctorates		
	No. Receiving Master's Degrees from Specified College	Theses Accepted		No. Receiving Master's Degrees from Specified College	Theses Accepted	
		No.	Pct.		No.	Pct.
University of Michigan	42	31	73.8	46	14	30.4
Wayne State University	11	6	54.5	8	4	50.0
Teachers College, Columbia University	4	2	50.0	4	1	25.0
University of Detroit	0	0	0.0	3	2	66.7
University of Wisconsin	3	1	33.3	0	0	0.0
Other colleges or universities . .	20	11	55.0	19	8	42.1
Totals	80	51	60.1	80	29	36.4

submission of a master's thesis in partial fulfillment of the requirements for the master's degree at the University of Michigan was more of a factor in the completion of the doctorate than was the completion and acceptance of a master's thesis by some other college or university. At the University of Michigan 74 percent of the graduate students who submitted master's theses for the master's degree completed the doctorate, and 30 percent of the graduate students who had not completed their doctoral studies met this requirement as part of their master's degree programs. Fifty-four percent of the graduate students who submitted master's theses at other colleges or universities completed the doctorate, and 44 percent of those who completed master's theses at these institutions had not completed the doctorate. It would therefore appear that not only the writing of a master's thesis was a factor in the completion of a doctorate, but also, the completion of a master's thesis at the University of Michigan was related to successful completion. The difference between these two groups of graduate students as they related to completion of the master's thesis is significant at the .001 level.

Marital Status

The data were not available to show the marital status of the graduate students in the two groups being compared in this study during the time they were engaged in pursuing their doctoral programs. However, the marital status of these graduate students at the time of this investigation did not indicate (Table 101) that there was any great difference between those who had completed the doctorate and those who had not completed the degree. Ninety-three

TABLE 101

MARITAL STATUS OF THE GRADUATE STUDENTS WHO HAD COMPLETED THE DOCTORATE AND THE GRADUATE STUDENTS WHO HAD NOT COMPLETED THE DOCTORATE

Marital Status	Graduate Students With Doctorates (N=69)		Graduate Students Without Doctorates (N=62)		Total (N=131)	
	No.	Pct.	No.	Pct.	No.	Pct.
Married	64	92.8	55	88.7	119	90.8
Single	4	5.8	5	8.0	9	6.1
Divorced	1	1.5	2	3.2	3	2.4

TABLE 101

MARITAL STATUS OF THE GRADUATE STUDENTS WHO HAD COMPLETED THE DOCTORATE AND THE GRADUATE STUDENTS WHO HAD NOT COMPLETED THE DOCTORATE

Marital Status	Graduate Students With Doctorates (N=69)		Graduate Students Without Doctorates (N=62)		Total (N=131)	
	No.	Pct.	No.	Pct.	No.	Pct.
Married	64	92.8	55	88.7	119	90.8
Single	4	5.8	5	8.0	9	6.1
Divorced	1	1.5	2	3.2	3	2.4

percent of the graduate students who had completed the doctorate were married, 6 percent were single, and 1 percent were divorced. Of those graduate students who had not completed their doctoral studies, 89 percent were married, 8 percent were single, and 3 percent were divorced.

Number of Children in the Family

Table 102 indicates that at the time the data were secured for this study the married graduate students who had completed the doctorate had fewer children than the married graduate students who had not completed their degree programs. While 72 percent of those students with an earned doctorate had two or fewer children, only 58 percent of the students who had not completed the doctorate had families of this size. Forty-two percent of the students who had not completed their doctorate had between three and six children in their families, whereas 28 percent of the students who had completed the doctorate had three or more children. This difference is significant at the .10 level. If this same relationship existed between these two groups of graduate students at the time they were pursuing their doctoral studies, then perhaps the number of children a graduate student has in his family is a factor related to whether or not he completes his doctor's degree. It should be noted that the percentage of graduate students without children who had completed the doctorate (17 percent) was about the same as the percentage of graduate students without children who had not completed their degree programs.

TABLE 102

NUMBER OF CHILDREN IN THE FAMILIES OF THE MARRIED GRADUATE STUDENTS WHO HAD COMPLETED THE DOCTORATE AND IN THE FAMILIES OF THE MARRIED GRADUATE STUDENTS WHO HAD NOT COMPLETED THE DOCTORATE

Number of Children in Family	Graduate Students With Doctorates (N=64)		Graduate Students Without Doctorates (N=55)		Total (N=119)	
	No.	Pct.	No.	Pct.	No.	Pct.
None	11	17.2	8	14.6	19	16.0
One or two	35	54.7	24	43.6	59	49.6
Three or four	13	20.3	18	32.7	31	26.1
Five or six	5	7.8	5	9.1	10	8.4

TABLE 102

NUMBER OF CHILDREN IN THE FAMILIES OF THE MARRIED GRADUATE STUDENTS WHO HAD COMPLETED THE DOCTORATE AND IN THE FAMILIES OF THE MARRIED GRADUATE STUDENTS WHO HAD NOT COMPLETED THE DOCTORATE

Number of Children in Family	Graduate Students With Doctorates (N=64)		Graduate Students Without Doctorates (N=55)		Total (N=119)	
	No.	Pct.	No.	Pct.	No.	Pct.
None	11	17.2	8	14.6	19	16.0
One or two	35	54.7	24	43.6	59	49.6
Three or four	13	20.3	18	32.7	31	26.1
Five or six	5	7.8	5	9.1	10	8.4

Residence

It is interesting to note that while the data in Table 99 indicate that 73 percent of the graduate students who had completed their doctorates and 72 percent of the students who had not completed their doctorates received their master's degrees from institutions within the state of Michigan, Table 103 shows that 71 percent of the group that had not completed their doctorates still resided in Michigan, while only 49 percent of the group that had received their degrees were residents of that state. Two factors need to be considered here as to why this condition existed:

1. Students who had not completed their graduate programs may have remained close to the University of Michigan in hopes that at some future date they would complete the requirements for the doctorate and be awarded the degree.

2. Because these students did not possess a doctorate, the opportunities to better their positions professionally by moving to more desirable positions outside the state of Michigan were not as great as if they had received their doctor's degrees.

Attitudes toward Certain Controversial Issues in Graduate Education

Much of the educational literature written in recent years that has concerned itself with the various aspects of higher education has continually made mention of several controversial issues in the design of the doctoral program. It is the opinion of the writer that if the attitudes of the graduate students in this study

Residence

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TABLE 103

RESIDENCE OF GRADUATE STUDENTS WHO HAD COMPLETED THE DOCTORATE AND GRADUATE STUDENTS WHO HAD NOT COMPLETED THE DOCTORATE

Place of Residence	Graduate Students With Doctorates (N=69)		Graduate Students Without Doctorates (N=62)		Total (N=131)	
	No.	Pct.	No.	Pct.	No.	Pct.
Residence within Michigan	24	49.3	44	71.0	79	60.3
Residence outside Michigan	35	50.7	18	29.0	53	39.7

who had not completed their doctorates could be ascertained concerning some of these controversial issues, and if these attitudes could be compared with the attitudes of those graduate students in Lokers' study[1] who had completed their doctorates, some differences might be apparent. If some differences in the attitudes of these two groups of graduate students did exist, then perhaps these differences in attitudes could in some measure help to explain why one group of these students carried their doctoral programs through to their completion while the other group did not.

