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The Psychologist, His Training and Functions: A Survey of Graduate Psychologists from Loyola University (1930-1954)

Robert Francis Medina
Loyola University Chicago

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THE PSYCHOLOGIST, HIS TRAINING AND FUNCTIONS: A SURVEY OF GRADUATE
PSYCHOLOGISTS FROM LOYOLA UNIVERSITY (1930-1954)

by

Robert Francis Medina

A Dissertation Submitted to the Faculty of the Graduate School
of Loyola University in Partial Fulfillment of
the Requirements for the Degree of
Doctor of Philosophy

February

1958

LIFE

Robert Francis Medina was born in St. Paul, Minnesota, February 21, 1926.

He was graduated from St. Thomas Military Academy, St. Paul, Minnesota, in 1943, and from the University of Minnesota in 1948 with the degree of Bachelor of Arts. He received the degree of Master of Arts in 1953 from Loyola University, Chicago.

Graduate work was undertaken at the University of Minnesota, University of Chicago, and Northwestern University, as well as at Loyola University. He served as psychologist in the Medical Corps of the U. S. Army at the Tripler General Hospital, Honolulu, Hawaii; research psychologist at the Willmar State Hospital in Willmar, Minnesota; group leader at the Emerson Settlement House in Chicago; with additional training at the Alfred Adler Institute in Chicago. He served as teaching fellow and research fellow in the Department of Psychology, Loyola University; and for two years held a staff appointment at the Counseling Center of the University of Chicago. At the present time he is in charge of psychological research in the Chicago office of the J. Walter Thompson Company advertising agency.

The author's publications include "The Long Term Effects of Prefrontal Lobotomy in Chronic Psychotics," Journal of Nervous and Mental Disease, Jan., 1954, 119, 23-30, and "Frontal Lobe Damage and Flicker Fusion Frequency," Archives of Neurology and Psychiatry, Jan., 1957, 77, 108-110.

PREFACE

The author wishes to thank the department chairman and the individual faculty members who encouraged and actively supported this project from its inception. Thanks are also due the advanced degree recipients of the department for the twenty-five year period from 1930 to 1954. Their cooperation has made this survey possible.

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CHAPTER I

INTRODUCTION

The graduates of any university represent in most tangible form the contribution which that institution has made to society. In precisely the same way the graduates of a particular department show most clearly what has been accomplished in that field and what remains to be done. What the graduates are, what they have done, and what they aim to do serves as a benchmark against which a department can take stock of the progress made and the extent to which departmental goals have been achieved.

Loyola University has been a part of the Chicago cultural and scientific scene for 85 years, but the Department of Psychology has been in existence for only 25 years (1930-1954). As of 1954, Loyola University was one of four universities in the Chicago area offering the doctorate in psychology. Two other institutions offer training at the subdoctoral level only.

The purpose of the present study is to determine the significant features which define the professional psychologist who has received his graduate training at Loyola University. The aim is to investigate and evaluate the many variables which characterize this particular population both in isolation and in comparison with psychologists graduated from other institutions. Through an understanding of the common, pertinent elements of this group with regard to

professional interest patterns and job functions, important implications for the training program of psychologists will come to light. By an analysis of the graduates' professional affiliations and functions within such organizations, their reading habits in the learned and professional journals, as well as research interests and activity, it will be possible to postulate something about the group's primary and auxiliary identifications as psychologist.

Since these graduates have had an opportunity to compare themselves in training and proficiency with other psychologists in the field, their evaluation and rating of training received at Loyola is of special significance and value. Also, it will be possible to present prospective and present graduate students with a realistic, accurate picture about the specific kinds of job opportunities available, the kinds of functions he can expect in his professional role, and the level of financial return he can expect in a particular area of the field.

This study would seem to have an immediate, practical importance for the department itself and for present and future graduate and undergraduate students. Perhaps most important of all, it furnishes new information about the kind of people who function as psychologists--a profession that shows every sign of growing in importance and pervasiveness in modern life.

So far as can be determined from the literature, and from personal communications with persons in other institutions, no department of psychology in the country has attempted a survey and evaluation of this kind or of this scope.

¹In 1957, the Department of Social Relations, Harvard University, sent a questionnaire to all students dating back to 1946 asking about present positions and publications. According to the department chairman, it was a "very informal

Nor has any department prior to this one shown an inclination to seek from its own graduates an evaluation of itself as a training institution.

venture" and of very limited scope. Personal communication to the author from Robert W. White, Ph.D., Chairman of the Department of Social Relations, Harvard University, March 18, 1957.

CHAPTER II

REVIEW OF THE LITERATURE

Psychologists have long recognized the value of surveys for various occupational and professional groups, but they have been somewhat tardy in initiating detailed studies of their own profession. Starting with 1949 and continuing up to the present, there have been a number of attempts by individuals within the American Psychological Association and by the American Psychological Association itself to determine various characteristics of psychologists within a particular geographic area or for the country as a whole. The limiting feature in almost all of these studies is that they take as a starting point membership in the parent body, the American Psychological Association, or some local professional organization (46, 67). As a consequence a large and very important segment of the professional field has been ignored. The reason for starting with APA membership has not been one of preference but of feasibility and convenience. Recourse to the APA Directory of members, a volume appearing every two years, considerably reduces the labor of contacting persons who lay claim to the title and prerogatives of professional psychologist.

A very few studies have taken the more difficult route and approached persons by way of functions, thus properly allowing APA membership, or lack of it, to fade into the background, as it should, and be considered simply as one

of the significant features to be investigated (25). The principal difficulty with this approach of focusing on job functions is that while a more adequate representation of psychologists is secured there is also included a fringe element of people who do not at all consider themselves to be psychologists, despite the nature of their job functions. The best example of this second approach is Clark's unpublished survey of psychological activities in Milwaukee County (25). The problem of sample selection is not a matter of concern in the present study since the population is restricted to Loyola University graduates, and the approach is one of a census of a finite population rather than the selection of a representative sample. Then APA membership and job functions become merely two significant variables in the study rather than restrictive jumping-off points.

Most of the studies conducted in the past have not involved contact with the individuals being studied at all. They have proceeded from information already accumulated in applications for APA membership and Directory data. Such studies then supply figures as to geographical distribution, income, and division membership of APA psychologists. The construction of specific questionnaires aimed at particular interest and function areas has not been a part of these studies.

Interestingly enough, while follow-up studies of advanced-degree recipients from any institution have been lacking, there have been two informal short-term studies conducted on undergraduate psychology majors of the University of Hawaii and of New York University (31, 39). In both of these cases brief mail or postcard questionnaires were used.

The large body of information amassed by these various studies undertaken with different populations and utilizing diverse methods of investigation is of importance for the present study since it furnishes standards of comparison along many dimensions within the Loyola populations. Nevertheless, there are many variables under investigation in this study which have no counterpart in other studies and therefore do not permit comparison. Against such data as are available on "psychologists in general," the present findings will take on an added significance. Many of the reports in the literature, and unpublished sources as well, touch on only one or two of the specific points discussed here. This information is introduced in the body of the present study as each point is developed, since a review of the whole study in which some isolated pertinent finding is contained would be irrelevant. An overall picture involving the comparison of Loyola-trained psychologists with psychologists in general will be reserved for Chapter VII, Summary and Conclusions. For the present time it will suffice to examine some of the more totally relevant studies to give some idea of the samples approached, the methods employed, and the tenor of findings.

One of the first extensive surveys of psychologist employment was carried out by Black in 1949 (18). His study was limited by the objections raised above with regard to APA membership. He used as source for his data the biographical entries in the APA Directory for 1948. Within these limitations the survey is a valuable one for it furnishes a picture of employment in psychology by general areas and specific positions. Breakdowns are in terms of percentages for the country as a whole rather than for particular regions or localities.

Mitchell's concern was with the status of women in the APA itself-- the extent to which they hold or have held important offices (49). She relied on the APA Directories for past years, the American Psychologist, and correspondence with the executive secretary of the APA for her data. She noted the percentage of women with APA membership from 1923 to 1949, and the proportion of offices held from 1892 to 1949. Her conclusion was that women do not fill professional offices in proportion to their numbers, except in the single function of secretary for the various committees. The figures dealing with women in professional life are of particular significance for the present study since women make up such a large segment of the Loyola graduates, particularly those from the early years of the department. Comparisons with Mitchell's findings will be discussed in the body of this report when the sex ratio and professional activities are the focus.

Clower (26) in 1952 classified the 1950 APA membership data according to the geographical distribution of psychologists employed within the continental United States. He lists the number of APA members employed in each state and the proportions of psychologists to state populations, thus taking Black's earlier work one step further. He also lists the proportions of APA members holding different degrees and with certain occupational affiliations in each state. The most interesting feature of this survey, however, is Clower's suggestion of the possibility of relationships between state ratios and educational facilities, per capita wealth, and industrial-agricultural economy ratios. These suggestions have not been explored as yet, but they merit attention in future surveys.

Clark, in his explanation of the purpose behind the APA's attempt to survey the current status of psychological science, paid peripheral attention to the

question of research productivity (24). The occupational, educational, and institutional relations of psychology were his main concern, however. He set about gathering data on the pertinent factors of research productivity by first selecting prominent researchers: those who had made significant contributions to the literature. Selection was on the basis of repeated citation in the Psychological Abstracts from 1930 to 1944. From this group, "high producers" were picked out on the basis of pooled judgments of APA journal editors and other APA officials. These "high producers" were thought to be sufficiently different from their less well-published colleagues to warrant closer inspection. Both groups, high and low producers, were APA members with the PhD degree in psychology. The 1951 APA Directory questionnaire was to be the only information source for use in the study of personal and environmental factors contributing to conspicuous research productivity. The same sort of focus was to be involved in the APA surveys of several particular communities in the United States. The results of these various separate studies have not been published as yet, since the aim was to complete them all before release to the journal (American Psychologist).

An unpublished preliminary report (1954), directed to the general area of the utilization of psychological techniques in the United States, dealt with psychological activities in Milwaukee County (25). A survey supported by funds from the National Science Foundation, under a contract with the APA, was aimed at the job-functions level rather than at APA members. The purpose was to determine the range of psychological services performed at the community level and to secure information about the persons performing them. This was the first large-scale attempt to approach the large segment of persons who are employed

in positions of a psychological nature. Initially the focus was the occupational setting: industry, schools, hospitals, private practice, social agencies and government agencies. By addressing the director of each company in industry (or hospital superintendent) names were obtained of people who seemed to be performing psychological functions or using professional techniques and procedures in the course of their jobs. About 90% of the personal interviews were conducted by the survey director herself using a structured guide. The guide covered salary, type of job, job activities, training and professional activities. Of the 213 people fitting under the very loose definition of "psychological activities," 75% were non-APA members! Speer, in his 1950 survey of psychologists in Illinois, had found only 43% non-APA members (67); while Longstaff in his 1950 survey of four midwestern states found only 37% non-APA members (46). As will be pointed out later, the Loyola group lies between these extremes but closer to the Milwaukee group figure.

The APA's Ad Hoc Committee on Relations Between Psychology and the Medical Profession, in 1952 published a report on the relationships between psychology and the other professions, non-medical as well as medical (3). This particular report was concerned primarily with the formulation of basic principles to serve as useful guides between psychology and the other fields. In the course of this formulation the committee developed the notion of "profession," and from the APA membership data showed how psychologists despite varied work settings and objectives fit under this heading. Membership figures for the various divisions and classes of affiliation within the APA are given as well as projected totals for fields of employment within the profession. The report is of

special interest because it concerns the area of interprofessional relationships--an area under discussion in the present study.

Along these same lines--that of comparisons between psychologists and other professional groups--Dael Wolfle, Director of the Commission on Human Resources and Advanced Training, in 1955 cited the major findings of the study on scientific and professional groups in the United States (78). Again the major sources of information were the APA files and Bureau of the Census data, although department chairmen in various fields were approached for forecasts of degree awards and a small sample of 1951 college graduates were followed up to discover their occupational status and disposition. The valuable feature of Wolfle's report is the overall comparison of psychology graduates with other professional groups. As such, the specific findings will be discussed in conjunction with the pertinent Loyola data as they are developed in Chapters IV and V.

The closest approach to the rating-of-training-received feature taken up in the present investigation in Chapter VI, is contained in a report from the William Alanson White Institute of Psychiatry, Psychoanalysis and Psychology. Some 20 psychologists at this institution were asked for personal evaluations of their own pre-analytic training (21). The psychologists were faculty members, graduates, and candidates in training at the William Alanson White Institute. They were asked about their own areas of study and the areas they wished they had studied. Also, they were asked about the value of such training, or the lack of it, in their current therapeutic practice. The significant feature is that the subjects were asked to make their own individual evaluations in the light of their present situations, despite the fact that they represented quite

different levels of training and were from many different institutions. In the Loyola study, of course, all of the graduates received their training in the same institution. But in some ways the comments made are strikingly similar, particularly when the Loyola graduates in clinical practice are considered.

Since there are so many topics in far-ranging information areas taken up in the present report, there are many highly specialized or content-restricted articles which bear on significant areas in the Loyola data. Examples of some of these are Rogers' 1953 article on the extent of interest in the practice of psychotherapy among APA members (58); and McTeer's survey of graduate school administrators' opinions regarding professional training below the doctorate level (48).

Other pertinent data for the present study are found in Rabin's discussion of the doctoral dissertation topics of students in clinical training programs for the years 1948 to 1953 (56); Wayne Dennis' study of research productivity among American psychologists (30), and his examination of publication trends in the field of psychology (35). Reference will be made in the appropriate context to articles dealing with the professional characteristics of members of particular APA divisions and the comparison with Loyola graduates (17); and to Well's and Richer's assessment of job opportunities available in the field of psychology as of 1954 (76).

From these many sources an integrated picture of "psychologists in general" will be constructed, and the Loyola group will be compared with it in the final chapter.

CHAPTER III

METHOD AND PROCEDURE

Since it was the whole first quarter-century of the department's existence that was the period of concern (1930 to 1954), a good deal of dispersion was expected in graduates' current locations. This consideration, in addition to the desirability of respondent anonymity for certain topics to be introduced, were strong arguments for a mail questionnaire. The information areas to be covered were so detailed and extensive that they could not be answered by any inspection of school records or data on hand. Actually, at the time the survey was undertaken there was little or nothing known about the graduates of past years.

Through the use of the commencement programs and the bound theses and dissertations on file in the Graduate Office dating back to 1930, the date of the first advanced-degree award, the names of all degree recipients were collected. Then by following up old addresses from the Graduate School files--some addresses dating back over twenty years--by recourse to the alumni office files, and to various faculty members and students of long standing, it was possible to get more-or-less current mailing addresses. Often people from the early days of the department who were successfully traced were able to provide clues to the whereabouts of their contemporaries. The registrars and

department heads of other universities, colleges, and seminaries were of aid when it was thought that the graduate had left for another institution or had returned to the area of the institution granting his bachelor's degree. In the case of nuns, writing to the motherhouse of the particular order usually resulted in a correct address. As might be expected, women who had changed their name by marriage were the most difficult to locate, but even in these cases persistent effort resulted in at least one tentative address per person to serve as a starting point. Directories, past and current, for the American Psychological Association, Illinois Psychological Association, American Catholic Psychological Association, and similar organizations also proved useful in the search. Appendix I lists the names and current addresses of all degree recipients by date of degree conferred.

The questionnaire, after considerable revision and a number of trial runs for coherence, lack of ambiguity, and topical coverage, in its final construction consisted of two separate parts called Form I and Form II. Form I was headed "Personal Data" and included some 38 multilithed question items extending over three standard-sized pages. The personal and professional matters covered included age, marital status, current occupation, place of employment, time spent in specific job functions, areas of professional interest and competence, professional and academic degrees received, institutions attended, professional positions held, extent of experience, membership affiliations in professional and scientific societies, learned and professional journals received, publication and presentation of research, current research activities, and the utilization of foreign languages.

Form II, a two-page multilithed anonymous form, was headed "Evaluation of Training and Financial Data." The instructions indicated that the subject was not to write his name on this form nor in any other way identify himself. This form was returned to the author in the stamped, addressed envelope provided for the purpose. Form I was returned in the same way but in a separate stamped envelope provided. Each return envelope was clearly labeled "Form I" or "Form II" respectively.

Form II posed certain specific questions relating to sex, age, degree status, general field of professional activity, and length of time or experience in a professional capacity, so that the information dealing with income (monthly and yearly), the ratings and evaluations of training, together with suggestions for change and criticism, could be viewed against the respondent's present status in the field.

This second part of the questionnaire contained thirteen questions in all, with questions number 12 and 13 open-end items. Item number 12 asked what particular areas or topics the person felt were neglected, inadequately stressed, or overstressed in his training. Item 13 referred to impressions regarding quality, number, and experience of teaching staff; facilities for training and placement; research level and research interest within the department; desirability of interdisciplinary emphasis in training; and relations with the professional and general public. The purpose of the open-end questions was to allow the respondent to clarify, develop, and extend previous comments and judgments as well as to include additional factors which he considered pertinent.

It should be made explicit here that the questions clearly put the locus of evaluation within the individual. He was not asked what should be changed or

added in the program from the standpoint of the administration or that of an expert consultant. Rather he was asked what specific skills and techniques he had found to be especially valuable on the basis of his own work experience in the field. Also he was asked about the areas in which he felt himself lacking, or those in which he felt he had not received sufficient training.

Consensus or near consensus on particular issues does not necessarily imply that such changes or modifications in the training program or curriculum should be made (since there may be prohibitive factors existing of which the respondent is not aware). Rather it underlines certain noteworthy features and aspects which do not emerge or have not emerged in any other way. Some of the comments relate to features that have already been remedied or added. However, the points brought out in Chapter VI may well be of great importance in future policy decisions within the department on the part of those charged with the responsibility of making such decisions.

A one-page letter accompanied the two forms explaining the purpose of the survey and asking for cooperation in the project. This letter was signed jointly by the department chairman and the author-director of the project. Two follow-up letters spaced about three weeks apart were sent to encourage return of the forms. The completed forms were received, tabulated, and analyzed with regard to quantitative and qualitative features by the author. Specimens of the initial letter, the follow-up letters, and Forms I and II are contained in Appendix II.

CHAPTER IV

PERSONAL AND PROFESSIONAL CHARACTERISTICS

From 1930, the year of the first Master of Arts degree (MA), through the year 1954, a total of 106 MA's have been conferred on graduate students in the Department of Psychology of Loyola University. From 1947, the date of the first Doctor of Philosophy degree (PhD), through the year 1954, 15 doctorates in psychology have been awarded. The total number of advanced degrees granted in the department for the twenty-five year period is 121; but the graduate population numbers only 115 people since six of the doctorates went to people who had also received the MA in psychology at Loyola.¹

A total of 96 people returned Form I and 90 returned Form II. A return of 83% is a rather good one in view of the twenty-five year period involved and the difficulty in tracing long-absent graduates. A follow-up attempt of undergraduate psychology majors at New York University covering a ten-year period had a 34% return (39); and a five year follow-up of psychology undergraduates at

¹From February of 1955 through February of 1957, there were 18 MA's and 9 PhD's awarded to candidates in the department. Seven of the 9 people receiving the doctorate were among the MA graduates at the time of this study. Two other people among the group of 106 MA's have since received the doctorate in psychology at another institution. The concern of the present study, however, is with the first twenty-five years of the department's existence.

the University of Hawaii showed a 51% return (31). The National Science Register survey of psychologists (current dues-paying members of the APA) showed a return of 80% (63); and a sample poll of 176 existing internship facilities in 1954 reported a 73% return (4).

Of the 19 graduates not responding to the present survey, one had died and another could not be traced at all. Twelve of the remaining 17 were women and five were men. Most of these had received their degrees prior to 1950, although two were 1954 graduates. Two of the 17 not responding were at the PhD level--one male and one female. None of the clerical or religious-order people failed to return the questionnaire, despite the sizable proportion of the graduate body which they comprise.

The principal explanation for the bulk of the seventeen non-returns appeared to be that of inadequate or inaccurate addresses for the graduates from the early years. The preponderance of women (12 out of the 17 non-returns) suggests that change of name by marriage may have interfered with the forwarding of their mail by the post office. Of course, at least some of the non-return people received their questionnaires but either did not want to bother with the task or misplaced them. A few people who had misplaced the questionnaires felt goaded enough by the follow-up letters to ask for replacements. These requests were promptly attended to. The possible threat involved in Form II where a critical rating of training received and financial data were requested appeared to be covered by the anonymous character of this form. At any rate, the separate return mailings were almost identical (96 Form I to 90 Form II). Aside from the probability that the earliest graduates stood less chance of receiving the questionnaires because of inaccurate addresses, there was no readily apparent systematic bias governing the return or non-return of the forms.

Figure 1 shows the distribution of MA and PhD degrees awarded for the twenty-five year period under consideration. The peak year for MA's was 1952 when 22 degrees were awarded, and the peak for PhD's was 1953 with 6 awards. For the seventeen-year period from 1930 through 1946 there were 26 MA's and no PhD's, and for the following eight-year period (1947-1954) there were 80 MA's and 15 PhD's, a degree ratio of $5\text{-}1/3$ to 1 in the latter instance. This increment reflects the tremendous increase in psychology graduates which developed on a national scale as a result of World War II when the psychologist, particularly in the clinical field, came into an unprecedented prominence.

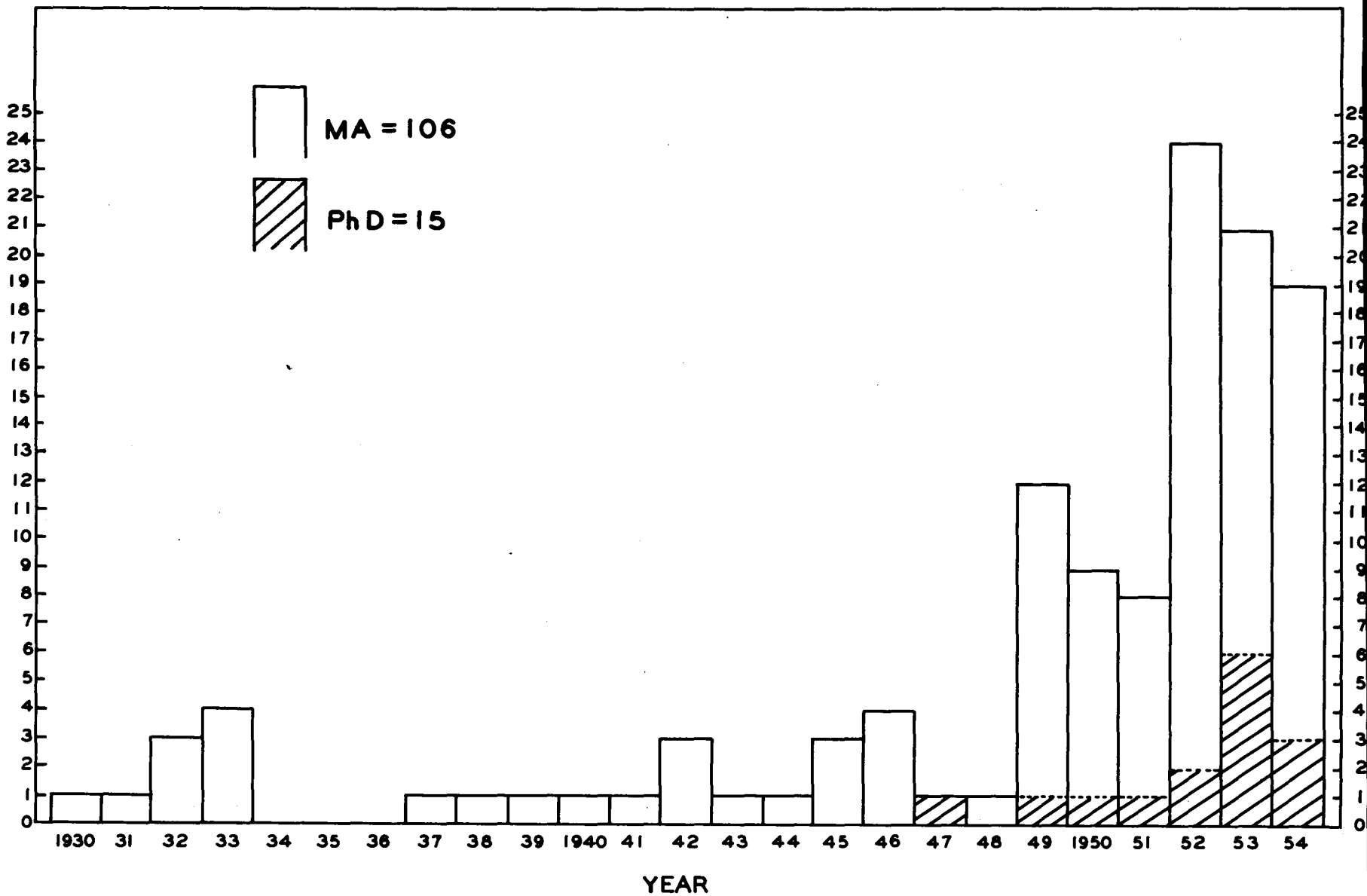
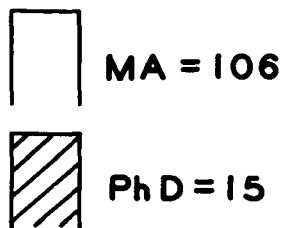
Thus from 1930 through 1946 there was an average of 1.5 MA's per year and no PhD's; for the following postwar period there was an average of 10 MA's and 1.9 PhD's per year.

