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The Sociologist: His Training and Functions: A Survey of Graduate Sociologists from Loyola University Chicago (1956-1968)

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THE SOCIOLOGIST, HIS TRAINING AND FUNCTIONS:
A SURVEY OF GRADUATE SOCIOLOGISTS
FROM LOYOLA UNIVERSITY, CHICAGO
(1956-1968)

by

Jaime Mairats Batle, S.J.

A Thesis Submitted to the Faculty of the Graduate School
of Loyola University in Partial Fulfillment of
the Requirements for the Degree of
Master of Arts in Sociology

June

1970



LIFE

Jaime Mairata Batle was born in Mallorca, Spain, January 29, 1930.

He joined the Society of Jesus on October 6, 1949, at the monastery of Veruela, Zaragoza, Spain. He was sent to continue his studies in Bombay, India, and graduated in Philosophy at the Sacred Heart College, Shembaganur, India.

After finishing the Licentiate in Sacred Theology, as a priest, he was for three years at St. Mary's High School, Cambridge Section, holding the post of Vice-principal. After graduating in Sociology from Loyola he hopes to return to Bombay to take up a teaching post.

PREFACE

The writer wishes to thank the Chairman of the Department of Sociology for his lines of recommendation inserted in the letter of this survey; Dr. J. P. Mundi for suggesting the idea of this survey as subject for the thesis. Besides, the latter and Dr. Paul Mundy helped with their advice and in other ways to carry out the project, for which I am most grateful. Thanks are due to each one of the advanced degree recipients of the department who kindly consented to answer the questionnaire of this survey. Their cooperation has made this survey possible.

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CHAPTER I

INTRODUCTION AND RELATED LITERATURE

The graduate student in any university represents in most tangible form the contribution which that institution has made to society, whatever may be the deficiencies of the system of the graduate education. The Graduate School in the United States has been a source of contention both because the Dean seems to lack full powers to carry out efficiently and independently plans and programs and because the two degrees granted--the M.A. and the Ph.D.--have not a clear cut standard. This is what Charles M. Grigg has to say in that regard: "The unresolved issues in graduate studies are many, and some of them are of long duration. For those who wish to see immediate changes, the future is not too bright. The organization of the graduate school has been a source of weakness since its inception."¹ Elbridge Sibley in his classic study on The Education of Sociologists in the United States makes a similar remark:

Among the hundreds of faculty members, other professional sociologists, and graduate students with whom I have talked in the course of my investigation I have found little complacency about the present state of graduate education in sociology. No one department of sociology today could be taken as a standard for comparison.²

¹ Charles M. Grigg, Graduate Education (N.Y.: The Center for Applied Research in Education, 1965), p. 105.

² Elbridge Sibley, The Education of Sociologists in the United States (N.Y.: Russell Sage Foundation, 1963), p. 12.

As late as February 1968, Richard Laskin advocating a Master's degree program in sociology asked: "Is there not a place for the master's degree in sociology as a terminal professional degree, and are there not positions for which specialized M.A. training might not be encouraged?"³

A survey of the graduates in sociology from Loyola, as a study for a Master's thesis, would be not only rewarding as a research project, but also it could provide valuable information for the Department of Sociology. Dr. Robert F. Medina conducted such a survey of graduate psychologists from Loyola University, covering 1930-1954, the first 25 years of the Department of Psychology. The questionnaire sent to the graduates in sociology from Loyola was based on the questionnaire of Dr. R. F. Medina, and aimed to gather all pertinent information about the graduate sociologist from Loyola.

In the context set forth above, the factual data gathered about those who graduated throws light on the work carried out during the training years, while avoiding disputed issues. The graduates of a particular department show most clearly what has been accomplished 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 can be achieved.

Loyola University has served the nation and the city of Chicago for one hundred years (1870-1970). Graduate degrees in sociology were granted by the Department from the early 1940's through the I.S.I.R.; in June 1956

³Richard Laskin, "A Master's Degree Program in Sociology," The American Sociologist, Vol. 3, No. 1 (February, 1968), p. 16.

the first M.A. in Sociology was awarded through the Graduate School. It was not until February 1964 that the first two Ph.D.'s were awarded. This study covers a period of thirteen years up to 1968, inclusive.

What kind of sociologist has come out of Loyola University? Is he a sociologist who has made his influence felt as a scholar in the line of research, in the academic line of teaching, in the social field of diagnosis of problems affecting society, in industry and business as consultant or in some other social endeavor? The purpose of this thesis is to portray significant features which define the professional sociologist who has received his graduate training at Loyola University. The aim is to investigate and evaluate some variables which characterize this particular group. What are these significant features? The significant features relate to four main positions of the sociologist: in the world of sociological occupations, in the professional world of associations and interest areas, in research and publications, and, finally, in earnings or profits derived from his work as a sociologist.

The variables which will bring out that portrayal refer to personal and professional matters. Is there any marked relationship among the age, marital status or sex of the graduate from Loyola and his achievement in his current position? What is the proportion of time he spends in his sociological position along with research and other professional activities in national or local associations? Are his areas of professional interest and competence bearing visible fruit in academic circles or showing in publications in the form of books or articles in journals? In his current activities is he going in for specialization? Are his professional and academic degrees duly rewarded in the way of money or some other manner?

What level of salary is he drawing in the different positions he holds? Do Ph.D.'s hold professional jobs higher than those of the M.A.'s? Do the M.A.'s wish to go on to the doctorate as a fulfillment of their professional aspirations? Hence the variables referring to personal and professional matters will include: 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, current activities, monthly and yearly salary.

The graduate from Loyola was asked to tell about himself, his professional functioning in the field, and what he thinks about the training he received at Loyola. Was that training good enough for his current position? Could the training received at Loyola be improved and, if so, in what specific areas? What does he think about the Department of Sociology? The variables referring to evaluation of their training include: particular areas or topics the person felt were neglected, inadequately stressed or overstressed; impressions regarding quality, number and experience of teaching staff; facilities for training and placement; research level and research interest within the department; and relations with the profession and the public in general.

Through the understanding of the common, pertinent elements of this group with regard to professional interest patterns and job functions, one can hope to discover some implications for the training program of sociologists in the topics noted. Since these graduates have had an opportunity to compare themselves in training and proficiency with other sociologists in the field, their evaluation and rating of the training received at

Loyola is of special significance and value. Also, it will be possible to present prospective and present graduates with a realistic 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.

Survey research has now become a major tool of empirical research in all of the social sciences. Says Charles Y. Glock: "Defining sociology broadly, there is no other discipline that has adopted survey methods as enthusiastically or used them as extensively."⁴ In particular, Graduate Schools have been the object of many a survey for the last ten years, bearing in mind the deficiencies of the educational system and trying to suggest some solutions to the problems. Sociology has made its contribution, the outstanding work being the national survey conducted by Elbridge Sibley, already noted.

In 1960, Bernard Berelson presented the results of his surveys on Graduate Education in the United States.⁵ We may leave aside the historical survey Berelson makes of the Graduate School. Our interest lies in his survey of the present Graduate School where Berelson studies the student graduate in his professional capacity. What is the quality of the student group now coming into graduate studies? Does the graduate compare favorably with two other main groups in advanced training, the professional students

⁴Charles Y. Glock, Survey Research in the Social Sciences (N.Y.: Russell Sage Foundation, 1967), p. 3.

⁵Bernard Berelson, Graduate Education in the United States (McGraw Hill Book Co., Inc., 1960).

of law and medicine? In answering these questions Berelson gives a portrayal of the graduate as gathered from the answers given by Deans of Graduate Schools, Graduate Faculty Members, Recent Recipients of the Doctorate, College Presidents, and even some Representatives of Industry to his questionnaire. Each of Berelson's five questionnaires has a portion on the evaluation of graduate work which along with the questions addressed to Recent Recipients of the Doctorate are of special relevance to this study. The purpose was to review the state of Graduate Education after hearing from all those concerned with it. This vast study covered the first century of graduate work in the United States, from 1876 to 1976, since it planned for the future. It included a broad view of graduate education and its institutions, in order to locate and interpret the major trends and issues now active. It included, too, some projection of what might happen to graduate education in order to provide a proper basis for clarifying alternatives or making recommendations. Hence, Berelson tried to stay as close as possible to the facts gathered, and made clear where they ran out and where personal interpretation entered in.

Regarding evaluation of graduate work the recipient was asked to give his evaluation on the Graduate School's conditions--personal, such as financial support; individual, intellectual capacity for the doctorate; and social, as relationship among candidates and with the teaching staff. The graduate was asked, for instance, "How good was your doctoral program in training you for the position you now hold?" Or again, "When you get right down to it, and taking everything into account, did you learn more from your fellow students or from your professors?"⁶ Both his portrayal of the

⁶ Berelson, p. 329.

quality of the graduate and the evaluation the graduate himself makes of his training are the two main purposes of the study of the sociologist from Loyola.

Berelson collected the material provided by the survey and classified it under four headings: Purposes, Institutions, Students and Programs. Under the last two headings Berelson analyzed some features of the graduate and his evaluation of graduate work. The principle which governed the whole inquiry can be stated in his own words:

The big question about graduate education is the one on which it is most difficult to get solid evidence: how good is it? The ultimate answer to that question must be found in one of two directions, both closed to me by the nature of this study. One is an inquiry into the content of the programs; that must be done by representatives of the disciplines themselves. The other is an objective investigation into the quality of the product; that is an extremely large and complicated matter in itself. Either of these, or both together, would give a more nearly final answer to the persistent question of quality. Although I cannot deal with this question directly, I can deal with the next best question, namely, how good people think it is. That is, after all, not far from the original question; indeed, it is more often than not taken as its equivalent in educational circles.⁷

In 1963, the survey undertaken by Sibley, referred to above, had a more closely related purpose to this thesis. From the start Sibley mentions in the Preface that bearing in mind the present state of graduate education "I shall venture, in the following chapters, to point out two kinds of discrepancies: between what university catalogs say that their sociology departments offer and the actual training which typical students receive."⁸

⁷Ibid., p. 202.

⁸Sibley, p. 11.

In this work Sibley aims to portray the professional sociologist using the available data in the files of the Graduate Schools, and secondly the data gathered in the survey from the professional sociologists in the field. What Sibley tries to do at the national level, this writer tries to accomplish at a single departmental level. He further explains his aim when enumerating his reasons to take stock of the education of sociologists in the United States:

First, the basic science or discipline of sociology has continued to evolve; in particular, it has developed or adopted increasingly sophisticated concepts and methods of research analysis, while making less widespread progress in theoretical synthesis. Second, sociologists have come more consciously to feel the need for more explicit professional standards; this feeling is fostered partly by expanding opportunities for the application of their special skills to the practical management of social affairs and partly, perhaps, by awareness that both within and outside the academic realm they face increasing competition from other professional groups that deal with some of the same problems of social relations. Third, along with many other professional and scientific fields, sociology faces an already marked and prospectively still more severe shortage of well-qualified personnel, and demands for accelerated output of advanced degrees are already growing more insistent.⁹

To carry out such an enterprise he set out to visit personally thirteen universities whose sociology departments offered doctoral training in sociology. He held hour long interviews with a total of about a hundred graduate students, as well as individual conversations with faculty members. These steps are not part of the present study since it is limited to one Department.

⁹Ibid., p. 15.

Through five schedules he gathered information by mail from sociology departments and from individuals holding Doctors' and Masters' degrees. Schedule I was addressed to the Departments offering Ph.D. degrees, while the other schedules were addressed to holders of Ph.D. and holders of M.A. degrees. Here the similarity between Sibley's survey and this survey begins. Many of the questions to the Ph.D.'s and to the M.A.'s refer to one or other of the features which this study portrays of the sociologist from Loyola. A glance at the list of tables shows the different characteristics of the professional sociologist as surveyed by Sibley.

The significant features presented by Sibley refer to the first and last feature presented before as significant, namely, the sociologist's occupation or employment and the earnings derived. As in this study, his questionnaire inquires about the nature of work the graduate is engaged in, the type of employer, the amount of time spent in that occupation, and what earnings derive from this work. In the section regarding evaluation of training, Sibley inquires about the utility of the sociological training in relation to current occupation, and what deficiencies of training the graduate thinks good to report. Here are some examples: Nature of Work: e.g. research, administration, consultation, counseling; type of employer or client(s): e.g., Defense Department, industry, private welfare agency, self-employed; approximate percentage of year's time devoted to this work; approximate percentage of year's earning derived from this work. Was possession of the Master's degree in sociology advantageous to you in obtaining your present position? In what important respects do you find that your sociological training has most adequately, and in what respects most inade-

quately, prepared you for your present work?¹⁰ Incidentally, twelve graduates from Loyola sent in completed schedules in Sibley's survey. About the professional sociologist Sibley remarks the stage of growth: "Sociology has been trying for many decades to come of age as a science and as a professional field. It can be said now to be in a late stage of adolescence, at a time of potentially rapid maturation."¹¹ It will be interesting to see in this study if that "adolescent sociologist" is really maturing and come of age, especially in the case of those holding Ph.D. degrees.