The following controversial issues were considered:

1. Graduate students should be encouraged to select courses in several widely separated nonmajor fields instead of the traditional minor.
2. Foundation courses in such broad fields as the humanities, physical sciences, and social sciences should be carried with graduate credit to enable doctoral candidates to round out their general education.
3. Languages and statistics should be required only when needed in the doctoral candidate's research program.
4. Interdisciplinary graduate seminars should be established to explore interrelationships between various fields of knowledge.
5. The master of arts (or master of science) and the doctor's degrees should be taken at the same institution to assure continuity of training.

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[1] Raymond J. Lokers, "An Evaluation of the Doctoral Program in Education at the University of Michigan, School of Education in Terms of Fulfillment of the Expectations of the Recipients and of the Expectations of the University" (unpublished doctoral dissertation, University of Michigan, 1958).

Table 104 indicates the attitudes of the doctoral students in the Lokers study[1] toward these issues, and Table 105 indicates the attitudes of the respondents in this study who had not completed their doctoral program. In comparing these two groups of graduate students, little difference is found in their attitudes toward these issues. The difference between these two groups in each of the five issues involved and in each of the five attitudes these students could express toward these issues was never more than 10 percent. Since there was such a small difference between these groups in their attitudes toward these controversial issues in graduate education, it is doubtful that these attitudes were a factor in the completion of the doctorate. In fact, the distinct possibility exists that the attitudes expressed by both groups of these graduate students may have been developed during their graduate studies at the University of Michigan and, therefore, would be very much alike.

Chapter Summary

In comparing the graduate students in this study who had completed the doctorate with those who had not completed their degree, and thereby attempting to discover whether certain factors were related to completion of the doctoral program, the following facts were found:

1. There was little or no difference between these two groups of graduate students as far as the following factors were concerned:

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[1]Lokers, op. cit., p. 188.

TABLE 104

ATTITUDES OF THE GRADUATE STUDENTS WHO HAD COMPLETED THEIR DOCTORATES TOWARD CERTAIN CONTROVERSIAL ISSUES IN GRADUATE EDUCATION
(percentages)

Controversial Issues	Attitudes of the Recipients of the Doctorate					
	Agree	Probably Agree	Uncertain	Probably Disagree	Disagree	No Reply
Interdisciplinary graduate seminars should be established to explore interrelationships between the various fields of knowledge	63.4	20.7	8.0	3.3	2.2	2.5
Foundation courses in such broad fields as the humanities, physical science, and social sciences should be carried with graduate credit to enable doctoral candidates to round out their general education	46.0	20.7	11.2	8.7	11.6	1.8
Languages and statistics should be regarded as research tools and should be required only when needed in the doctoral candidate's research program	43.8	15.2	8.0	9.4	21.0	2.5

TABLE 104 (Continued)

Controversial Issues	Attitudes of the Recipients of the Doctorate					
	Agree	Probably Agree	Uncertain	Probably Disagree	Disagree	No Reply
Graduate students should be encouraged to select courses in several widely separated nonmajor fields instead of the traditional minor	34.8	14.9	16.3	13.4	15.9	4.7
The M.A. (M.S.) and the doctor's degree should be taken at the same institution to assure continuity of training	9.1	5.4	15.6	25.4	41.7	2.9

TABLE 105

ATTITUDES OF THE RESPONDENTS WHO HAD NOT COMPLETED THE DOCTORATE TOWARD CERTAIN CONTROVERSIAL ISSUES IN GRADUATE EDUCATION
(percentages)

Controversial Issues	Attitudes of the Respondents					
	Agree	Probably Agree	Uncertain	Probably Disagree	Disagree	No Reply
Interdisciplinary graduate seminars should be established to explore interrelationships between the various fields of knowledge	66.1	24.2	4.8	1.6	1.6	1.6
Foundation courses in such broad fields as the humanities, physical science, and social sciences should be carried with graduate credit to enable doctoral candidates to round out their general education	45.2	20.9	9.7	9.7	14.5	0.0
Languages and statistics should be regarded as research tools and should be required only when needed in the doctoral candidate's research program	46.8	22.6	12.9	4.8	11.3	1.6

TABLE 105 (Continued)

Controversial Issues	Attitudes of the Respondents					
	Agree	Probably Agree	Uncertain	Probably Disagree	Disagree	No Reply
Graduate students should be encouraged to select courses in several widely separated nonmajor fields instead of the traditional minor	43.5	24.2	6.4	14.5	11.3	0.0
The M.A. (M.S.) and the doctor's degree should be taken at the same institution to assure continuity of training	9.7	8.1	24.2	20.9	37.1	0.0

(a) Marital status.

(b) Number of times the preliminary examination for the doctorate in education was taken.

(c) The type of admission granted these students upon their application for admission to the graduate school.

(d) The colleges or universities from which they received their master's degrees.

(e) Grade-point average in doctoral studies.

(f) The number of students receiving financial support from the G.I. Bill or from local school boards.

(g) The attitude of these students toward certain controversial issues in graduate education.

(h) The influences motivating these students to do graduate work beyond the master's degree.

2. Forty-one percent of the graduate students who had not completed their doctorates received scholarship warning letters, whereas only 19 percent of the graduate students who had completed their degrees received these notices from the graduate school.

3. Only 36 percent of the graduate students who had not completed their graduate programs submitted master's theses in partial fulfillment of the requirements for their master's degrees, whereas 61 percent of the graduate students who had completed their doctor's degree did so.

4. Graduate students who successfully completed the doctorate were distributed more widely over an age span at the time of taking preliminary examinations than were the respondents who had not completed the degree. Those not completing the doctoral program tended to be between the ages of thirty and thirty-five at the time of taking the preliminary examination (40 percent fell within this age range), while those completing the doctorate were

more evently distributed in five-year intervals from twenty-five to forty-five years of age. There was little difference in the median age at the time of taking the preliminary examinations in the two groups studied, however.

5. The married graduate students who had successfully completed the doctorate had fewer children than did those doctoral candidates who had not completed their degrees.

6. Forty-four percent of the graduate students who had completed the doctorate received assistance in their doctoral program through scholarships, fellowships, and graduate assistantships. Thirty-one percent of the graduate students who had not completed the doctorate received assistance of this nature.

CHAPTER VII

SUMMARY AND CONCLUSIONS

This study of the graduate students from the Horace H. Rackham School of Graduate Studies and the Department of Education, University of Michigan, who had not completed the doctorate was conducted with four purposes in mind:

1. To determine the status of this group of graduate students in their chosen profession.
2. To secure the opinions and assessments of these graduate students of their graduate preparation programs at the doctoral level at the University of Michigan.
3. To determine the reasons for their failure to carry their doctoral programs to a satisfactory conclusion.
4. To compare this group of graduate students with those graduate students who had successfully completed the doctorate, in terms of certain factors that may have been related to completion of the doctorate.