Since individual departments of psychology have not conducted or published surveys of the sort exemplified here, it is difficult to make direct comparisons. But to furnish contrast with the Loyola findings the data from several sources such as the following are worth consideration. The newly founded Department of Social Relations of Harvard University turned out between 40 and 50 PhD's in clinical psychology alone during this same eight year period,² or an average of 5 to 6 per year. George Peabody College for Teachers in Nashville, Tennessee awarded a total of 56 PhD's in psychology from 1919 to 1953; but over the seven-year postwar period 35 PhD's, or an average of 5 per year, were granted (68).³

²Personal communication from Department Chairman Robert W. White, Ph.D., March 18, 1957.

³These figures are obtained by reworking the data presented in the article itself.

NUMBER OF DEGREES



Advanced Degrees Awarded from 1930 to 1954 in the Department of Psychology, Loyola University

Moore's (51) report on the findings of the APA Education and Training Board for the year 1952-1953, reveals that for 44 departments with APA-approved doctoral programs and 25 with nonapproved programs a total of 604 PhD's were granted in all fields of psychology. This means that for these 69 departments an average of 8.8 PhD's were awarded during this one year. The actual number of doctorates per department ranged from 1 to as many as 34. Those with APA approval averaged 11.4 doctorates while the others averaged 4.2. The year 1953 was the peak year for PhD's at Loyola for 6 of the 15 got their degrees that year. This is above the nonapproved department mean for that year but only half that of the approved departments.

On the basis of the study of scientific and professional groups in the United States completed by the Commission on Human Resources and Advanced Training, the total number of PhD degrees in psychology for the period 1946 through 1954 was 2,900 (78). Loyola's share for this period was 15, or 0.52%. Furthermore, the total number of doctorates awarded in psychology account for only 5% of the doctorates awarded in all fields for that period.

The National Research Council of the National Academy of Sciences in 1955 published the findings of its investigation into the undergraduate origins of science doctorates in the United States for the years 1936 to 1950 (54). Unfortunately the definition of science adhered to included only psychologists in the areas of experimental, physiological, comparative, theoretical, and general psychology; but not those in social, clinical, or industrial psychology. The group that is included, then, is only a small part of the doctorates awarded in psychology and corresponds in scope, as Boring has commented (20), to Division 3 of the APA. While this limited definition drastically lowers the number of degrees from each institution, still the findings are of

interest. For the 15-year period from 1936 to 1950, the University of Iowa led the list with 185 (12.3 PhD's per year); Columbia had 177, Ohio State 113, Minnesota 80, University of Chicago 64 (4.3 per year), Northwestern 57 (3.8 per year), Harvard 56, Purdue 48, and Pittsburgh 40. Two thirds of the doctorates in this narrow area of psychology came from only 15 institutions, of which the above are illustrative.

At the subdoctoral (MA) level, Loyola compares very favorably with the 1953 average contained in Moore's previously cited report of the Education and Training Board (51). For that year there were 74 departments with approved and non-approved programs reporting 733 MA degrees for one and two year programs. The mean number of degrees per department was 9.9 with a range from 1 to as many as 56.⁴ Loyola's 15 MA's in 1953 was well above the average for the 74 departments polled. The mean number of MA's from approved departments was 9.3; from the non-approved it was 10.9--a reversal of the PhD figures.

Another period for which there are figures available is the five-year stretch from 1945 to 1949, reported by McTeer in his survey of graduate school opinion of subdoctoral training (48). For this period 3,133 MA or MS degrees were awarded by 122 departments. This amounts to 25.7 MA's per department for the five-year period, or 5.1 per year per department. During this same period there were 19 MA's from Loyola, or 3.8 per year.

⁴A median would have been a more meaningful figure to report, but the form of Moore's data does not permit its calculation. Figures cited are obtained from recombinations of Moore's tabular data.

Actually, the big shift in MA production at Loyola occurred in 1949 when a total of 11 MA's were awarded. From that time on the number awarded each year stayed well above any of the previous years (1947 through 1954 shows an average of 10 MA's per year).

Moore predicted that 1954 or 1955 would be the peak year in number of degrees granted, with the peak in admissions to doctoral programs already passed. The Loyola data point to a somewhat delayed peak for PhD's, certainly not 1954 or 1955 (see footnote 1 in this connection). Wolfle's prediction was for a peak in 1954 with a gradual tapering-off period (78).

Moore's conclusion in 1954 that graduate students are not coming through to degrees as early or in as large numbers as was predicted fits the situation at Loyola very well indeed, particularly at the doctoral level.

Sex Ratio

There has been a marked shift in the sex ratio of graduate degree recipients over the years. From 1930 through 1936 all the graduates were women. Gradually more men entered the department until in 1951 there was a complete reversal, with male graduates outnumbering female graduates 7 to 1, and in 1953, 17 males to 4 females. For the seventeen-year span from 1930 through 1946, three out of four degrees awarded were to women and only one out of four to men. All degrees were subdoctoral since the first PhD was not granted until 1947, and that one to a woman, interestingly enough. For the eight-year postwar period, 1947 through 1954, 35% of the degrees went to women and 65% to men--a shift favoring men almost to the extent that the women had held prior to this period. See Table 1 for a listing of degrees granted by year to persons of each sex.

Table 1

Sex of Advanced Degree Recipients in Psychology
at Loyola University

Year	All	No.	No.
	Degrees	Male	Female
1930-36	9	0	9
1937-43	9	4	5
1944-48	10	2	0
1949	12	7	5
1950	9	4	5
1951	8	7	1
1952	24	15	9
1953	21	17	4
1954	19	12	7
Total	121	68	53

For the whole twenty-five year period women have received 44% of all degrees and the men, 56%. Women received 46% of all MA's awarded, to the men's 54%; and women hold four of the PhD's awarded, to the men's eleven. The overall proportion of women to men (44% to 56%) among Loyola graduates is somewhat higher than other surveys have found. The unpublished preliminary report by the APA on Milwaukee County (25) found 35% women to 65% men; and Speer's State

of Illinois survey (67) reported a 39% female to 61% male ratio. APA membership figures (63) extrapolated for 1953 indicate that women comprise 27% of that body to a male segment of 73%.

Religious

Another important aspect of the Loyola population is the unusually high proportion of clergymen and members of religious orders, both men and women, to the rest of the graduates. From 1930 through 1946, 6 of 26 master's degrees awarded were to the clergy or members of religious orders; and in the following eight years they received 26 of the 95 degrees conferred. Thus for the whole twenty-five year period they received 26% of the 121 degrees granted (a fourth of the MA's and nearly half of the PhD's). This last fact seems especially noteworthy: 7 of the 15 PhD's awarded have been to members of religious orders and the clergy (five Catholic priests, two nuns). No Protestant clergymen have received the doctorate but there have been two at the master's level.

Age

The age distribution for the sample is given in Table 2. The distribution is skewed to the right with the median lying in the 31-34 year interval. The mean age is 36.2 years with a range from 23 to 63 years of age. It is quite a young group since almost half are between 27 and 34 years of age. More than half (55%) of the total sample are still less than 35 years old! This is a somewhat younger group than the members of the American Chemical Society, American Physical Society, and the American Psychological Association itself (63). The median age for APA members is 37 and the mean is 40 years.

Table 2

Ages of Advanced Degree Recipients in the
Department of Psychology, Loyola University

Age in Years	Number
<hr/>	<hr/>
23-26	10
27-30	21
31-34	21
35-38	8
39-42	14
43-46	7
47-50	7
51-54	3
55-58	2
59-62	1
63-66	1
All ages	95*

*One graduate did not report her age.
From time to time, discrepancies occur in
table totals because of unanswered items.

Age at Time of Degree Award

The median age for acquiring the MA at Loyola is 29.9 years. The mode also occurs in the 27-30 year range. Four people got their MA's while only 23 years old, and three people were over 50 years old at the time.

For the PhD's the median age was 36.5 years and the age occurring most frequently fell in the 39-42 year group. The actual range extended from 27 years (one instance) to 44 years. Table 3 shows the distribution of ages at the time of receiving the MA and PhD degrees at Loyola.

Six of the fifteen PhD's had received their MA in psychology at Loyola also. Five of the fifteen did not have the master's degree in psychology but in classical languages, biology, philosophy, and in one unspecified area other than psychology. For the ten people with MA's in psychology prior to the doctorate, a median time period of four years between degrees had elapsed. The range was from one to eleven years! For the six receiving both advanced degrees at Loyola the median time interval was 3.5 years. There are indications pointing toward a somewhat younger PhD group than has been the case in the past--a group more nearly approaching the modal PhD age of psychologists generally.

By way of comparison, it is interesting to note that for science in general the time between the AB and PhD jumped from four years in the period 1936 to 1945, to seven years during the period 1946-1950. As many as 1.3% of all the science PhD's turned out in the 1946-1950 interval took as long as 19 years between their BA and PhD degree awards. Loyola PhD's showed a median interval of 8 years between the BA and the doctorate. In one case the interval was only 5 years and in two instances as high as 14 years. Military service probably served to lengthen the interval as well as opportunities for pre-PhD professional employment.

Table 3

Age at Time of Acquiring Advanced Degrees
in the Department of Psychology, Loyola University

Age in Years	MA	PhD
23-26	18	-
27-30	30	3
31-34	16	3
35-38	8	1
39-42	6	5
43-46	5	1
47-50	1	-
51-54	1	-
55-58	1	-
59-62	1	-
Total	87	13*

Note.--The two columns total 100 instead of 95 because 5 of the 13 with PhD's also got their MA's in psychology at Loyola.

*It was pointed out earlier that two of the 15 PhD's did not respond to the questionnaires.

Nationality, Marital Status, Military Service

All graduates are citizens of the United States except for one graduate from China and one from Canada.

With regard to marital status, 43% are married, 31% are single, and 26% are Roman Catholic clergymen or members of religious orders.

To the inquiry concerning military service, 38 of the 96 people responding, or 40%, said that they had served in some branch of the armed forces: 23 in the Army, 10 in the Navy, and 5 in the Air Force. Only 7 of these 38 functioned as psychologists: three in the Army, three in the Navy, and one in the Air Force. The positions were listed variously as "personnel consultant," "clinical psychologist," "neuro-psychiatric technician," and "psychological assistant." Responsibility in the several positions varied all the way from psychiatric aid duty in a service hospital to the recognized clinical duties of diagnostic testing and psychotherapy.

Geographic Location

Except for three people living outside of the continental United States all of the graduates are confined to a total of 16 states. More than half of all the graduates (59%) are still in the immediate Chicago area. Illinois alone accounts for two thirds. (See Table 4.)

By extrapolation from a combination of Speer's 1950 survey of Illinois (67), the APA's estimate of non-APA psychologists (63), and the 1955 APA Directory it would appear that Loyola graduates make up about 4% to 5% of the psychologists in Illinois--a state with the third largest psychologist population in the country (26).

Table 4

Geographic Location of Loyola Graduates
at Time of Survey (1954)

Location	No.
Chicago.	68
Illinois, other than Chicago	9
Wisconsin.	7
Michigan	5
Washington	4
Minnesota.	3
California	2
Indiana.	2
Missouri	2
Florida.	1
Maryland	1
Massachusetts.	1
New York	1
Ohio	1
Oklahoma	1
Oregon	1
Pennsylvania	1
Noncontinental U.S. and Canada.	3
Total.	113*

*Only two of the total population are omitted, one deceased and one untraceable. Nonrespondents included as well as respondents.

Practically all of the graduates are confined to states in the northern half of the country; only three people live in states outside of this area.

Undergraduate Origins of Advanced Degree Recipients

Degrees earned prior to the MA at Loyola including the BA, BS, and PhB, were awarded by some 37 colleges and universities located in 14 states plus the District of Columbia. Over half, 21, of the 37 institutions are universities and the rest are small liberal arts or teachers colleges. Agricultural and technological institutions were absent; but one graduate took his bachelor's degree at the United States Naval Academy. Only four of the 18 universities are large tax-supported state institutions: the remainder are privately operated. More than half of the 37 are Catholic institutions. (See Table 5.)

Loyola University alone accounted for a third of the undergraduate degrees; Mundelein, Roosevelt, and DePaul account for nearly 20% more. Thus four Chicago institutions have contributed slightly more than half of all the pre-MA degrees (52.1%). The University of Chicago and Northwestern University together accounted for only four of the 96 degrees.

The graduates were largely Chicago-area people to begin with, and as noted from their present locations, they tended to remain in the Chicago area to carry out their professional duties. The last few years, however, have shown an increase in out-of-state people within the department.

Table 5

Undergraduate Origins of Advanced Degree Recipients of Loyola University

Institutions	Baccalaureate Recipients
Loyola University.	31
Mundelein College.	7
Roosevelt University	7
DePaul University.	5
Catholic University of America	3
University of Chicago.	3
University of Detroit.	3
Xavier University (Ohio)	3
Chicago Teachers College	2
Gonzaga University	2
Northern Baptist Seminary.	2
St. Thomas College (Minn.)	2
University of Illinois	2
Barat College.	1
Clarke College	1
College of St. Benedict.	1
Duchesne University.	1
Fordham University	1
James Milliken University.	1
John Carroll University.	1
Manhattanville College of the Sacred Heart (N.Y.)	1
Marquette University	1
Marylhurst College	1
Northern Illinois State Teachers College	1
Northwestern University.	1
Ohio State University.	1
St. Francis Seminary (Wis.)	1
St. Louis University	1
St. Mary's College (Minn.)	1
St. Xavier College	1
Seattle University	1
Siena Heights College.	1
United States Naval Academy.	1
University of Alabama.	1
University of Minnesota.	1
University of Wichita.	1
Woodstock College (Md.)	1
Total.	96

The proportion of graduates with baccalaureate degrees from Loyola (32%) is not excessively high, although it is difficult to make direct comparisons with other institutions. Such figures as are available for the pertinent years of the Loyola study relate to doctoral awards, while the present study is heavily weighted on the subdoctoral level. For the years 1936 through 1945, 41% of the PhD's awarded in psychology at the University of California had taken BA's at the same institution; and 14% of the Yale doctorates went to people with a bachelor's degree from Yale (54). The average for eleven schools granting the doctorate in psychology during this period was 28%. For the period 1946 through 1950, the average number of PhD's going to people with bachelor's degrees from the same institution granting the doctorate was 22%. Perhaps the most striking feature in the available data is the very wide range between the "retentive" and "nonretentive" universities. Whether high retention of the university's own baccalaureate people for advanced degrees is a good or a bad feature has not been explored as yet. Certainly at least some graduate psychology departments operate on the assumption that such inbreeding is undesirable.⁵

Academic Status and Graduate Background

The question as to whether or not the MA graduate intended going on for the PhD, either at Loyola or elsewhere, was answered in the affirmative by 37 people (45%), negative by 23 people (28%), and "undecided" by 22 (27%). The 13 PhD respondents plus the one MA who had received his doctorate at another institution

⁵Personal communication from Robert I. Watson, Ph.D., Department of Psychology, Northwestern University, June 17, 1953.

are, of course, excluded from the sample of 96. For those indicating an intention of going on for the doctorate, 29 stated that Loyola would be the institution conferring the degree, 2 expected the degree from Illinois Institute of Technology, 1 from the University of Florida, and 5 were undecided as to what institution it would be.⁶

It is interesting to note in this connection that in a 1951 poll of APA members (63) 71% of all members without the PhD said that they planned to get it. In fact, three out of four of these people planning to get the doctorate said that they would have it within two years' time. To what extent this optimism was realized is unknown, but the existence of such plans points to the tremendous prestige premium of the PhD, and perhaps also a dissatisfaction with the job opportunities open to the MA. The Loyola MA graduates do not appear to be as concerned about these pressures as the non-PhD APA members are--at least on the verbal level.

With respect to the four prerequisites leading to the doctorate at Loyola, that is, course requirements, languages, dissertation outline, and final oral or written examination, one person had completed all four, one had finished three, two people had completed two, and twelve had one hurdle completed. Expressed in another way, thirteen people had completed the doctoral course work (but one of these did not intend going on for the degree), four had completed language requirements, three had outlines for dissertations approved, and three had passed the oral examination.

⁶In the space of two and a half years since these predictions were made, 7 of the 29 expecting the doctorate from Loyola, and the 2 expecting the degree from I.I.T., have achieved this goal.

In addition to the 13 people who had completed all of the 16 courses beyond the master's level, 33 others had completed an average of 8.8 courses beyond the master's level.⁷ The number of courses ranged from one to as many as twenty-four beyond the MA level! Three of the people reporting course work beyond the MA level indicated that they definitely were not going on for the doctorate.

Over half of the degree recipients (59%) have taken all of their work in psychology at Loyola, a third have had some graduate training at other universities, and 8% did not respond to these items. For the third who had undertaken some graduate work elsewhere, 20 universities located in 14 states and the District of Columbia were mentioned. Two people have taken graduate courses in as many as three different universities in addition to their studies at Loyola, and six people have taken courses at two universities other than Loyola. In general, it is the more recent graduates who show a more variegated educational background, sometimes expressed as a tendency to seek out courses and instructors at other institutions in conjunction with their work at Loyola. Table 6 shows the institutions other than Loyola attended by graduates for course work in psychology.

⁷At this time (June, 1954) 16 courses beyond the MA level, or a total of 24, were required for the doctorate.

Table 6

Institutions Other Than Loyola Attended by Graduates
for Course Work in Psychology

Institution	Number graduates attending
University of Chicago.	7
Northwestern University.	6
DePaul University.	5
Catholic University of America . .	3
University of Minnesota.	3
Claremont College (Cal.)	2
St. Louis University	2
Syracuse University.	2
Fordham University	1
Gonzaga University	1
Illinois Institute of Technology .	1
Marquette University	1
New School for Social Research (N.Y.)	1
Ohio State University.	1
Pennsylvania State University. . .	1
University of Detroit.	1
University of Florida.	1
University of New Mexico	1
University of Wichita (Kan.) . . .	1
University of Wisconsin.	1

Note.--Number of courses taken varies from one
to as many as twenty.

Professional Affiliations

Only 17 of the 96 people, or 18%, belong to no professional organizations whatever. This compares very favorably with the 28% nonorganization people which Speer found in his State of Illinois survey (67). For Loyola graduates, the number of organizations and societies joined varied from none to as many as seven (in two instances). Psi Chi, the national honorary society in psychology, claims the largest number of graduates (38.5%) with American Psychological Association membership running second (37.5%). Seven additional persons indicated that they had applications for membership pending with the APA at the time, and there were two applications pending with the Illinois Psychological Association also. (See Table 7.)

The range of interests exemplified by the various diversified organizations is quite marked, reflecting the specialized activities of psychologists in general and a healthy concern for fields or disciplines outside the strictly psychological domain; e.g., American Association for the Advancement of Science, National Education Association, American Optometric Association, American Association of University Professors, etc. Over 40 separate organizations were listed. On the other hand, certain well-known professional organizations were absent from the listings; e.g., American Orthopsychiatric Association, American Statistical Association, Sigma Xi, to mention a few of the important or "prestige" groups outside the immediate field of psychology.

Table 7

Professional Affiliations of Graduate Degree Recipients,

Loyola University

Professional affiliations	Number of members*
Psi Chi.	37
American Psychological Assn.	36
American Catholic Psychological Assn.	20
Chicago Society of Catholic Psychologists.	11
Illinois Psychological Assn.	11
Midwestern Psychological Assn.	8
Chicago Psychology Club.	6
American Assn. for the Advancement of Science.	4
American Personnel and Guidance Assn.	4
Illinois Educational Association	3
International Council for Exceptional Children	3
Western Psychological Assn.	3
Milwaukee County Psychological Assn.	2
National Vocational Guidance Assn.	2
Wisconsin Psychological Assn.	2
American Catholic Sociological Society	1
American College Personnel Assn.	1
American Society for Group Psychotherapy and Psycho- drama.	1
American Sociological Society.	1
British Psychological Society.	1
Florida Psychological Assn.	1
Individual Psychology Assn.	1
Michigan Psychological Assn.	1
Milwaukee Psychology Club.	1
National Council on Family Relations	1
Oregon Psychological Assn.	1
Society for Applied Anthropology	1
Society for Personnel Administration	1
Washington Psychological Assn.	1

Note.--A number of other organizations were mentioned, none with more than a single representative in the sample. These included societies in the fields of education, law, philosophy, and even optometry.

*As determined from the 96 returns. Some respondents belong to more than one organization.

One rather surprising finding is that 62.5% are not members of the American Psychological Association, the parent organization in the field, although a large proportion are obviously eligible for Associate status. Two earlier surveys, one concerned with psychologists in the Midwest (46) and the other with the State of Illinois (67), found non-APA proportions of 37% and 43%, respectively. Another more recent but unpublished preliminary report by the APA on the Milwaukee County area (25) found that 75% were nonmembers! This latter survey involved a broader, less rigorous definition of what constitutes psychological activity and so pulled in many more people who would not be qualified for APA status than was the case in the two earlier surveys mentioned. Top membership position in the Milwaukee area study was held by the American Personnel and Guidance Association with 59 of the 213 people surveyed (27.7%). This organization ranks eighth among Loyola graduates and has a membership of less than 5% of the graduates. The APA was second in the Milwaukee study and second in the Loyola grouping; but the state organization was somewhat better represented among the Milwaukee people than the Illinois society was among Loyola graduates. The number or range of specific organizations in which the Milwaukee group claimed membership, a total of 77, was in about the same proportion to the sample as the number of organizations claimed by the Loyola group, despite the greater heterogeneity of the former sample in background, training, and job functions.

Broken down further, it appears that only 29% of the Loyola MA's are APA members, whereas 14 of the 15 PhD's are members. Actually, it is worth noting here that people with only an MA degree constitute 39% of the total APA membership (63). Loyola PhD's belong to from one to seven professional societies with

a median of three such groups. The PhD's as a group are much more likely to be organization joiners than the MA's as a group. The median number of professional affiliations for the whole graduate body is 1.8, with a range from zero to seven.

APA Status and Membership Function

All of the 36 APA members referred to in the previous section are listed as Associate members; none are Life Members or Fellows, nor are there any Diplomates of the American Board of Examiners in Professional Psychology among the graduates. Only one of the non-APA members is a member of the Student Journal Group (formerly referred to as "Student Affiliate"). Only two graduates are members of any of the 17 divisions with the APA and both of these people are PhD's. One belongs to a single division and the second person is affiliated with three other divisions. Interestingly enough, none of these is Division 12, the Division of Clinical and Abnormal Psychology--a division twice the size of any other among the 17 divisions (3).

A total of nine people have served in the capacity of officer, chairman, or committee member of some professional society at a national, regional, or community level. These posts varied from one such office to as many as four per individual. At a national level these included service in the APA Committee on Ethical Standards, the Membership Committee of the American College Personnel Association, and the Individual Psychology Association. At the state level there were various executive posts occupied in the Oregon Psychological Association, the Illinois Society of State Psychologists, and the Wisconsin Psychological Association. At a community level there were various posts held in the Chicago Society of Catholic Psychologists, Chicago Psychology Club, Milwaukee Psychology

Club, and the Chicago chapter of the International Council for Exceptional Children.