At the university level, as contrasted with the national level of the previous surveys, one comes across some interesting surveys related to this study. Hans Rosenhaupt made a study of the graduate students at Columbia University for the years 1940 to 1956. Though he did not use the survey questionnaire, his analysis of available data proved most illuminating regarding common variables usually surveyed. To the question, "Is it a sound policy to attract more women into graduate education?", he found that the figures suggest that, as a group, women are a poor risk as doctoral candidates, but do nearly as well as, and in some fields better than, non-veteran men in earning Master's degrees."¹² If college teachers of the future are going to be recruited from M.A.'s then women may well play an increasingly important role.

A few studies are available at the department level. They offer a

¹⁰Sibley, Appendix B.

¹¹Ibid., p. 16.

¹²Hans Rosenhaupt, Graduate Students, Experience at Columbia University, 1940-1956 (N.Y.: Columbia University Press, 1958), p. 24.

more concrete example of analysis of variables from data gathered in order to portray the sociologist.

Rosen and Bates jotted down in a broad way the results of their observation regarding the socialization of the sociologist in the Graduate School. The discussion, as they call their case study, was based on long continued participant observation and reading in the area rather than formal research. According to the authors, roles in large complex organizations tend to proliferate with Parkinsonian speed and inevitability.¹³ The growing profession of the sociologist is no exception. The contribution of such a study provides a background in the study to portray the sociologist. No specific data are given; the value of the study depends on the analysis of participant observation. This study is mentioned to show a different approach to the investigation of the graduate sociologist.

At the beginning, occupation was referred to as the first significant feature for the graduate sociologist. From the point of view of occupational commitment, Charles R. Wright studied a group of graduate students. This was an exploratory study of training in modern social research and the consequences of such training on graduate students. In general terms, it addresses itself to two problems: 1) what are the factors that affect learning methods of social research, and 2) what happens to students who are exposed to training in social research methods as part of their initial year of graduate study in sociology? He classified the group under three categories: reformistic, philosophical and scientific, which reflected the

¹³Ben C. Rosen and Alan P. Bates, "The Structure of Socialization in the Graduate School," Sociological Inquiry, Vol. 37, No. 1 (Winter, 1967), p. 73.

three general types of orientation toward sociology. The study provides data on the changes in occupational commitment, as these were observed in the exploratory study among a cohort of beginning sociology students in a large private university. Those three factors are examined and found to account for changes in occupational commitment. The data were obtained from responses to questionnaires given to all new graduate students in the department at the beginning and end of their first year of graduate study. Besides, they were supplemented by personal interviews with certain students, by case studies, and by new data from published directories.¹⁴

A similar effort is the one of Howard S. Becker and James W. Carper, who study the changing professional. One of the most compelling instances of personal change and development in adult life in our society, they say, is to be found in the typical growth of an "occupational personality" in the young adult male who, as he matures, takes over an image of himself as the holder of a particular specialized position in the division of labor.¹⁵ Their article is an attempt to specify the processes by which such occupational identifications are internalized by the individual in the course of his entrance into, and passage through, a set of training institutions and thus provide an example of a mode of analysis suitable for the study of adult socialization. The analysis is based on interviews with graduate students in three departments in a large university: physiology, mechanical engineering and philosophy. The interviews centered around the individual's

¹⁴Charles R. Wright, "Changes in the Occupational Commitment of Graduate Sociology Students: A Research Note," Sociological Inquiry, Vol.37 No.1 (Winter 1967), p. 56.

¹⁵Howard S. Becker and James W. Carper, "The Development of Identification With an Occupation," American Journal of Sociology LXI, No. 6 (January 1956), p. 289.

feeling of work identity and the changes taking place in it.

Finally, as mentioned before, the dissertation of Medina in 1958 set a pattern of study of the professional psychologist by way of functions which this writer intends applying to the professional sociologist. The functions of the psychologist studied by Medina are those included in the four significant features explained before, and in the different personal characteristics detailed in the questionnaire. Through a two-phase questionnaire Medina gathered all relevant information on the occupation, area interests and research, professional activities and earnings derived, which were analyzed to give in perspective the psychologist from Loyola. A section was devoted to consider the rating of training received at Loyola as well as the comments and suggestions the graduate offered.

The present researcher's task is that of looking into the data gathered from the graduates which may provide an answer to the question: what is the graduate sociologist from Loyola like?

CHAPTER II

METHOD AND PROCEDURE

In modern times a good deal of dispersion is to be expected among the graduates' current locations. Some seventy million adult workers changed residence in a period of five years and the rate of job change in the professional occupations for a single year, 1961, was of 1 in 12.¹ This consideration, in addition to the desirability of respondent anonymity for certain topics to be introduced, were strong arguments for a mailed questionnaire. The nature of information to be covered, especially regarding interests, readings, and evaluation of previous training, was such that it could not be answered by any inspection of school records or data on hand.

In order to determine the population, the writer made use of the list of successful candidates, either M.A. or Ph.D. in sociology, which had been prepared by the Department of Sociology. The names of all degree recipients were collected and referred to in the files of the Graduate School as a starting point for possible addresses. As a matter of fact, if one compares the file addresses with the ones given in Appendix I the useful addresses are few. The American Sociological Association's list proved of little help owing to the fact that many did not belong to the Association. Those religious who had left their Order or Congregation often became

¹ Herbert G. Heneman and Dale Yoder, Labor Economics (Cincinnati, South-Western Publishing Company, 1965), p. 141.

untraceable except for one or two cases. In the case of religious persevering in their vocation we managed to track down the current addresses after contacting the mother house. Success was limited in the case of foreigners who had left no trace nor address at the place they were living in while in Chicago. Dr. Paul Mundy gave me some valuable hints, and in other cases I was lucky to come across references of people who knew the address. The use of the telephone proved most effective in various cases both to find out the whereabouts and to urge a response to the questionnaire.

Seventy-eight degree recipients in Sociology make the population of the survey, of which three received both the M.A. and the Ph.D. from Loyola University between the years 1956 and 1968. So, the total number of people comes to be seventy-five.

The questionnaire was sent to the faculty members of the Department of Sociology for comments and suggestions, for which I am most grateful. As a preliminary trial, ten graduate students were asked to answer the questionnaire. One must remember that Medina had taken similar steps before circulating the final version of his questionnaire on which the present study is based. As he says: "The questionnaire, after considerable revision and 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."² A copy of the questionnaire and other material for the present study are given in Appendix II.

Form I was headed "Personal Data" and included some forty question items extending over five standard-size pages. The personal and professional matters covered included age, marital status, current occupation, place

²Medina, p. 13.

of employment, time spent in specific job functions, areas of professional interest and competence, professional and academic degrees received, institutions attended, professional positions held, membership affiliations in professional and scientific societies, learned and professional journals received, publications and presentation of research, current research activities and the utilization of languages. A final question of the study was added as suggested by a faculty member, aiming to find out what the major role of the sociologist is as judged by the respondents.

Form II posed certain specific questions relating to sex, age, degree status, general field of professional activity and length of time in a professional capacity, so that the information dealing with income, 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.

Form II, a three-page mimeographed anonymous form, was headed "Evaluation of Training and Financial Data." The instructions clearly indicated that the respondent was not to write his name on this form nor in any other way identify himself. Both forms were returned separately in two addressed and stamped envelopes provided for the purpose.

This second part of the questionnaire contained fifteen questions in all, with questions 12, 13 and 15 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 open-ended questions was to allow the respondent to clarify, develop and extend in a personal way previous comments and judgments as well to include any additional factors which he considered pertinent and relevant. It should be made quite clear that such questions put the locus of evaluation within the individual. He is 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 is 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 is asked about the areas in which he feels himself lacking, or those in which he feels he had not received sufficient training.

As Medina points out, "consensus or near consensus on particular issues does not necessarily imply that such changes or modifications in the training program 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 may well relate to features that have already been remedied or added."³

Berelson, before going into a list of recommendations, cautions, too, the reader of the perspective to be given to criticism and suggestions: "As a friend cautions, criticism is easy compared to suggesting solutions. Suggesting solutions is easy compared to suggesting workable ones. And suggesting workable solutions is easy compared to putting them into practice⁴."

³Medina, p. 16.

⁴Berelson, p. 233.

The Loyola Graduate was asked to do his job regarding healthy criticism and solutions; he leaves it to the Department to decide whether they are workable ones and whether or not to put them into practice.

A one-page letter accompanied the two forms explaining the purpose of the survey and asking for cooperation in the project. The letter contained a few lines of recommendation by the Chairman of the Department of Sociology as a quotation and was signed by the writer. A copy of this letter can be seen at the end in the appendices. A follow-up envelope and a follow-up letter were sent to encourage returns, and in some cases a personal letter was added to determine whether the graduate intended to send in the return or not. The completed forms were received, tabulated, and analyzed with regard to quantitative and qualitative features.

A total of fifty-four people returned Form I and the same number returned Form II. But since one returned the latter blank, considering it too personal, the number changes to fifty-three. A return of 72 per cent is good when compared with most of the survey returns. A study by Ronald E. Walker of the Loyola Undergraduates receiving the B.A. in Psychology for the years 1957-1964 received a 60 per cent return and the same amount was received in the study by Dr. Joseph P. Mundi on the Loyola Undergraduates receiving the B.A. in Sociology. Medina managed to get a high 83 per cent in the mentioned dissertation. The principal explanation for the bulk of no-returns lies in the fact that several could not be traced since of the 21 non-respondents 14 lived abroad and 11 of them were of foreign nationality. Several envelopes were returned with the notation, "moved, left no address." There were twelve such cases. Sibley in his survey distinguished between the Gross and Net Response Rates. According to that, the net

response for this study would be of 84 per cent, which is comparable to Medina's figure. Sibley in his national survey had a gross response of 72 per cent for Ph.D.'s and a 59.7 per cent for M.A.'s; a net response of 74.6 per cent from Ph.D.'s and a 74.2 per cent from M.A.'s.⁵ Contrary to expectation, several of the clerical or religious order personnel failed to return the questionnaire. One of them in a personal letter gave as reason for not answering: "Catholic School situations, at the present time, are very tenuous....the information would be of no use to you, since it would be inaccurate." The possible threat involved in Form II where a critical rating of training received and financial data were requested, may have influenced some not to respond. One who refused to complete that form remarked that "some questions are too personal."

Plan of Analysis.-- The analysis will consist in reporting findings from the respondents. First, the study will deal with personal and professional characteristics, using data and presenting them in frequency distributions. Descriptive statistics and some cross-classifications, where they are called for by the data, will be used.

Regarding data from Form II, where questions are open-ended, they will necessitate a more qualitative analysis approach by categorization of answers given, and not merely simple statistical descriptions. The areas covered will be those that were overstressed or understressed.

⁵Sibley, p. 192.

CHAPTER III

PERSONAL AND PROFESSIONAL CHARACTERISTICS

Figure I shows the distribution of M.A. and Ph.D. degrees awarded for the thirteen-year period under consideration. The peak years for M.A. were 1961 and 1962 and again in 1967 and 1968. The slow start in Ph.D. degrees in 1964 remained steady and judging from the number of current aspirants, thirteen of them, the prospect is bright for the future. In the table presented by Sibley covering the period 1950 to 1960, Loyola obviously was listed with other seven universities with no Ph.D. degrees conferred at that time. According to him, the mean annual number of Ph.D. degrees per institution for the period 1950-56 was of 2.7. In that case Loyola would fall short by 0.7 for the period 1964-67. One cannot make much out of that considering what Phillip Gleason says of Catholic Universities in general: "Graduate work on the doctoral level is hardly older than yesterday in Catholic Universities."¹

Table One which gives the frequency distribution of Ph.D. and M.A. graduates in sociology at Loyola, shows the growth of the sociology Department. That growth does not appear completely regular over the years, but with certain ups and downs which can be observed clearly in the frequency polygon. (Figure Ia) The years 1956 to 1960 are similar in that they are characterized by low frequencies; so that they can be labeled the first phase.