The sources of the data for this study were:

1. A questionnaire sent to those students who had successfully completed the preliminary examinations but who had not completed the requirements for the doctorate.
2. A questionnaire sent to a selected group of graduate students who had completed the doctorate.
3. Data from a dissertation by Dr. Raymond Lokers[1] which included comparable data for students who had completed the doctorate.

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[1]Raymond J. Lokers, "An Evaluation of the Doctoral Program in Education at the University of Michigan, School of Education

4. The records of the Horace H. Rackham School of Graduate Studies at the University of Michigan.

All students (eighty in number) who were enrolled as graduate students in education at the University of Michigan and who had successfully completed their preliminary examinations between the years 1946 and 1953, but who had not completed doctoral requirements, were selected as the subjects of this study. For purposes of comparison only, a group of 80 of the 221 graduate students who had completed the doctorate during this same period was also selected. This comparison group was selected on the basis that the individuals in this group matched in three ways the members of the group not completing the doctorate. These matching factors were: (1) successful completion of the preliminary examinations in the same year, (2) identity of major field in the graduate program, and (3) of the same sex.

Questionnaires were sent to seventy-five graduate students who had not completed the doctorate and whose addresses could be located. Sixty-two (93.3 percent) of these students responded to this questionnaire. Seventy-five graduate students who had completed the doctorate were sent the other questionnaire used in the study, which solicited comparable data on a number of factors. Sixty-nine (88.5 percent) of these graduate students completed and returned this questionnaire. The data secured from the two above sources were supplemented by information secured from Dr. Raymond Lokers and the questionnaire used in his doctoral

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in Terms of Fulfillment of the Expectations of the Recipients and of the Expectations of the University" (unpublished doctoral dissertation, University of Michigan, 1958).

dissertation[1] at the University of Michigan, and from the personnel records of the Horace H. Rackham School of Graduate Studies at the University of Michigan.

Following is a summary of the professional status of the respondents in this study who had not completed their doctor's degrees:

1. Ninety-seven percent of the respondents were employed full time, and all so employed, except one respondent, were engaged in some phase of educational work. Although six of the respondents were employed by business and industry and three were in government service, only one (a cost accountant) was not engaged in some type of work directly related to education.

2. Almost half (44 percent) of the respondents were employed by colleges and universities. Sixty-three percent of those employed in higher education held positions with administrative responsibilities. One was a college president; three were deans of colleges or deans in student personnel programs; ten were chairmen, assistant chairment, directors, or assistant directors of various college or university divisions or departments. Of the respondents who held teaching positions in colleges and universities, all taught in departments of education.

3. The academic rank held by the respondents employed by colleges and universities was rather limited. Only thirteen of the respondents indicated academic rank as part of their title in their positions, and only three of these respondents stated that they held rank above the level of assistant professor. Most institutions of higher base academic academic rank on the achievement of faculty

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[1]Lokers, op. cit.

members, with consideration given to the acquisition of a doctorate. The fact that the respondents did not hold an earned doctorate probably had limited their academic rank.

4. Forty percent of the respondents were employed in public school service. About two-thirds of this group were engaged in administrative activities in such public school positions as superintendencies, elementary and secondary school principalships, and directors or coordinators of curriculum and special services.

5. The median income of respondents for the calendar year 1956 fell in the class interval of $5,000—$7,499. Four of the six respondents employed in business or industry earned more than $7,500. Forty-five percent of those employed in colleges or universities earned over this amount, as did 37 percent of the respondents employed by the public schools. Only 15 percent of the respondents earned over $10,000.

6. The respondents held 195 memberships in eighty-six different professional organizations. Forty-five percent held memberships in Phi Delta Kappa, and 42 percent were members of other professional fraternities and sororities. Only 32 percent of the respondents belonged to the National Education Association. None of the respondents engaged in work in higher education indicated membership in a professional organization which devoted its efforts to higher education, such as the American Association of University Professors. Forty percent of the respondents were holding or had held offices in professional organizations.

7. The respondents had not contributed substantially to professional literature through writings and publications. Only 31 percent of the respondents had had their writings listed in the

Education Index between 1946 and 1959, and only five of these respondents had more than five publications so listed.

8. While only 44 percent of the respondents were employed in college or university positions, 63 percent desired to be so employed. About 50 percent of the respondents employed in public school service, business or industry, or government indicated that their ultimate professional goal was to be a member of a college or university staff. Perhaps the lack of doctorates hampered the respondents who desired to hold positions in higher education from achieving this goal.

9. Only 23 percent of the respondents were thoroughly satisfied, from a professional standpoint, with their present positions; 63 percent were satisfied but would have considered a change of employment under the right circumstances. Only two respondents were thoroughly dissatisfied with their present positions.

10. Less than one-third were thoroughly satisfied with their present positions from the viewpoint of their economic status and outlook. Fifty-eight percent were only partially satisfied, and 10 percent were dissatisfied.

11. The social satisfaction received by the respondents from their present positions was greater than in any area of satisfaction studied. Fifty-six percent were fully satisfied, 40 percent were partially satisfied, and only one respondent was dissatisfied with his position socially.

The graduate students in this study who had not completed the doctorate expressed the following conclusions and opinions concerning their doctoral programs at the University of Michigan:

1. Only 24 percent of the respondents reported that they were employed in positions for which graduate study gave them particular preparation. Fifty-eight percent stated that they held positions for which their graduate work gave general preparation. Fifteen percent stated that their present positions were not related to their graduate preparation. One factor could account in some degree for a majority of the respondents indicating that their graduate preparation was generally related to their current positions, rather than having provided them with particular preparation for these positions. Only fourteen of the respondents indicated their major field to be school administration, while twenty-eight stated that they held positions in colleges or universities and the public schools which involved administrative responsibilities. The question, of course, was how specifically did fields other than school administration prepare students for administrative responsibilities?

2. Three-quarters of the respondents believed that the ability to think critically was the most essential of the thirteen abilities, skills, and understandings considered in this study as far as importance and usefulness in their present positions were concerned. The ability to work with others in professional endeavor and the ability to organize and present ideas to colleagues were also considered essential and were used constantly in their positions by 71 percent of the respondents. Only 50 percent felt that they had constant use for a thorough understanding of their major graduate field. Less than 20 percent believed the ability to do research was essential to them, and less than 4 percent indicated that a reading knowledge of either French or German was essential or constantly used in their present positions. It should be noted that 38 percent

of the students in the Lokers study[1] who had completed the doctorate stated that they used the ability to do research constantly in their present position, whereas only 19 percent of the respondents in this study were of this opinion. Perhaps the difference in these two groups can be accounted for by the fact that a much larger percentage of the subjects of the Lokers study were employed in colleges or universities where a greater emphasis was placed on research. The successful completion of the doctoral dissertation might also have influenced the students who had completed their degree to continue research activities in their professional career, while the respondents who had not completed the doctorate had not experienced this influence.

3. More than 85 percent of the respondents believed a thorough understanding of one's major field should be acquired in graduate preparation, and 60 percent indicated that they acquired this understanding mainly during their graduate studies at the University of Michigan. While 81 percent felt the ability to think critically should be developed during graduate education, only one-quarter of the respondents acquired this ability in that manner. The ability to do research was considered to be an essential part of a graduate program by 60 percent of the respondents, and 63 percent believed they developed the ability to do research at the University of Michigan. The same percentage (60 percent) of the students in the Lokers study[2] indicated that they considered the ability to do research essential in a graduate program, whereas 78 percent of this group who

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[1] Lokers, op. cit., p. 86.