Journal Subscriptions

Whether or not there is a direct relationship between the individual's professional status and his acquaintance with current research as published in the many professional and learned journals is still a fairly open question. Presumably there is some correlation here (25); but to ask people what journals they read nearly always results in an unrealistically inflated picture with every person a veritable pillar of the publishing industry. On the other hand, to ask people what publications they subscribe to gives an unrealistic picture at the other extreme, since many people have access to libraries or institution subscriptions. Presumably, if a person receives a journal regularly he must read at least a portion of it from time to time--at least his interest in the general subject matter is evinced or he would not subscribe. This seems generally true even though APA membership brings with it automatically the three journals American Psychologist, Psychological Abstracts, and the Psychological Bulletin.⁸

There was a total of 221 subscriptions to some 54 different journals which the graduates receive regularly. The three mentioned above, sent as a consequence of APA membership, accounted for slightly more than half of all the subscriptions reported (i.e., American Psychologist 42, Psychological Abstracts 40, Psychological Bulletin 36). (See Table 8.) Next in frequency of selection was

⁸This was the case until 1956 when the APA policy was changed. At the time of the study, 1954, these three journals were included in the membership fee.

the Journal of Clinical Psychology with 9, followed by the Journal of Abnormal and Social Psychology with 8, the Journal of Consulting with 7, and the Journal of Applied, Journal of Experimental, Journal of Projective Techniques, and the Psychological Review, each with 4 subscribers. Thus, of the top ten journals subscribed to, eight are APA journals and only two are published by other concerns (i.e., Journal of Clinical and Journal of Projective Techniques).

While the ten APA journals actually constitute only 18.5% of the various journals mentioned, they account for 67.4% of all the subscriptions.⁹ All of the APA journals, with the sole exception of the Journal of Comparative and Physiological Psychology, fared better than the five Murchison publications. Some such ranking as this, buttressed by proportionate readership for psychologists generally, gives a clue to the prestige journals for psychologists both in psychology as such and in allied areas. Actually, the ranking of APA journals for Loyola graduates, despite the very small numbers involved, is nearly identical to the rank by 1954 publication figures for the country as a whole (29). The Loyola sample shows no divergent affinity for any particular journal or journals.

One rather arresting feature is that psychologists--these psychologists at any rate--do not subscribe to psychiatric journals; only two were mentioned: Psychiatric Bulletin and Journal of Orthopsychiatry, received by a total of three people. Thus the prestige psychiatric periodicals, American Journal of Psychiatry, Archives of Neurology and Psychiatry, and Psychiatry, must be consulted in libraries when and if needed. They find no market among these psychologists, despite the fact that many of their colleagues publish in psychiatric journals.

⁹Contemporary Psychology, the APA's latest journal, was not published until January, 1956.

Table 8

Professional and Learned Journals Regularly Received by Loyola Graduates

Journal title	Number of subscribers
* American Psychologist.	42
* Psychological Abstracts.	40
* Psychological Bulletin	36
Journal of Clinical Psychology	9
* Journal of Abnormal and Social Psychology.	8
* Journal of Consulting Psychology	7
* Journal of Applied Psychology.	4
* Journal of Experimental Psychology	4
Journal of Projective Techniques	4
* Psychological Review	4
Educational and Psychological Measurement.	3
Mental Hygiene	3
Personnel and Guidance Journal	3
* Psychological Monographs	3
American Journal of Psychology	2
Group Psychotherapy.	2
Illinois Education	2
Journal of Educational Psychology.	2
Journal of Exceptional Children.	2
†Journal of General Psychology.	2
Journal of Orthopsychiatry	2
†Journal of Psychology.	2
†Journal of Social Psychology	2
NEA Journal.	2
Vocational Guidance Quarterly.	2
Adult Leadership	1
American Catholic Sociological Review.	1
American Journal of Individual Psychology.	1
Archives of American Academy of Optometry.	1
Child Development.	1
Child Development Abstracts and Bibliography	1

*Indicates APA journal.

†Indicates Murchison journal.

(Table continued on next page)

Table 8 (continued)

Professional and Learned Journals Regularly Received by Loyola Graduates

Journal title	Number of subscribers
Counseling.	1
Educational Administration and Supervision.	1
Educational Record.	1
‡Family Life.	1
Federal Probation and Parole.	1
†Genetic Psychology Monographs.	1
Journal of American Optometric Assn.	1
* Journal of Comparative and Physiological Psychology.	1
†Journal of Genetic Psychology.	1
Journal of Higher Education.	1
Journal of Personality.	1
Journal of Social Hygiene.	1
‡Marriage and Family Living.	1
Occupations.	1
Optical Journal and Review of Optometry.	1
Optometric Weekly.	1
Optometric World.	1
‡The Personalist.	1
Personnel.	1
Personnel Journal.	1
Personnel Review.	1
Psychiatric Bulletin.	1
Public Personnel Review.	1
Total journals.	54
Total subscriptions.	221

*Indicates APA journal.

†Indicates Murchison journal.

‡Not in the strict sense professional journals but included because the subscribers considered them as such.

A rather surprising finding was that almost half of the graduates do not subscribe to any journals at all (45%)! For the 55% who do subscribe, there is an individual range of from one to sixteen journals with the mode at 3 journals, the median at 3.3, and the mean at 4.2 journals. Members of religious orders and the clergy did not differ from this overall pattern. Slightly more than half indicated that they "receive regularly" one or more of the professional or learned journals, and less than half that they received none. The question (No. 27, Form I) had been deliberately phrased to avoid the connotation of solely "personal subscriptions" since members of religious orders, of course, do not have personal subscriptions. Apparently the question was interpreted by the religious members in terms of those publications for which they were the principal readers within their settings, or those which they had been responsible for securing for their particular department or station. Thus the three APA journals mentioned previously led the list with others following in number and variety comparable to the list for the lay graduates. In sum then, members of religious orders and the clergy do not appear to differ in journal activity from the pattern established for the rest of the sample, despite the fact that they do not have personal subscriptions.

Publications and Presentations

There has been a good deal written to date in various sources lamenting the relative unavailability of MA and PhD thesis research to the professional public. The argument runs to the effect that where a good deal of productive labor has been expended on a meaningful study, such efforts should not be left to gather dust in university libraries, but should either be trimmed to journal form or

else committed to microfilm for ease in lending.¹⁰ Of course, many such studies deserve complete obscurity, but there are also a good many that represent a real contribution to knowledge and should appear in print. Certainly this is a common problem for all universities and is not peculiar to the field of psychology by any means. Even when the student is assured by competent judges that his thesis work has shown merit, he all too infrequently is willing or able to recast his findings according to prevailing journal standards. It is still an open question whether the reluctance to publish is due to an inability to cut out a single phrase of his own deathless prose, a fear that such additional labor will only meet with a publisher's curt rejection, or worse yet, an adverse judgment by his peers, or perhaps simply a lack of interest in this phase of professional life. Perhaps it is an uneasy combination of the four.^{11, 12}

Of the 121 theses and dissertations submitted for advanced degrees in psychology at Loyola University over the past twenty-five years only 9, or 7.4%, have been published.¹³ Two were dissertations and seven were theses. One

¹⁰An especially optimistic approach to the problem is seen in Vaughn D. Barnett's article, "Microfilm Publication of Doctoral Dissertations" in the AAUP Bulletin (16).

¹¹The anticipation of a rejected manuscript has some basis in fact for since 1950 the overall rejection rate by the ten APA journals has stayed at about 50% (11); although it varies from a low of 22% rejections for the Journal of Comparative and Physiological to a high of 77% and 74% for the Psychological Bulletin and the Journal of Abnormal and Social Psychology, respectively (29).

¹²Landfield's "Research Avoidance in Clinical Students" (44) touches on one of the possibilities broached here.

¹³This figure includes all graduates since nonrespondents' names and thesis and dissertation titles were carefully checked against entries in the Psychological Abstracts for the years in question.

dissertation and three theses were in the process of preparation for publication according to the authors' reports.¹⁴ All four of these in process were by people who had received degrees within the last two years of the study. The evidence from the sample suggests that if the thesis or dissertation is not submitted for publication within a maximum of three years after completion, it will not be published at all. This is a point worth considering in any effort to secure a higher rate of publication for MA and PhD research reports. It is not that journal editors are aware of or care about the time when the research was completed; it is that the student himself seems to lose touch with his completed work, or confidence in the significance of what he has produced so laboriously.

Actually compared with the findings of one survey in 1952 for the country as a whole, Loyola graduates have not done so badly in securing publication of required research (15). In the survey referred to, 154 institutions offering a curriculum in counseling and guidance leading to the MA or PhD were polled as to publication of dissertations and theses. Of the 1,281 separate projects completed between 1948 and 1950, 429 were dissertations and 852 were theses. Only two studies, both doctoral dissertations, had been published! This is a publication rate of 0.16%. If the 72 projects appearing on microfilm and microcard are to be counted as publications, then the rate rises to 6% of the total. Of course, a comparison of publication rate over a twenty-five year period in various areas of the field with that over a three-year period in only one broad area,

¹⁴The dissertation and one of the three theses have since been published (1957).

where possibly direct competition for publication may have been a factor, is not meant to be a valid comparison at all. Still the study cited is the only documented, nonspeculative report available, and it gives some indication of perspective--if only that of the high "obscurity" ratio of required graduate research activity.

The nine Loyola theses and dissertations referred to above were published as follows: two in the Journal of General Psychology; one each in the Journal of Genetic Psychology, Journal of Consulting, Journal of Clinical, American Psychologist, and Journal of Religious Instruction; one as a chapter in a recently published book; and another in monograph form in an unnamed publication in Rome.

An additional 15 people presented their theses or dissertations before some professional group or society. Four of these were PhD dissertations and eleven were MA theses. Four were APA presentations, four were before the Midwestern Psychological Association, five were before the Chicago Society of Catholic Psychologists, one before the Division for Handicapped Children in Honolulu, Hawaii, and one before an unspecified professional group. One of the people appearing initially at the MPA also presented his thesis at a later date before the Florida Psychological Association.

So far as other publications go, that is, publications excluding these and dissertations, there have been 26 articles by 13 authors. The number of publications varied from one to four articles per person (two people had four publications, one an MA and the other a PhD). Incidentally, seven of these 13 authors were PhD's. Furthermore, three of these 13 authors were among the nine previously mentioned who had published a thesis or dissertation. This means that

only 19 of the total of 115 graduates have published, and that 7 of these 19 are PhD's.

The periodicals in which the nonthesis articles appeared include Science Counselor, Journal of Experimental Psychology, Journal of Consulting Psychology, Journal of Social Psychology, Journal of Clinical Psychology, Journal of General Psychology, Child Development, American Psychologist, Welfare Bulletin, California Journal of Educational Research, Education, Diseases of the Nervous System, Journal of Nervous and Mental Disease, Individual Psychology Bulletin, The Instructor, Journal of Exceptional Children, Journal of Experimental and Clinical Psychopathology, and a number of periodicals in related, highly specialized fields such as Optometric Weekly, Journal of the Society of Motion Picture and Television Engineers, and Eye, Ear, Nose and Throat Monthly. The articles in these last-named journals were all by one person at the MA level and dealt with the area of visual processes.

There were 12 papers dealing with research other than the dissertation or thesis itself delivered by ten individuals before professional groups.¹⁵ None of these was given at the national or regional level (APA, MPA) but were confined to state or community organizations which focus on psychology or education, e.g., Washington-Oregon Psychological Association, Chicago Society of Catholic Psychologists, etc.

By way of summary, it will be noted that there have been a total of 35 articles appearing in 24 different journals or sources by 17 individuals. There

¹⁵Oral presentation of research before various groups, unlike published research, cannot be checked in the Psychological Abstracts or other sources; therefore, all information regarding oral reports much come from the 96 respondents rather than the entire graduate population.

is nothing in the literature about the ratio of publishing to nonpublishing graduates of particular institutions; but there is one study (35) that deals with the number or quantity of publications produced by the new Associates elected yearly to APA membership. Over the eight-year period from 1946 through 1953, a total of 7,201 new Associates published 4,049 titles in the professional literature. This amounts to .56 publications per person. For the period from 1930 through 1954, the Loyola graduate contribution amounted to .30 publications per person, although as has been pointed out, only a small proportion (17%) of the graduates actually account for all of the publication activity. There is no reason to believe it would be otherwise in other populations (30).

There was a total of 27 papers presented or delivered before 13 organizations or societies by 23 individual graduates. As would be expected, the two groups, writers and speakers, are overlapping groups. All in all, 33 individuals of the 96, or 34% of the graduates, have either appeared in print or in person before the professional public.

Research Grants and Research Fellowships¹⁶

Only four of the 96 respondents reported ever having received a research grant or research fellowship from any institution or agency. One of these four persons had received two such awards while the others reported one each. Two awards were by Loyola University itself, one was by a state agency (Minnesota Division of Mental Health), one by the Society for Strabismus Research, and the fifth was awarded by private industry. No one had ever received a United States

¹⁶The reader is reminded that the present study covers the first twenty-five years of the department. Since 1954 there has been a decided increase in the number of graduates working under research grants.

Public Health Service fellowship or an award from any other public or private research source.

Current Research Activity

Since research is generally conceded to be one of the primary functions of a psychologist (57), it seemed important to discover what the graduates were doing in the way of research. As it turned out, the questions concerning current research activity appeared to be the most threatening in the questionnaire, for 28 people (29%) gave no answer at all, not even a simple "yes" or "no." Of the 68 people responding to this item, 34 (or 35%) replied that they were conducting research at the present time; and exactly the same number gave a negative answer.

It is interesting to note that 21 of the 96 people indicated that in their particular position time spent in research was considered to be a part of their regular, paid duties; whereas for 47 people it was not so considered and would have to be conducted on their own free time, apart from regular duties. Twenty-eight did not answer this question. It appears, then, that research activities are an integral part of the psychologist's job, from the employer's point of view, in 31% of the cases reporting. The important point, however, is that of the 34 people reporting ongoing research, only 14 are in situations where such activities are considered to be a part of their regular duties. This means that the other 20 people conducting research do so entirely on their own free time. Paradoxically enough, of the 34 people not engaged in research activities, seven actually are in situations where research is considered to be a part of their regular paid duties! Apparently participation in research, or the lack of it, is not solely a matter of available time or opportunity. The remaining 27 people

are not doing research and are not in jobs that would allow research as a part of the regular paid activities.

Thirteen of the 34 people currently engaged in research of one sort or another indicate that they are working on dissertations. There is a total of 42 separate research studies in process with eight people engaged in two projects concurrently.

To indicate something of the trends or specialized fields in which this research is progressing, 37 of the separate projects were roughly categorized under five headings (five of the 42 projects were not sufficiently well described to be categorized). The topic headings used were Counseling-Psychotherapy, Clinical-Personality, Experimental-Theoretical, Social, and Industrial Psychology. Assigning the various research projects to each of these headings posed no really acute problems, although there were the inevitable few which might be classified under either of two headings. The main emphasis of the study was taken as the significant clue in determining under which heading it would best fit. Also, "Experimental" was used in the sense of a subject area--a concern with psychophysics, sensation, and learning problems, both animal and human--topics in essentially the same vein as the articles found in the Journal of Experimental Psychology. It is recognized, of course, that all of the studies are "experimental" in the sense of a greater or lesser adherence to the tenets of scientific methodology.

The "Social" category includes those studies concerned with group processes, or individual-in-relation-to-group processes, and is distinguishable from the "Industrial" category simply in that the latter is specifically concerned with applied problems of personnel selection and evaluation, morale, consumer

motivation, and executive and managerial appraisal--all with regard to the business-industrial scene. Thus personality assessment studies could be found under both clinical and industrial headings. The differentiation is made on the basis of the purpose and setting of the study, whether it be for the purpose of diagnosis and treatment in a hospital or clinical facility, or for predicting the performance of ostensibly normal people in a work setting.

The following examples serve to illustrate the general nature of the classificatory scheme. Titles used are samples of the research reported to be in progress at the present time; admittedly, the illustrations used are clear-cut and unambiguous:

Counseling-Psychotherapy: "Diary Technique As an Aid to Counseling"

Clinical-Personality: "Rorschach Patterns of Nonadjusting Foster-Home Children Aged Seven to Fifteen Years"
"Relation Between Positional Orientation on Human Figure Drawings and 'H' Vector on the Szondi Test"

Experimental-Theoretical: "The Time Error in Visual Discrimination of Hue"

Social Psychology: "Role Variations As a Function of the Small Group Setting"

Industrial Psychology: "Applicability of Executive Training in the Kroger Company"

Table 9 shows the number of the reported ongoing research projects in each area.

Table 9

Classification by Subject Area of Current Research
Activities of Loyola Graduates

Subject area	No. projects
Counseling-Psychotherapy. . . .	2
Clinical-Personality.	24
Experimental-Theoretical. . . .	2
Social Psychology	2
Industrial Psychology	7
Total	37

Note that the clinical-personality area accounts for two thirds of all the research in progress, and that the second in emphasis, or area-interest, is the industrial. The remaining three areas comprise about one sixth of the total. The clinical-personality emphasis reflects the work settings of a very large share of the graduates, as will be shown in Chapter V.

The next move was to classify all of the theses and dissertations completed for degrees and currently on file in the Graduate School office. The same five area categories were used as for the classification of ongoing research. These came to a total of 120 instead of the expected 121 (the number of degrees). One thesis was missing both from the Graduate School office and the library files. The frequency distribution is shown in Table 10.

Table 10

Classification by Subject Area of Theses and Dissertations
Submitted for Graduate Degrees at
Loyola University (1930-1954)

Subject area	No. projects	%
Counseling-Psychotherapy	3	2.5
Clinical-Personality	74	61.7
Experimental-Theoretical	40	33.3
Social Psychology	2	1.7
Industrial Psychology	1	.8
Total	120	100

If there should be a question about the extent to which the 96 graduates returning questionnaires differed from the total graduate population in thesis and dissertation topics, Table 11 should provide the answer. Table 11 shows the categorization of the theses and dissertations of just the sample group (96 persons), less the few who simply did not respond to the particular question.

Table 11

Classification by Subject Area of Theses and Dissertations
Submitted for Graduate Degrees Only by Those Persons
Returning the Questionnaire

Subject area	No. projects	%
Counseling-Psychotherapy	1	1.1
Clinical-Personality	60	64.5
Experimental-Theoretical	30	32.2
Social Psychology	1	1.1
Industrial Psychology	1	1.1
Total	93	100

A comparison of Table 11 (sample group) with Table 10 (population) shows practically identical proportions for each subject area. The important feature in Table 10 is the fact that the clinical-personality area accounts for nearly two thirds of all theses and dissertations accepted for graduate degrees. Next in importance has been the experimental-theoretical area, but with the emphasis almost wholly on the "experimental" half of the heading. The other three areas make up only 5% of the total (6 of the 120 projects submitted).

It is interesting to note that in the earlier years of the department there was a heavy weighting of projects in the experimental area, or what has been classified here as content of an experimental nature. Studies in the clinical-

personality area ran second, with nothing whatever in the other three areas. Later, clinical-personality type studies took the main position and have continued to hold the greatest share of student interest as evidenced by thesis-dissertation topic choice. The prominence which clinical-personality type articles received in the literature during and after the war, and the impetus given the applied aspects of clinical psychology during the war was faithfully reflected in student research of the time.

Rabin, in his 1953 survey of the dissertations emanating from clinical students in the 41 institutions with APA-approved programs, found two points of interest for the present study (56). First, he found that doctoral research in clinical psychology was constantly increasing over the six-year period he surveyed and was being produced in an increasingly larger number of universities with approved programs. This feature holds true for the Loyola population. Second, he found a serious dearth of research in the area of psychotherapy--less than 12% of the total number of dissertations produced in any one year by clinical students, despite their being in approved clinical training programs! This second point is borne out in the Loyola group also. Rabin's explanation for the comparative lack of dissertations in psychotherapy is that the time required for the completion of studies in this area and the type of data necessary preclude the undertaking for doctoral research. This explanation is completely inadequate to account for the facts since students at a number of institutions, but particularly at the University of Chicago, have thrived on research in this area, and without noticeable lag behind students adopting a different area (59). This paucity of research in therapy seems all the more strange in view of the fact that nearly 30% of APA members count psychotherapy as a field of special interest--

a proportion more than twice as large as any existing division in the APA.

The obvious suggestions arising from inspection of Table 9 (ongoing research) and Table 10 (past research), despite the difference in size of the two groups, is that the clinical-personality area still holds the major research attention of the graduates and that research in the experimental-theoretical area decreases markedly in favor of research of a more immediate, applied nature (industrial and business).

Another feature worth remarking is the definite developing sophistication in the application of statistical techniques with the passage of time, paralleling to some extent the advances made in statistical theory and methods generally. In the earlier days of the department, research design and treatment of data were relatively simple; but gradually more complex designs and a more sophisticated handling of data became apparent, together with a greater awareness of the refinements in statistical theory. Statistical treatment in general, however, has remained at a conservative, fairly pedestrian level without excursions into such areas as nonparametrics, co-variance, correlation procedures other than the Pearson r or Spearman ρ , or factor analysis.

Use of Languages

Two questions on Form I were designed to elicit the extent of use and relative importance of foreign languages to the graduates. Question number 33 asked "In the course of your professional duties and activities do you utilize or feel a need for any language or languages other than English?" Then a five-point subjective scale was provided for the subject's response with regard to relative frequency of use. The five points were labeled "Frequently," "Fairly often," "Occasionally," "Rarely, if ever," and "Never."

Question number 34 asked: "From your own personal experience, what language or languages, if any, do you feel is (are) most valuable for a psychologist functioning in his professional capacity? Specify (exclude English)."

A total of 90 people answered the two items; 6 did not. Table 12 shows the responses to the various categories of use.

Table 12

Extent to Which a Foreign Language Is Employed or Needed
in the Course of Professional Duties and Activities

Extent of use	Number responding	%
"Frequently"	5	5.5
"Fairly often"	0	0
"Occasionally"	20	22.2
"Rarely, if ever"	41	45.6
"Never"	24	26.7
Total	90	100

Note that a quarter of the group replies emphatically that they never use nor feel a need for any language or languages other than English. Nearly three fourths of the sample (72.3%) say that they never, or rarely if ever, are aware of a need for another language.

Another arresting point is the fact that in only instances was there an allusion to the use of a language for research purposes or for keeping up with

the work of foreign psychologists publishing in non-English periodicals or texts (the usual justification advanced for language requirements in graduate schools). Instead, where another language was specified it was almost always for use in the immediate interpersonal situations of counseling, guidance, or teaching--situations demanding a firm conversational grasp of the language with its nuances and colloquialisms; in short, a knowledge well beyond the traditional "reading acquaintance" with the language. Others specifying languages pointed to their value for "humanistic training," cultural purposes, historical reasons, and for achieving "proficiency in English"--this last comment indicating that for a few of the graduates the old transfer-of-training notion is by no means a dead issue in psychology.

By and large, the 72% answering "never" and "rarely, if ever" to the question about their own use of a language were the most emphatic in rejecting the worth of another language for psychologists generally. Many of these people underscored the need instead for further training in statistics and experimental design, and particularly for training in English composition and scientific exposition as having a far greater value in the psychologist's operations. A surprising proportion of the graduates who claim to use a second language "occasionally" themselves, stated in answer to item 34 that for psychologists in general, no language other than English was of importance or value in a professional sphere. Furthermore, whether or not another language was actually used or even merely approved of for psychologists in general, seemed to bear no direct relationship to the respondent's degree status, research activity, publication productivity, earnings, experience, or other such significant variables. One

thing of note, however, is that some of the PhD's are among the most vociferous critics of language requirements.

Returning to the categories of response, it is worth mentioning that of the five people using another language frequently, two are Catholic priests and three are nuns. All five are teachers or instructors in institutional settings and only one is a PhD. German was mentioned by this group four times as valuable for a psychologist, French received three references, and Latin and Italian were each cited once.