¹ Robert Hassenger, The Shape of Catholic Education (Chicago, Ill.: University of Chicago Press, 1967), p. 43.

The years 1961 to 1964 present a rather compact group of 34 graduates with an average of more than eight graduates per year. That phase of consolidation bore its fruit with the first two Ph.D. degrees awarded in February, 1964. The Department of Sociology had inaugurated a Doctoral program in September, 1960. Finally, the years 1965 to 1968 with two consecutive years with the highest number of graduates bear witness to the stability of the Sociology Department.

TABLE 1

FREQUENCY DISTRIBUTION OF PH.D. AND M.A. GRADUATES IN SOCIOLOGY
AT LOYOLA UNIVERSITY FOR THE PERIOD 1956 - 1968

Year	Number	Year	Number
1956	2	1963	7
1957	1	1964	9
1958	3	1965	4
1959	4	1966	5
1960	3	1967	11
1961	10	1968	11
1962	8		
		Total	78

The growth envisaged in Table One is better brought out in the histogram and in the frequency polygon. In the histogram one may observe how the bunching of higher frequencies increases over the years; and the three

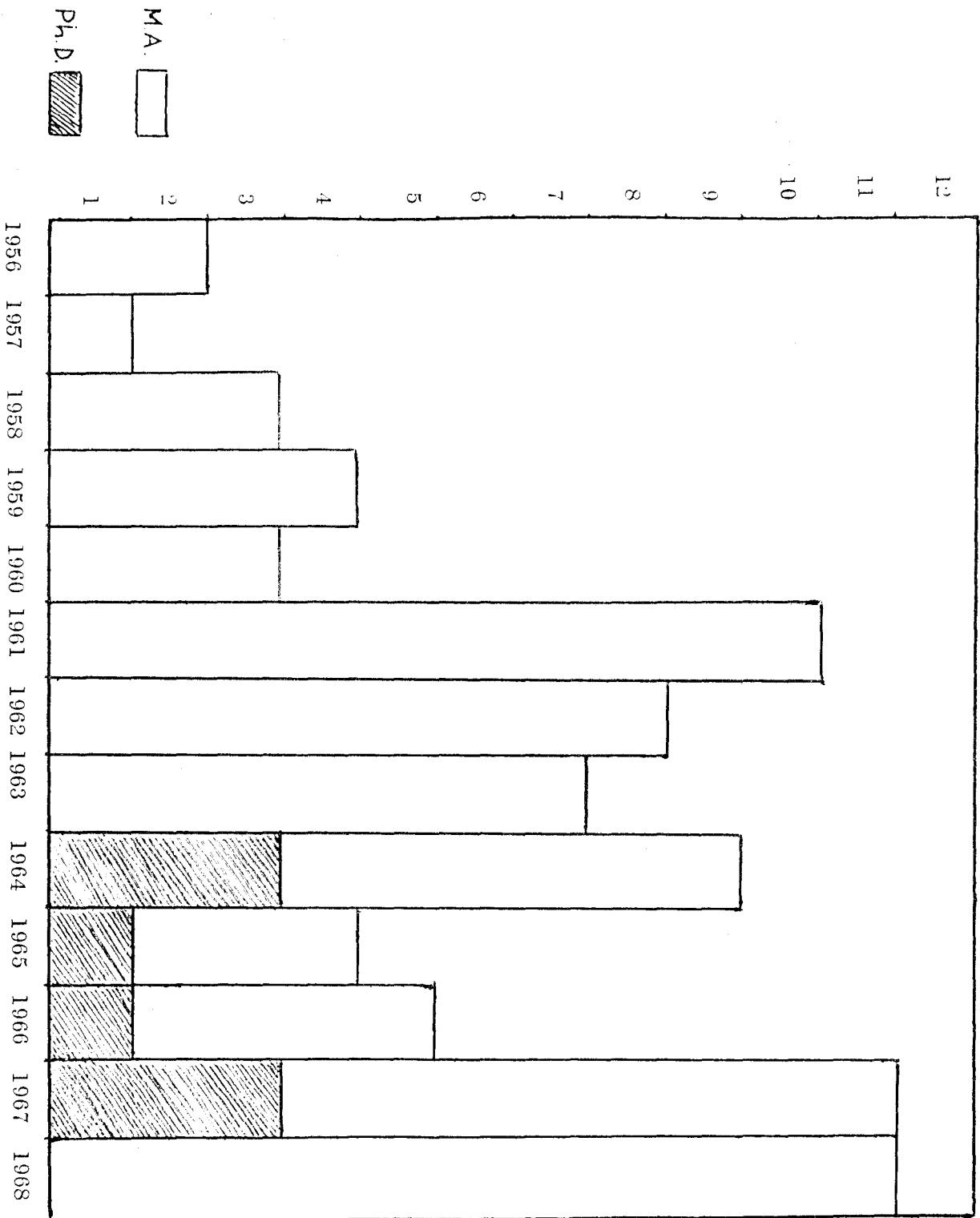
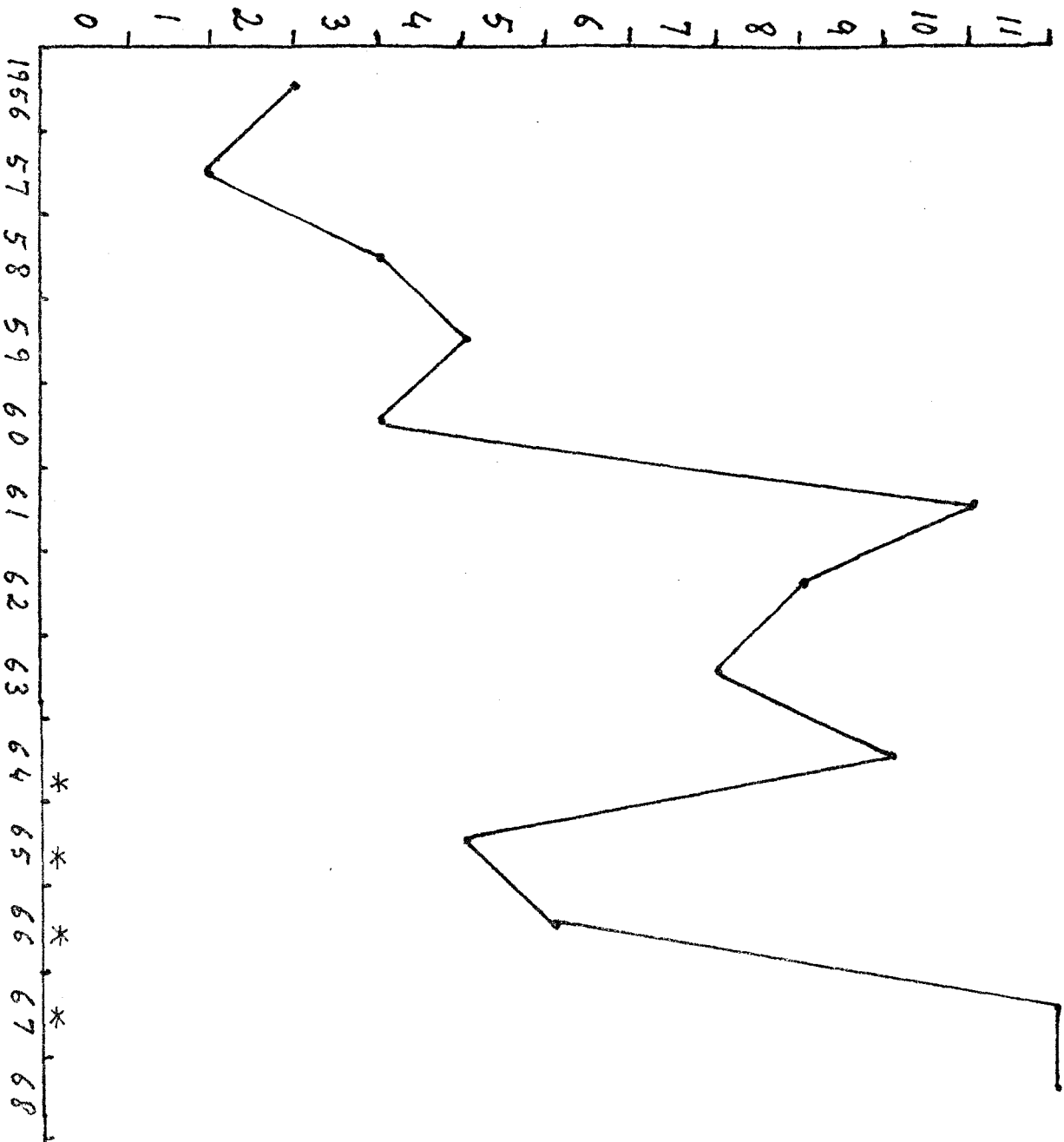


Figure 1A. Frequency Polygon for Graduate Degrees Received in Sociology
for the Period 1956-1968



* includes Ph.D's.

phases of growth appear as three different blocks seen in longitudinal perspective. The frequency polygon makes still clearer the three phases indicated. The tendency of the curve in each of the three phases is clearly upwards. In the first phase it does not rise much; in the second phase the curve in spite of the slight downward trend stands high enough, and again in the third phase it rises above all previous heights.

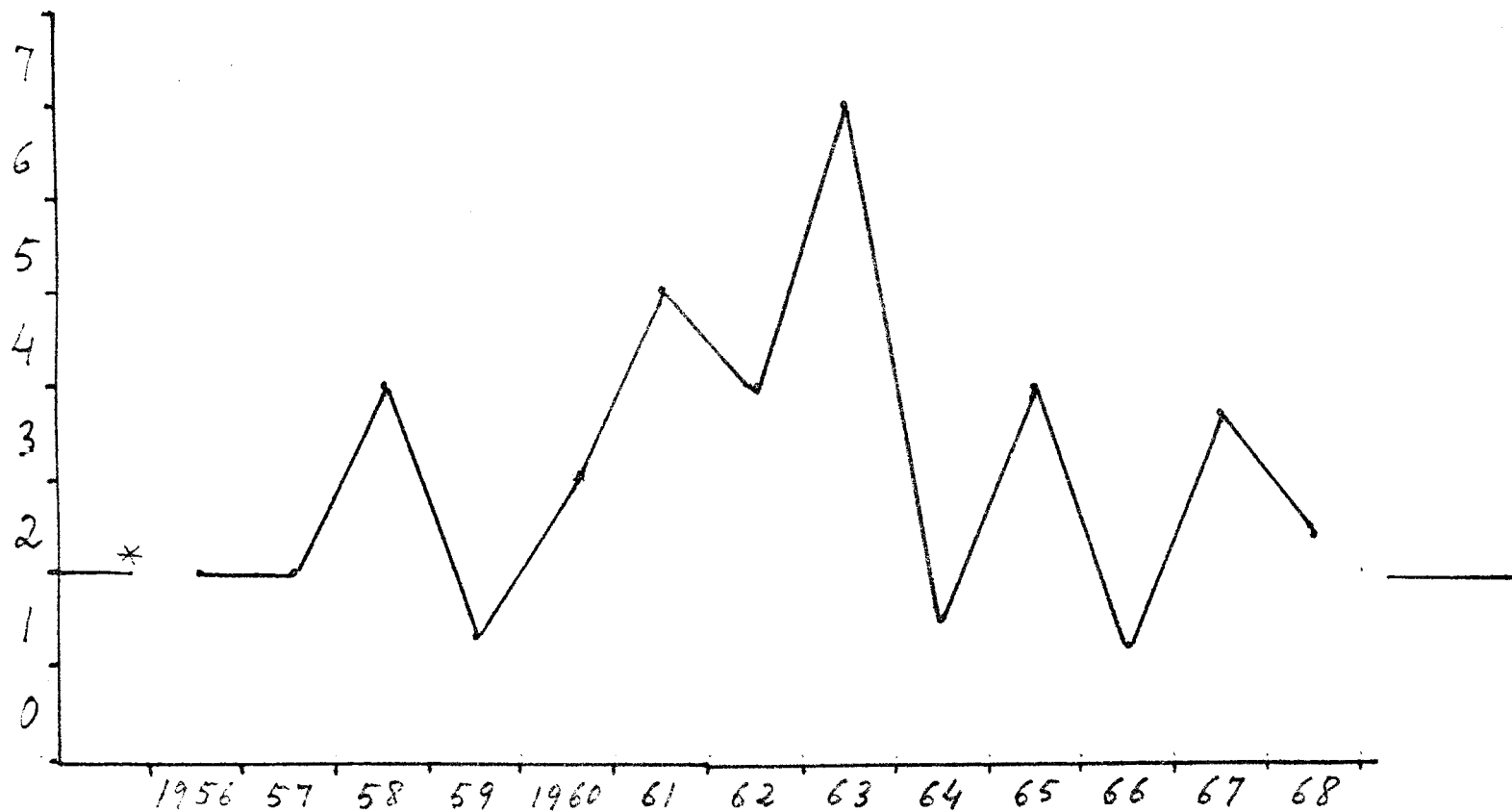
Other specific reasons for that growth may crop up as we consider the different characteristics of the sociology graduate at Loyola.