[2] Ibid., p. 112.

had completed the doctorate stated that they acquired this ability mainly during their graduate studies. The experience of successfully completing the doctoral dissertation probably accounted for this difference.

4. The graduate students who had not completed their doctoral program expressed the opinion that their graduate preparation programs at the University of Michigan contributed a great deal to their necessary professional knowledge and skill and to a broader conception of educational problems. Relatively little was contributed by their graduate studies to desirable recreational activities or more satisfying social relationships.

5. Sixty percent of the respondents showed that they were satisfied with their graduate preparation by indicating that they believed that there were no inadequacies in their programs as far as their professional duties and responsibilities were concerned. Although twenty-five respondents listed some inadequacy in their preparation, no more than four of these students could agree on just what the area of inadequacy was. Lack of training in the communicative skills, particularly public speaking, was mentioned as an inadequacy by four respondents; three mentioned the area of statistics. One might conclude that any inadequacies in their preparation for the professional positions which they held were more of an individual matter based on individual needs and the student's individual graduate program, rather than any basic inadequacy in the graduate program at the University of Michigan.

6. Seventy percent of these graduate students indicated their satisfaction with their graduate preparation by stating that the time and money expended on their graduate preparation was

justified. Of the remaining students, one-half expressed doubt as to whether the investment made was warranted; the others stated that the monetary and time investment was not justified. This information, coupled with the fact that only one-quarter of the respondents were thoroughly satisfied professionally with their present positions, would indicate that there seemed to be little relationship between satisfaction with the graduate program and satisfaction with the professional elements of their present positions.

7. More than three-quarters of the respondents were satisfied with the residence requirement as it existed. Of those making suggestions or recommendations, the opinion most often expressed was that this requirement should be more flexible to meet the individual needs of students.

8. Almost half of the students studied made suggestions for changes in the preliminary examinations. Thirty-two percent of the group making suggestions or recommendations believed the preliminary examinations should deal more with broad educational concepts and their application, and less with the memorization of factual materials. Eight respondents made recommendations indicating that the preliminary examinations should be spread out over a longer period of time or that a graduate student should be allowed to take the various examinations in steps. Four graduate students felt these examinations should be taken earlier in the candidate's doctoral program.

9. Forty-six of the respondents had some suggestion or recommendation concerning the language requirements for the doctorate. Eleven thought language requirements should be eliminated entirely. An additional eleven respondents thought languages should be required only when needed by the student for his work or research.

Eighteen respondents thought some language requirement should remain. Most of these students favored concentration on a single language. A typical statement was that one language should be learned more thoroughly, including a speaking competency, so that the language would have a more functional use rather than merely providing a reading knowledge.

10. Fifty-two percent of the graduate students in this study made other suggestions or recommendations concerning the doctoral program in education at the University of Michigan. Eight students made suggestions concerning the dissertation experience in the doctoral program. These suggestions varied greatly in content but included a recommendation that more doctoral seminars be established to aid students with their dissertations, that there should be a more practical field-work approach to the dissertation problem, and that students could be aided in the development of their research techniques by allowing them to participate and collaborate on research projects undertaken by the University of Michigan. Seven respondents made recommendations in the area of guidance and counseling of doctoral candidates, expressing the opinion that students needed closer contact with their advisors and more information as they progressed through the sequence of the requirements for the doctorate. Eleven respondents made recommendations concerning the content of their doctoral studies, suggesting more cognate work, interdisciplinary course work, and opportunities for field practice.

The preceding findings would indicate that the respondents in this study who had completed many of the requirements for the doctorate in education at the University of Michigan, but who had not completed their doctoral programs, were generally satisfied with

their graduate preparation programs at the university, although a number of suggestions for improvement were made.

Another purpose of this study was to determine why the graduate students in this study failed to complete their doctoral programs and receive the doctor's degree. Motivation was one factor considered in an attempt to determine why the respondents had not completed their doctorate. The motivation of those graduate students to do doctoral-level graduate work and their reasons for not completing the doctorate are summarized below.

1. More than three-quarters of the respondents considered their desire for increased knowledge in their chosen field of work a very important motivating influence in their pursuing the doctorate at the University of Michigan. Two-thirds thought the personal satisfaction derived through additional achievement a very important motivating factor. A majority of the respondents stated that they embarked on their doctoral studies in order to gain better job opportunities through increased training.

2. Two-thirds of the respondents stated that pressure from their superiors to do graduate work in order to hold their positions was of little or no consequence in their motivation to do doctoral-level graduate studies. The same feelings were held by a majority of the respondents in reference to their desire to improve their social status and to gain acceptance in the community through additional preparation.

3. There was little difference between the group of graduate students who had completed the doctorate and those who had not completed the doctorate in terms of the seven factors considered which represent motivating influences for graduate students to do

doctoral-level work. Any difference that did exist between these two groups was so small as to have little or no effect as a factor in determining the success of one group of graduate students in completing their doctorate and the failure of the other group to carry their doctoral programs to the normal conclusion—the acquisition of the doctorate.

4. The most important reason given by respondents for discontinuance of their doctoral programs was the fact that their job responsibilities were too great to allow them to continue with their graduate studies. The second most important reason for discontinuance was that financial responsibilities were too great to permit further work.

5. One-third of the graduate students who had not completed the doctorate had yet to complete the language requirements. Most of them believed that difficulty in meeting this requirement was a factor of some importance in their discontinuing their doctoral studies.

6. One-third of the respondents had yet to meet the residence requirement. Most of this group believed their inability to finance the period of full-time attendance stipulated in the residence requirement to be an important cause of their discontinuance.

7. Evidently the interaction of a variety of factors, rather than one or two major considerations, caused the graduate students in this study to discontinue their doctoral program at the University of Michigan. Of the thirteen reasons for discontinuance listed on the questionnaire, the respondents averaged almost two reasons indicated as "very important" and three reasons indicated as of "some importance" as factors in their discontinuance of the doctoral program.

It is a matter of speculation just how important each of these individual reasons for discontinuance may have been to each student in making his decision to discontinue his doctoral program.

This study had as one of its purposes the task of attempting to discover what factors were influential in determining whether or not a graduate student completed his doctoral studies. When the graduate students in this study who had not completed their doctorates were compared with the graduate students who had been awarded the doctorate, the following facts were found:

1. In eight of the thirteen factors examined, no important differences existed between the students who had completed the doctorate and those who had not completed the doctorate. These eight factors were:

(1) Marital status.

(2) Number of times the preliminary examinations were taken.

(3) The type of admission granted these students upon their application for admission to the graduate school.

(4) The colleges or universities from which they received their master's degrees.

(5) Grade-point average.

(6) The number of students receiving financial support from the G.I. Bill or from local school boards.

(7) The attitudes of these students toward certain controversial issues in graduate education such as whether languages and statistics should be regarded as research tools and should be required only when needed, and whether interdisciplinary seminars should be established to explore interrelationships between various fields of knowledge.