For the twenty people claiming occasional use of another language, German was cited eleven times, French seven times, Spanish three, Polish twice, and Russian and Latin once each. Only four people in this group were PhD's.

The forty-one people who use another language "rarely, if ever," felt that if any language other than English were of value to a psychologist it would probably be German (thirteen mentions), French (seven references), and Russian, Chinese, Spanish, Italian, and "Slavic" (each mentioned once). Actually, barely half mentioned any language at all, the rest said "none."

For the total sample there were 59 responses made by 38 of the 90 graduates with regard to languages recommended. German was first with 28 mentions; French next with 17; Spanish 4 times; Latin, Russian, Italian and Polish were each mentioned twice; and Chinese and "Slavic" once each. German and French together accounted for three fourths of all language references made; the remaining quarter was accounted for by the seven other languages reported above. The striking feature is that over half (58%) felt that no language other than English was important for the practicing psychologist.

No study has been reported, previous to the present one, in which people were actually asked about the extent to which another language, or languages, enter into their professional activities. But two surveys of the literature have been made that bear reporting because they help to put the Loyola findings in a proper perspective. The first was by C. M. Louttit, editor for the past ten years of the Psychological Abstracts, and is by far the more ambitious undertaking of the two. Louttit's analysis of publication trends in psychology, based on an analysis of entries in the Psychological Index and the Psychological Abstracts, covered the period 1894 to 1954 (47). He reports a consistently increasing proportion of English language articles over the years and corresponding decreases in articles published in German and French. Louttit finds that the "spectacular decline" in German articles is matched by the strong increase in English language articles.

The second study, by Siegel and Bernreuter (65), examined the Psychological Abstracts for 1950 and found that 88% of current technical material was published originally in English with practically all of the remaining 12% covered by readily available abstracts in English. They found that French accounted for 5%, Spanish and German for 2% each, and Russian for 1% of the total. Miscellaneous languages (principally Italian, Portuguese, Scandinavian, Slavic, and Hebrew) accounted for 2%. They conclude with the observation that the psychologist's ability to read any additional language, with the exception of French, adds somewhat less than 2% to the literature available to him.

Areas of Interest in Psychology

Question 13 in Form I asks the graduate to designate the areas or fields of psychology that hold the most interest or attraction for him. The area of

primary interest was to be designated with the Arabic numeral "1" and that of secondary interest with the numeral "2". The eleven areas listed were chosen because they were covered by APA divisional activity, occurred most frequently as topical headings in current psychology texts, and seemed best to categorize the many specific interests and activities reported in the biographical entries of past APA Directories. The objective was to select topical headings as specific as possible to avoid undue overlap and yet be general enough to subsume highly particularized interests.

Table 13 lists these areas together with the number of times each one was designated a primary and secondary interest area. The last column is an arbitrarily weighted choice-score in which first choices are counted two points and second choices one point. This sum serves as a rough indicator of the relative "valence" or attraction which each area holds for the Loyola graduates and dictates the descending order of topics in the table.

All of these areas with the exception of the comparative and physiological area have distinct counterparts among the 17 APA divisions. Thus "clinical and behavior deviations" has its counterpart in Division 12 (Clinical and Abnormal Psychology); "counseling and guidance" in Division 17 (Counseling and Guidance). "Experimental psychology" is represented by Division 3; "developmental" by Division 7 (Childhood and Adolescence) and Division 20 (Maturity and Old Age); "educational psychology" by Division 15 (Educational Psychology), 2 (Division on the Teaching of Psychology), and 16 (School Psychologists). Actually all of the APA divisions are included except Division 18 (Psychologists in Public Service) and Division 19 (Military Psychology). Under the assumption that divisional membership indicates interest or competence in that particular subject area--and

since the literature provides no data bearing more directly on the matter--it is possible to rank the divisional groupings according to membership figures (3). When this is done, some rather striking differences emerge between the preferential interests of Loyola graduates as a group and those of APA members as a group (APA members with divisional affiliations, of course). The area of clinical and behavior deviations is an unrivaled first in both cases and that of esthetics is last in each case. Counseling and guidance is a slightly stronger interest among Loyola graduates than for APA members; tests and measurements is a considerably stronger interest also for Loyola graduates than for APA members. Interest in experimental psychology occupies exactly the same position in both groups but social psychology is considerably stronger among the APA people than it is for the Loyola group. If the top interest cluster is picked out for the two groups the Loyola group would best be defined by a relatively tight clinical-counseling-testing pattern, and the APA by a looser, more variegated clinical-social-educational pattern.

Inspection of Table 13 shows that the category of clinical and behavior deviations accounts for more than twice as many primary designations as the next most popular area (counseling and guidance). It also ranks third in secondary choices. All in all, over half of the people in the sample selected it as an area of particular personal interest. Counseling and guidance was the second most frequently designated primary choice and the most frequent secondary, or supplementary, area of all. Actually, 47% of the people showed interest in this area. As would be expected, the people with concern for the clinical area most commonly chose the therapy or counseling area as the second choice, although the tests and measurements area was nearly as popular in the supplementary role.

Table 13

Areas of Interest in Psychology for Loyola Graduates

Area	No. 1st choice	No. 2nd choice	Weighted sum of choices
Clinical and behavior deviations	41	12	94
Counseling and guidance	19	25	63
Tests and measurements	4	18	26
Developmental (childhood, adolescence, maturity, old age)	6	9	21
Experimental psychology	8	4	20
Educational psychology	6	8	20
Industrial and business	6	1	13
General psychology (history, systems, theory)	3	6	12
Social psychology	1	8	10
Comparative and/or physiological	-	3	3
Esthetics	-	-	-
Totals	94*	94*	282

*Two persons failed to designate interest areas.

Experimental psychology followed clinical and counseling as the next most frequent primary interest, followed by developmental, educational, and industrial psychology.

One rather surprising finding was the low order of popularity registered for the social field--only one primary choice and eight second choices. This is borne out in the few research projects conducted in this field either in thesis form (Table 11) or in the ongoing or present research activities (Table 10). APA members' interest and activity in social psychology (Divisions 8 and 9) is quite strong (3) and appears to be growing rapidly--if the number and type of entries in the Psychological Abstracts for 1954 and 1955 are contrasted with issues in 1944 and 1945.¹⁶

The comparative and physiological area was not expected to pull any great number of people, and this surmise proved correct: no primary choices and only three secondary choices. The department's lack of an animal laboratory and the emphasis on human rather than animal learning studies are probably contributing factors to the absence of interest. Also, the people primarily interested in the topic of learning are likely to be included under the experimental heading and those with a physiological bent under the clinical heading--in the latter case implying subordination to applied clinical practice.

As already indicated, the lack of interest in esthetics is one shared by APA members generally as the entire division (Division 10) consisted of only 55 members in 1951 and has shown a very slow growth since then.

¹⁶The Annual Review of Psychology reflects this growing interest through the years both in terms of space devoted to social studies and bibliographic entries.

It is interesting to note that seven of the eleven areas were picked more frequently as subordinate choices than as primaries. These include counseling and guidance, tests and measurements, developmental, educational, general, social, and comparative or physiological psychology. Only in the clinical, experimental, and industrial areas did the primary choices outnumber the secondary choices.

As mentioned previously, a primary interest in clinical psychology was backed up by a secondary interest in counseling and guidance, or to a lesser extent, with tests and measurements. On the other hand, the primary experimental people as a group showed no single restrictive secondary interest--they scattered over the general, comparative and physiological, developmental, counseling, and clinical areas.

The industrial and business interest people seemed concerned with tests and measurements as the secondary area, and next with clinical, counseling, and developmental. But in no instance is it coupled with social psychology-- a rather striking situation since industrial psychology is often described as applied social psychology and grouped with social psychology in some university catalogues as a single field for graduate study.

It is recognized, of course, that a choice of only two areas from a total of eleven possibilities limits many individuals; but, on the other hand, the priority of choice does give some indication of interest patterns for particular fields. One further observation seems important here with regard to the topic of tests and measurements. From the additional comments made to items 12 and 13 on Form I and the last two items on Form II, it seems that this category is descriptive more of the use of such instruments in diagnosis and assessment, rarely

as instruments employed in the evaluation or course of therapy, and practically never as an interest in and of itself, i.e., the construction and development of tests or test methodology.

CHAPTER V

EMPLOYMENT AND FINANCIAL ASPECTS OF PSYCHOLOGY AS A PROFESSION

Of the 96 people returning the questionnaire, 70 were employed in a professional capacity as psychologists and 25 were in nonpsychological positions. The remaining person was a full-time psychology student without other employment. Thus nearly three fourths of the graduates in the sample have remained in the field for which they were trained. At the MA level, 58 of the 83 with the master's degree (or 70%) were in psychological positions while 24 were not. The full-time student, of course, was an MA graduate.

Twelve of the thirteen PhD people were employed as psychologists; the single exception was a clergyman serving as the pastor of a church in a small town.¹⁷

For the MA people in positions psychological in nature, 49 were employed full-time (35 to 40 hours a week) and 9 were in part-time positions (less than 35 hours a week). Of the 24 MA's not in psychological jobs only 2 were employed part-time; the rest carried full-time jobs. All of the PhD's working in the field carried full-time jobs except for one person who spent only part of the job time in psychological-type activities.

¹⁷In the case of the two nonresponding PhD's, one was employed as a clinical psychologist in a hospital, and the other was in the education department of a midwestern university.

Table 14 indicates the place or type of setting in which the graduates are employed. It will be noted that nearly half of the people work in a university setting, and that schools below the college level account for the next most numerous group. The MA's are spread over the entire range although, like the PhD's, they tend to cluster heavily around the universities. The only other location for the PhD's is the hospital setting as clinicians--a private general hospital and Veterans Administration Hospital were involved but no state or municipal hospitals. The Milwaukee survey (25) similarly found that the university or college setting held the greatest number of psychologists. Almost three times as many PhD's were working in universities or colleges as in the next most common field (private practice). But unlike the Loyola MA graduates, the Milwaukee MA's were found in the greatest concentration in the school systems and only secondarily in the universities. Also, while the Milwaukee group had a higher proportion of people in private practice (10 people out of a total of 213) than the Loyola group (2 out of 70), all of the Milwaukee practitioners were PhD's. Both of the Loyola graduates in private practice are at the MA level. The MA in private practice elicits a noticeable lack of enthusiasm from the APA's official bodies (10), but he is present in large force and at least in Illinois cannot be prevented from practicing.

Table 14

Place of Employment in Psychology
for Loyola Graduates

Place	MA	PhD	Total
Universities and colleges	22	10	32
Schools other than universities or colleges	11	-	11
Social service agencies	8	-	8
Hospitals	4	2	6
Penal, correctional, reha- bilitative institutions	6	-	6
Industry and business	4	-	4
Private practice	2	-	2
Federal civil service	1	-	1
Totals	58	12	70*

Note.--Both full-time and part-time people are included.

*The 1 full-time psychology student and the 25 people in nonpsychological positions are omitted from the table.

The most fascinating question of all is the one concerned with the people who are not functioning as psychologists despite their training. Table 15 gives a detailed picture of the kinds of jobs these graduates are doing.

Only 7 of these 25 did not believe that their psychological training was involved in their present occupations, even indirectly. These included the two medical people, the attorney, one teacher, one instructor of theology, the engineer, and the real estate salesman (but the insurance salesman did). It is also interesting to note that while one graduate stepped from psychology to a law practice, another left law to become a psychologist! Also the engineer, at the present perhaps the furthest afield from psychology, is a doctoral candidate in psychology with the intention of leaving the engineering field. People in areas as remote as the teaching of biology in high school or "housewife and mother" believe that their psychological training enters at least indirectly into their present activities.

Table 15

Occupations of Loyola Graduates in
Nonpsychological Positions

Occupation	No. graduates
Primary, secondary teacher, school supervisor.	11
College instructor (non- psychological subject)	3
Pastor, official of religious community.	3*
Attorney	1
Anesthesiology resident (M.D.)	1
Electrical engineer.	1
Housewife.	1
Medical student.	1
Optometrist.	1
Salesman, insurance.	1
Salesman, real estate.	1
Total	25

Note.--All but one are graduates with the
MA degree.

*Includes one PhD.

Distribution of Time in Job Functions

The graduates were asked to indicate the amount of time they spent in each of seven job functions during the course of an average 40-hour week. Space was also provided to indicate time spent in functions other than the seven given. The seven functions listed were teaching (including preparation); individual research or research with assistants actively supervised by the respondent; advisory function toward students preparing theses and other research; psychological testing and interviewing (clinical and vocational); individual counseling, therapy, or guidance; group therapy; and administrative duties (including the supervision of interns or trainees).

The time spent in these functions was determined for those people whose jobs were primarily psychological in character as distinguished from those not in the field. First of all, just the full-time people's responses were considered since the part-time people are usually much more restricted in the range of activities they undertake in less than a whole week's time. The part-time people are discussed apart from the main group.

Of the 60 people working full-time in psychological jobs, 56 responded to the item. Overall, scarcely any two people devoted the same amount of time to the same areas. The resemblance was much closer, of course, when clinicians were considered together as a subgroup, or people in teaching, or in the industrial field, but taken as one large group the striking feature was the great disparity in emphasis from person to person. This is just another way of saying that there is no really typical Loyola psychologist in terms of the way time and effort are spent.

When the seven major job functions are considered, there is only one instance in which a graduate is active in more than five of the areas. On the other hand, only 11% of the full-time people are concerned exclusively with a single broad function to the exclusion of the others. Slightly over a third are involved in two functions; roughly another third with as many as three functions, 11% with four, and 5% spread their time over five functions. The positively skewed curve so described has a median of 2.6 functions.

The part-time people in psychological positions were much more restricted in range of functions, as was expected. No part-time person was involved in more than two of the functions, and in four of the ten cases they performed only one function. When two functions were involved it was either psychological testing and individual counseling, or psychological testing and teaching. The part-time people were first of all psychometrists (administration and interpretation of tests) and in seven of the ten cases they worked within a university setting.

For the people employed full time in psychological positions, the tasks of individual counseling, therapy, and guidance were the most pervasive. Slightly over two thirds (38 people) of the total group spent at least some time in the course of the work week in such activities. For these people the median time so spent was 25.1%, with a range from 3.1% to 80% of the work week.

The duties of psychological testing and interviewing involved the attention of the next largest number of people in the sample. Slightly under two thirds (36 people) of the sample spent a median of 50% of their job time in these activities, but again, as in the former case, the range of time from person to person so spent was extremely wide--all the way from 2.5% to 100% of the time.

The next largest number were engaged in teaching duties. Nearly half (27 graduates) of the respondents spent some time in this activity during the normal work week. The median proportion of time so spent was 50%, with the same wide range as in testing duties: 2.5% to 100% of the time.

Administrative duties, including the supervision of trainees and interns, were a part of the work load for 24 people, or 43% of the group. The median time spent in such duties was 24.7%, with a range from 3.1% to 100% of the job time.

Nearly a third (18 people) claimed to spend at least some time in individually performed or personally directed research. For these, the median time was 23.2%, and the range ran from 2.5% to 62.5% of the work week.

Only 12.5% (7 people) devoted some part of their job time to the advising of students involved in the preparation of theses and the like, i.e., research consultation rather than personally directed or personally carried out research. The median amount of time per week so spent amounted to 5.2% of the total and showed a limited range of from 2.5% to 12.5% of the total time available.

The least common pursuit of all was group psychotherapy or group counseling. Only two people spent any time at all in this activity. One person spent 3.8% of his time and the other, 5%, in the course of the week's duties. Interestingly enough, neither of these people worked in a hospital setting; one was in a university clinic and the other in a state correctional institution.

No other activity was reported that could be included in the weekly job functions.

Perhaps the most significant feature appearing in the time distribution data was the fact that the greatest proportion of the graduates (over two thirds)

devoted at least some of their time to counseling, therapy, or guidance. This is more than twice the proportion of APA members who have such activities as a special interest (30% of APA members express an interest in this area as indicated by bibliographic entries in the APA Directory (58)). And, as it turns out, counseling, therapy, or guidance are by no means the special province of the clinicians or those in vocational and educational guidance.

Another mild surprise was the pervasiveness of testing and interviewing. This activity also was a prominent part of the activities of all four major occupational groups within the field of psychology. The four specialization groupings were clinical psychology, vocational and educational guidance, teaching and research, and industrial and business psychology.

The four-fold classification by job area cuts across the categories established in Table 14 for place or type of setting for employment. The person's job title and his own designation of the field of work he was in determined his placement under one of the four headings. Thus the ubiquitous clinical psychologists may be found in a university setting, in social agencies, private practice, correctional or penal institutions, and, of course, in hospitals. At the other extreme, the industrial psychologists are found only in business and industry. Since the financial situation is a matter of interest in this chapter, only the graduates employed full-time in psychological positions could be considered. The result is a small number of people under each specialty heading. This eliminates both the people outside of the field of psychology and the part-time workers.

The number of graduates meeting these requirements was 60, minus the four who did not respond to the item completely. The clinicians accounted for half

of the total group with 28 members, teaching was next with 15, vocational and educational guidance people were third with 9, and the industrial psychologists numbered only 4.

Table 16 lists each of the specialties with the number engaging in each of the seven principal activities. The median number of hours in the ordinary work week devoted to each activity by the respective specialty groups, together with the range of time spent in that activity by the people within that specialty, are also listed.

More than three fourths of the clinicians engage in testing and interviewing and counseling or therapy. Four people who counsel or carry out therapy do not test, and five people test but do no therapy work. Only one clinician neither tests nor counsels (he is heavily occupied with clinical research). Apparently Loyola clinicians are not limited to diagnostic testing, but in about three out of four cases they are directly concerned with the therapy aspect of clinical activities. This seems to indicate that extensive training in psychotherapy and counseling is a necessary and important part of the clinical psychologist's training. Just under a third of the clinical group participates in research or teaching.

Nearly all of the graduates in the academic setting as instructors actually do teach, but two do not. Only about half are involved in administrative duties and 40% perform counseling duties. Less than a third advise or supervise student research or conduct research themselves. Three people spend a small amount of time weekly in testing and interviewing.

Vocational and educational guidance people counsel, fittingly enough, in eight of the nine cases. Two thirds test and interview, and nearly half of them

teach. Only two of the nine carry on research regularly, and only one person serves in an advisory capacity for student research.

The industrial picture is limited by the very few graduates in this field, but all of them test or interview; three of the four carry on research regularly; two conduct counseling; two are involved in administrative or supervisory capacities. Only one of them teaches, and understandably enough, none carries on group therapy.

From the standpoint of proportion engaging and time spent in particular functions, the clinicians characteristically show a testing-counseling emphasis; the teachers a teaching-administration, supervision emphasis; vocational and educational guidance people show a counseling-testing emphasis; and the industrial psychologists are best characterized by their testing-research activities.

The ten part-time people psychologically employed showed the greatest emphasis on testing and interviewing (6 people), next on counseling, therapy or guidance (five people), and then teaching (four people). Only one person devoted time to administrative or supervisory duties. Personal research, advising students, and group therapy were not included in the part-time people's functions. Four of these people are in the clinical field, three are in teaching, and three in educational and vocational guidance. None are in the industrial and business field.

Table 16

Distribution of Time in Professional Activities for Three of the
Four Specialty Groups of Loyola Graduates*

Job function	Clinical Total N = 28			Teaching Total N = 15			Vocat. and educ. guid. Total N = 9		
	N	Mdn. hr/wk	Range hr/wk	N	Mdn. hr/wk	Range hr/wk	N	Mdn. hr/wk	Range hr/wk
Testing, interviewing	23	25.0	4-40	3	1.8	1-8	6	20	5-38
Counseling, therapy, guidance	22	13.3	1-32	6	4.7	1.8-15	8	14	2-26.5
Administration, supervision	12	8.8	1-10	7	15.0	2-40	3	12.5	8-20
Teaching	9	13.3	1-30	13	26.7	15-40	4	12.7	6-30
Personal research	9	5.0	1-10	4	10.0	2-25	2	-	6 and 15
Advise student research	2	-	1 and 2	4	3.2	2-5	1	-	(12.5)

Note.--While all of the groups are small in number, the industrial psychology group consisted of only four members and is not listed in the table. All four were active in testing and interviewing and showed a median of 12.5 hours per week so spent. The range extended from 4 to 20 hours. Three were engaged in research for a median of 15 hours per week and a range from 10 to 20 hours. Two spend time in counseling, two in administration and supervision, and one spends time in teaching. For counseling the times were 5 and 8 hours; for administration, 5 and 28 hours; and for teaching, the single person devoted 20 hours.

*Group therapy was omitted from the table because only 2 clinicians conducted it; the times were 1.5 and 2 hours per week, respectively.

Income Characteristics of the Psychologically Employed

Of the 96 people returning Form I, 6 did not return Form II. As has been pointed out, 70 of the 96 people were in psychological-type positions, 25 were in nonpsychological positions, and one was a full-time student with no occupation. Of the 25 in nonpsychological jobs all but 2 worked full-time. Of the 70 in psychology, 60 worked at full-time jobs and 10 part-time. It is this group of 60 then from which salary data could be expected. Of these 60, 3 omitted the income items. The following figures then are based on 57 people working full-time in psychological-type jobs.

Table 17 shows the distribution of salaries for the graduates employed full-time in jobs of a psychological nature. Additional sources of income were considered also to give total income figures. The assumption was that some would have the opportunity and the inclination to perform professional functions outside of their regular jobs to augment their salary income.

Table 17

Job Salary and Total Income for Loyola Graduates Employed
Full-Time in Psychological Positions

Annual income	No. job salary	No. gross income
Less than \$3,000	1	1
\$3,000-3,999	7	5
\$4,000-4,999	15	15
\$5,000-5,999	9	9
\$6,000-6,999	9	8
\$7,000-7,999	3	3
\$8,000-9,999	-	3
\$10,000-15,000	1	1
Contributed*	12	12
Totals	57	57

Note.--"Job salary" refers to the income only from the principal psychological occupation in which the person is employed. "Gross income" refers to the total income of the person, including his job and related sources of income such as diagnostic testing, remedial reading, tutoring, consulting work, delivery of speeches, teaching, etc. Does not include returns from investments, interest, dividends, and the like.

*Refers to members of religious orders who contribute whatever salary they would receive for their services. The individual in such cases does not know what his salary level is.

For the graduates in full-time professional positions the median salary was \$4,944¹⁸ and the mean was \$5,177. The actual range extended from a low of \$1,875 to \$12,000. The mode, as the table shows, occurs at the \$4,000-\$4,999 interval.

About two fifths of the full-time psychologists reported income from extra-job functions. For the 17 people so reporting, a median of \$460 (mean of \$842) per year was earned. The actual range ran from a low of \$92 annually to a high of \$3,000 over the salary alone. Interestingly enough, it was the people with the higher salaries in the first place who augmented their salaries with the greatest extra income. Such persons probably have access to more opportunities for consulting work, requests for speeches, and the like. Only four people with salaries below \$4,500 had extra income sources and these were low: none fell in the upper third of the additional income figures. On the other hand, for example, the person with a job salary of \$12,000 had an extra income of \$3,000 per year, the upper limit of additional income. Five of the seventeen reporting outside income added \$1,000 or more to their salary. Only two of the seventeen with additional income were women, although women constituted nearly one third of the total reporting salaries. Eight of the seventeen were clinical psychologists, five were in educational and vocational guidance, three were in industry or business, and only one was in teaching, as primary affiliations. This means that a third of the clinicians, one half of the guidance people, three out of the four in industry, and only one of the seven teachers seek outside remuneration. The guidance people averaged about \$240 more for their outside services than the clinicians did, their closest competitors.

¹⁸ All medians reported are from the ungrouped data.

When the second column in Table 17 is inspected (income from all sources) it will be noted that there is a slight shift toward the upper end of the scale occasioned by the people with additional income. What happens is that some people in each income group move up into the next higher bracket; the end result is that four people instead of one show an income in excess of \$8,000. The median then for total income from all sources is \$5,000.

The Milwaukee County study (25) included 25% PhD's, 43% MA's, and 32% with a bachelor's degree or less. The salary figures for about the same time as the present study show both the mode and the median income occurring in the \$5,000-\$7,500 class and 16 of the 186 salaries in the \$10,000 or over class (four were in excess of \$20,000). But in the returns from the 1951 directory questionnaire sent by the APA to its members, the median income for respondents was \$5,580 with 57% holding the PhD or equivalent doctoral degree.