Sex Ratio. Medina noted a marked shift in the sex ratio of graduate degree recipients over the years in the Loyola Psychology Department. Table II gives detailed information regarding the sex ratio over the years for the sociology graduate. Figure II shows the sex ratio of the graduates in sociology over the years in a graphic manner. From it one can understand better the general growth of the Department of Sociology. Namely, the Department of Sociology owes mainly its growth to the male element in the second phase, while it is shared by both in the first and third phase. The average ratio of male to female graduates is of 1.12 and 1.38 respectively; in the second phase it is of 2.09.

Considering all degree recipients, men have received 61.5 per cent of all degrees and women 38.5 per cent. Taking into account the respondents only, almost the same percentage obtains: 64.8 per cent of the degrees go to men and 35.2 per cent to women. These numbers are similar to the national female proportion, since Sibley found that 32 per cent of Masters' degrees were conferred on women.

Religious. American Catholic universities are specially fed by a large contingent of clergymen and religious women. The impact of secularization has

FIGURE 11: Sex Ratio of Loyola Graduate Degree Recipients 1956-1968



* — line represents point at which ratio is one male per one female.

TABLE 2
ADVANCED DEGREE RECIPIENTS IN SOCIOLOGY
AT LOYOLA UNIVERSITY, 1956-1968, BY SEX.

Year	Total	Male	Female
1956	2	1	1
1957	2	1	1
1958	4	3	1
1959	4	1	3
1960	3	2	1
1961	10	8	2
1962	8	6	2
1963	7	6	1
1964	9	3	6
1965	4	3	1
1966	5	1	4
1967	11	8	3
1968	11	6	5
Totals	80	49	31

Note:

In order to arrive at a sex ratio the two zero frequencies, one for male and the other for female have been replaced by one. The zero frequency for male is of 1957, for female of 1958. Hence, the grand total is 80 and not 78.

not markedly diminished the numbers of religious for the years studied, although the tendency to attend secular universities begins to be noted. Clergy and religious share 61.1 per cent of all the degrees conferred; the proportion is reversed in the case of Ph.D.'s taken separately, namely five to three or 62.5 per cent go to laymen. On the whole, 38.9 per cent were religious men, 25.9 per cent were laymen, 22.3 per cent religious women and 12.9 per cent laywomen.

Table 3 gives a relation of the numbers of religious and laymen for each year. In the first five years only two laymen figure in it. The influence of the laymen in the growth of the Department of Sociology for the second and third phase can be seen from the frequency polygon in Figure III. The two curves indicate that the growth of the Department is shared by both religious and laymen. The variations of the curve are irregular, hence no definite pattern of growth can be traced on that score.

Age. From the individuals specifying the year of birth it is found that present age ranges from 25 to 58 years old. Although the period of study covers only thirteen years there is a difference of 33 years between the youngest and the oldest. This fact is quite understandable when one considers that for the period in this study it was common for religious to pursue higher studies only after finishing seminary training. In fact, the one born in 1911 happens to be a priest. No specific results can be given regarding the years intervening between the M.A. and the Ph.D. since only one gave such information. Again, no definite comparison can be established between the age of the religious and laymen, because Form II of the questionnaire was anonymous. The age of the graduates according to sex is given in Table 4.

TABLE 3

FREQUENCY DISTRIBUTION FOR GRADUATE DEGREE RECIPIENTS AT LOYOLA BY
RELIGIOUS AND LAYMEN

Year	Religious	Laymen	Total
1956	2	-	2
1957	1	-	1
1958	2	1	3
1959	4	-	4
1960	2	1	3
1961	6	4	10
1962	6	2	8
1963	5	2	7
1964	5	4	9
1965	2	2	4
1966	3	2	5
1967	7	4	11
1968	6	5	11
Total	51	27	78

FIGURE 111: Frequency Polygon for Graduate Degrees Received in Sociology by Religious and Laymen.

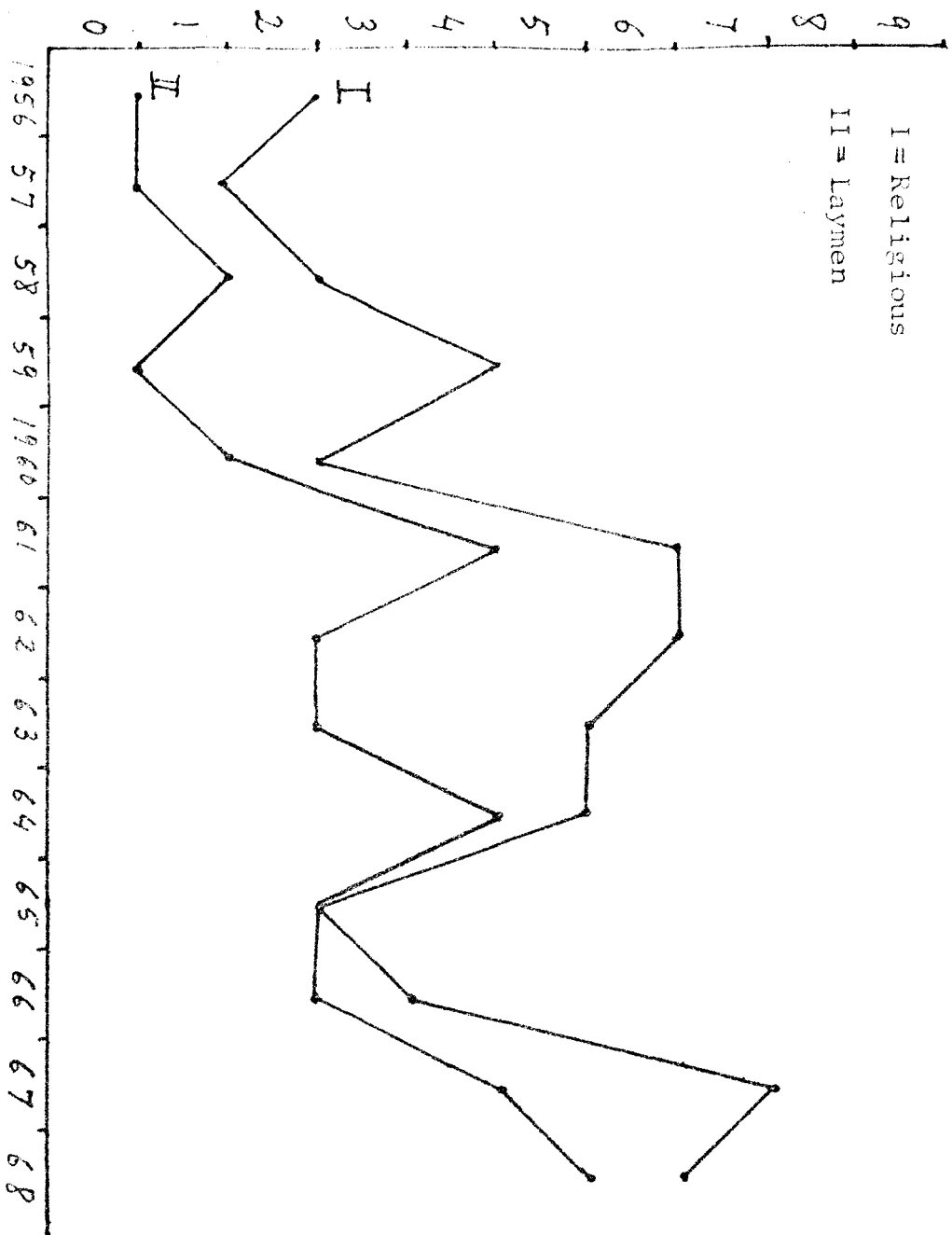


TABLE 4

Age - Years	Male Graduates	Female Graduates	Total
20-24	-	-	-
25-29	4	2	6
30-34	11	3	14
35-39	11	5	16
40 & over	7	9	16
No answer:	2		
Totals	35	19	54

Nationality. It is interesting to see the contrast in foreign citizenship between the Department of Psychology for the period 1930-1954 when only two graduates out of the 121 graduates happened to be foreigners, and the Department of Sociology where there were 24 foreign graduates in the period of thirteen years and out of 78 graduates. Rosenhaupt found that for the after-war period up to 1956, the foreign population in the Political Science Department, which includes Sociology, was 23.5 percent.² No doubt the number of foreign students is rather remarkable.

Figure IV brings out the relationship between the number of U.S. citizen graduates and foreign graduates. In the first five years there are

²Hans Rosenhaupt, Graduate Students Experience at Columbia University, 1940-1956 (New York: Columbia University Press, 1958), p. 119. N.B. This classification - Political Science Department including Sociology - is rather unusual.

two foreign students. In the second and third phases the curve shows that when the numbers of U.S. citizens decreases, that of foreign graduates increases forming a criss-cross zig-zag. The foreign population has given a good support to the growth of the Department of Sociology.

Only eleven foreigners in the present study answered the questionnaire. The countries to which they belong are mentioned in Table 5., which deals with current locations of the graduates.

Marital Status. When one considers the marital status of the graduates in this study, the 33 single religious are by their status out of consideration. Of the 21 lay respondents, 13 were married and 8 were single.

Geographic Location. The variety mentioned in point of nationality appears again when we consider the current location of our population. A little more than one-fifth or 22.2 per cent lived in the Chicago vicinity, 18.5 per cent elsewhere in the State of Illinois, including some in Chicago suburbs. The rest were spread out in ten other states and in eleven different countries, as can be seen from Table 5.

Academic Status. Question 21 asked whether the M.A. graduate intended going on for the Ph.D. or was actually so engaged? (Since "going on" is not, of course, a matter of a person's "intention" alone - depending as it does upon a department's willingness to accept a doctoral applicant - the question was rather unrealistic.) Table 6 gives the details bearing in mind the current position of the respondent.

Sibley's figures show that 56.4 per cent of the M.A.'s respondents were not going on for the Ph.D., the reasons, according to them, being loss of interest in Sociology, considering the Ph.D. in Sociology unnecessary in their chosen vocation, and a few other miscellaneous reasons like