(8) The influences motivating these students to do graduate work beyond the master's degree.

2. Age at the time the preliminary examinations were taken may have been a factor in completion of the doctoral program. Ninety-four percent of those who completed the program were spread evenly throughout the age range of twenty-five to forty-five. Among those who had not completed the degree, a greater concentration occurred in the age group of thirty to thirty-five. Some of these graduate students may have found that the pressures of career progress and family responsibility factors made further graduate work difficult.

3. Of the eighty graduate students who completed their degree programs, fourteen received letters at one time or another warning them of low scholarship. Of the eighty graduate students whose degree programs were never completed, thirty-two received letters of warning. Thus, while the grade-point averages between the two groups did not vary, still a larger number of those who did not complete the doctorate had scholastic difficulties.

4. Only 36 percent of the graduate students who had not completed their doctoral studies completed master's theses as part of their master's programs, whereas almost two-thirds of the graduate students who had completed their degrees did so.

Although the factors considered here do show some differences between the graduate students who had been awarded the doctorate and the respondents who had never completed their degree, by and large the conclusion can be justified that as far as the factors considered in this study are concerned, no outstanding differences existed between these two groups.

This dissertation was not structured about hypotheses concerning the graduate program in education at the University of Michigan. Since the study deals with students who had failed to

complete the doctorate after having surmounted many of the requirements including the passing of the preliminary examinations, at least three hypotheses might have been suggested. The findings of this dissertation are summarized by positing these possible hypotheses and by pointing out the extent to which they are borne out or disproved.

Hypothesis 1. That dissatisfaction with the doctoral program at the University of Michigan was a major cause of discontinuance.

In general, the data presented in this study disprove this hypothesis. Most of the respondents stated that a thorough understanding of their major graduate field was acquired during their graduate preparation, and a majority also reported that they believed they had acquired the ability to prosecute research as part of their graduate training. More than half of the respondents further stated that their doctoral programs had contributed "much" to their broader conception of educational problems, necessary professional knowledge and skills, and intellectual growth and stimulus. The respondents expressed their general satisfaction with the doctoral program by indicating that they felt there was no inadequacy in their doctoral studies as far as preparation for their professional duties and responsibilities were concerned. Of those graduate students who indicated inadequacies in their graduate preparation, no more than four respondents agreed as to any one area of inadequacy.

Seventy percent of the students studied stated that they felt the time and money expended by them for graduate preparation at the University of Michigan was justified.

There was no concentration of suggestions which would indicate dissatisfaction with the doctoral program itself except in

connection with the language requirements. Almost three-quarters of the respondents indicated that changes were needed in the language requirements to bring these requirements more in line with the needs of graduate students in education.

A number of respondents stated that they felt that graduate advisors had insufficient time to work with them as individuals. Thirteen percent of the respondents indicated that an unsatisfactory relationship with their principal advisor at the University of Michigan was a very important factor in the discontinuance of their studies.

Hypothesis 2. That inability to finance further graduate study caused these graduate students to discontinue their doctoral studies.

The data presented tend to support this hypothesis. Almost three-fourths of the respondents indicated that they believed their financial responsibilities were either "very important" or of "some importance" in their discontinuance. Seventy percent of the students who had yet to complete the residence requirement for the doctorate stated that their inability to finance the period of full-time attendance necessary for this requirement was an important factor in their discontinuing the doctoral program.

The students studied, however, did indicate that the responsibilities they had assumed in connection with their positions in the field were even more important as a cause of discontinuance than their financial responsibilities.

One other reason the respondents believed to be important in their discontinuance was the fact that their family responsibilities (other than financial) were too great to allow them to continue with their doctoral studies.

Hypothesis 3. That students who pass the preliminary examinations but who do not complete the doctorate differ from those students who completed the degree in the following ways:
(1) Academic ability.
(2) Age, marital status, and number of children.
(3) Financial support received during doctoral preparation.

Little or no difference was found between the students who had completed the doctorate and those who had discontinued their doctoral programs on such factors as grade-point average, the number of times the preliminary examinations had been taken, age and family status, and financial support received from local school boards and the G.I. Bill during graduate preparation.

Some difference did exist, however, between the graduate students who completed the doctorate and the respondents who had not completed their degrees. More than twice as many noncompleting students received scholarship warning letters from the graduate school as did those students completing the degree. Forty-four percent of those completing the degree received scholarships, fellowships, and graduate assistantships, whereas only 31 percent of the noncompleting students received this assistance.

In general, the hypothesis that graduate students who complete the doctorate differ from graduate students who do not complete the degree in academic ability, age, family status, and financial support received during doctoral studies is not substantiated.

Implications and Recommendations

It was not the purpose of this study to evaluate the doctoral program in education at the University of Michigan. It is

the hope of the writer, however, that the information presented here may be of value in helping future doctoral candidates to plan their programs, and that the findings may be of value to advisors of doctoral candidates as they guide their charges through the various requirements of the doctorate in education. Some of the implications and recommendations which follow may also shed some light on areas that need to be given further consideration.

1. Since 44 percent of the graduate students in this study were employed in college or university positions and an additional 20 percent indicated this type of employment as their ultimate professional objective, perhaps an assessment of the preparation graduate students receive for this type of employment during their graduate studies is warranted.

2. In view of the fact that only 25 percent of the respondents considered employment in the public schools to be their ultimate professional objective, a study to determine why the doctoral program at the University of Michigan is not utilized by a greater number of students who intend to make public education their careers may prove meaningful.

3. The degree to which doctoral candidates confine their graduate studies to fields of specialization may need to be explored. Only one-quarter of the students in this study stated that they held positions for which specific preparation was made during their graduate programs, while almost 60 percent indicated their graduate preparation provided them with general preparations for their present professional careers. A majority of those students believed that interdisciplinary seminars and foundation courses in fields other than education should be a part of graduate education. Some students

stated they felt their programs were too narrow and too limited and that more emphasis should be placed on cognate work. Perhaps the change recently made in the language requirement for the doctor of philosophy degree, which allows a graduate student to substitute nine semester hours in a cognate field for a reading knowledge of either French or German, will to some extent permit doctoral students to broaden their programs. of study.

4. Since almost three-quarters of the respondents believed the ability to think critically, the ability to work with others in professional endeavor, and the ability to organize and present ideas to colleagues to be essential to them in their careers, an increased emphasis on the development of these abilities in the doctoral programs might be considered.

5. Perhaps an evaluation of the function and purpose of the preliminary examinations is needed in light of the thirty suggestions or recommendations made for this requirement by the students in this study.[1]

6. A need seems to exist for increased guidance and counseling of doctoral candidates, particularly during the development of the dissertation problem. A number of students indicated that the graduate faculty lacked the time necessary to give them the assistance and guidance needed. Perhaps procedures could be devised whereby closer and more frequent contacts between graduate students and their advisors could be maintained. Contact with graduate

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[1]Changes have been made in the preliminary examination within the last two years that incorporate a number of the ideas expressed by the respondents.

students who have completed all the requirements for the doctorate except the dissertation and who have taken positions in the field is needed to encourage these students to complete their programs.