The median salary figure of \$4,944 for the Loyola group is still somewhat short of the \$5,854 and \$5,580 reported in the two studies above. Of course, the Loyola group is numerically smaller than either, and only a fifth of the salaries go to PhD's; but there are no salary reports from people with a BA or below as there are in the other two groups--a feature which helps to counter-balance the shortage of doctoral salaries. Additional income which the person's professional training makes available is not taken up in either of the two studies discussed, although Berg's 1952 survey of Division 17 (17) alludes to it since it appears to be an important element in the financial picture.

But what of the graduates who have left the field of psychology and are working in other areas? Of the 19 nonpsychologists responding to the financial items, 10 were members of religious orders and so contributed whatever salary

they would be getting in their particular positions. The nine other graduates in full-time employment only, showed a salary median of \$5,600, a mean of \$5,468, and an actual range from \$780 to \$8,700. Only one person had a salary in excess of \$8,000. Three people had additional sources of income. The added income amounted to \$200, \$596, and \$2,200 per year, respectively. This meant that when total income is considered, two of the nine are making over \$8,000 a year, but the \$15,000 income reported by one psychologist was \$6,000 higher than that of any other person in or out of the field.

The part-time people in psychology, excluding the full-time student and the one religious, had a median annual salary of \$1,500, a mean of \$1,832, and ranged from \$1,200 to \$3,300. Four of these were in clinical work, and three were teaching. One in guidance work and another in the clinical field did not report income. APA members throughout the country, employed part-time, fall in the "less than \$3,000 a year" bracket (63).

Table 18 shows the job salary and the total income from all sources for each of the four specialty groups in psychology with which the full-time people identify themselves. Again, in view of the small numbers involved, the reader is cautioned against a projected interpretation to psychologists in general. It should be noted however that this breakdown does represent the Loyola population closely because first of all the population itself is a finite one and small; second, a large proportion contribute their salaries since they are members of religious orders; third, a sizeable proportion work only on a part-time basis, and so cannot be included; and fourth, another group has left the field of psychology entirely. The sample discussed here appears to be an accurate reflection of the Loyola graduates' finances generally, but is not intended to represent the financial picture for psychologists generally.

Table 18

Annual Job Salary and Gross Income for Graduates Employed
Full-Time in Psychological Positions

Specialization areas	No.	Mdn. job salary \$	Range \$	Mdn. gross income \$	Range \$
Clinical psychology	24	4,500	1,875- 7,200	4,550	1,875- 9,000
Vocational and educational guidance	10	5,297	3,480-12,000	5,463	3,480-15,000
Teaching and research	7	5,580	4,500- 6,500	5,580	4,500- 6,500
Industrial and business	4	5,250	4,500- 6,500	5,400	5,000- 6,500
All fields	45	4,944	1,875-12,000	5,000	1,875-15,000

Note.--Contributed salaries have been omitted from the table.

*Because of the limited number of salaried, full-time psychologists, degree status and sex could not be treated separately for the specialty areas. These points will be discussed later in the chapter.

On the basis of the data in Table 18, it would seem that the field of teaching and research is the best paid, followed by vocational and educational guidance, and industrial and business psychology. The clinical field seems to be the poorest paid. Extreme salaries are most prevalent in the guidance and clinical fields, although, of course, a wider range would be expected where the number of cases is largest.

Clinical psychology was the poorest paying field for Loyola graduates despite the fact that more than half of the people reporting salaries are in

this field. Clinical salaries generally are comparatively low, except for those paid in Veterans Administration hospitals (63). An illustration of the level of clinical remuneration is seen in the positions offered by the United States Public Health Service: Assistant Scientist with dependents gets \$4,817 annually including subsistence and rental allowance. The Senior Assistant Scientist receives \$5,718. Both grades require the doctorate in psychology and professional experience (70).

The latest information of income for various specialties in the field is contained in the report of the Executive Secretary of the APA for November, 1952. In this report the median annual income for industrial psychologists was first at \$7,440. Those in social psychology, physiological, educational, and experimental psychology joined with the industrial people in constituting the best paid specialties. Clinical psychology was the lowest at \$5,220. It should be pointed out, however, that age, experience, degree status, and place of employment were not held constant.

For state institutions and clinics in Illinois during the year 1950 (salaries somewhat lower than in 1954), Psychologist I needed a year of experience and an MA, and received between \$2,760 and \$3,636 annually. The second level, Psychologist II, armed with an MA and two years' experience, earned between \$3,300 and \$4,224 annually. The next step, Supervisory Psychologist I, with an MA and three years' experience, started at \$3,660 and progressed to a ceiling of \$4,824. The top rating, Supervisory Psychologist II, with an MA and four years of experience, or a PhD and only two years' experience, started at \$4,080 and worked up to \$5,616 (53).

As of 1954, the two top positions in Illinois psychiatric hospitals were Supervising Psychologist II, requiring either a PhD and one year of experience, or an MA and three years of experience, who earned from \$4,320 to \$6,600; and Psychological Executive, a post specifying the PhD and five years' experience, and a salary range of \$5,760 to \$8,640 (23). The median salary for Loyola clinicians would place them in the Supervising Psychologist II position. The single salary of \$1,875 found among the Loyola graduates was the regular intern pay (without maintenance) reported nationally for 1954. Interestingly enough, the average minimum salary for institution psychiatrists across the country in 1950 (and correspondingly higher for 1954) was \$7,800 plus family maintenance (53).

A report on Division 17, the division of counseling and guidance, revealed that for the year 1951 the median annual income was \$6,988; the mean was \$7,341; and the range extended from \$2,500 to \$30,000 (17).

A tabulation made by the present author of the job openings in clinical psychology listed by the APA Employment Committee for the 1956 APA convention showed that of the 58 positions for which salary and experience figures were given the median salary was \$5,000. The mean was \$5,722 and the minimum range extended from \$2,100 to \$8,900; the maximum range, from \$2,100 to \$10,300. These figures cover the positions calling for the PhD as well as the MA, and those applying to either or both sexes.

The Loyola group involved in teaching and research have a median income of \$5,580 as compared with the 1951 figure for all APA members in the same field of \$5,330. The Ruml-Tikton study (61) for 1953 reported that full professors in all departments of large universities had a median income of \$7,000; associate professors, \$5,600; assistant professors, \$4,600; and instructors, \$3,700.

Dentists were making \$8,500 and large city high school teachers, \$5,526. For the school year 1954-1955 the Tax Foundation reports that school teachers in large cities with the MA degree showed a minimum median of \$3,400 and a maximum median of \$5,450. School teachers with the PhD had medians of \$3,600 and \$5,805 respectively. To move from the lower level to the upper, a difference of about \$2,000 per year, often requires 30 years of service (34). These figures are cited because the psychologist viewing his own financial picture often compares himself and his colleagues with people in education and appears to gain vast satisfaction from the comparison. The suggestion offered in the present study is that he look to the prestige professions outside of the education field for a more realistic picture of his financial standing.

Table 19 shows job salary for sex and degree status within the sample. The MA people are divided into those who attained the MA with no additional course work toward the doctorate (MA terminal) and those who took additional course work (MA plus). "All MA's" includes both groups. This division at the subdoctoral level will be employed repeatedly.

Table 19

Salary Level by Sex and Degree Status of Loyola Graduates

Group	N	Median \$/yr.	Range \$/yr.
All groups	45	4,944	1,875-12,000
Sex			
Males only	32	4,972	1,875-12,000
Females only	13	4,800	3,120- 7,250
Degree			
MA terminal	9	4,500	3,480- 6,150
MA plus additional course work	28	4,750	1,875-12,000
All MA's (terminal MA and MA plus)	37	4,700	1,875-12,000
All PhD's	8*	5,382	4,800- 7,200
Sex and degree			
All male MA's	25	4,500	1,875-12,000
All female MA's	12	5,190	3,120- 7,250
Male PhD's	7	5,760	5,000- 7,200

Note.--Table excludes the 12 religious-order people because their salaries are contributed and not actually received. Part-time workers and graduates working outside the field of psychology are also excluded.

*Includes one female PhD with reportable income.

At first glance it would appear that males enjoy a slight edge over females in salary for comparable positions (\$4,972 to \$4,800); actually however when the total male and female MA groups are compared, degree status being equal, it is the females who earn a somewhat higher salary (\$5,190 to \$4,500). Degree status is the really crucial factor in determining salary level for the Loyola group. This holds true for terminal MA's and for those with training beyond the MA level but short of the doctorate, as well as for the total MA group. When only the males are considered (since they compose the largest segment in both the MA and PhD degree categories) the PhD people seem to enjoy a higher salary level generally, although not in all cases.

The PhD for a Loyola graduate is worth about \$1,200 a year more than if he did not have the degree. Salary-earning female PhD's are not represented sufficiently to allow a comparison with the MA group. The single female PhD reporting had a salary level below that of the median female MA salary and below that of the lowest male PhD.

Probably the salary differential favoring women at the MA level is accounted for by the fact that these women are mostly earlier, hence older, graduates with a great deal of experience. They are working in situations where seniority is rewarded with regular pay increases up to pre-established ceilings. School systems below the college level appear to have a relatively high proportion of such persons from the Loyola body. It should also be noted, as discussed earlier, that men are more likely to have an outside source of income in addition to their regular job salary than women.

Table 20 indicates the relationship between salary level and place of employment or type of employing agency.

Table 20

Salary Level, Place of Employment, and Degree Status
of Graduates Employed Full-Time in Psychology

Place of employment	Job salary						Degree status	
	Under 3000	3000- 4999	5000- 6999	7000- 8999	Over 9000	Contri- buted	No. MA	No. PhD
Universities and colleges	1	5	8	1	-	7	12	10
Schools other than universities and colleges	-	1	4	1	-	4	10	-
Social service agencies	-	8	-	-	-	-	8	-
Hospitals	-	3	2	1	-	-	4	2
Penal, correctional, rehabilitative institutions	-	4	-	-	-	1	5	-
Industry and business	-	1	2	-	-	-	3	-
Private practice	-	-	1	-	1	-	2	-
Federal civil service	-	-	1	-	-	-	1	-
Totals	1	22	18	3	1	12	45	12

Note.--Excludes people working part-time in psychology and people in non-psychological positions.

Eight types of employing agencies are listed although certainly the number could be reduced by combining closely related agencies, e.g., "Industry and business" with "Federal civil service," "Social service agencies" with "Hospitals"; but the object was to furnish as detailed a picture as possible within the limitation of numbers and without identifying individuals.

Note that nearly all of the PhD's are in university or college settings. This is in agreement with Speer's earlier study of psychologists in the State of Illinois where he found 60% of the people in academic posts with the PhD (67)--a proportion considerably higher than in other settings. Psychologists studied in Michigan, Ohio, and Minnesota showed essentially the same tendency for the greatest concentration of PhD's in the academic field (46). In the Milwaukee study (25) about one half of those in the academic setting had doctoral degrees. All of these studies also found the greatest number of psychologists, whatever the degree status, in the universities and colleges.

Most of the graduates in universities and colleges are in the \$5,000-\$7,000 salary bracket, as are the psychologists in school systems below the college level. Social service agencies, private or public, and penal institutions appear to pay quite low--all of the graduates so affiliated earn between \$3,000 and \$5,000 annually. The single highest salary was that of a graduate in private practice.

Income and Professional Experience

The graduates employed full-time in psychological positions had a median experience period of four years; the actual range extended from a low of six months to as much as fourteen years of experience. Three fifths had held either part-time or full-time positions in psychology prior to the present job in the

field. For two fifths of the group the present job was the first held in psychology. The number of previous jobs held ranged from one to as many as five. Actually, 16 people had held only one previous position, 11 had had two, 4 had held three jobs, 2 had held four, and one person had gathered experience in five positions. Again it was the more recent graduates who showed the greater tendency to gain wider experience and an improved financial position by moving from job to job. This, of course, meant shorter time periods in each job. But changes in each case, as judged by title of position and locale, were in the direction of greater professional responsibility and correspondingly higher remuneration.

The MA's have been employed professionally for four years and the PhD's for a year and a half longer (medians from ungrouped data). MA's ran the gamut from less than a year of experience to 12 years of employment as psychologists. No PhD reported less than 4 years of experience, and two run as high as 13 and 14 years of experience, respectively. Table 21 shows the extent of professional experience both before and since the last attained degree.

When the nonsalaried religious-order people are excluded, income and years of professional experience are positively correlated ($r = +.45$, significant beyond the 1% level of probability with 43 degrees of freedom). But years of experience by no means is the sole factor in determining income, for many of the more recent graduates are starting out at an income level exceeding that of older graduates with far more years of experience behind them. Also, the more recent graduates include the limited number of PhD's, and as has been pointed out, these people tend to get somewhat higher salaries on the basis of their degree status. By way of illustration, for the three PhD's with the

highest incomes, one had 14 years of experience and the other two had only 4 years. For the group generally, however, higher income tends to go along with greater professional experience although by no means in a one-to-one relationship.

Table 21

Extent of Professional Experience of Loyola Graduates

Years experience	MA	PhD	Both degrees
2 or less	7	-	7
2.1-4.0	17	5	22
4.1-6.0	9	3	12
6.1-8.0	3	2	5
8.1-10.0	3	-	3
10.1-15.0	2	2	4
Unclassified	4*	-	4*
Totals	45	12	57

Note.--Includes 12 religious-order people who contribute their salaries.

*Did not indicate extent of experience.

The doctoral degree period commenced in 1947 and represents an important transition from the subdoctoral period which began in 1930. For one thing, there were nearly four times as many degrees awarded in the former period as in the latter. This eight-year period may be divided into two parts: 1947 through

1950, and 1951 through 1954. In the first instance there had been 3 PhD and 20 MA awards; in the second case, 12 PhD and 60 MA degrees. As discussed earlier, the number of people receiving degrees is somewhat less than the number of degrees awarded. The people receiving degrees from 1947 through 1950 were compared with those from 1951 through 1954 with respect to annual income and extent of professional experience. Of course, only the people employed full-time in psychological positions who reported both gross income and experience could be considered. This excluded religious, part-time, and the nonpsychologically employed. The twelve PhD's were also excluded because of their disproportionate number in the second of the two periods. For the first period (1947-1950) there were then 10 MA graduates compared with the 23 MA's from the second period (1951-1954).

The recent MA graduates (1951-1954) had a median experience period of 3.2 years, a mean of 3.7, and an actual experience range of 6 months to 14 years. Their median annual income was \$4,525 with the mean at \$4,786, and a range from \$1,875 to \$9,000. The less recent MA's (1947-1950) had a median experience period of 6.8 years, a mean of 7.1 years, and a range extending from 3 to 12 years. Their median annual income was about \$1,000 higher than for the less experienced group: \$5,595. The mean was \$6,312 and the range ran from \$3,225 to \$15,000. Seemingly the less recent group has accrued twice as much experience and about \$1,000 a year higher income. Actually, there is a good deal of overlap between the two groups both with regard to experience and income, although none of the less recent group were as low in either experience or income as the low people in the 1951-1954 group.

Clark's Milwaukee study (25) indicates that it takes at least seven years to get into the \$10,000 a year class--a distinction enjoyed by only 8% of the sample. Clark observes laconically that financial rewards in psychology are neither immediate nor common.

Experience and Place of Employment

Table 22 indicates place of employment, years of professional experience, and degree status of the graduates working in psychology. It will be noticed that half of the 22 graduates working in a university or college setting have had more than four years of experience, whereas 6 of the 7 graduates in public or private school systems have had more than this amount of experience. Nearly all of the people in hospitals, penal and correctional institutions, industry, and civil service have four years of experience or less (13 of the 15 graduates in these settings). Nobody with more than eight years of experience is found in any of these last-named situations. In fact only 7 of the 57 people in psychology have more than eight years of experience. Both of the graduates in private practice have had more than four years of professional experience.

In the Milwaukee area (25) 57% of the people interviewed had at least seven years of experience and 75% had at least four years. This study also found the people with the least amount of experience in industry (less than four years) and nobody in private practice who had such a limited amount of experience. Slightly over half of the persons with more than twenty years' experience were working in schools and hospitals, and half of the people in universities and colleges had at least ten years of work experience.

Table 22

Years of Professional Employment, Degree Status, and Place
of Present Employment for Graduates Engaged
Full-Time in Psychology

Place of employment	Years professional experience							Degree status	
	2 or less	2.1-4.0	4.1-6.0	6.1-8.0	8.1-10.0	10.1-15.0	Unspecified	No. MA	No. PhD
Universities and colleges	3	7	5	3	1	2	1	12	10
Schools other than universities and colleges	-	1	3	1	1	1	3	10	-
Social service agencies	2	3	2	-	1	-	-	8	-
Hospitals	-	5	-	1	-	-	-	4	2
Penal, correctional, rehabilitative institutions	2	2	1	-	-	-	-	5	-
Industry and business	-	3	-	-	-	-	-	3	-
Private practice	-	-	1	-	-	1	-	2	-
Federal civil service	-	1	-	-	-	-	-	1	-
Totals	7	22	12	5	3	4	4	45	12

Note.--Part-time workers and full-time students are excluded but religious-order people working full-time in psychology are included.

Income and Rating of Training Received

It is not the purpose at this point to discuss in detailed fashion the ratings which the graduates accorded the training they had received in psychology. This discussion will be reserved for Chapter VI. For the present, the purpose is to delineate such relationships as do exist between income level and the subjective evaluation of training.

A large number of people made evaluations who do not have incomes from full-time employment, or who are in positions outside the field of psychology. For these reasons the relationship between income and rating necessarily involves a smaller number of people than that between rating and the other salient variables.

In Form II the graduates were asked the following question: "In terms of your present situation and your contact with professionally trained individuals from other institutions, how would you evaluate the psychological training you received at Loyola?" A six-point verbal gradation followed with space after each for a check mark: "Superior"; "Excellent"; "Generally good"; "Adequate in most areas"; "Fair, but with definite shortcomings"; "Poor with inadequate coverage and/or lack of stress on important topics."

The ratings accorded training by the 45 graduates employed full-time in psychology and reporting income were compared with income in a 2 x 2 table using the phi coefficient (ϕ). In this case the essential question was, "Do people making more money in psychology tend to rate the training they received more generously or more enthusiastically than the people making less?" Both distributions were arbitrarily dichotomized near the medians. For the ordinate, the split was over \$5,000 and under \$5,000; for the abscissa, the two groups consisted

of the upper end of the rating categories ("Superior" and "Excellent")--essentially the two expressing a whole-hearted endorsement--and ratings below this level implying varying degrees of reservation. The x-axis then is split into "unequivocal approval" versus "equivocal approval."

The phi coefficient is not limited to true dichotomies but with certain adjustments can be modified to the assumption of continuity (32, 38).

Of the 21 people earning in excess of \$5,000, 13 indicated unequivocal approval of their training and 8 equivocal approval. For the 24 people earning less than \$5,000 annually, seven gave unequivocal approval and 17 did not. By direct computation, $\phi = +.33$, where the maximal phi coefficient (ϕ_{\max}) is .94. The maximal phi coefficient is determined by the usual formula (38), and is included here to point up the underlying strength of relationship between X and Y as revealed in the obtained phi. Since the standard error of phi is impractical to compute, a test of the null hypothesis is possible through the relationship of phi to chi square. If χ^2 is significant, the corresponding ϕ is also. And in this case the corresponding value of χ^2 is 4.87, a value significant between the 5% and 1% levels (one degree of freedom for a 2 x 2 table).

But as mentioned previously, the dichotomies here might be considered artificial--that is, imposed upon the data rather than real. There are actually varying degrees of income and of approval or disapproval. Under such conditions of assumed continuity it is possible to estimate the corresponding r by use of a constant which is a function of p_1 , the largest marginal proportion (32). The constants in Camp's table can be used where none of the frequencies in the 2 x 2 table in question is less than 1% of N ; the proportion in none of the marginal categories is greater than .9, and r is less than .80 (32).

The corresponding estimated \underline{r} , then, is .52 (or ϕ / k).

Within the limited number of cases for which ϕ was computed, and also the restrictions imposed by reduction of frequencies to a fourfold table, it seems that there is a tendency for the graduates doing comparatively well financially in their field to ascribe a higher quality to the graduate training received at Loyola than do those people lower on the economic ladder. Since this tendency cuts across recency of degree and extent of experience, there may be more involved than simply a diminished critical sense with the passage of time, namely the familiar propensity for projecting deficiencies and shortcomings to a source outside oneself. Whether it be halo effect or an indication of individual personality characteristics cannot be answered here; the fact that a concomitance appears to exist is all that can be asserted, whatever the cause or causes may be.

Income and Research Activity

One additional point relates to "conspicuous research activity" and financial status. Conspicuous research activity refers to the publication in professional journals and/or the oral presentation of research efforts before a professional group. This topic was discussed in detail in Chapter IV. Now the question is whether or not the persons who have engaged in such activities, even though it be only once, do better financially than their less conspicuous colleagues in the Loyola group.

For those people reporting income, and in other respects fitting the criteria of full-time psychological-type employment, 19 fall in the category of conspicuous research activity and 26 do not. The median annual income for the two groups is nearly identical, \$5,000 for the former and \$4,850 for the latter.

The range for the conspicuous performers runs from \$3,225 to \$15,000; and for the nonperformers from \$1,875 to \$9,000. The mean in the former instance is spuriously inflated by the rare extreme cases, and in the latter instance is adversely affected by the low cases. There is no apparent indication among the Loyola graduates that the publication or presentation of research is associated with a higher financial status. Indeed, if the 13 people who report ongoing research (but who have never published or presented research findings) are excluded from the inconspicuous group, the median rises to \$5,600 for this group. But this seems to be related more to the fact that many of the people reporting ongoing research are younger graduates with less experience whose reported current research involves dissertation preparation, rather than that research activity of itself is negatively associated with financial well-being. Again, small numbers prevent a more definitive answer to the question. So far there has been nothing in the literature about the connection between research interest or productivity and financial status. Although among the Milwaukee people (25) 71 of the 99 reporting research activities had incomes at or below the income mode (and median) of the whole group.¹⁹

Finances of Psychologists and Other Occupations

The discussion of finances to this point has been almost exclusively confined to the Loyola group and other psychologists but has not touched on the other occupational segments in the American economy. It is important to introduce information from a number of diverse sources to fill out the picture of

¹⁹References to the Milwaukee study frequently involve a reworking of the data given in that report to gain relevant material for the present study. This is one such case.

these other segments. Psychology as an occupation can be appreciated on financial grounds only when these other occupations--both allied and remote--are known. First of all, some additional data concerning psychology will be supplied.

The median 1951 total income for APA psychologists without regard to degree status, sex, experience, or field was \$5,580. For PhD's the median was \$6,400; and for MA's it was \$4,570. At that time PhD's in chemistry were earning \$6,900; in physics \$7,100; and in chemical engineering, \$7,900. The MA's in chemistry and physics were earning about \$700 more per year than the MA's in psychology (63). These figures for psychologists were somewhat higher in 1951 than they were in 1948 (77). The median 1948 income from all sources for PhD's was \$6,150, and \$4,050 for those without the PhD. Male psychologists in 1951 had a median income of \$5,970; women earned \$1,460 less annually. In 1948 this gap between the sexes had been \$1,900 per year.

A search of the 1953 APA Employment Bulletin by Wells and Richer (76) showed that the median annual starting salary for the jobs listed was \$5,220. Sex seemed to be nearly as important a factor in salary differences as degree status. And, again as in the Loyola group, clinical salaries were low and academic salaries comparatively high. Also, a very large proportion of the job openings listed were in colleges and universities.

The National Science Foundation (55) in a report covering the 94,000 scientists who answered a questionnaire in 1956, ascribed the highest median income to physicists and meteorologists with a doctoral degree (\$7,850). Psychologists were at the bottom of the salary ladder for the nine fields of science considered. The median for psychologists at the doctoral level was \$5,850; while for doctoral people in all areas it was \$7,000. Scientists below the

doctoral level had a median income of \$6,125. One factor that appears to have influenced the poor showing of psychologists is the fact that nearly a half of all the women scientists covered in the survey (2,905 out of the 6,880) were in psychology. A quarter of the psychologists answering the questionnaire were women, and as has been noted previously, women lag behind men not only in psychology but in all occupations from the professional fields through clerical and sales jobs (72).