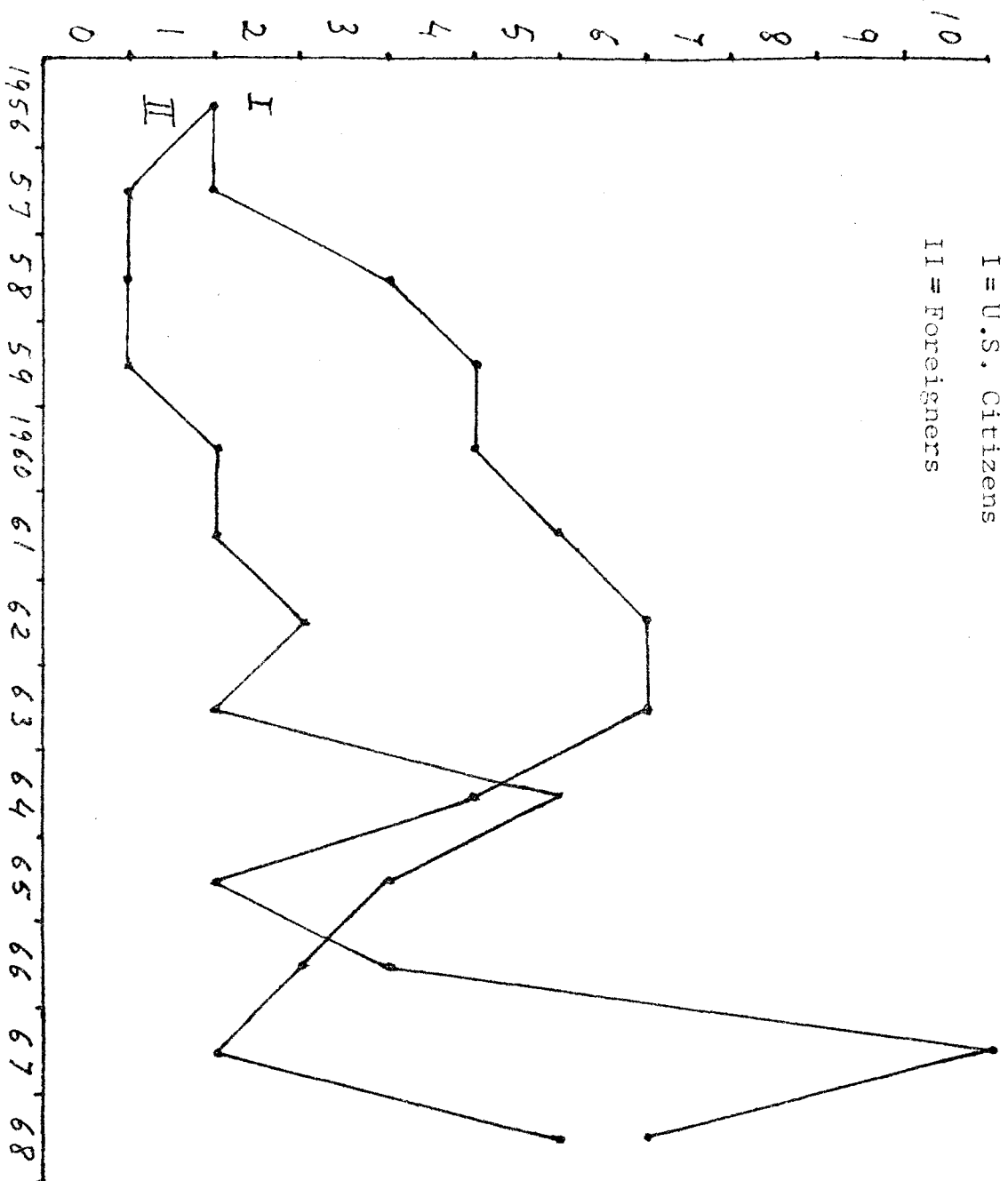


TABLE 5

GEOGRAPHIC LOCATION OF LOYOLA GRADUATE DEGREE HOLDERS

AT THE TIME OF SURVEY, 1969

Location	Respondents	Non-Respondents	Total
Chicago	12	-	12
Illinois (other than Chicago)	10	-	10
U.S.A. (No current address)	-	7	7
Ohio	5	-	5
Wisconsin	4	-	4
Indiana	2	-	2
Massachusetts	2	-	2
Missouri	2	-	2
Washington D.C.	2	-	2
Michigan	-	1	1
Minnesota	-	1	1
Maryland	1	-	1
North Carolina	1	-	1
New York	1	-	1
Pennsylvania	1	-	1
Bolivia	1	-	1
Canada	1	-	1
England	1	-	1
India	1	6	7
Ireland	1	1	2
Japan	-	4	4
Nepal	1	-	1
Peru	1	-	1
Philippines	1	-	1
South Viet-Nam	1	-	1
Spain	1	-	1
Switzerland	-	1	1
Tanzania	1	-	1
Total	54	21	75

Note:

The difference between the number of graduate degree holders, 78, and the number in this table, 75, is due to the fact that three of them received both the M.A. and the Ph.D. degree from Loyola.

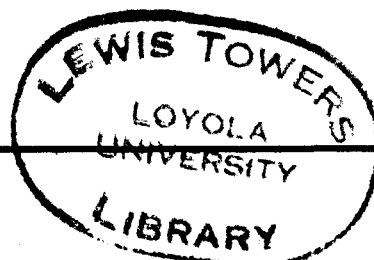


TABLE 6
NUMBER* OF GRADUATES WITH INTENT TO PURSUE THE DOCTORATE
BY CURRENT OCCUPATION

	Currently in Sociological Position	Currently in Non-Sociological Position
Yes	14	2
No	13	8
Undecided	2	7
Totals	29	17

*Note:

The other 8 respondents are those who have already the Ph.D.

health, family responsibilities and finances. In this study the proportion is somewhat lower since 45.6 per cent viewed their M.A. as terminal.

For those going on for the doctorate, 5 stated that Loyola would be the institution conferring the degree, 2 expected the degree from the University of Chicago, one from each of the following universities: Madrid in Spain, Northern Illinois, Massachusetts, Wayne State University, Harvard, McMaster, Northwestern, and two were undecided as to what institution they would apply. With respect to the four prerequisites to the doctorate at Loyola, that is, course requirements, languages, dissertation outline and final oral examination, one had completed all four, five had done the language, four had finished both the course and language requirements, one the dissertation outline, one both the language and oral examination, and

one had done only the oral examination. A candidate after finishing the courses decided not to continue for the doctorate.

Excepting the two with completed course work, the number of courses completed ranged from 3 to 8 which applied to six graduates.

Two kinds of graduates are found among those not intending to pursue a doctorate. Those who are in a teaching position, mainly at the high school level, would seem to have enough with the Master's degree; those who are not in a sociological position would not require a higher degree in sociology.

Graduate Background. Question 17 asked the graduate to state the highest professional or academic degree received. That degree happened to be the one each one had received in sociology. Nine respondents indicated lower degrees than Master's (sic) and the colleges where they graduated from. In retrospect this question did not yield its proportional share of information and, as such, is a needless question.

Question 23 and 24 tried to find out where graduate course work had been taken - whether at Loyola University only or at some other university. Twenty six had done all their course work at Loyola. One answered in the negative, yet did not mention the other university attended. Twenty responding in the negative mentioned the place or places attended, since some attended more than one university. Seven did not answer either question.

The names of the universities, other than Loyola, attended by the graduates for course work is given in Table 7.

Professional Affiliations. A common feature of the professional sociologist is membership in the parent body, the American Sociological Association. A rather large number of graduates do not belong to any professional organizations: twenty-three of them or 42.6 per cent. The difficulty in tracing

TABLE 7
INSTITUTIONS OTHER THAN LOYOLA ATTENDED BY GRADUATES
FOR COURSE WORK IN SOCIOLOGY

Institution	No. of Graduates Attending
University of Chicago	5
Northwestern University	2
St. Louis University	2
Gregorian University (Rome)	2
De Paul University	2
The Catholic University of America	2
Columbia University	1
Fordham University	1
La Sorbonne (Paris)	1
McMaster University	1
Massachussetts University	1
State College of Arkansas	1
University of Illinois	1
University of Southern California	1
Wayne State University	1

addresses of non-respondents was previously noted, since their names do not appear in the Directory published by the A.S.A. Table 8 seems to give an explanation for not belonging to the A.S.A., namely, their non-sociological position. Besides, from among those in a sociological position, seven are high school teachers and six social workers. Among these four belong to some other professional associations. It is good to remark that, on the whole, proportionately there are as many foreigners as Americans not belonging to the A.S.A. - 5 foreigners and 24 Americans. The further cross-classification of membership in the A.S.A. by foreigner and native has not been included in the present text. All the Ph.D.'s belong to the A.S.A.

TABLE 8

NUMBER OF GRADUATES CLAIMING MEMBERSHIP IN THE AMERICAN
SOCIOLOGICAL ASSOCIATION BY CURRENT OCCUPATION

	Currently in Sociological Position	Currently in Non-Sociological Position	Total
A.S.A. Members	24	1	25
A.S.A. Non-Members	13	16	29
Total	37	17	54

The number of organizations and societies joined by the graduates varied from none to as many as six in one instance and five in several instances. The common pattern was set by membership both in the American Sociological Association and in the American Catholic Sociological Society. Detailed information is given in Table 9.

TABLE 9

PROFESSIONAL SOCIOLOGICAL AFFILIATIONS OF GRADUATE DEGREE
RECIPIENTS FROM LOYOLA UNIVERSITY IN SOCIOLOGY, AS OF 1969.

Name of Association	No. of memberships
American Sociological Association	25
American Catholic Sociological Society	20
Society for Scientific Study of Religion	3
Midwest Sociological Society	3
Illinois Sociological Association	2
American Academy of Political and Social Science	2
American Anthropological Association	1
American Society of Criminology	1
American Economic Association	1
Canadian Sociological Society	1
Wisconsin Sociological Society	1
Society for Study of Social Problems	1
Industrial Relations Research Association	1
National Catholic Social Action Conference	1
National Association of Intergroup Relations Officials	1

Note:

A number of non-sociological organizations were mentioned, none with more than a single representative. These included societies in the fields of education, psychology, law and language.

The range of interests exemplified by the diversified organizations reflects the specialized activities of sociologists in general and the particular field of each graduate. In spite of the large number of religious graduates only three, two religious and a layman, seem to belong to the Society for the Scientific Study of Religion. Five of the ten listed organizations in the questionnaire were absent from any listing. They were: American Statistical Association, Population Association of America, Rural Sociological Society, American Association for the Advancement of Science, and Political Science Association. The study of the psychologist from Loyola by Medina revealed that 62.5 per cent were not members of the parent organization in the field. Excluding foreigners, the sociologist from Loyola fares better since only 44.2 per cent do not claim membership in the American Sociological Association. All of them are M.A. degree recipients, which gives a 52.1 per cent of the M.A. group.

Another surprising finding is that only one foreigner claims membership in his national association of sociology. Is it that the science of sociology has not yet developed in those countries? Also, very few of the residents of Illinois have joined the state association.

A.S.A. and Membership Function. Among the members of the A.S.A. eleven are Associate Members, six are Fellows, three are Student members, two Active members, and one Foreign Associate Member. A total of five declare having served in different committees at different times in the capacity of co-chairman, secretary, on the Executive Board or Committee at the national level, and one at the state level.

Journal Subscriptions. The reason for inquiring about which journals the graduate recipients subscribe to is given in a precise manner by Medina:

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 journals is still a fairly open question. Presumably there is some correlation here; 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.³

In this study a marked correlation between membership and subscriptions in general is found: there are 29 non-members of the A.S.A. and 28 do not receive any journal whatsoever, 21 being both non-members and non-subscribers.

It appears that the total number of subscriptions in this group--71 subscriptions to 28 journals--is rather low. Yet, since many religious may have considered journals received by the community for common use not to be mentioned, one cannot judge whether they read them or not. On the other hand, some members of religious orders and the clergy mention subscribing to journals as personal copies and only one refers to the subscription of eight journals as made by his institution.

Publications and Presentations. There has been a good deal written in various sources lamenting the relative unavailability of M.A. and Ph.D. 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 Graduate School

³Medina, p. 40.

TABLE 10

PROFESSIONAL AND LEARNED JOURNALS REGULARLY RECEIVED
BY LOYOLA GRADUATES, 1969

Journal Title	No. of Subscribers
<u>The American Journal of Sociology</u>	11
<u>Sociological Review</u>	8
<u>Sociological Quarterly</u>	6
<u>Sociological Analysis</u>	6
<u>Sociological Inquiry</u>	4
<u>Sociometry</u>	4
<u>Social Forces</u>	4
<u>Sociological Abstracts</u>	3
<u>Journal for the Scientific Study of Religion</u>	3
<u>Sociology of Education</u>	3
<u>Sociology and Social Research</u>	3
<u>Daedalus</u>	2
<u>Social Work</u>	1
<u>Annals of American Academy of Political and Social Science</u>	1
<u>Social Education</u>	1
<u>Social Psychology</u>	1
<u>Theory</u>	1
<u>Social Compass</u>	1
<u>Journal of Intergroup Relations</u>	1
<u>Canadian Review of Sociology and Anthropology</u>	1

TABLE 10 - Continued

Journal Title	No. of Subscribers
<u>Family</u>	1
<u>Transaction</u>	1
<u>Law and Society Renewal</u>	1

Note:

One graduate mentions 3 African Journals: East African Journal, Adult Education and Practical Anthropology.

shelves or libraries, but should either be adapted to journal form or else committed to microfilm for ease in lending. The difficulty in publication of a thesis lies in the fact that the prevailing journal standards demand the task of recasting one's findings, which may demand in its turn a new effort not necessarily duly rewarded. Medina enumerates four possible reasons for non-publication: 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.⁴

In the 1940's Swann T. Harding had this to say regarding publications:

While the publications of scientists approach in number the publications of professional writers, many of the articles

⁴Medina, p. 45.

of the former might well remain unpublished. Excessive writing on the part of scientists results in inferior articles which are poorly written and make no significant contribution to science.⁵

The operation of a central editorial bureau which would determine which articles should be made available is suggested by him. This bureau would also assume responsibility for the abstracts.