7. Once a student pursues his doctoral studies on a full-time basis, he should be strongly encouraged to complete the doctorate before assuming a position in the field. The respondents in this study indicated that the responsibilities they have encountered in connection with their professional positions were the most important factors in their discontinuance of the doctoral program.

8. In advising master's degree candidates, graduate advisors should encourage those students who intend to embark on doctoral programs to complete master's theses as part of their master's programs.

9. An appraisal of the graduate program by those students who failed the preliminary examinations, as well as by those doctoral students who have never taken the preliminary examinations, would provide valuable supplementary data concerning the graduate program in education at the University of Michigan.

APPENDIX

Questionnaire 1

SURVEY OF DOCTORAL STUDENTS OF THE UNIVERSITY OF MICHIGAN, SCHOOL OF EDUCATION

Form A

INSTRUCTIONS: Please furnish the following information which is to be used for a study of the doctoral program at the University of Michigan.

Note: The first section requesting personal information has been printed on a detachable sheet for ease in handling and in keeping the rest of the questionnaire anonymous. Any information used will be coded and identified by number only. All information will be kept confidential.

Name _____ Age _____

Permanent Address _____

Married _____ Number of Children _____

Field of specialization in graduate program at Michigan _____

_____

To what professional societies do you now belong? (List names in the spaces below, if none check here _____

Also indicate offices held since you passed your preliminary examination at Michigan.)

Professional Societies — Offices held and dates

_____

_____

_____

_____

Please list on the lines below all books and other publications you have produced or to which you have contributed since you passed the preliminary examinations at Michigan. Use an additional sheet for bibliography if necessary.

Books, Monographs, Pamphlets _____

_____

_____

Articles in Periodicals _____

_____

_____

_____

Editing _____

_____

Present position

Employer _____ Title of position _____

Date of Employment _____

Duties and Responsibilities _____

_____

_____

_____

_____

Note: After completing this questionnaire if you have any comments to make concerning it or this study in general the reverse side of this sheet has been left blank for your convenience.

SURVEY OF DOCTORAL STUDENTS OF THE UNIVERSITY OF MICHIGAN, SCHOOL OF EDUCATION

Form B

The information requested in the following items will be treated confidentially. Please omit your name and personal references from this part of the inquiry (Form B).

Please consider each question thoughtfully and state your opinions frankly, so a meaningful evaluation can be obtained. Most items can be answered with a check (x) or a brief phrase, but additional comments are most welcome.

I. CHARACTERISTICS OF YOUR EMPLOYMENT

The usefulness of graduate education should be closely related to positions subsequently held. Hence, some facts about the nature of your present position are needed to interpret your responses, and to relate them to the program.

1. TYPE OF PRESENT EMPLOYMENT. Check (x) the type of your employment.
   _____1. Business or industry.
   _____2. College or university.
   _____3. Public school system.
   _____a. Elementary and secondary
   _____b. Elementary
   _____c. Secondary
   _____4. Private practice. (Please specify_____
   _____5. Government. Nature of position_____

2. EARNED INCOME. Check (x) the interval which includes your earned income from your work or profession during the calendar year 1956. (The year of 1956 is used for comparative purposes.) Include salary, consultation work, royalties and fees received for professional or technical services.
   _____1. Less than $1,000.
   _____2. $1,000 to $2,499.
   _____3. $2,500 to $4,999.
   _____4. $5,000 to $7,499.
   _____5. $7,500 to $9,999.
   _____6. $10,000 to $14,999.
   _____7. $15,000 to $20,000.
   _____8. Over $20,000. Amount$_____

3-6. POSITION SATISFACTION:

(a) Professional satisfaction. How well pleased are you with your present position from the viewpoint of professional satisfaction? Check (x) in the appropriate column at the left.
   _____1. Thoroughly satisfied. No desire to change positions at this time.
   _____2. Satisfied, but would consider a change.
   _____3. Somewhat dissatisfied. Would change if I could.
   _____4. Thoroughly dissatisfied.

(b) Advancement. Check (x) the extent to which you have advanced within the possibilities of your present position.
   _____1. Have advanced as far as it is possible to go in this position.
   _____2. Have made good progress but may advance still further.
   _____3. Have recently taken this position, and there is much opportunity for advancement.
   _____4. Have made little or no progress or advancement in position.

(c) Economic satisfaction. Check (x) to indicate the extent of your satisfaction with your present position from the viewpoint of the total economic aspect.
   _____1. Am fully satisfied with the economic status and outlook of present position.
   _____2. Am only partly satisfied with the economic status and outlook of present position.
   _____3. Am dissatisfied with the economic status and outlook of present position.

(d) Social satisfaction. Check (x) to indicate the extent of your social satisfaction in your present position.
   _____1. Present position is fully satisfactory from a social point of view.
   _____2. Present position is somewhat satisfactory from a social point of view.
   _____3. Present position is unsatisfactory from a social point of view.

7-20. The following items describe abilities, attitudes, or understandings which many students acquire in connection with their graduate program.
(1) Check (x) the usefulness to you of each of these competencies in terms of your present (or most recent) position.
(2) Check (x) in the column at the far right those competencies which you acquired or developed mainly during your graduate training.

	USEFULNESS IN PRESENT POSITION			
	Constantly used or essential	Often used or valuable	Seldom used or unimportant	Acquired mainly during graduate training
1. A thorough understanding of your major graduate field.	____	____	____	____
2. An extensive knowledge in a minor field.	____	____	____	____
3. Ability to think critically.	____	____	____	____
4. Ability to do research.	____	____	____	____
5. Ability to teach or train others.	____	____	____	____
6. Ability to work with others in professional endeavor.	____	____	____	____
7. Ability to organize and present ideas to colleagues.	____	____	____	____
8. Skill in delegating work or responsibilities to others.	____	____	____	____
9. Sense of professional obligation and ethics.	____	____	____	____
10. Possession of a satisfying philosophy of life.	____	____	____	____
11. Reading knowledge of French.	____	____	____	____
12. Reading knowledge of German.	____	____	____	____
13. Knowledge of public affairs.	____	____	____	____
14. Others. Please specify_____	____	____	____	____

(3) Note: Please review the above list and encircle the number in front of those characteristics which you feel should be acquired during the graduate training regardless of whether you acquired them or not.

21-27. CONTROVERSIAL ISSUES IN GRADUATE EDUCATION. Check once (x) in spaces provided after each statement the rating which most accurately describes your attitude toward each issue according to the following scale: A - agree a - probably agree ? - uncertain d - probably disagree D - disagree.

	A	a	?	d	D
1. Graduate students should be encouraged to select courses in several widely separated non-major fields instead of in the traditional minor.	____	____	____	____	____
2. Foundation courses in such broad fields as the humanities, physical sciences, and social sciences should be carried with graduate credit to enable doctoral candidates to round out their general education.	____	____	____	____	____
3. Language and courses in statistics should be regarded as research tools and should be required only when needed in the doctoral candidates research program.	____	____	____	____	____
4. Only one language should be required to permit additional free electives.	____	____	____	____	____
5. No language should be required to permit additional free electives.					
6. Interdisciplinary graduate seminars should be established to explore interrelationships between various fields of knowledge.	____	____	____	____	____
7. The M.A. (or M.S.) and the doctor's degrees should be taken at the same institution to assure continuity of training.	____	____	____	____	____

28-43. Listed below are a number of reasons given by graduate students for discontinuing their doctoral program at Michigan. Please evaluate each statement and check the importance of each as it applies in your particular case on the scale provided.