One of the best surveys conducted on the finances of a specific professional group is the one carried out quadrennially by the journal, Medical Economics. The findings for 1955 (80) show that for the 10,919 doctors of medicine who filled out questionnaires (a 31% response) the gross earnings median was \$25,016 annually with a median net of \$16,017 per person. The self-employed (private practice) physician had a median net income of \$16,017 while the salaried physician was \$4,000 lower--\$12,059. Males again as in other fields, earned more than females: \$16,040 to \$9,600, respectively. A rather interesting comparison rests in the fact that only one Loyola graduate of the 45 in full-time psychological employment earned more than \$10,000 while 79% of physicians make \$10,000 or more! The modal income for the psychology graduates was at the \$4,000 to \$5,000 interval, but 96% of the physicians earn \$5,000 or more. (The medical survey excluded interns, residents, retired physicians, and those in full-time government service. Government service is not generally lucrative for MD's, but it is comparatively high-paying for psychologists when the salary standards for the two professions are considered.)

Since a very large share of the graduates are working in the Chicago area, even more in Illinois, and nearly all in the Midwest, it is interesting to note

physicians' income for these three areas. In Chicago the general practitioner has a median income of \$16,000; the specialist, \$17,025. For Illinois the income is \$17,925 and \$18,975. For the Midwest as a whole, the median income is \$18,037--the highest of all the regions in the country.

The MD's closest in activities to those of psychologists are, of course, psychiatrists; and they occupy a middle position in specialty ranking by income--\$17,300 a year. Psychiatry and neurology taken as a single field provides a median income of \$23,850 per year in the Midwest--far and away the most profitable region for this specialty. Clinical psychologists come nowhere near this figure; in fact, for the 186 responding psychologists in all fields in the Milwaukee area only 4 people earned more than \$20,000 (25)!

In the field of advertising (81), to give a remote example, copywriters currently earn from \$12,500 to \$30,000, and their immediate supervisors, the copychiefs, earn between \$27,500 and \$60,000. Account supervisors earn between \$15,000 and \$75,000; research directors between \$15,000 and \$36,000; and art directors between \$30,000 and \$50,000. The size of the agency is important only at the two extremes of the ranges cited.

To indicate something of the position Loyola graduates occupy in the national employment picture, nonprofessional occupations can be cited using data from the United States Bureau of the Census (69). For 1954, 20% of the male population who were receiving any money income were earning \$5,000 or more. The most highly skilled blue collar group, the craftsmen, had a median income of \$4,300 for the same year. Male clerical help had a median of \$3,735 and salesmen \$3,823. In Chicago for this period, the projected income for painters from the hourly wage figures was \$4,901, and for carpenters, \$4,824 (71). The graduates

with an educational background ranging from a bare minimum of five years of college training at the MA level, up to about nine years at the doctoral level, earn an annual salary of \$4,944.

One final survey will be cited--one dealing with income levels closer to those of the psychology graduates. Of the people receiving undergraduate degrees in economics or finance at Loyola University between the years, 1941 and 1955, 33 out of 72 had incomes in excess of \$8,000 as of 1955 (43). Of the people with graduate degrees in psychology, working in salaried positions, only 4 of the 45 had incomes in excess of \$8,000.

As long as psychologists are content to measure their financial welfare by the extent to which they exceed the salaries of teachers in primary and secondary school systems, they may affirm the myopic view of the past APA Executive Secretary who in his 1952 annual report wrote, "...psychologists are well paid.. [and for some psychologists] the figures are likely to seem at least mildly fabulous" (63, p. 694). A glance at the financial aspect of other professions and occupations, particularly the prestige professions, gives rise to quite another impression.

CHAPTER VI

EVALUATIONS OF TRAINING: SUGGESTIONS AND COMMENTS

This chapter is concerned with two main features: the evaluations or ratings of training along with the relationships between such evaluations and certain other pertinent characteristics, and secondly, the comments and suggestions made about the department of psychology and its graduate program. The rough evaluation device has already been described in Chapter V under the topic of relationship between income and subjective rating of training. As stated there, a question in Form II, the anonymous form, asked: "In terms of your present situation and your contact with professionally trained individuals from other institutions, how would you evaluate the psychological training you received at Loyola?" This question was followed by six descriptive words or phrases which indicated a progression from whole-hearted approval to a stage of serious reservations. These terms were specifically, "Superior"; "Excellent"; "Generally good"; "Adequate in most areas"; "Fair, but with definite shortcomings"; "Poor with inadequate coverage and/or lack of stress on important topics."

Table 23 shows the frequency with which a particular term was selected to indicate the evaluation of training received. The first column on the left in the table lists the index number assigned to each term. Thus the number 6 stands for the top rung of the rating ladder which is "Superior," 5 for "Excellent" and

so on down to 1 for "Poor with inadequate coverage and/or lack of stress on important topics." These numbers furnish a convenient shorthand for referring to the particular terms with which they are associated.

Table 23

Rating of Training Received at Loyola University by Graduates of the
Department of Psychology

Assigned index no.	Rating designation	No. rating	% rating
6	Superior	13	15
5	Excellent	32	36
4	Generally good	27	31
3	Adequate in most areas	7	8
2	Fair, but with definite shortcomings	6	7
1	Poor with inadequate coverage and/or lack of stress on important topics	3	3
Totals		88*	100

*Of the 90 graduates returning Form II only 2 did not rate the training they had received.

It will be noted in Table 23 that the mode for the 88 people responding occurs at rating 5, "Excellent." In fact, half of the group labeled the training received either "Excellent" or "Superior." The two lowest ratings, these focussing more on the shortcoming aspect of the training, received only 9 of the

88 ratings. Clearly the graduates as a group feel that their training was of a high order. Again it should be made clear that the ratings were entered on the anonymous form of the questionnaire so there would be no linking of names with specific ratings nor with critical comments regarding the department or its functions.

Recency of Degree and Rating of Training

The passage of time could well be expected to have some effect on the individual's rating of his training, especially since a twenty-five year period was under consideration. For this reason the more "remote" graduates--those receiving their degrees up through the year 1950--were compared with the recent graduates from 1951 through 1954 (the latter being the period of the most degree awards despite the shortened time interval). The phi coefficient was used to determine the degree of association between unqualified or unequivocal approval ("Superior" or "Excellent" ratings) and the time of degree award (a "remote" training versus "recent" training dichotomy). In terms of numbers, the 28 graduates of the remote group (1930-1950) accorded their training unequivocal approval in 20 instances and equivocal approval (ratings 1 through 4) in 8 cases. On the other hand, the 60 recent graduates gave their training unequivocal approval in 25 instances and equivocal approval in 35 cases. By direct computation from a fourfold table, the phi coefficient has a value of $\phi = .277$. Chi square, which is equal to the size of sample times phi squared, is equal to 6.752 for the one degree of freedom occasioned by a 2 x 2 table and is significant beyond the 1% level of probability. The maximal phi for this particular combination of marginal proportions is .70. So apparently there was a tendency for the people who had received their training earlier and been out of contact longer

with the source of that training to accord it a higher rating than for the graduates less far removed in point of time.

But a closer look at the real pioneers, the 11 with degrees during the lengthy period prior to 1947--the year when the doctoral program got under way--showed them to be quite unusual on a variety of different points. First of all, 5 of them rated their training at the top level, or "Superior," and 6 rated it "Excellent"; not one rating occurred below this level. Few had any suggestions or comments to make about their training or the institution. Ten of the 11 were women and 4 were religious members (1 clergyman and 3 nuns). Six were functioning in some field of psychology and 5 were not; 5 were terminal MA's and 6 were MA's with additional course work. Seven of the eleven were in salaried positions but only four of these were psychological-type jobs. The salaries, however, were far above the median for the total group in three of the four cases. Last, as would be expected, the median period of time elapsed since graduation was 11 years.

When this earliest subgroup was eliminated from the remote group, leaving the more nearly comparable degree recipients for the years 1947 through 1950 versus the recent group from 1951 through 1954, the phi coefficient approached the zero level ($+0.094$ where the maximum phi is $.599$). Chi square was 0.680 which is nowhere near the required level for rejecting the null hypothesis. In short, when the most atypical remote graduates are eliminated (in this sample women and religious tend to rate their training higher than men do) and the more directly comparable years are involved, there is no indication that length of absence from the institution induces the graduate to be any more generous, or less critical, in his evaluation. Only the earliest graduates--those out of

contact for the longest time--show this tendency, and they appear to differ from the rest of the graduates in a number of other ways also.

Sex and Rating

Breakdown of the 88 rating male and female graduates according to "equivocal" versus "unequivocal" approval showed 23 of the 54 males giving the two highest ratings to their training and 31 designating the equivocal categories. In the case of the 34 females, 22 gave unequivocal approval to their training and 12 gave equivocal approval. The phi coefficient was $+ .215$ between the females and the tendency to rate training higher. Chi square was 4.068 for one degree of freedom and is significant between the 5% and 2% levels of probability. (The maximum phi coefficient for this particular combination of marginal proportions is .816.) Furthermore, the males were far more inclined to give ratings below 4 ("Generally good") than were the females. Of the 54 males rating (one male and one female did not attempt the rating), 13 rated their training below this level, but of the 35 females only 3 rated below this level. At the other extreme of the continuum, only 4 men rated "Superior" while 9 women used this designation. Seemingly the women graduates give a more enthusiastic endorsement to their training than the men do.

It should be mentioned also that the religious people tend also to rate their psychological training somewhat above that by the male group. For the 22 religious complying with the rating task (one did not answer the item), two thirds marked either "Superior" or "Excellent," only two gave it an "Adequate in most areas" rating, and no one accorded it either of the two lowest designations. The religious group, then, tended to be less critical of their training and more generous with the higher ratings than the all-male group. They also tended to

offer fewer critical comments and suggestions in response to items 12 and 13 than the latter group did. For the sample generally, it was the people who rated their training by the middle categories (ratings 3 and 4) who became more involved and tended to give the most comments and suggestions--more per person than those using the other four categories.

Degree Status and Rating of Training

Table 24 lists the various degree levels and the ratings accorded training by the graduates at each level. Again the MA's have been broken down into terminal MA's and MA's with additional course work who have not yet reached, or may not intend to reach, the doctoral level. It will be noted that there is relatively little variation in rating attributable to degree status, at least on the basis of the crude scale provided. The PhD's, MA's with additional course work, and the terminal MA's all tended to rate their training about the same, except that in the last instance there were no ratings in either of the two lowest categories. This does not appear to be solely a function of the limited number in the group (27 graduates) since the PhD group, just half the size of the terminal MA's, utilized the whole range of possible ratings.

The striking feature is the very favorable impression of training which all levels appear to hold since the most frequently checked descriptive term at each level was "Excellent."

Table 24

Degree Status and Rating of Training Received

Degree status	No.	Rating	Rating	Rating
		mdn.	mode	range
All PhD's	13	4.6	5	1-6
All MA's*	75	4.5	5	1-6
MA plus additional course work	48	4.4	5	1-6
MA terminal	27	4.6	5	3-6
All degrees †	88	4.5	5	1-6

*Includes both the terminal MA and the MA plus additional graduate training.

†Includes both MA and PhD degree recipients.

Psychologist Versus Nonpsychologist Ratings

Ratings by graduates working in psychology tend to be slightly lower than for those not at present in the field. In the former instance the most frequently used rating was "Generally good," while in the latter case it was the next higher rating, "Excellent." Both groups utilized all six categories in their ratings but the lower three were disproportionately utilized by the psychologist group. The same situation prevails when the PhD graduates are eliminated. Terminal MA's and MA's with additional course work, when compared separately with their opposite numbers not at present in the field of psychology, showed the same differentiation in ratings. The greatest discrepancy in rating between

those in the field and those outside it appeared among the terminal MA's. Terminal MA's not working in psychology were the most generous with high ratings and the least likely to offer a low or critical assessment. The explanation probably lies in the fact that these people have effected the most complete turn-away from the field and as such, are not exposed to psychologists in their work settings with whom they might compare themselves and the training they received. Lacking either the need or the the opportunity for comparison, their appraisals are probably less in keeping with the situation as perceived by the graduates whose continued functioning in the field demands just such appraisals.

Since the terminal MA's working in the field and the MA's with additional preparation also in the field showed practically identical rating patterns, it would appear that isolation or separation from the field of psychology is more important in influencing the more generous assessment of training received than the extent of time spent or actual experience under the training program.

Research Activity and Rating

The 90 returned Form II's were dichotomized once more on the basis of whether the respondent was a "researcher" or a "nonresearcher." The criteria for the label "researcher" demanded that the graduate had published at least one piece of research in a learned or professional publication; or that he had presented orally research findings before a professional group; or was presently engaged in research in the field of psychology. The first two conditions took in the conspicuous or "highly visible" research people, and the last took in the less conspicuous but still research-oriented graduates. Obviously the graduates labeled "nonresearchers" have completed at least one piece of research--the compulsory thesis and/or dissertation--otherwise they would not have advanced

degrees. But where there was no publication or presentation of that required research, nor indications that such activity was other than a one-shot meeting of academic requirements, the person was excluded from the researcher group.

The 48 researchers rated their training using all six descriptive phrases while none of the 40 nonresearchers used either of the bottom two designations (2 of the nonresearchers did not rate). The researchers had a median rating of 4.2 while the nonresearch people had a median of 4.8.

Again the "unequivocal approval" (categories 5 and 6) versus "equivocal approval" (categories 1 to 4) dichotomy was employed with the phi coefficient in a fourfold table. The researchers had 20 people giving unequivocal approval to their training and 28 equivocal. The nonresearchers, on the other hand, had 25 ratings of the former type and 15 of the latter. The phi coefficient was $-.207$ between the people actively in research and the highest rating of training. Phi maximum for this combination of marginal proportions is $.923$, and the corresponding chi square for phi is 3.771 , significant at the $.053$ level of probability. This is by way of saying that there is some association between being actively productive in research and the tendency to rate graduate training somewhat more critically or less enthusiastically than in other cases. It is interesting to note that this interpretation is reinforced by the very strong emphasis in the comments section of the need for more intensive and extensive training in experimental design and methodology, including statistics. This point is reiterated by researchers nearly to the extent that training in psychotherapy is emphasized by clinicians--two points which may partially explain the heightened criticalness of researchers in one instance and clinicians in another. It may well be that the person active in research and compelled to refer to the work of other

psychologists as published in journal form, as well as puzzling over various approaches to the troublesome problems arising in research efforts, is more prone to compare himself and his training with other psychologists and perhaps be more acutely aware of his own professional shortcomings. The nonresearcher may be spared this experience to a greater extent.

Specialty Field and Rating of Training

In the previous paragraph there was an allusion to the clinicians being somewhat more stringently critical in their ratings of training than the graduates who identify broadly with the vocational and educational guidance field, the teaching field, or that of business and industry. Again the small numbers in each of these subgroups, as well as the freely acknowledged crudity of the rating system, prevent a more rigorous and satisfying statement of the way in which these subgroups view their training.

Of the 90 people returning Form II, 38 describe themselves as clinicians, 21 relate themselves to the teaching field, 13 to vocational and educational guidance, 4 to business and industry, and 12 to none of the four fields or subgroups. (Two additional graduates who did not identify with any field omitted the rating task.) The clinicians comprise exactly half of those graduates clearly identifying themselves with any one field. Among the clinical group, somewhat under half use the top two categories to describe their training; slightly over half of the guidance people do the same, as do three fifths of the teaching people. Two of the four business and industrial people gave ratings in one of the top two categories. Two thirds of those who felt themselves to be unaffiliated with any of these four fields rated their training in the top two categories. The occurrence of the lower or more adversely critical ratings among the clinicians is directly related to the felt lack of training in therapy, as the

suggestions and comments clearly indicate. The theoretical and practicum training in the testing and diagnosis phase of training were very strongly endorsed by the clinical group as the most valuable part of the training they had received. The omission or neglect of training in therapy seemed to be a crucial point.

Suggestions and Comments Regarding Training

The last two questions of the anonymous form, Form II, were intended to elicit both specific suggestions for improving the functions of the department and whatever objections to particular policies and practices existed. Thus, item 12 asked, "What particular areas or topics do you feel were neglected or inadequately stressed in your training at Loyola? What areas or topics should receive greater emphasis, and what do you believe has been overly stressed to the neglect or exclusion of more important or more relevant material?" Item 13 asked for additional comments or suggestions which the graduate could offer with regard to general quality, number and experience of the teaching staff; facilities for training and placement of students; research activity and interest within the department; desirability of interdisciplinary emphasis in training; relations with the professional and general public; and so forth.

It goes without saying that the individual graduates were not commenting on the same experiential situation as a period of 25 years was involved; also the department had been under the control of two administrators; the degree program had been expanded to the doctoral level; and the complexion of psychology itself had changed--at least in regard to the psychologist's breadth of functions and activities in his professional role. What is important, however, are the kinds of things which the graduates address themselves to, quite apart from whatever actual experience they may have had in the department. The kinds of things and

the areas which with the passage of time have come into a prominence and importance for them in their present roles--these are the significant features. Also they were not asked to perform a critical function as objective guardians of training standards--the APA committees on training and standards can do that very well. Instead, what was desired were the subjective, highly personalized reactions to specific phases of their training experience as they regarded it at the present time.

The response to the comment queries was quite gratifying both in terms of the number participating and in the range and specificity of the comments. Of the 90 people returning Form II, only 14 ignored the two comment items or excused themselves from the task for one reason or another. This is rather remarkable in itself since open-end questions often require greater effort and thought on the part of the respondent if only for the reason that he must impose some kind of structure of his own on the ruminations such questions give rise to. Then, too, there is probably an element of implied threat involved since a request for criticism opens the way for negatively-toned feelings as well as personally acceptable positive feelings.

Five people responded either with testimonials which eulogized Loyola University or some person or persons connected with the department, or shared pleasant reminiscences of times long past. These cases, as there was no attempt at either constructive or destructive criticism, constituted an evasion of the critical task whether deliberate or not. Four people approached the items more directly and asserted that everything in general was fine as it stood and left them with no room for criticism or comment. For these four there were no specifics and no shortcomings. The remaining 67 people entered into the task with

energy and apparent enthusiasm. A few found the generous space allotment inadequate and found it necessary to append typed pages of their comments and specific suggestions to the form. Of the nine people who received degrees before 1946 and returned Form II, three did not offer comments; two indicated that everything was fine as it stood, or as they remembered it; and four offered one suggestion or comment each. Thus, the comments and suggestions that follow in this chapter are actually those of the more recent graduates between 1946 and 1954, those receiving degrees during the expanded doctoral period--the period of greatest relevance by virtue of recency.

At the extremes were the people already mentioned who stated positively that everything was fine just as it was, and at the other end were the few who seemed to disagree or disapprove of nearly everything. All things considered, the answers were extremely interesting and appeared to be offered with every effort at sincere, constructive criticism. In a very few instances the vitriolic quality of some of the comments and the affect-laden punctuation pointed up the fact that it is quite possible to perform therapeutic functions by mail--at least as far as catharsis is concerned!

A number of the graduates indicated a pleased surprise that any department in any university would be secure enough to open itself to graduates' suggestions, both positive and negative, and would be plastic enough to feel that such suggestions could be of value. This direct soliciting of graduates' opinions conveyed implicitly the impression that they might very well have something of worth to contribute; and the response to such an implied attitude was immediate and striking in its positive tone. From the other standpoint, that of the department itself, the Shakow report of 1947 (5) which was the forerunner of the 1950 model

report by Victor Raimy on training in clinical psychology (57), expresses the conviction that the views of graduate students are especially important for adequate training-program evaluation.

For the 68 graduates who made specific comments or references to the training they had received, the number of comments made to particular subject matter totaled 344. The median number of comments per person was 4.3, but ranged from one to as many as fifteen. Two comments or specific references was the most commonly occurring situation. As would be expected, the comments were by no means consistent with regard to specificity, extent of treatment, relevance, or apparent ego-involvement either between individuals or within the same individual.

Only the principal features or the most pertinent comments and suggestions can be discussed here. A large variety of topics were brought up, but only when a particular topic occurred a number of times will it be considered below. Discussion of the comments and other relevant material will proceed as each topic is brought up.

The most frequently mentioned underdeveloped area was that of counseling and psychotherapy. There were 57 people responding to the effect that training and practice in therapy were inadequately stressed. This is an interesting finding in the light of Rogers' previously cited survey of the interest and concern of APA members with psychotherapy (38). He found that a third of the members listed psychotherapy as one of their prominent professional concerns. In the Loyola sample there is an actively expressed concern with therapy on the part of nearly two thirds of the graduates (actually three fourths of the people

responding to the comment items).²⁰ This concern would seem to merit administrative attention.

The overwhelming response to therapy as an understressed yet vitally important feature in training was by no means limited to the clinical psychologists in the Loyola group. Many in the other areas of specialization voiced the same feeling, although after the clinicians the vocational and educational guidance people were foremost, as might be expected from their description of job functions.

Training and practice in group therapy was specifically mentioned by 16 persons. The main feature expressed here, as in the case of individual therapy, was for actual clinical experience with attendant responsibility for the patient or client as against theoretical exposition in the classroom. The need for practicum training in counseling or therapy was mentioned specifically in connection with neurotics, "maladjusted normals," and behavior-problem adolescents. Play therapy with children and institutional contact with psychotics were mentioned rarely.

The need for more extensive and varied intern and extern affiliations was a frequent note, pointing to the desirability of experiencing the patient-therapist relationship in a variety of settings similar to those encountered in professional practice. As a way of meeting this need there were numerous

²⁰Without entering into the controversy of whether psychologists should carry out therapy or not, the plain facts are that public psychiatry gains only about 200 recruits a year, little more than enough to replace the older psychiatrists who die or retire (36). Meanwhile the general population and rate of first admissions to mental hospitals continue to rise (19). It would seem then, that universities must provide training for psychologists in therapy if this situation is to be remedied. Since the circumstances for trained research people in psychiatry are even more severe (2), it would seem that again psychologists represent the plausible solution.

references made to the desirability of an adult guidance clinic at Loyola which could do for adults what the children's center now does for children. This idea stemmed primarily from the expressed need for closely supervised training in therapy, although it came up frequently in suggestions aimed at enhancing the public relations of the department and the university.

Another facet of the therapy topic was that a diversification of orientation toward therapy among therapy supervisors would be a desirable feature. The idea expressed was that the student could profit from personal contacts with a series of supervisors with different approaches to therapy.

Of the three traditional skills of the clinical psychologist: research, diagnosis, therapy (57), that of diagnosis was generally conceded to be the area of most thorough training at Loyola. Even so, 14 people indicated the desire for further amplification of the training in testing, particularly in connection with therapy and guidance efforts.

Twelve graduates felt that personality dynamics were not sufficiently stressed in their training or course work, and that this was a handicap in the functions of therapy and diagnosis as well as generally.

In a number of instances psychoanalysis both as personality theory and as a method of therapy was singled out for special attention. In these cases the person was usually associated in his job with colleagues oriented along analytic lines, and in this practical setting felt unfamiliar with the language, methods, and concepts.

Research Design

Just behind therapy in importance as a neglected area was that of training in research design and methodology. Forty-four persons expressed a need for

more intensive and extensive training in research. Of these, 22 felt that they were handicapped by inadequate knowledge of statistics, and 22 referred directly to a lack of facility and understanding in experimental design and research procedures. An additional 6 people felt that training should include the actual use of electric calculators on specific research problems as an integral part of course work. What seemed to emerge most clearly was a coherently expressed need for more high-level statistical training and design sophistication to cope with the growing body of published studies and to help in one's own research efforts.

Special Courses

Learning theory as an underdeveloped area was mentioned by 10 persons. The feeling expressed was that here more than in any other area, the graduates as a whole fall below the level of graduates in other top-level institutions, that by comparison Loyola graduates seem naive and unaware of the experimental work going on at an advanced level. A number felt that the biological and physiological aspects of Man were underplayed, and that physiological psychology should be offered as a one-year course including laboratory work. Study in comparative psychology involving work with infrahuman subjects was mentioned by five persons. The desire for more intensive courses in developmental and child psychology, and especially for more advanced work in social psychology, was reiterated between 10 and 15 times each.