As D. Knudsen and T. R. Vaughan recently stated, the unique importance in the case of publications lies in the fact that "one objective index of academic quality is the departmental publication record. Publications in leading journals are in some degree a measure of both productivity and quality, two of the factors upon which the status of any department depends."⁶

Regarding publication of the thesis or dissertation articles, there are forty-four without publication and ten already published. Of these seven are dissertations and three theses. Regarding other publications, four more names are added making a total of fourteen. Four of these happened to have published non-professional articles in the shape of popularizations for non-professional readers, pamphlets and film-strips. Two did not give a detailed account of their publications because they were too numerous or various, and the range of the others varied from one article in four cases, two in one case, eight in two cases and one with twenty publications. The list of professional journals in which they published is the following:
Sociological Analysis, Journal of Research in Crime and Delinquency, The

⁵T. Swann Harding, "The Sad Estate of Scientific Publication," American Journal of Sociology, Vol. 47 No. 4 (January, 1942), p. 593.

⁶Dean D. Knudsen and Ted R. Vaughan, "Quality in Graduate Education: A Re-evaluation of the Rankings of Sociology Departments in the Carter Report," The American Sociologist, Vol. 4, No. 1 (February, 1969), p. 12.

Urban Review, Jesuit Educational Quarterly, Federal Probation, America, The Modern Schoolman, Saturday Evening Post, Proyeccion, Analee de Sociologia, New York: Le Play Research, Service Social dans le Monde, American Journal of Corrections, Research Report, The University of Wisconsin-Milwaukee, Phylon, The West Indian Medical Journal, National Journal of Medical Association, Social Science and Medicine, Journal of American College of Dentists, Journal of Dental Education.

Knudsen and Vaughan have presented a table with rank orders of Sociology Graduate Departments based on frequency of publications by recent graduates, 1960-1964. The quality of the Department is gauged from its rank. Only forty-six degree-granting institutions that granted ten or more Ph.D.'s in sociology during the period 1955 to 1964 were included. Loyola could not be included. Since all but one of the Loyola Ph.D. group in this study can boast of some publication and of having published portions of their dissertations, one can deduce that on that score the Loyola Ph.D. group fares well in the professional world of publications.

Presentations before professional groups are not many. Nine claim to have appeared before the following associations: Adlai Stevenson Institute of International Affairs, Philippine College of Commerce, American Catholic Sociological Society, Franciscan Educational Conference, and various groups referred to in a vague manner.

Research Grants. More and more funds are available for research in modern society. While the Department of Psychology had only four research awards in a period of twenty-five years up to 1954 in a population of ninety-six, the Department of Sociology can boast of fourteen such awards from private and public agencies in the last thirteen years and in a population of fifty-

four only; which means a proportionate sevenfold increase. Two grants were in the form of assistantships, one as a summer fellowship and the rest were funds allotted to research work. The agencies contributing the grants are listed in Table 11.

TABLE 11

LIST OF AGENCIES CONTRIBUTING GRANTS FOR RESEARCH
TO THE LOYOLA GRADUATES.

University and Government

1. Loyola University
2. Northwestern Community for Cross-National Studies
3. U.S. Equal Employment Opportunity Community
4. McMaster University
5. National Institute of Health (two)
6. Catholic University of America
7. Marquette University
8. Lewis College

Private Agencies

1. Weston Laboratory Inc.
 2. IBM Corporation of Spain and SEAT Automaker Company.
 3. Board of Social Concerns of the Methodist Church
 4. Archdiocese of Chicago
 5. Russell Sage Foundation
 6. Consejo Superior de Investigaciones Cientificas.
-

Current Research Activity. Since research is generally conceded to be one of the primary functions of a sociologist, it is important to discover what the graduates are doing in the way of research. Sibley in his national survey got a completely different answer from the M.A.'s and from the Ph.D.'s. While only thirty-seven per cent of the M.A.'s in general, whether terminal or non-terminal, had research as primary employment, eighty-five per cent of all Ph.D.'s had research as primary employment.

In this study, besides the graduates currently engaged in research activity, there are five more graduates who receive grants for research. All five are M.A.'s and four of them are engaged in dissertation research and in private research. The variety of research can be gauged from the following themes or areas: Sociology textbook, Sociology of Religion, Ideologies of Civil Disobedience, Assimilation of Minority Ethnic Group into American Society, Medical Sociology, Concept of Participation in Democratic Process, Organizational Research, Urban-rural Continuum, Socio-economic Surveys, Sociological Analysis of Careers, Youth Attitudes, Analysis of Fair Housing Laws, High School, Social Class of Madrid University Students, and Non-verbal and Out-of-awareness (sic) Communication in the Ghetto.

At the suggestion of a Staff-member, question 40 in this study asked the respondents to rank on a one-to-five scale their different roles as sociologists. Of the eight Ph.D.'s, one did not answer the question, one considered Essay-Writing, three had Teaching and three had Research as the primary role of the sociologist. The details about the ranking attributed by the graduates to five major roles of the sociologist are provided by Table 12. The weight given by the graduates to teaching and research as primary roles of the sociologist stands out rather clearly from the rankings

given in Table 12. Besides, the rankings given to Contributing Service or Expertise relegate to fourth and fifth place the other two roles of Social Activism and Essay-Writing.

TABLE 12

THE RANKING OF THE MAJOR ROLES OF THE SOCIOLOGIST ACCORDING TO THE GRADUATES IN SOCIOLOGY AT LOYOLA UNIVERSITY.

	Teaching	Research	Social Activism	Essay- Writing	Contributing Service	Other	Total
1st Rank	23	18	4	1	5	1	52
2nd	16	19	7	2	5	-	49
3rd	6	8	7	5	20	-	46
4th	3	2	10	18	11	-	44
5th	-	2	17	16	5	2	42
6th	-	-	1	-	-	2	3
Totals:	48	49	46	42	46	5	

Note:

Two did not answer the question and as many as ten gave only partial answers, hence the difference in total numbers.

Language. Question 33 with its two divisions was designed to elicit the extent of use and relative importance of foreign languages to the graduates. The first part of the question was: "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 labelled "Frequently," "Fairly often," "Occasionally," "Rarely if ever," and "Never." The second part specified which languages were used if needed.

A total of forty-nine people answered the first item; thirty-seven answered the second; four did not answer either. Table 13 shows the responses to the various categories of use.

TABLE 13

EXTENT TO WHICH A FOREIGN LANGUAGE IS EMPLOYED OR NEEDED
IN THE COURSE OF PROFESSIONAL DUTIES AND ACTIVITIES

Extent of use	No. responding		Per Cent
	Ph.D.	M. A.	
"Frequently"	1	6	12.9
"Fairly often"	3	5	14.8
"Occasionally"	1	13	26.0
"Rarely, if ever"	3	7	18.5
"Never"	-	10	18.5
No answer:	-	5	9.3
Total:	8	46	100.0

At first sight one would say that foreign languages are of great use in the group since twenty-nine fall in the first three categories. Yet one must bear in mind that for many graduates the foreign language was used as part of daily life, since eleven of them were in a foreign country or worked in foreign-language speaking areas. Actually, only fifteen seemed to use the language for professional readings, nine occasionally and six fairly often, judging from their position.

The languages used in order of importance were: French for twenty respondents, Spanish for nineteen, German for fifteen and one each Italian, Latin, Swahili, Hindi, Chinese, Filipino and Vietnamese.

Berelson in his study of the Graduate School found that only twelve per cent of the Deans would be in favor of cutting down on the foreign language requirement, while thirty-one per cent and thirty-nine per cent of the Faculty and degree recipients, respectively, favored cutting it down. Today, with the translation system for conferences and international research availability, one rarely finds himself handicapped for lack of important research not available in English.

Areas of Interest. Question 16 in Form II asks the graduate to designate the areas in the field of Sociology that hold primary, secondary or no interest for him. The respondent had just to check the appropriate column. The range of choice of primary interest is from one area to five, there being a total of 134 primary choices, with five abstentions, which gives an average of 2.7 areas of primary interest per person. Since only a small minority gave one choice only, one would conclude that the group is not inclined toward strict specialization. Only one case of specialization in Medical Sociology did not fit into the areas provided for choice.

The eight proposed areas for choice were taken from the standard division provided by the A.S.A. survey in the field of Sociological Science. The objective was to select topical headings as specific as possible to avoid undue overlap and yet be general enough to subsume particularized interests.

Table 14 lists these areas together with the number of times each area was designated as primary, secondary or no interest choice. Besides, this researcher has added in the last column an arbitrarily weighted choice-score in which primary interest is counted two points and secondary interest one point. This sum serves as a rough indicator of the relative valence or attraction which each area holds for the Loyola graduates, and delineates the descending order of topic-interest.

TABLE 14

AREA OF INTEREST IN SOCIOLOGY FOR LOYOLA GRADUATES

Area	Primary	Secondary	None	Weighted sum ^a
Social Organization	26	16	2	68
Social Problems	24	16	-	64
Social Psychology	22	19	3	63
Social Change	21	19	4	61
Rural-Urban Sociology	18	14	8	50
General Theory	13	20	8	46
Methodology	7	24	8	38
Demography	2	21	14	25

^a Arbitrarily weighted choice-score in which primary interest is counted two points and secondary interest one point.

The dislike for certain areas of sociology was manifested in the third choice indicating no interest. Table 10 shows that thirty-two graduates indicated no dislike or aversion at all. Demography seems to be the most unpopular subject, since only two considered it of primary interest, while fourteen rejected it as of no interest. Methodology was second in disinterest with eight showing dislike and seven showing primary interest in it. Both Methodology and Demography get a sort of compensation by leading as areas of secondary interest, the first one with twenty-four choices and the other with twenty-one, the two highest in that column.

Another striking feature, already hinted at when mentioning the range of primary interests, is that no single area takes a marked lead over the others, either in primary or in secondary interest. The highest primary interest choice goes to Social Organizations with 19.2 per cent choice, followed immediately by Social Problems, Social Psychology and Social Change, with 17.9, 16.4 and 15.7 per cent, respectively.

CHAPTER IV

EMPLOYMENT AND FINANCIAL ASPECTS OF THE LOYOLA SOCIOLOGIST

As noted in the previous chapter, one respondent declined answering the questions in Form II; consequently, the respondents number 53 for the rest of the thesis. Of these 53 graduates returning the questionnaire, 37 were employed in a professional capacity as sociologists and 16 were in non-sociological positions. Thus, a little more than two-thirds of the graduates in the study have remained in the field for which they were trained. Incidentally, these results are almost the same as those obtained in the study done by Medina regarding the psychologist from Loyola. At the M.A. level, 30 out of the 46 with the Master's degree (or 65.2 per cent) were in sociological positions, while 16 were not. All of the Ph.D. graduates were employed as sociologists.

For the M.A. recipients in sociological positions, 27 were employed full-time (35 to 40 hours a week average) and 3 were in part-time positions (less than 35 hours a week). Of the 16 M.A.'s in non-sociological positions, only 2 were employed part-time; the other 14 carried full-time positions. All the 7 Ph.D.'s were working in the field of sociology and carried full-time positions. Table 15 presents the data regarding the employment of the Loyola graduates.

Table 16 indicates the place or type of setting in which the graduates are employed. It will be noted that more than two-thirds of the sociologically employed work in university settings or schools below the college level. Once more there is a marked similarity between the psychologist and the

sociologist from Loyola.

TABLE 15
EMPLOYMENT OF LOYOLA GRADUATES

	Sociological Positions		Non-Sociological Positions	
	Full-time	Part-time	Full-time	Part-time
M.A.'s	27	3	14	2
Ph.D.'s	7	-	-	-
Totals:	34	3	14	2

TABLE 16
PLACE OF EMPLOYMENT IN SOCIOLOGY FOR LOYOLA GRADUATES

Place	M.A.	Ph.D.	Total
Universities and Colleges	17	7	24
Schools other than Universities or colleges	10	-	10
Social Service	5	-	5
Research (for agency or private)	5	1	6
Government	1	-	1
No answers	8	-	8
Totals	46	8	54

Sibley found slightly different results regarding M.A. holders. Thirty per cent of the M.A.'s were working in a university setting compared to a 31.5 per cent in this study. Sibley's findings regarding M.A.'s in other teaching and educational service were almost the same as in this study: 18 per cent in the former and 18.2 per cent in the latter. These comparisons indicate that the sociologist from Loyola is much like other sociologist professionals throughout the country.