	Very Important	Some Importance	Little Importance	No Importance
1. Job responsibilities too demanding to allow continuance.	____	____	____	____
2. Did not possess the necessary statistical background and knowledge of research design to consummate the doctoral dissertation.	____	____	____	____
3. Financial responsibilities too great to allow continuance.	____	____	____	____
4. Attitude of family toward continuance of the doctoral program contributed to discontinuance.	____	____	____	____
5. Unsatisfactory relationship with principal advisor at Michigan caused discontinuance.	____	____	____	____
6. Difficulty in meeting language requirement for the doctorate.	____	____	____	____
7. Inability to finance period of full time attendance for residence requirement caused discontinuance.	____	____	____	____
8. Family responsibilities (other than financial) too great to allow continuance.	____	____	____	____
9. No longer feel that the doctorate is necessary for present or future success in professional career.	____	____	____	____
10. Attitude of colleagues toward doctoral program contributed to discontinuance.	____	____	____	____
11. No longer feel the personal satisfaction represented by the acquisition of the doctorate is important.	____	____	____	____
12. Relationships with the U. of M. faculty in general caused discontinuance.	____	____	____	____
13. Started a doctoral program at another institution.	____	____	____	____
14. Please formulate below any statements that would describe your reasons for discontinuance that has not been covered by the above statements and check the degree of importance. _____ _____ _____ _____	____	____	____	____

44-52. Listed below are a number of items given by graduate students as the motivating factors that influenced them to do graduate work beyond the master's degree. Please evaluate each statement as it applies to you and check its importance on the scale provided.

	Very Important	Some Importance	Little Importance	No Importance
1. A desire for increased knowledge in chosen field of work.	____	____	____	____
2. Pressure from superiors on job to do graduate work in order to hold position.	____	____	____	____
3. To gain better job opportunities as a result of further training.	____	____	____	____
4. To gain acceptance and status among colleagues.	____	____	____	____
5. To improve social status and acceptance in the community.	____	____	____	____
6. Personal satisfaction gained by additional achievement.	____	____	____	____
7. Salary increments provided for an increase in pay as a reward for additional graduate work.	____	____	____	____
8. Increased training would enable you to better serve your profession and community.	____	____	____	____
9. List below any situation not covered by the above statements and evaluate them on the scale. _____ _____ _____	____	____	____	____

53. To what extent has your graduate training at the University of Michigan contributed to the following? Check the appropriate column at the left.

Much	Some	Little	None	
____	____	____	____	Necessary professional knowledge and skills.
____	____	____	____	Broader conception of educational problems.
____	____	____	____	Ability to do original thinking.
____	____	____	____	Intellectual growth and stimulus.
____	____	____	____	Cultural and aesthetic experience.
____	____	____	____	Poise, self-confidence and balance.
____	____	____	____	More desirable recreational activities.
____	____	____	____	More satisfying social relations.

54. Check the extent to which your present work is directly related to your program of graduate study:
____a) Present position is one for which particular preparation was made in graduate study.
____b) Present position is one for which general preparation was made in graduate study.
____c) Present position is unrelated to preparation.

55. What professional duties and responsibilities have you had for which your graduate training at the University of Michigan was inadequate - or for which you feel it should have been adequate. Please specify____
_____
_____

56. Do you have serious intentions of completing your doctorate at Michigan within the next three years?
____Yes ____No. Comment (If you desire to comment)_____
_____
_____

57. Which of the following would you have yet to complete in order to secure your doctorate from the University of Michigan? (Check all that apply)
____a) Residence requirement.
____b) Language requirement.
____c) Dissertation
____d) Additional class work in the field of education.
____e) Additional class work in cognate fields.

58. Which of the above do you consider to be the major requirement standing between you and the completion of the doctorate?
____a) ____b) ____c) ____d) ____e)

59. What do you consider to be your ultimate professional objective?
1. College or university
____a) Teaching
____b) Administration
2. Public School
____a) Teaching
____b) Supervision
____c) Administration
____3. Business or industry.
____4. Private practice (please specify)_____
____5. Government, nature of position_____

60-62. In your opinion would there be any changes in your status if you received a doctorate?

a. Elevation in position	____Yes	____No	____Uncertain
b. Greater acceptance by colleagues	____Yes	____No	____Uncertain
c. Greater acceptance socially	____Yes	____No	____Uncertain

63. In your opinion how much greater would your present annual income be if you had received a doctor's degree. (Check one)
____ No increase
____ $1 to $499
____ $500 to $999
____ $1,000 to $1,499
____ $1,500 to $1,999
____ $2,000 to $2,999
____ Over $3,000 What amount $_____
____ Less than present salary What amount $_____

64. Do you feel the lack of a doctorate has limited your professional advancement?
_____ Yes _____ No If yes, please state in what way _____

65. Do you think the lack of a doctorate will limit your future professional advancement?
_____ Yes _____ No If yes, please state in what way _____

66. What suggestions or recommendations do you have concerning the residence requirements at Michigan?

67. What suggestions or recommendations do you have regarding the preliminary examination requirement?

68 What suggestions or recommendations do you have regarding the language requirement?

69. What other suggestions or recommendations do you have for the doctoral program at the University of Michigan? _____

70. Do you feel that the amount of time and money expended in your graduate work at Michigan beyond the master's degree was justified? _____ Yes _____ No _____ Doubtful

71. Did you ever apply for a scholarship, fellowship, or graduate assistantship to be used for doctoral level graduate work at Michigan? _____ Yes _____ No

72-73. Was it granted? _____ Yes _____ No. If it was granted, did you use it? _____ Yes _____ No.

74. Did you receive financial support from the G.I. Bill to do doctoral level graduate work at Michigan?
_____ Yes _____ No

75. Did you receive financial support from a local school system to do doctoral level graduate work at Michigan? _____ Yes _____ No

76-78. If you have completed the residence requirement for the doctorate check below the ways in which you received financial support during your period of residence.
_____ G.I. Bill
_____ Local School Board
_____ Scholarship, fellowship, or graduate assistantship

79-81. If you have not completed the residence requirement for the doctorate please check below the ways in which you feel you may have received financial support if you had gone on to complete the residence requirement.
_____G.I. Bill
_____Local School Board
_____Scholarship, fellowship, or graduate assistantship

GENERAL BACKGROUND

82. High school: Please indicate, as accurately as you are able to recall, the number of students in your high school (grades 9-12) and your rank in the high school graduating class.
Number of students (grades 9-12) _____
Ranked _____ out of a senior class of students

83-84. Parental background:
(1) Please encircle the highest grade level in education completed by:
(a) Father 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 or more
(b) Mother 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 or more
Note: If you cannot recall exact grade level, please estimate it.
(2) Check to indicate the type of vocation of parent earning the major part of the family livlihood when you were a high school senior.
_____ Professional work
_____ Proprietary business
_____ Managerial
_____ Sales and clerical
_____ Skilled labor
_____ Farm
_____ Unskilled labor
_____ Other (specify) _____

85-87. Undergraduate work
(1) Undergraduate major _____
(2) Type of degree. Please check (x) _____B.S. _____B.A. _____Other (specify) _____
(3) Date of degree _____

88-92. Graduate work
(1) Master's degree major _____
(2) Type of degree. Please check (x) _____M.A. _____M.S. _____Other (specify) _____
(3) Date of degree _____
(4) Institution granting the degree _____
(5) Did you complete a master's thesis as a requirement for the master's degree? _____ Yes _____ No

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Your completion of this questionnaire is greatly appreciated. I sincerely feel that the cooperation shown by persons like yourself, who so willingly give of their time and efforts in completing questionnaires, help to make a real contribution to the field of education.