Five people thought that experimental psychology was neglected at the graduate level and that there was far too great an emphasis on clinical courses. The need for a closer connection between the experimental and applied areas was brought out, especially with regard to education and learning problems in school settings.

Industrial Program

Nine persons referred specifically to the industrial program urging that it be expanded and developed course-wise and with regard to active supervision in on-the-job training. Courses dealing with industrial-type tests and testing programs and with problems in group dynamics in the industrial setting were urged. But the greatest emphasis was on practicum training which would effectively bridge the gap between the classroom and the hoped-for position in private industry or business. Once again the need for supervised training in actual counseling situations was brought out, and with the same degree of emphasis which the clinical people had indicated.

Philosophic Emphasis

Views regarding the philosophic emphasis in the department were rather evenly divided. Those persons who were either for a greater stress on the philosophic aspects of psychology or against what they considered to be an over-emphasis on philosophy, to the detriment of other areas, showed their attitudes in unmistakable fashion. Few topics elicited as many affectively charged statements both pro and con. One of the more moderately toned specific suggestions offered was that "philosophical problems in psychology" be offered as a two-semester course with the first as a lecture course and the second as a definite seminar with registration restricted to the top-level graduates. This second course would be conducted then as a real seminar with profitable student interaction at a maximum. A further suggestion along this line was to incorporate a faculty member from the philosophy department to work with the psychology representative, both of which would serve as contributors and participants along with the graduate students.

Interdisciplinary Training

The topic of interdisciplinary training was touched on in the last paragraph. It proved to be a popular topic. Whenever it was broached (21 times), it was viewed as a highly desirable goal. Cosponsoring courses with the various pertinent departments, seminars utilizing members of other departments either singly throughout a course or in sequence--these were the usual ideas advanced. The varied perspectives and insights which such persons might contribute to graduate seminars were highly regarded. The use of people from other universities co-operating in seminar presentations was also a suggestion. Generally it was the faculties from philosophy, anthropology, sociology, psychiatric social work, and psychiatry that were mentioned most frequently in this connection. Their role was seen to be primarily that of contributors and discussants in give-and-take group sessions rather than as lecturers offering specific courses.

Library Facilities

Library facilities were mentioned only seven times--in each case with strongly negative intonations. There was no criticism that new or recent books in psychology were not available; the criticism was directed at the lack of relevant periodicals in the Lewis Towers library (psychiatric journals were the only ones specifically mentioned) and the limited number of copies of standard, heavily-used reference works in psychology. It is interesting to note in Chapter IV, where the journals regularly received by the graduates are listed, that psychiatric journals are conspicuously absent. Since the graduates do not subscribe to these journals individually, and yet such a large proportion are in the clinical and behavior field, it would seem that they must seek out these

sources in other libraries. Judging from the few comments made, the usual source is the Crear Library in Chicago--not Loyola's medical school library.

Research Activity

The topic of research activity was brought up by 21 graduates, all in agreement that both individual and team research of a publishable character was insufficient when compared with that of other prominent institutions. The tenor of the comments was largely accusatory with the blame for underproduction placed on the department and faculty rather than on the students themselves. Comments such as the following were typical of those made:

There is too little enthusiasm in the department itself for sponsoring and facilitating research.

We need more and better lab equipment, more rooms and facilities for individual research activities.

Research activity [On thesis and dissertation projects] is not sufficiently related to later research problems in one's professional duties.

There should be teams of graduate students working at research for publication.

We need a subsidized research program, especially with government grants, involving many students.

Several persons saw Loyola as a potential psychological research center widely known for its work in certain well-defined areas, notably in the thought processes and volition, creativity and choice, also "relationships between [empirical personality study] and the Scholastic philosophy of man [!]"

One particularly articulate graduate appeared to sum up the matter rather neatly: "A department of psychology is judged by its research activity; and such activity is known only through publication in the various journals. It would seem that the maximum support of research activity with the definite end

of publication in mind would be of tremendous benefit to the department. Such support (encouragement is certainly given at present) could take the form of direct subsidies, provision of clerical help, defrayment of prior publication costs and incidental expenses (cost of tables and cuts often charged the author by journals), lightening of the teaching load of various instructors for the express purpose of research, etc."

Whether all or any of these last comments refer to the actual situation as it exists is not the important point. What is important is that the graduates believe them to be true and are seemingly unaware of the provision of material aid which the department does offer research-minded students. This would seem to be a public relations task at the intradepartmental level.

Job Placement

Eighteen people were particularly concerned with the need for some kind of systematized job placement and job-orientation service within the department. Among the people who referred to the industrial program in one way or another this was the most frequently occurring topic, although the clinicians were also concerned with this matter. The following comments are illustrative of the points brought out:

There should be an orientation to the job opportunities and possibilities early in training.

Information on earnings, placement, etc., as gained from this questionnaire and other sources should be available to the student for his own guidance in training.

Some universities have one part-time person in a nonacademic position responsible for information of professional posts and jobs open to students and graduates of the psychology department. To eliminate the expense of this service it would be possible to keep all information on available jobs, grants, fellowships and assistantships ... together in one file which interested parties could check periodically.

Relations with the Professional and General Public

Fourteen persons addressed themselves directly to this topic while a sizeable number of others approached the theme indirectly or in conjunction with other problems. One interesting feature stood out, namely, that those who had been out of contact with the department for the previous two or three years were inclined to view the public and professional relations of the department much less optimistically than those with a more immediate affiliation. In fact, the more recent graduates commenting on the public and professional relations of the department, while seeing room for expansion and improvement, were decidedly optimistic and positive in tone about the sizeable gains already realized in this sphere. This latter group pointed to indications of a growing awareness of the importance of maintaining good relations with the lay and professional public. These included the departmental 25th anniversary program, the activities of Psi Chi in bringing in noted representatives of various professions, publication of the brochure Psychology the Modern Profession, the departmental sponsoring of the Institute on the Psychopathologies of Religious Life, and the active participation of department members in committees, forums, panels, and professional meetings at the local, regional, and national levels. More of this sort of enlightened self-interest was urged both from the standpoint of securing a wider recognition within professional circles and to attract top-caliber graduate students to the department.

The responsibilities of public service were also considered from this point of view, as for example in an adult psychological service center for the community; assuming a more active role in the mental health movement; and fostering community, industrial, and institutional interest and financial support for psychological research. A PhD urged a closer working relationship with the medical

school whereby Catholic psychiatrists could receive better training in psychology and psychologists could benefit from the improved clinical facilities which such a symbiotic relationship could entail.

One additional suggestion might be offered here: the appointment of a departmental public relations committee--one which would set about collecting pertinent information and news of the department and its members' activities for dissemination both within the university and in professional circles. The objective would be a heightened awareness of the department as a training center.

Teaching Staff

Comments regarding the quality and effectiveness of the teaching staff were generally highly favorable and decidedly positive in tone. Now and then, individuals and courses were singled out for special treatment which ranged all the way from eulogies of a testimonial character to savage thrusts of a rather personal nature. By and large, such extremes were exceptional, and the overall tenor was that of conscientious effort at fair-minded evaluation. The questions in the questionnaire relating to the teaching staff were framed loosely enough so that an occasional "loss of distance" from the object being evaluated is understandable.

Among the features most widely acknowledged were the ready availability and accessibility of the staff to the students, the generous devoting of time and energy outside of the classroom to student problems and ideas, and the high degree of freedom for the direction of the students' own efforts which such a climate engendered.

Specific suggestions pointed to the need for a higher staff-to-student ratio--particularly PhD people on the teaching staff--and the continued

introduction of staff members active in professional activities outside of their academic duties and who represented diverse theoretical orientations and interests. One suggestion pointed to the availability of eminent psychologists who had reached compulsory retirement age at a particular university but who were ready and eager to continue actively in the field, at least on a part-time basis at another university.

Further comments underscored the desirability of a critical look at the undergraduate courses, particularly general and rational psychology, in terms of student needs and interests--a redefining of course objectives and content to meet these needs more fully. The principal idea here was the direction of general psychology more definitely toward an overview of psychology generally--something on the order of an appetite-whetting course for more specialized and intensive work in psychology to follow.

The main criticism of the graduate courses was that they were frequently simply note-taking sessions without the element of student-instructor, and particularly student-student, interaction--in short, the notion of the small, informal seminar at a graduate level.

A disproportionate student-to-instructor ratio was mentioned a number of times. The remedies proposed included a more critical and severe screening of applicants for admission, administratively reducing the number working for degrees at present, and pressuring students of long-standing to complete their degree work within a certain time limit. The last alternative was proposed by a PhD and stood with a noticeable lack of support from the nondoctoral people.

Additional Features

One very striking and frequently recurring observation was the felt close identification of students with the department and its aims, and the warm interpersonal climate among the students and with the faculty members. Even closer student-faculty relations on an informal basis, both professional and personal, were urged. One way suggested of advancing this goal was the bringing of the faculty more fully into Psi Chi activities so that this organization could help provide the informal close association considered so important at the graduate level.

Another wish frequently expressed, and not limited to clinical students, was for the gaining of APA approval for the doctoral program in clinical psychology. APA approval for a counseling program was not mentioned nearly as often. It might be useful to indicate at this point that the current (1954) listing by the APA Education and Training Board (12) included only one Catholic institution among the 43 universities with approved clinical programs (Catholic University of America), and none among the 18 with approved counseling programs.

Psi Chi aims and activities were widely praised for providing an opportunity to hear and meet eminent persons in the field of psychology and in allied fields of interest. The organization was also cited as an effective antidote against any tendencies toward insular development--that is, development within a relatively homogeneous group where contacts and working relationships with people holding differing theoretical frameworks are minimal.

Nothing whatever was said about the oral or written examinations for the MA or PhD, and very few comments were directed toward thesis or dissertation requirements; only the language requirements provided grist for considerable comment.

Statements made about the questionnaires and the survey itself were universally favorable. It was thought to be tangible evidence of the ties existing between the graduate and the department despite the passage of many years. There was a note of pleased participation in the growth and development of the department. Some thought that the questionnaires should have been sent out long before and should be repeated periodically. Also, that information on earnings, placement, type of duties, and the like should be made available to students for their own guidance and choice of specialization area. One effect resulting from the solicitation of evaluations, impressions, and suggestions of the graduates appeared to be the furthering of a healthy identification with the aims and efforts of the department and the university as a whole. To the extent that this has occurred it is all to the good, since these are the active people in the field who best represent what is offered at Loyola, and who can recommend the institution to promising young people considering a career in psychology.

CHAPTER VII

SUMMARY: THE FIRST QUARTER-CENTURY

The present study was undertaken to determine the important features characterizing the professional psychologist who has received his graduate training at Loyola University. Also, by inviting the graduate's critical appraisal of the training received it was felt that valuable information could be gained toward an assessment of the graduate program.

The study was concerned with the first twenty-five years of the department's existence: 1930 through 1954. All of the people who had received either the MA or the PhD in psychology during that period were traced through various sources. A two-phase mail questionnaire was devised and sent to each of the graduates. The first form was concerned with the personal and professional characteristics of the graduates; and the second form, an anonymous form returned separately, dealt with financial data and evaluations of training.

From 1930--the year of the first MA award--through 1954, a total of 106 MA degrees were conferred. From 1947--the date of the first PhD award--through 1954, there were 15 doctorates. The graduate population consisted of 115 people since 6 of the doctorates were awarded to people who had also received the MA in psychology at Loyola. The questionnaire return of 83% was very satisfactory when compared with the returns in other mail-type surveys. Aside from the

greater difficulty in locating graduates from the earliest years of the survey period, and the resulting greater proportion of nonreturns from these years, there was no readily apparent systematic bias governing the return of questionnaires. In the few instances where population characteristics could be compared with the sample data, the nonreturn people showed no gross departure from those who answered the questions.

The year 1952 was the peak year for MA awards as a total of 22 such degrees were conferred at that time. The peak year for the PhD was 1953 when 6 doctorates were conferred. Actually, from 1930 through the war period there was an average of 1.5 MA's per year and no PhD's. For the eight-year postwar period there was an average of 10 MA's and nearly 2 PhD's per year.

Until 1947 three out of four degrees awarded were to women; after that they received only 35% of the degrees awarded. For the total twenty-five year period slightly less than half of the advanced degrees have gone to women.

While women have comprised a relatively large proportion of the graduate body, members of the clergy and religious orders have also been present in large numbers. A fourth of all master's degrees and nearly half of the doctoral degrees have gone to the latter group.

The graduates of Loyola are quite a young group--almost half are between 27 and 34 years of age. More than half are still less than 35 years old. This is a younger group than the membership of the APA generally and indicates many productive years yet ahead.

The Loyola graduate is between 27 and 30 years of age when he receives his master's degree. He is in the late thirties when he gets his doctorate. In each instance he is somewhat older than is usually the case.

For the Loyola PhD four years elapse between the MA and the doctorate; eight years between the bachelor's degree and the doctorate; but in both instances the extreme interindividual variability is the most marked feature. The jump from BA to PhD was accomplished in the record time of 5 years in one instance and took as long as 14 years in two cases.

All but two of the graduates are citizens of the United States. More than half of all the graduates are still living and working in the immediate Chicago area. The State of Illinois alone accounts for two thirds of all the graduates. Loyola graduates simply do not leave the general Chicago area even though they often come from more remote sections of the country.

Less than half of the graduates are married; nearly a third are single, and about a fourth are clergymen or nuns.

Less than half of the group have had military service and of these only seven people functioned as psychologists while in such service.

The baccalaureate origins of the graduates show a surprising variety and geographic spread of institutions. Nearly half of the 37 institutions conferring the undergraduate degree were small liberal arts colleges or teachers colleges; and of the universities, only 4 of the 18 were large state-operated institutions. More than half of these initial-degree institutions were Catholic colleges or universities. While Loyola alone accounted for a third of all baccalaureate degrees, Mundelein, Roosevelt, and DePaul bring the proportion up to half of all such degrees conferred. The two best-known Chicago area institutions (University of Chicago and Northwestern University) account for only four degrees. Actually, Loyola tends to be somewhat more "retentive" of its BA people than a number of other well-known institutions offering graduate work in psychology.

But again the range is very wide with no evidence that "high retention" is better (or worse) than "low retention" of bachelor-degree people.

Nearly half of the graduates with the MA indicated that they intend going on for the doctorate at some time or other. On the other hand, slightly over a fourth indicated that they intended to remain at the MA level, and about the same proportion were undecided about the doctorate.

While nearly 60% of the degree recipients have taken all of their course work in psychology at Loyola, a third have had at least some graduate work in another university either before becoming degree candidates at Loyola or during such candidacy. At any rate the twenty different universities in which such additional training was sought help to counteract charges of provincialism that might be leveled at the products of a single university.

Loyola graduates are quite frankly joiners of professional organizations--although not necessarily of the APA. The organizations of affiliation show the widely varying range of interest patterns among the graduates. One rather surprising finding was that only a third of the graduates are members of the national organization, the APA! The nonmember proportion is somewhat higher than various estimates have indicated for the country as a whole.

Interest and participation in APA activities have largely centered around convention attendance and the occasional presentation of papers. There are no Fellows among the graduates and only two are members of any of the 17 divisions within the APA. No graduate has ever been elected to office in a professional organization at a national level, although various elective offices have been filled at a regional or community level.

With regard to professional and learned journals, the Loyola graduates who receive any journals at all proved no different from APA members generally. They regularly receive less than four different journals. The surprising feature, however, was that nearly half of the graduates receive regularly no journals whatever! In this connection it was interesting to note that members of religious orders and the clergy showed a pattern of "journal activity" comparable to that of the lay graduates, despite the fact that the former do not have personal subscriptions. (Refer to page 44.)

Of the 121 theses and dissertations produced during the entire twenty-five year period, only 9 have appeared in published form. While on the surface this seems to be a lamentably small showing, it does not appear to be much different from the situation in other universities. The saving feature is that an additional 15 theses and dissertations have been presented orally before professional groups, and while this is not comparable to appearance in print, it does reflect a judgment of worth on the studies undertaken. In the last analysis--considering all publications, not just published theses or dissertations--the fact remains that among Loyola graduates less than one in five has ever published anything of a professional nature. If presentations before professional groups are included, then the proportion rises so that it is three out of every ten graduates who have appeared before the professional public. There is no way of comparing this showing with the graduates of other institutions since no other institution has conducted such a survey. Despite the lack of basis for comparison, the Loyola figure was interpreted in a favorable light.

Only four graduates have ever received a research grant or research fellowship from any institution or agency despite the fact that since World War II

there has been almost a plethora of grants. Without the benefit of grants, research was currently in progress by about a third of the graduates. The replies pointed up the fact that contrary to widely held opinion, research activity is not a function of available time or opportunity--even paid opportunity.

Current research-interest areas were compared with the areas in which thesis and dissertation projects had been conducted over the twenty-five year period. Projects were classified under one of five general categories. The two areas of clinical-personality and experimental-theoretical accounted for 95% of all thesis-dissertation research undertaken in the past. Current research activities showed the clinical-personality area to be nearly twice as strong as the four other areas combined, and most striking of all, the experimental-theoretical area was greatly reduced in favor of research of a more immediate, applied nature, e.g., research in industrial psychology. But the areas of counseling-psychotherapy and social psychology, while relatively higher in frequency in the current listing of research projects, still remained largely virgin territory for Loyola graduates. The reluctance to close with the problems of therapy is not peculiar to Loyola however, since, as was pointed out, less than 12% of the doctoral research produced by students in approved clinical programs deals with the area of therapy. One striking feature evident in the thesis-dissertation research has been the growing sophistication through the years in research design and the use of statistical techniques, although statistical treatment in general has tended to remain at a fairly conservative, undramatic level.

The question of the importance of foreign languages in the course of professional duties was a strongly charged one for most of the respondents. Nearly three fourths said that they never, or rarely if ever, used or felt the need for

a language other than English. When another language was mentioned as possibly of value to a psychologist, German, French, and Spanish were the most frequently mentioned--in that order.

Area interest for Loyola graduates, as indicated by primary and secondary choices, was overwhelmingly expressed for clinical and behavior deviations and for counseling and guidance next. Tests and measurements followed as a poor third. The Loyola graduates were best characterized by a clinical-counseling-testing pattern as opposed to the APA's looser clinical-social-educational pattern (membership figures for divisional affiliation were used to determine the APA's pattern). The chief differences between the Loyola and APA groups lay in the proportionately greater interest in therapy on the part of the former, and also their lower degree of interest in the social field.

Nearly three fourths of the graduates have remained in the field of psychology and consider themselves to be psychologists. Some of these people are currently functioning only part-time as psychologists in the strict sense of the term, e.g., president of a small college, faculty member in a department of education. Positions ranged all the way from the chairmanship of a department of psychology to an internship in a clinical facility. Nearly half of the people in psychological positions were in a university or college setting; schools below the college level account for the next most numerous group. Only two graduates were in private practice--both at the MA level. Graduates were also working in social service agencies; hospitals; penal, correctional, or rehabilitative institutions; industry and business; and in civil service.

A quarter of the graduates were in nonpsychological positions. These other fields included medicine, law, college and secondary school teaching, engineering,

and religious life. Only one PhD, a clergyman, was among those working outside the field of psychology.

When the distribution of time spent in various professional activities was tallied, it was found that more than two thirds of the graduates spent at least some time in individual counseling, therapy, or guidance. These people averaged a fourth of their total work week in such activities. Slightly under two thirds spent some time in psychological testing and interviewing. Nearly half were active in teaching. Such separate activities as administrative duties (including supervisory activities), personal research, and directing research or consulting on research problems involved less than half of the graduate group. No other activity was reported except group psychotherapy which was practiced by only two graduates.

Probably the most striking feature emerging from the time-distribution phase of the study was the pervasiveness of therapy or counseling. The proportion of Loyola graduates active in this area is more than twice as great as it is among APA members generally. This and other indications throughout the report show that whether adequately trained in therapy or not, Loyola graduates are very active in the counseling-therapy area, and perhaps more than in any other area could profit from a greater emphasis in the training program.

Financially Loyola graduates fall somewhat below the median salary for psychologists generally. (They are also somewhat younger as a group than psychologists generally.) The graduates' median salary was just under \$5,000 annually but ranged from a low of about \$2,000 up to \$12,000. Extra income from sources outside the main position was an important feature for some of the graduates. Median extra income was \$460 annually but ranged from less than \$100

to \$3,000 over and above the salary itself. The important thing here is that opportunities for supplementary professional services are available--and perhaps even more significantly--in some cases salaries are pegged so low that extra-income sources are a necessity.

Clinical salaries were the lowest for Loyola graduates--a finding in agreement with the situation for clinicians generally. Surprisingly enough, the field of teaching was the best paid.

While the PhD in dollars and cents is worth about \$1,200 more a year to the graduate than the MA degree alone--a finding in accord with other surveys--male graduates do not show a higher salary income than females, contrary to the situation in other psychologist populations and in the employment field generally.

Loyola graduates employed full-time in psychological positions had a professional experience background of four years. Job mobility was not a particularly strong feature among them.

As might be expected, higher income tends to go along with greater professional experience, although by no means in a one-to-one relationship. The more experienced people of the graduates are in public or private school systems below the college level.

Interestingly enough, it was the graduates who were doing comparatively well financially who tended to ascribe a higher quality to the graduate training they had received than was the case for those doing less well. There was no indication that the research-oriented or "publication-conscious" people do better financially than those not so oriented; in fact, from all indications, they may even do less well financially.

To fill out the monetary picture the earnings for psychologists generally were compared with those of other occupations, especially the professions. The conclusion drawn was that psychologists continue to delude themselves about their financial well-being (and probably their prestige in the popular mind) by repeated comparisons with teachers in primary, secondary, and college-level systems. Psychology as compared with other professions is not a well-paid profession.

The anonymous ratings of training received were at a gratifyingly high level. The most frequently occurring evaluative term of the six levels provided was "excellent." Fully half of the group described the training they had received as either "excellent" or "superior." Only one in ten of the graduates described his training as either "fair" or "poor."

In general, women and religious tended to give a somewhat higher rating to their training than male graduates generally. The religious group also offered fewer critical comments and suggestions for change than the male group did.

Although degree status did not appear to be affiliated with the positive or negative quality of the rating given, research activity was. The suggestion was offered that the person active in research was more likely by virtue of this very activity to be forced to compare himself and his training more critically with other psychologists.

Comments and suggestions relating to training covered a wide variety of topics with varying intensity. The most frequently cited underdeveloped area (cited by two out of three of the graduates) was that of counseling and psychotherapy. Among APA members generally only one out of three had expressed an active interest in the therapy or counseling area. The strong desire for further

training in therapy or counseling was not at all limited to the clinicians among the graduates but extended to those in other specialty fields as well. Actual training and practice in group therapy was also a fairly frequent mention. Direct and indirect references were made to the desirability of an adult diagnostic and guidance center--both to implement training in therapy and diagnosis and as a public relations measure.

Research design and methodology was the next most frequently cited area in which further training was desired. Generally the feeling expressed was that there was insufficient research of a publishable quality appearing in the department and appearing as a product of the department.

Job placement and job orientation service from the department itself was a recurring topic, as was the desirability of an interdisciplinary emphasis in training. Relations with the professional and general public were also a focus of concern for the graduates.

The quality and overall effectiveness of the teaching staff was a strong plus in the comments made. The ready availability and accessibility of the staff members to students and the freedom accorded for personal efforts were the prominent features. On the other hand, there was an expressed need for a higher staff-to-student ratio, particularly of PhD members and persons active in professional life outside of the university itself. Solutions to the staff-student ratio problem were offered both from the standpoint of increasing the staff and reducing student numbers. Graduate courses were criticized principally for being note-taking lecture courses rather than actual seminars involving leader-student and student-student interaction.

Interestingly enough, doctoral degree requirements were not a matter of concern at all in the comments, except for the language requirements which received a good deal of negatively-toned comments.

All things considered, the most striking single impression arising from the study is how very like psychologists in general the Loyola group is. Of course, there are marked dissimilarities too, as in the high proportion of religious and clergy among the graduates and the dominance of interest in psychotherapy and counseling; but all in all, it is "likeness," not "unlikeness," that appears most prominently.