It is always a difficult task to find out the use one makes of the training received. Question 13 tried to probe this matter by asking whether the sociological training was involved in the actual occupation of the graduate. Only four of the sixteen in a non-sociological occupation stated that their sociological training was not involved in their present occupation, even indirectly. These included a priest holding the job of "minister" for the community, a registrar, a department coordinator in universities, and a physical instructor. Two did not reply, one of them being a housewife and the other an economics student. This last one has not yet decided as to whether he should attempt to go on for the Ph.D. in sociology or not. In Medina's study an instructor of theology, a graduate in psychology ten years ago, thought that his training in psychology had nothing to do with his position; in this study two theology instructors thought their training in sociology was related, either directly or indirectly. We point out this discrepancy because in the writer's case, he was sent to take a Master's degree in sociology as preparation for a teaching post in a major seminary. Finally, a social activist and one holding a correctional job considered their training as unrelated to their position.

Distribution of Time in Job Functions. According to the data provided by the

Bureau of Labor Statistics in 1963, 60 per cent of all professionals were working 35 to 47 hours per week, 27 per cent were working 48 or more hours and 13 per cent from 1 to 34 hours.¹

The graduates were asked to indicate the amount of time they spent in each of five specified job functions, during the course of an average 40 hour week. Space was also provided to indicate time spent in functions other than the five given. The five functions listed were: Teaching (including preparation); individual research or with assistant actively supervised by the respondent; advisory function towards students preparing thesis or other research; testing and interviewing; administrative duties. To these, four more areas were added by the respondents: counseling, meetings, study, mostly in the case of Ph.D. candidates, and field work. Four did not reply to the question.

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

Of the 34 people working full-time in sociological jobs, 30 responded to the item. Overall, scarcely any two people devoted the same amount of time to the same areas; to be exact, only a Ph.D. and an M.A. happened to coincide with 20 hours devoted to teaching and 20 hours to research, and two Ph.D.'s and two M.A.'s with 40 hours of teaching effort. The resemblance in the group

¹Heneman, p. 470.

could only be stated by referring to the similarity in teaching and research for the Ph.D.'s, with teaching and administrative duties consuming most of the time in the case of the M.A.'s. Taken as a group, the striking feature would be the great disparity in emphasis from person to person. This is just another way of saying that there is no really "typical" Loyola sociologist in terms of the way time and effort is spent. The range of teaching hours was from 5 to 40 and the administrative duties ranged from 2 to 40 hours.

When the five major job functions are considered, there is only one instance in which a graduate is active in all five areas. Four instances appear of graduates active in four areas. On the other hand, except for the four busy with teaching loads only (13 per cent of the full-time people), no other graduates are concerned exclusively with a single broad function to the exclusion of the others. Twelve (40 per cent) of them are involved in two functions and the rest have three job functions including either study or private work.

The three part-time people in sociological positions were restricted to teaching and research. Two theology students fell under this category.

The average working load is considered to be 40 hours, yet it is interesting to note that in the case of M.A.'s eight respondents in full-time sociological go beyond that. One states that he devotes 55 hours per week to teaching duties; one covers all five job functions in a 64-hour work week; 45 hours per week are common to the rest. Considering the whole group, as many as fifteen mention working more than 40 hours. Table 17 presents the time distribution for the Loyola graduates in sociological positions.

TABLE 17
DISTRIBUTION OF TIME IN PROFESSIONAL ACTIVITIES FOR
THE FULL-TIME IN SOCIOLOGICAL POSITION

Hours:	1-5	6-10	11-15	16-20	21-25	26-30	31-35	36-40	41-45
Teaching	1	-	3	4	3	4	4	5	1
Individual Research	3	3	1	1	2	2	1	-	-
Advisory Function	5	2	-	-	-	-	-	-	-
Testing and Interviewing	4	-	-	-	-	-	-	-	-
Administration	4	4	2	2	-	3	-	1	-
Meetings	-	-	-	-	-	-	1	-	-
Counseling	1	1	-	-	-	-	-	-	-
Attending Classes	-	1	-	2	-	-	-	3	-
Field Work	-	1	-	-	-	-	-	2	-

Occupation and Title. Questions 10 and 11 of Form I asked the respondent to name their current occupation and the professional title describing it. Though not one had given a full-time week to research, six respondents list research as their occupation. Two of these gave Research Associate as their title, the others leaving the answer blank. Table 18 gives occupations and Table 19 presents titles.

TABLE 18
OCCUPATION OF THE ADVANCED DEGREE RECIPIENTS IN SOCIOLOGY
FROM LOYOLA UNIVERSITY

Occupation	Number of Graduates	
	Ph.D.	M.A.
Teaching	6	27
Research	2	4
Social Worker	-	3
Chaplain	-	3
Student	-	3
Director	-	2
Housewife	-	1
Administration	-	1
Student and Teaching	-	1
Education	-	1
Total	8	46

TABLE 19
TITLE OF POSITION HELD BY THE GRADUATES IN SOCIOLOGY
FROM LOYOLA UNIVERSITY

Title	Number of Graduates	
	Ph.D.	M. A.
Associate Professor	5	3
Teacher	-	8
Instructor	-	5
Lecturer	1	4
Director (various)	-	4
Case Worker	-	3
Chairman of Department	-	4
Research Associate	2	-
Principal	-	2
Chaplain	-	1
Teacher Counselor	-	1
Registrar	-	1
Teaching Assistant	-	1
Dean of Students	-	1
Department Coordinator	-	1
No answers	-	8
Totals	8	46

The striking feature is the number of respondents involved in teaching (6 Ph.D.'s and 27 M.A.'s). Although most of the time of the graduates was spent in teaching and administration, only one considers administration as an occupation. If one had to describe the typical graduate from Loyola, he would be a professional teacher, whether in universities, colleges, high schools or seminaries. A striking fact in this connection is that not one of the graduates is connected with industry and business. This fact has its importance from the point of view of financial gains, since the most rewarding positions are in industry and business as a rule.

Income. Question 49 in Form II read as follows: "If as a member of a religious order you do not receive a salary, please, indicate the fact with a check mark here." On that account the religious graduates were excluded from consideration regarding annual income.

Table 20 shows the distribution of salaries for the graduates employed full-time in jobs of a sociological nature. Additional sources of income are not taken separately, because only a few gave information and the amount given did not change the interval.

But what of the graduates who have left the field and are working in other areas? The four graduates who gave information about their annual income fall one in each of the following intervals: \$12,500 and above, \$10,500-11,499; \$8,500-9,499; \$7,500-8,499.

Income and Age. Becker found that education pays an 11 per cent return on investment.² Glick and Miller had projected the amounts in return for a "Life-time" income according to degree of education. According to that, the

²Ibid., p. 44.

TABLE 20
ANNUAL SALARY FOR LOYOLA GRADUATES EMPLOYED FULL-TIME
IN SOCIOLOGICAL POSITIONS

Annual Income	Number		
	Ph.D.	M.A.	Total
\$12,500 and above	1	1	2
\$11,500-12,499	1	-	1
\$10,500-11,499	1	2	3
\$ 9,500-10,499	1	4	5
\$ 8,500- 9,499	-	1	1
\$ 7,500- 8,499	-	1	1
\$ less than 7,500	-	4	4

peak years in earnings would be between 45 and 54 for men.³ Sibley found that in his study according to the survey the peak years for highest earnings were to be found between 40 and 44, and between 55 and 64 as second place, and 45 to 54 in third place.⁴ In this study, one cannot find any definite pattern between age and earnings. The figure \$9,500 is earned by two graduates older than 40, by two graduates in the bracket 35-39, and by one below 30 years old. Higher incomes are spread out from 30 years old to over 40.

Field and Income. When one examined how the graduate spent his time in his

³Paul C. Glick and Herman P. Miller, "Educational Level and Potential Income," American Sociological Review (1956), p. 308.

⁴Sibley, p. 53.

profession, teaching, administration and research, in that order, prevailed. In the light of income, research seems to take precedence over administration as to give greater earnings, except in the case of the one with a government administrative post. Very often administration is a responsibility position and not necessarily rewarded with money. At the same time one notes that teaching alone is not financially remunerative.

If one had to describe the graduate from Loyola in terms of money matters, one would find it rather difficult. On the whole, one gets the impression that the religious element mains ambition in that line. Some remarked that it was "of no interest," "banking on a pretty good return eternally." In the case of the laymen one would feel the seriousness of the profession before money. The reward of the profession is the one accepted.

CHAPTER V

EVALUATION OF TRAINING: SUGGESTIONS AND COMMENTS

The importance and validity of subjective evaluation was made manifest in the study of Allan M. Cartter An Assessment of Quality in Graduate Education. As Cartter says, "In an operational sense, quality is someone's subjective assessment, for there is no way of objectively measuring what is in essence an attribute of value."¹ To the objection that evaluation of experts is "a mere opinion survey" or "a compendium of gossip is still gossip" as a disgruntled respondent, quoting Dr. Johnson, put it, Cartter pointedly replied in the following manner: "The present study is a survey of informed opinion. The opinions we have sought are what in a court of law would be called the testimony of expert witnesses--those persons in each field who are well qualified to judge, who by training are both knowledgeable and dispassionate, who through professional activities are competent to assess professional standards, and who by their scholarly participation within their fields have earned the respect of their colleagues and peers."² This important factor in any opinion survey is what one would refer to as qualifications of the judges; a second is the assumption that the higher the degree of agreement among expert witnesses, the more likely it is that the opinion reflects a fact.

¹ Allan M. Cartter, An Assessment of Quality in Graduate Education (Washington, D.C.: American Council on Education, 1966), p. 8.

² Ibid.

That the graduates are qualified to judge their training received at Loyola is partly assumed and partly backed up by the fact that the Graduate School considered them qualified to join the profession. One would not waste time in asking for rating or criticism unless he acknowledges beforehand that it is not merely subjective opinion but at the same time valuable objective information. That does not interfere in the least with the running of one's house by outsiders. As Medina remarked in his dissertation of the psychologist from Loyola, "It should be made explicit here that the questions clearly put the locus of evaluation within the individual. He is not asked what should be changed or added in the program from the stand-point of the administration. He was asked what specific skills and techniques he had found to be especially valuable on the basis of his own 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."³

This chapter is concerned mainly with two features: the evaluations or rating of training and the relationship between such evaluations and certain characteristics already analyzed. Secondly, the comments and suggestions made about the Department of Sociology and its graduate program.

Question 50 in Form 11, 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 sociological training received at Loyola?" Four descriptive words indicating a progression from wholehearted approval to a stage of serious reservation or even disapproval followed in this order: "excellent", "good", "fair", "poor". Comments were

³ Medina, p. 15.

invited in case the respondents would like to clarify their evaluation.

Table 21 shows the frequency with which a particular term was selected to indicate the evaluation of training received.

TABLE 21
RATING OF TRAINING RECEIVED AT LOYOLA BY GRADUATES
OF THE DEPARTMENT OF SOCIOLOGY.

Rating	Number	Per cent
Excellent	6	11.3
Good	31	58.5
Fair	14	26.4
Poor	2	3.8
Total	53	100.0

It will be noted in Table 21 that over one-half of the respondents judge their training as "good". In fact, more than two-thirds of the group, 69.8 per cent labelled their training with the two highest ratings. The other two unfavorable ratings received a little more than one-fourth of the 53 ratings.

For the most part, people rated their training without comment. The striking feature of the comments is that generally they anticipate the criticism asked for in the following questions. Hence the content will be analyzed along with the criticisms later on. A much higher proportion of critical comments occurred among those who gave a lower rating. Of the nineteen

people who added comment, there are ten in the two upper ratings, five of which praise in general the training and five point to general remarks. On the other hand, the other nine comments involve eight people with rather unfavorable comments. The two respondents rating their training as "poor" are a striking example: one made three checks for "poor" and the other remarked "some professors were just wasting time".

Recency of Degree and Rating of Training. One of the reasons adduced by some respondents in not suggesting criticism was that they have been away for a long time; they feel out of touch to give relevant criticism. As in the case of Medina reporting on the psychologists, this study shows a clear tendency for the people who had received their training earlier and been out of contact longer with the source of training to accord it a higher rating than for the graduates less far removed in point of time. And again, a closer look at those who rated the training as "excellent", their varied characteristics make them somewhat unusual. One male has the highest income in the whole group, though he has only an M.A. terminal, and three are females and religious, also with M.A. terminal, though all are engaged full-time in the sociological field.

Sex and Rating. If we make two groups of the 53 rating male and female graduates--one unfavorable rating ("fair" and "poor"), the other favorable rating ("excellent" and "good")--of the 34 males, 23 gave a favorable rating to their training and 11 unfavorable; of the 19 women, 15 gave favorable approval and 4 rated their training unfavorably. Women were twice as likely to approve their training as compared with men. As it is found in other surveys, the women graduates give a more enthusiastic endorsement to their training than the men do. The two ratings of "poor" came from males.