William H. Wetherill
6202 Del Cerro Blvd.
San Diego 20, California

UNIVERSITY OF MICHIGAN
Ann Arbor, Michigan

Mr. William Wetherill, Assistant Professor of Education at San Diego State College, is undertaking as his doctoral dissertation a study of the status of doctoral candidates at the University of Michigan who have passed the preliminary examinations but have not yet completed the doctor's degree. Their perceptions of the doctoral program at the University of Michigan are also desired.

May I urge your participation in this study and request that you fill in and return to Mr. Wetherill the accompanying questionnaire. The findings of the study will be very valuable to us in appraising and improving our doctoral program.

A companion study has already been completed in which 86% of those who have received their doctorates participated. We are hopeful that as high a percentage of return will be secured in this study. Rest assured that you are more than a statistic, your forthright and sincere opinions are wanted. Your reply, of course, will be treated confidentially.

You will not find the questionnaire unduly burdensome. Its completion and prompt return to Mr. Wetherill will be very much appreciated.

Sincerely,

Howard R. Jones
Professor of
Educational Administration

Questionnaire 2

SURVEY OF DOCTORAL STUDENTS OF THE UNIVERSITY OF MICHIGAN, SCHOOL OF EDUCATION

INSTRUCTIONS: PLEASE FURNISH THE FOLLOWING INFORMATION WHICH IS TO BE USED FOR A STUDY OF THE DOCTORAL PROGRAM AT THE UNIVERSITY OF MICHIGAN.

NAME _____

ADDRESS _____

PRESENT POSITION

EMPLOYER _____

DATE OF EMPLOYMENT IN THIS POSITION _____

DUTIES AND RESPONSIBILITIES _____

_____

_____

1-9. LISTED BELOW ARE A NUMBER OF ITEMS GIVEN BY GRADUATE STUDENTS AS THE MOTIVATING FACTORS THAT INFLUENCED THEM TO DO GRADUATE WORK BEYOND THE MASTER'S DEGREE. PLEASE EVALUATE EACH STATEMENT AS IT APPLIES TO YOU AND CHECK ITS IMPORTANCE ON THE SCALE PROVIDED.

	VERY IMPORTANT	SOME IMPORTANCE	LITTLE IMPORTANCE	NO IMPORTANCE
1. A DESIRE FOR INCREASED KNOWLEDGE IN CHOSEN FIELD OF WORK.				
2. PRESSURE FROM SUPERIORS ON JOB TO DO GRADUATE WORK IN ORDER TO HOLD POSITION.				
3. TO GAIN BETTER JOB OPPORTUNITIES AS A RESULT OF FURTHER TRAINING.				
4. TO GAIN ACCEPTANCE AND STATUS AMONG COLLEAGUES.				
5. TO IMPROVE SOCIAL STATUS AND ACCEPTANCE IN THE COMMUNITY.				
6. PERSONAL SATISFACTION GAINED BY ADDITIONAL ACHIEVEMENT.				
7. SALARY INCREMENTS PROVIDED FOR AN INCREASE IN PAY AS A REWARD FOR ADDITIONAL GRADUATE WORK.				
8. INCREASED TRAINING WOULD ENABLE YOU TO BETTER SERVE YOUR PROFESSION AND COMMUNITY.				
9. LIST BELOW ANY SITUATION NOT COVERED BY THE ABOVE STATEMENTS AND EVALUATE THEM ON THE SCALE.				
_____				
_____				
_____				
_____				
_____				

10. Before you embarked on your doctoral program at the University of Michigan what did you consider your ultimate professional objective in education?

1. College or University
   _____A) Teaching
   _____B) Administration
2. Public School
   _____A) Teaching
   _____B) Supervision
   _____C) Administration
_____3. Business or Industry
_____4. Private practice (please specify)
_____
_____5. Government, Nature of Position
_____

11. What do you now consider to be your ultimate professional objective?

1. College or University
   _____A) Teaching
   _____B) Administration
2. Public School
   _____A) Teaching
   _____B) Supervision
   _____C) Administration
_____3. Business or Industry
_____4. Private Practice (please specify)
_____
_____5. Government, Nature of position
_____

12. What suggestions or recommendations do you have regarding the residence requirement at the University of Michigan?

_____
_____
_____

13. What suggestions or recommendations do you have regarding the language requirement at the University of Michigan?

_____
_____
_____

14. Which of the following do you consider the most difficult requirement you had to meet in completing the doctorate.

_____A) Residence requirement
_____B) Language requirement
_____C) Dissertation
_____D) Class work in the field of education
_____E) Class wrok in cognate fields

15. Did you ever apply for a scholarship, fellowship, or graduate assistantship to be used to finance doctoral level graduate work at Michigan?

Yes _____ No _____

16-17. Was it granted?

Yes _____ No _____

If it was granted did you use it?

Yes _____ No _____

18. Did you receive financial support from the G.I. Bill to do doctoral level work at Michigan?

Yes _____ No _____

19. Did you receive financial support from a local school system to do graduate level work at Michigan?

Yes _____ No _____

20. If any of the above questions (15 through 19) are answered 'yes' check any of the following ways in which you received financial support during the period of your attendance at Michigan which met the residence requirement for the doctorate.

_____ G.I. Bill
_____ Local school board
_____ Scholarship, fellowship, or graduate assistantship.

UNIVERSITY OF MICHIGAN
Ann Arbor, Michigan

Approximately a year ago, you assisted us by replying to a questionnaire in which you expressed your opinion of certain aspects of the doctoral program at the University of Michigan. You may be interested in knowing that 86 per cent of all of those who had received their doctorates in the field of education responded to the questionnaire. The findings have been very helpful to us.

Mr. William H. Wetherill, Assistant Professor of Education at San Diego State College, is now doing a companion study. Graduate students who have passed the preliminary examinations but who have not finished the degree requirements are being compared with those who have completed the doctorate.

Mr. Wetherill needs some additional information from you. Would you be willing to complete the short two-page questionnaire enclosed, returning it to Mr. Wetherill in the stamped and addressed envelope provided? The replies will be treated confidentially, of course.

May I thank you again both for the help you have already given us and for the future assistance that I am sure you will give us by filling out the enclosed questionnaire.

Sincerely,

Howard R. Jones
Professor of Educational
Administration

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