Perhaps the most heartening feature of all was the great confidence expressed in the ability of the department to change and modify where needed. Indeed, many of the graduates prefaced their critical remarks with a statement of the "this has probably been remedied already" variety.

The questionnaires and the survey itself received favorable comments, serving to promote among the graduates a sense of pleased participation in the growth and development of the department. The intense interest in all phases of the department's functions, demonstrated by those who responded to the questionnaires, and the strong personal identification with the goals and accomplishments of the department auger well for the future--especially for the next quarter-century.

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APPENDIX I

Names of all advanced degree recipients by date of conferment of degree, current address, and degree status follow. Asterisk indicates PhD degree; all others are MA degrees. Persons receiving the MA and later the PhD are listed in each instance under the year that the particular degree was awarded. The date of the degree conferred was determined by perusal of the degree listings in each commencement program from 1930 through 1954. Thesis and dissertation titles may now (1955) be found filed in a card index in the Graduate School office; therefore, this information is not included here.

1930:

Frances Mary Schaefer
7937 South Paxton
Chicago 17, Illinois

1931:

Marcella Ann Twomey
Fullerton Plaza Hotel
420 Fullerton Pkwy.
Chicago 14, Illinois

1932:

Sibyl Catherine Davis
(Mrs. James A. Ward)
8327 S. Sangamon St.
Chicago, Illinois

1932 (continued):

Dorothy Catherine Kleespies
(Mrs. Groark)
16 Gardenway
Greenbelt, Md.

Elizabeth Lourdes McGrath
3607 So. California
Chicago 32, Illinois

1933:

Marie Bernadette Rochford
1128 W. Washington Blvd.
Oak Park, Illinois

Josephine Agnes Flannery
(No current address)

1933 (continued):

Leona Marie Carroll
5703 So. Marshfield Ave.
Chicago 36, Illinois

Lenore Bernadette McCarthy
(Deceased)

1937:

Ignatius Anthony First, F.S.C.
Cretin High School
St. Paul, Minnesota

1938:

Helen Cecelia Quinn
5802 West Washington Blvd.
Chicago 44, Illinois

1939:

Ernest Vernon McClear, S.J.
St. Mary of the Lake Seminary
Mundelein, Illinois

1940:

Thomas Michael Kennedy
1245 W. North Shore
Chicago, Illinois

1941:

Loretto M. Olson
1035 N. Leamington Ave.
Chicago 51, Illinois

1942:

Elisabeth Ann Mueller
922 E. Buena Ave.
Chicago 13, Illinois

1942 (continued):

Irene H. Sullivan
230 W. Washington Blvd.
Oak Park, Illinois

Francis J. Sweeney
7103 Alvern St.
Los Angeles 45, Cal.

1943:

Frances Virginia Rau
(Mrs. Clive Finegan)
1020 Lawrence Avenue
Chicago 40, Illinois

1944:

Sister Marian Dolores (Robinson), S.H.N.
Marylhurst College
Marylhurst, Oregon

1945:

Sister Mary Patrice (McGlone), O.S.F.
1501 S. Layton Blvd.
Milwaukee 15, Wis.

Rev. James Hominuke
Ukrainian Bible Institute
523-527 West 20th St.
Saskatoon, Saskatchewan, Canada

William T. Wallace, Jr.
1325 W. Arthur Ave.
Chicago 26, Illinois

1946:

Sister Mary Madeleine (Adamczyk), S.S.J.
5531 S. Karlov Ave.
Chicago 29, Illinois

1946 (continued):

Marion Frances Holstein
7130 So. Union Ave.
Chicago 21, Illinois

Jeanne M. Collins
3647 W. Wabansia Ave.
Chicago 47, Illinois

Sister Mary Rosalita (Hurley), O.S.F.
1501 S. Layton Blvd.
Milwaukee 15, Wis.

1947:

*Sister Marian Dolores
(Robinson), S.H.N.
Marylhurst College
Marylhurst, Oregon

1948:

Irene A. Staniszewski
508 East Otjen St.
Milwaukee 7, Wis.

1949:

LeRoy Albert Wauck
Psychology Department
Marquette University
Milwaukee, Wis.

Patrick J. Fitzmaurice, Jr.
5749 N. Fairfield Ave.
Chicago 45, Illinois

Sister Mary Francis (Thinnes), C.S.J.
Our Lady of Bethlehem Academy
La Grange Park, Illinois

Sister Jean Loretta (Nolan), O.P.
2015 Webb Ave.
Detroit 6, Michigan

1949 (continued):

Kathleen E. O'Brien
3408 W. Congress
Chicago, Illinois

Leonard Manning Ware
30 W. Washington St.
Chicago 2, Illinois

Donald Edward Williams
Box 51
Atlas, Michigan

George Henry Zimny
Psychology Department
Marquette University
Milwaukee 3, Wis.

Lillian Frances Bowden
904 E. 76th Street
Chicago 19, Illinois

Maybelle Hathaway Brooks
1312 Astor Street
Chicago 10, Illinois

Kiyoshi Matsukuma
P.O. Box 35
Hilo, Hawaii, T. H.

*Rev. Charles A. Weisgerber, S.J.
University of Detroit
Detroit 21, Michigan

1950:

Norman George Kerr, Jr.
11316 So. May St.
Chicago 43, Illinois

Clare Nuthnagel
(Mrs. John P. McCarthy)
8756 So. Utica Ave.
Chicago 42, Illinois

1950 (continued):

Robert C. Nicolay
1606 W. Granville
Chicago, Illinois

*Kathleen E. O'Brien
5804 W. Washington Blvd.
Chicago 44, Illinois

Jesse Ralph Pearson
5846 Spruce Street
Philadelphia, 39, Pa.

Agnes Helen Stiel
209 Washington Blvd.
Oak Park, Illinois

Mrs. Louise Easton Woodley
609 E. 60th Street
Chicago 37, Illinois

Helen K. Pancarz
Illinois Catholic Women's Club
820 N. Michigan Ave.
Chicago 11, Illinois

Rev. Michael Urbanowich, M.I.C.
Marian Seminary
Clarendon Hills, Illinois

1951:

Paul J. vonEbers
1354 Sedgwick St.
Chicago 10, Illinois

Rev. Walter L. Farrell, S.J.
West Baden College
West Baden Springs, Ind.

Casimir Irmo
1903 Summerdale
Chicago 40, Ill.

Daniel Patrick Foley, S.J.
West Baden College
West Baden Springs, Ind.

1951 (continued):

*Thomas Michael Kennedy
1245 W. North Shore
Chicago, Illinois

Mrs. Jeanne McRae McCarthy
6717 N. Harding Ave.
Lincolnwood, Illinois

Herbert Lee Sachs
6057 N. Mozart St.
Chicago 45, Illinois

Fred D. Whelan
1209 W. Sherwin Ave.
Chicago 26, Illinois

1952:

William Edwin Tatter
2753 Linshaw Court
Cincinnati, Ohio

Eugene J. Albrecht
6119 N. Kenmore Ave.
Chicago 40, Illinois

Edna Frances Bodjack
330 W. Wellington Ave.
Chicago 14, Illinois

Sister Mary Fidelissima (Dzik), C.S.S.F.
Assumption Villa
Monument Road, Route 2
Ponca City, Oklahoma

Helen Lorraine Fischer
1947 N. Kildare Ave.
Chicago 39, Illinois

Jerome Frankel
1351 W. Greenleaf St.
Chicago 26, Illinois

Sister Mary Michaelinda (Feucht), O.P.
5970 McClellan Ave.
Detroit 13, Michigan

1952 (continued):

Lee Francis Osborn, Jr.
2753 N. Fairfield Ave.
Chicago 47, Illinois

Theresa DeSousa
1339 W. Marquette Rd.
Chicago 37, Illinois

Sister Mary Roserita (McGuire), R.S.M.
8100 S. Prairie Ave.
Chicago, Illinois

Leonard J. Rothfeld, M.D.
Massachusetts General Hospital
Box 682
Boston, Mass.

Anthony B. Tabor
2231 N. Latrobe Ave.
Chicago 39, Illinois

*Eugene Thomas Grembowicz
Downey V. A. Hospital
Downey, Illinois

Anthony J. DelVecchio
6525 N. Sheridan Rd.
Chicago 26, Illinois

John Daniel O'Malley
8642 S. Euclid Ave.
Chicago 17, Illinois

*Rev. Walter Joseph Smith
Department of Psychology
University of Detroit
Detroit, Michigan

Aurelius Anthony Abbatiello
522 N. Hamlin Ave.
Chicago 24, Illinois

Sister Mary Arsenia (Falat), C.S.S.F.
4637 S. Wolcott Ave.
Chicago 9, Illinois

1952 (continued):

James Joseph Flynn
Box A, Eastern State Hospital
Medical Lake, Wash.

Rita Stalzer Flynn
Box A, Eastern State Hospital
Medical Lake, Wash.

Lennart Charles Johnson
9132 LaCrosse St.
Skokie, Illinois

Mother Rosemary Moody, R.S.C.J.
Convent of Sacred Heart
St. Joseph, Mo.

Marshall John Webb
7500 W. Schubert Ave.
Elmwood Park, Illinois

Eugene Henry Welsand
3411 S. 10th Street
Milwaukee 15, Wis.

1953:

Bernard Martin Aronov
Flavet III, Apt. 200-S
Gainesville, Florida

Sister Mary Grace (Schommer), O.S.F.
3221 South Lake Drive
Milwaukee 7, Wis.

William Anthony Guppy
Psychology Department
Seattle University
900 Broadway Street
Seattle 2, Washington

Richard Joseph Haberle
3200 N. Summit
Milwaukee, Wis.

1953 (continued):

Rev. John Paul Ly
St. David Church
3210 So. Union Ave.
Chicago 16, Illinois

John Michael McCauley
4940 W. Palmer St.
Chicago 39, Illinois

Daniel Francis Novak
630 N. Pine
Chicago 44, Illinois

Thomas G. Stampfl
3904 Stickney Ave.
Cleveland 9, Ohio

Richard J. Stanek
402 W. Evergreen St.
Chicago 10, Illinois

Michael Patrick Tristano
315 E. 5th Street
New York, N. Y.

*Mother Margaret Burke
Barat College
Lake Forest, Illinois

*Rev. Charles M. Eggert
Pastor, Church of St. Thomas
St. Paul Park, Minnesota

*Marguerite Jean O'Brien
(Mrs. Donald Ewald)
10519 W. Greenfield
Milwaukee, Wis.

*Rev. John Joseph Evoy, S.J.
Gonzaga University
Spokane 2, Wash.

*Rev. Louis B. Snider, S. J.
6525 N. Sheridan Rd.
Chicago 26, Illinois

1953 (continued):

Sister Agnes James (Leonas), C.S.J.
Fontbonne College
Wydown and Big Bend
St. Louis 5, Mo.

Gerd M. Cryns
2511 West Cullom
Chicago 18, Illinois

Robert Francis Medina
102 E. Chestnut St.
Chicago 11, Illinois

Henry Joseph Lambin, Jr.
1218 W. Norwood St.
Chicago 40, Illinois

Francis Bernard Petrauskas
1603 50th Court
Cicero 50, Illinois

*Francis Joseph Sweeney
7103 Alverin Street
Los Angeles 45, Cal.

1954:

*Herbert J. Bauer
University of Detroit
Detroit, Mich.

*Robert C. Nicolay
1606 W. Granville
Chicago, Illinois

Edward Maurice Flaherty
205-C Wyoming
Forrestal Village
North Chicago, Illinois

Theodora P. Grembowicz
3106 N. Harding Ave.
Chicago 18, Illinois

1954 (continued):

George R. Lewis
137 S. 12th Ave.
Maywood, Illinois

Joan Carroll Baldwin
1214 Maple Avenue
Evanston, Illinois

Katusha M. Didenko
(Mrs. Leonard Setze)
6436 N. Leavitt St.
Chicago 45, Illinois

Elizabeth Jane Murphy
Illinois Catholic Women's Club
820 N. Michigan Ave.
Chicago 11, Illinois

Francis X. Paone
500 Edgewood Rd.
Lombard, Illinois

Leonard Andrew Setze
6436 N. Leavitt St.
Chicago 45, Illinois

Catherine Jeanne Ivis
1608 W. Berwyn Ave.
Chicago 40, Illinois

Thaddeus R. Murroughs
741 Brummel St.
Evanston, Illinois

George Kenneth Zak
6023 W. Cermak Rd.
Cicero 50, Illinois

Robert Neil Traisman
1263 W. Pratt Blvd.
Chicago 26, Illinois

Richard George Doyle
119 East School St.
Owatonna, Minnesota

1954 (continued):

*James Joseph Flynn
Box A, Eastern State Hospital
Medical Lake, Washington

Ruth Mary Gorman
232 South Austin Blvd.
Oak Park, Illinois

Alan James Fredian
2548 W. Logan Blvd.
Chicago 47, Illinois

Patricia Helen Bledsoe
3319 N. Olcott Ave.
Chicago 34, Illinois

APPENDIX II

Contents: Explanatory letter

Questionnaire Form I and Form II

Specimen of first follow-up letter

Specimen of second follow-up letter

Loyola University
820 N. Michigan Ave.
Chicago 11, Illinois
June 3, 1954

Dear Graduate:

The year 1954 marks the twenty-fifth anniversary of the founding of the Department of Psychology at Loyola University. During the time from 1929 to 1954, 105 M.A. and 15 Ph.D. degrees have been awarded. The first M.A. was granted in 1930 and the first Ph.D. in 1947. With the expansion of the department there has been a positively accelerating curve indicating the increase in the number of degree recipients up to the present. Now, twenty-five years after the department came into being, the number of graduate students working for advanced degrees promises to give this trend a considerable boost--especially so with regard to the doctorate.

With the maturity which a quarter century of existence bestows, there comes a time of stock-taking--a time of surveying and evaluating what has been accomplished, and what has not. To get at, evaluate, or assess the contribution which the department has made to the field of psychology, both as a profession and as a science, it is necessary to contact the degree recipients themselves since they represent in most tangible form the contribution made. This, then, in a general sense is the purpose behind the two questionnaires enclosed. More specifically, the aim is to find out in what capacity our degree recipients are functioning, how they are utilizing their psychological training, and how as a group they compare on a host of diverse points with psychologically trained persons from other institutions and with psychologists in general. One way to re-evaluate the training program in terms of scope and goals for present and future graduate students, and at the same time find out something about the professional disposition of Loyola-trained psychologists, is by means of the replies made to these questionnaire items.

It should be emphasized that there are two separate questionnaires: Form I, which poses the pertinent questions for subsequent statistical analysis, and Form II, which is concerned with your evaluation of the training received at Loyola and is therefore anonymous to conceal the identity of the person responding. Each of the two questionnaires (Form I and Form II) should be returned in the stamped, addressed envelopes provided; the envelopes are clearly labeled "Form I" and "Form II," respectively. Your full cooperation in this endeavor is earnestly requested.

Yours sincerely,

V. V. Herr, S.J.

V. V. Herr, S.J.
Chairman, Dept. of Psychology

R. F. Medina

R. F. Medina
Research Fellow, Dept. of Psychology

DEPARTMENT OF PSYCHOLOGY
LOYOLA UNIVERSITY

Form I--Personal Data

(Please return this questionnaire in the envelope which is marked "Form I.")

Name: _____
(Last) (First) (Middle)

Home address: _____

Business address: _____

Date of birth: _____ 5. Citizenship: _____ 6. Married: Yes _____ No _____
(Country)

If a veteran, indicate branch of previous military service: Army _____ Marine Corps _____
Navy _____ Air Force _____

While in military service was your function that of a psychologist? If so, indicate the position held: _____

What occupation are you currently employed (present or most recent position)? _____

Title of your position _____

Name and type of employer (e.g., employed by a university, governmental organization, private practice, etc.) _____

Was your psychological training involved in this occupation? (Is your work primarily psychological in nature?) Yes _____ Indirectly _____ No _____

Check the one most applicable to you at present: a. Full-time position psychological in nature. b. Full-time position non-psychological in nature. c. Full-time student. d. Part-time student working in psychological position. e. Part-time student working in non-psychological position. f. Other, specify _____

Proportionately how many hours in an average week are spent in each of the following activities? (Consider an average week as 40 hours.) Teaching (include preparation) ____ Individual research or with assistants whom you actively supervise ____ Advisory function toward students preparing theses, etc. ____ Psychological testing and interviewing (clinical or vocational) ____ Individual counseling, therapy, or guidance ____ Group therapy ____ Administrative duties (include supervision of interns or trainees) ____ Other, specify _____

What is your particular area of interest or area of greatest competence? For the area of primary interest insert the number "1" in the blank before that designation; for the area of secondary interest insert the number "2." (Select only two of the following areas.)

Clinical and behavior deviations. Educational psychology. Experimental psychology. Industrial and business. Tests and measurements. Social psychology. General psychology (history, systems, theory). Developmental (childhood, adolescence, maturity, old age). Comparative and/or Physiological. Esthetics. Counseling and guidance

Highest professional or academic degree received: _____

<u>Degree</u>	<u>Year Awarded</u>	<u>Institution Conferring Degree</u>
B.S.		
B.A.		
M.A.		
M.D.		
Ed.D.		
Ph.D.		
Other _____		

Thesis title: _____

Dissertation title: _____

If you have an M.A., but not yet a Ph.D., check the statements which apply to you whether you intend going on at Loyola or elsewhere. Course work completed _____. Language requirement fulfilled _____. Dissertation outline approved _____. Oral examination or written comprehensives completed _____.

If course work for the Ph.D. is not completed, how many courses have you completed to date beyond the M.A. requirement of 8 courses? _____

Do you intend going on for the Ph.D. (at Loyola or elsewhere) or are you now so engaged?
Yes _____ No _____ Undecided _____

If the answer "yes" is given to question No. 18, specify the institution which you expect to grant the degree: _____

Has all of your graduate course work to date been taken at Loyola University? Yes _____ No _____

If the answer to question No. 20 is "No," indicate the other institution or institutions where courses were taken and the number of semester hours: _____

What professional positions, not including the one referred to in item No. 8, have you held?

<u>Position Title</u>	<u>Name and Type of Employer</u>	<u>Approximate Time Held</u>
a.		
b.		
c.		
d.		

What professional societies do you belong to? American Psychological Association _____
Midwestern Psychological Association _____ Illinois Psychological Association _____
Chicago Psychology Club _____ Psi Chi _____ Sigma Xi _____
Other national or regional professional societies, specify _____

If APA member check membership status: Life member _____ Fellow _____ Associate _____
Student journal group _____ Diplomate of American Board of Examiners in Professional Psychology _____

Have you served as an officer, chairman, or committee member for any of the professional societies at a national, regional, or state level? If so, please list the offices held at the organization (e.g., chairman of an APA division, member APA committee on ethical standards, secretary of Oregon Psychological Assn., etc.): ✓

Which of the professional or learned journals do you receive regularly? Please list them (e.g., American Psychologist, Journal of Clinical Psychology, Psychological Abstracts, etc.)

Has your thesis and/or dissertation been published in whole or in part as a monograph, journal article, or book? Yes No . If so, cite the journal, title of article, and date of publication:

Have you presented your thesis and/or dissertation (or any portion thereof) before a professional group (e.g., APA, MPA, etc.)? Yes No . Cite the organization, title of paper, and date given:

What other publications do you have, either as a single author or with other authors? Give full citation:

List papers, other than that mentioned in 28a above, which have been presented or read before professional groups or societies (identify):

Are you currently engaged in psychological research? Briefly indicate the general nature of this research:

Are you now receiving or have you ever received a research grant from any institution or agency (include research assistantships, USPHS fellowships, etc.)? Yes No If what is the name of the institution or agency awarding the grant (grants)?

In your particular position is time spent in research considered a part of your regular duties for which you are paid, or is research largely conducted on your own free time apart from regular duties?

In the course of your professional duties and activities do you utilize or feel a need for any language or languages other than English? Frequently Fairly often

Evaluation of Training and Financial Data

Please do not write your name on this form or in any other way identify the person answering these questions. This questionnaire (Form II) should be returned in the envelope which is marked "Form II." In this way the identity of the individual giving information will not be disclosed.

Sex: Male _____ Female _____. Age: _____

M.A. _____ M.A. with additional course work _____ Ph.D. _____

General type of position held at present or most recently held: Psychological _____
Non-psychological _____.

In this position are you employed full-time or part-time? (Check appropriate category.) Full-time _____ Part-time _____

How many years altogether have you been employed professionally as a psychologist? (If you have been employed in various part-time positions consider these in your total; i.e., two years of half-time employment constitute one year full-time.) _____

If your position is (was) psychological in nature which general area best categorizes it?
Clinical _____ Vocational and educational guidance _____ Teaching and research _____
Industrial and business _____ Other, specify _____

Average number hours work per week in your position: _____

Monthly salary or income for this position: _____

Total yearly income from all professional work (i.e., including authorship of books and delivering of speeches, engaging in consulting work aside from regular duties, etc.):
_____.

If as a member of a religious order you do not receive a salary, please indicate the fact with a check mark here: _____

In terms of your present situation and your contact with professionally trained individuals from other institutions, how would you evaluate the psychological training you received at Loyola: Superior _____ Excellent _____ Generally good _____ Adequate in most areas _____
Fair, but with definite shortcomings _____ Poor with inadequate coverage and/or lack of stress on important topics _____

What particular areas or topics do you feel were neglected or inadequately stressed in your training at Loyola? What areas or topics should receive greater emphasis and what do you believe has been overly stressed to the neglect or exclusion of more important or relevant material (e.g., statistics, experimental design, psychotherapy, group dynamics, learning theory, philosophy, etc.)? _____

Additional comments or suggestions you can offer with regard to general quality, number, and experience of teaching staff; facilities for training and placement of students; research activity and interest within the department; desirability of interdisciplinary emphasis in training; relations with the professional and general public; etc.:

(Specimen: 1st Follow-up)

Graduate Survey
Psychology Department
Loyola University
820 North Michigan Ave.
Chicago 11, Illinois

Dear Graduate:

The Graduate Survey Questionnaires (Form I and Form II) sent last month to the 115 graduate degree recipients of the Department of Psychology have already been received from over half of that total population. With a well-defined population such as this one, the expectation of completed returns can be one hundred per cent.

You will recall that in the letter of explanation sent along with the two forms you received there was no mention made of the date of return, the hope being that they would be returned as soon as conveniently possible. Since statistical treatment of the data and preparation of the report will require some time for completion, we urgently request that you complete and return the two questionnaires in the proper stamped, addressed envelopes sent you. If by any chance the forms have been lost or mislaid, please notify us and we will immediately send you replacements.

The importance of the questionnaire responses to aid in a re-evaluation of the training program for present and future graduate students has been sufficiently stressed in the previous letter. We hope that recognition of the value of this goal will serve to elicit your full cooperation.

Yours sincerely,

V. V. Herr, S. J.
Chairman
Dept. of Psychology

R. F. Medina
Research Fellow
Dept. of Psychology

(Specimen: 2nd Follow-up)

Graduate Survey
Psychology Department
Loyola University
820 North Michigan Ave.
Chicago 11, Illinois

Dear Graduate:

To date we lack only 25% of the returns from the Graduate Survey Questionnaires (Form I and Form II) which were sent to the advanced degree recipients of the Department of Psychology. Since the imposing task of statistical and qualitative analysis must begin at once, we ask that you take the necessary time to fill out the forms and mail them to us in the stamped, addressed envelopes provided.

If you have lost or mislaid the questionnaires please write or call the psychology department and we will be glad to replace them. (Telephone: Whitehall 4-0800, Extension 135.)

Your individual response is essential for the success of this endeavor.

Yours sincerely,

V. V. Herr, S. J.
Chairman
Department of Psychology

R. F. Medina
Research Fellow
Department of Psychology

APPROVAL SHEET

The dissertation submitted by Robert Francis Medina has been read and approved by the members of the Department of Psychology.

The final copies have been examined by the Director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval with reference to content, form, and mechanical accuracy.

The dissertation is therefore accepted in partial fulfillment of the requirements for the Degree of Doctor of Philosophy.

October 16, 1957
Date

Frank Kobler
Signature of Adviser