When relating the two factors of sex and religious community membership to the data in rating, it was accidentally discovered that six men who did not refer to their status when giving account of their income were religious order members, and only one woman omitted it. We could pin down the rating of religious people in 15 of the 21 religious men and in 11 of the 12 religious women. When examining the rating made by the religious, a slight influence to rate their training above the others could be deduced from the fact that no religious male rated his training as "poor" and, on the other hand, that three religious women of the total four had rated it as "excellent".

Degree Status and Rating of Training. Table 22 lists the various degree levels and the ratings accorded to training by the graduates at each level. The M.A.'s have been broken down into terminal M.A.'s and M.A.'s with additional course work who have not yet reached, or may not reach, the doctoral level. It will be noted that there is relatively little variation in rating attributable to status at least on the basis of the small number of respondents.

TABLE 22

DEGREE STATUS AND RATING OF TRAINING RECEIVED

	Ph.D. (N-7)	M.A. (N-19)	Terminal M.A. with additional course work (N - 27)
Excellent	-	2	4
Good	5	12	14
Fair	2	5	7
Poor	-	-	2
Total	7	19	27

The Ph.D.'s, M.A.'s with additional course work and the terminal M.A.'s all tended to rate their training about the same, except that there were no ratings in the "excellent" category made by the Ph.D.'s. The striking feature is the favorable impression of training which all levels appear to hold, since the most frequently checked descriptive term at each level was "good."

Sociologists versus Non-Sociologists in Rating. Ratings by graduates working in sociology and by graduates in a non-sociological position tended to be rather uniform, except for the fact that none of the non-sociologists used the highest rating "excellent", but neither did the Ph.D.'s as was mentioned earlier. Besides that, there is no definite pattern that would contrast one group against the other in their ratings. The absence of comments was noticed in the group of those who are not in the field. Three in their comments made reference to their position as less suited to give relevant evaluation.

Question 46 was worded: "If your position is (was) sociological in nature which general area best categorizes it?" Several in a non-sociological position felt no need to answer the question. Now, when analyzing the relationship between rating and specialty field, a full comparison is not possible.

As mentioned earlier, teaching was by far the most common position of the group, and in that respect those in that position set the tone for the ratings. Though one in the teaching position gave the lowest rating, four out of six giving the highest rating were in teaching, and the majority (21 of 33) marked the rating "good". Most of the criticisms point out some weakness in preparation for research. As we shall see later, strangely enough no noticeable relationship could be observed from the comparison of

ratings with that characteristic. That tells well of the evaluation made by the graduates in not letting themselves be influenced by a particular bias, when judging the training received as a whole.

Ratings and Comments. Some comments were self-explanatory, others praised the quality of training in general or the contrary, without changing the evaluation given. There were a few comments which should rather have been written in the following questions. Here a few samples are given. For obvious reasons those comments mentioning names of persons are omitted, whether adulatory in character or expressing antagonism. Two graduates in the "excellent" category commented: "Not until I attended other Graduate Schools, did I realize the education I received at Loyola;" and the other, "And I really mean this....especially having had comparative/evaluative experience on both a national and international level." Surely, she was living abroad.

One of those in the "poor" category after praising some professors wrote: "Others in the Department should have been on the other side of the desk." A Ph.D. in the "good" category commented: "I received my deep interest and motivation to continue from two members of the faculty."

Suggestions and Comments Regarding Training. The three following questions 51, 52, 53 of the anonymous form, Form II, were intended to elicit both specific suggestions to improve the functions of the department and whatever objections to particular policies and practices existed. In a sense, they clarified the evaluation given in the previous question, though healthy criticism could well go along with approval of the training. In fact, 29 of the 38 in the "favorable" group as well as 14 of the 15 in the "unfavorable" group could equally be found in the same constructive criticism, except on a few occasions where less moderate wording appeared.

Thus, item 51 asked: "What particular areas or topics do you feel were neglected or inadequately stressed and should have received greater emphasis in your training at Loyola?" Item 52 aimed at the contrary possibility: "What areas or topics have been overly stressed to the neglect or exclusion of more important or relevant material?" Item 53 finally asked for more 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; names of professors no more in the department were mentioned; the department itself has been under the control of different chairmen; the degree program had been expanded to the doctoral level; and as was mentioned in the introduction quoting Sibley, "The complexion of sociology is changing or has changed in the last decade. It can be now said to be in a late stage of adolescence at a time of potentially rapid maturation."⁴ All these factors affect deeply the sociologist's breadth of functions and activities in his professional role. What is important, however, is the kind of things which the graduates address themselves to, quite apart from whatever actual experience they may have had in the department. The kind of things and the areas which with the passage of time have come to prominence and importance for them in their present roles--these are the significant features to be considered. In fact, practically

⁴ Sibley, p. 111.

all the answers were short and to the point.

On the whole the response to the comment queries, being at the end of a rather long questionnaire, was that of the traveller at the end of a journey who does not feel like talking much. Of the 53 respondents for question 51, eight ignored the item or excused themselves from the task for one reason or another, and two said they thought no area was neglected. For question 52, eighteen ignored the question, and ten said no area was overstressed. As for question 53, twenty ignored the question with or without reason. A few people asserted that everything was fine as it stood and so there was no room for criticism or comment.

What is remarkable in the answers is the fact that general agreement was expressed in the real issues as can be seen in Table 23.

One may note that the main comment on certain deficiencies is expressed by all the Ph.D.'s and by twenty-one M.A.'s. All things considered, the answers appeared to be offered with every effort at sincere, constructive criticism. Nevertheless, in a very few instances, the 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--especially when anonymity is guaranteed and the persons involved are not to be faced. A respondent after mentioning a personal conflict with a teacher adds, "That teacher is since dead."

The number of specific comments made by the graduates on training they had received totaled 205. Sixty-five touched on neglected areas given in Table 23; twenty-eight referred to overstressed areas; the other 112 dealt with general and concrete remarks, positive or negative, appreciative or critical of the different topics hinted at in question 53.

TABLE 23
NEGLECTED AREAS AS RATED BY GRADUATES IN SOCIOLOGY
FROM LOYOLA

Neglected Area	Number
Research Techniques	28
Statistics	12
Theory	12
Social World Problems	3
Social Change	2
Social Psychology	2
European Sociologists	2
None	2
Social Institutions	1
Population and Ecology	1
Urban Sociology	1
Specialized Branches of Sociology	1
No answer	8

The picture of neglected areas in the mind of the sociologist from Loyola is clearly portrayed in Table 23. One cannot add much in the way of analysis or interpretation. Facts speak for themselves. Yet, a comparison with the table giving the results on areas of interest (Table 14) gives one pause, upon observing that methodology is so little liked and at the same time the deficiency in research techniques so much felt. The explanation,

as far as one can guess, comes from the light thrown by the choices on areas of secondary interest. Research techniques, in the case of the sociologist, are viewed as a means to an end; although their importance is secondary, their lack is important and hence the criticism.

Only twenty respondents answered question 52. There was a diffused spread on topics as well as lack of agreement. Hence, one is tempted to say that there was no real issue on the score of overstressed areas. There is a mild criticism of things that are no more, though surely could exist in a Catholic University. Papal Encyclicals, "The Church", Catholic outlook, philosophy are items mentioned as overstressed which, no doubt, point to a mentality which could be called "pre-Vatican II" today. Again, four consider "race" as an overstressed topic.

The comments or suggestions requested regarding various important matters in the Department of Sociology centered around two main points. One was concerned with the faculty and the other touched on the department as such, whether in respect to certain policies, facilities or programs. Though each topic suggested in the question was referred to, the bulk of comments concerned those two main points. Table 24 strives to provide a summary in which these criticism are listed.

The disconcerting criticism is the one that evaluates the faculty: they are split in equal numbers. As a rule, the criticisms were not elaborate but spontaneous and concrete, except for a few commenting on the policy held as regards the requirement of a thesis for the M.A. One of them says, "The requirement of an empirical thesis from every M.A. candidate is anachronistic in view of the developments within other better departments of sociology in the country--all the more so in view of the small apparent

involvement of the department itself in research." Another one somewhat sarcastically recounted his experience: "It took a month for me to write the first chapter of my thesis. For the director it took six months to read it, and when he gave it back he had practically nothing to say about it."

TABLE 24

COMMENTS BY THE GRADUATE IN SOCIOLOGY FROM LOYOLA
REGARDING FACULTY AND DEPARTMENT

<u>Faculty</u>	Number
Faculty-student lack of communication	12
Poor	15
Good	15
Inexperienced	2
Overworked	2
<u>Department</u>	
Lack of research	13
Inadequate course-integration	9
No interdisciplinary communication	5
Thesis	4
Tension in Department	3
Poor Library	2
Few Assistantships	2

Note:

One remarked adequate course-integration and one research facilities.

There were suggestions which may have some value as hints for improvement. One recommends that only full-time students be admitted and another suggests the holding of the Ph.D. as a requirement for teaching in the department. It was suggested to have an M.D. (sic) program in sociology with emphasis on two or three areas.

Happily, the remarks were not wild or impracticable. They concerned real issues, which, no doubt, any department is aware of and tries to solve them as best it can. Loyola's graduates seemed to be aware of that and quite realistic about possibilities of improvement.

CHAPTER VI

SUMMARY AND CONCLUSIONS

The present study was undertaken to determine the more important features characterizing the professional sociologist who has received his graduate training at Loyola University from 1956 to 1968. Also, the graduate was invited to give a critical appraisal of the training he received at Loyola University. Fifty-four of seventy-five graduates (72 per cent) returned the questionnaire, which is rather satisfactory when compared with the returns in other mail-type surveys. 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; the second form, anonymously returned in a separate envelope, dealt with financial data and evaluations of training. Aside from the difficulty in locating foreign graduates, there was no apparent bias governing the return of questionnaires. In a few instances, contrary to expectation, some religious congregation members declined to answer for personal reasons.

The growth of the Sociology Department does not appear completely regular over the years. The years 1956 to 1960 - the first phase - are similar in that they are characterized by low frequencies. The years 1961 to 1964 present a rather compact group of 34 graduates. That phase of consolidation bore its fruit with the first two Ph.D. degrees awarded in February, 1964. The years 1965 to 1968 with two consecutive years with the highest number of graduates bear witness to the stability of the Sociology

Department. The Ph.D. degrees are eight in number.

Over the years the Department of Sociology has kept a proportion of two men to one woman. Religious community members received 61.2 per cent of all degrees awarded in sociology. The average age at the time of degree is on the older side; more than half are near or above forty years old.

The number of foreign students is remarkable, indeed. Almost one-third of graduates belong to a variety of countries covering four continents of the world, since Australia alone is not represented. The geographic location is striking, even in the United States, spreading over ten states and eleven different countries.

Slightly more than half of the graduates with the M.A. indicated that they hope to (or would like to) go on for the Doctorate at some time or other. The others were definite about not going further, being content to remain at the M.A. level. The Loyola M.A. graduates go rather slowly in getting through additional course requirements; the range of courses completed ranged from 3 to 8. Such course work is done in fifteen universities other than Loyola.

Almost half of the graduates do not belong to any professional association; the common pattern for the rest is that of membership in the American Sociological Association and the American Catholic Sociological Society. Only a few have shown interest and participation in these national organizations, especially around convention time and occasional presentation of papers. Six graduates are Fellows of the A.S.A. and five have served on different committees; forty-nine seemingly considered the question irrelevant regarding service in professional associations and gave no answer. In spite of the large number of religious community members, only two belong to

the Society for Scientific Study of Religion.

With regard to professional and learned journals, there is a marked correlation between membership and subscriptions. Twenty-one graduates are both non-members and non-subscribers. Hence the total number of subscriptions to journals is not high as a group.

In the latest research done on publication by Knudsen and Vaughan as an objective index of academic quality, Loyola does not qualify as yet for comparison with other top universities.¹ Nevertheless, the Ph.D. graduates have contributed seven dissertations, and the M.A.'s parts of three theses in publications. There is a group of six graduates with numerous professional publications and a smaller group with publications for non-professional readers in the form of pamphlets and film-strips. The articles of the first group have appeared in as many as twenty-one professional journals. Presentations before professional groups were less numerous, the groups being of a local character generally.

As many as nineteen graduates are currently engaged in research activity and fourteen of them are benefitting from grants provided by private and public agencies. The areas of research are so varied as to defy classification; the graduate is a researcher without a name. Thirty-seven respondents considered research to be ranked in first or second place in the role of the sociologist.

The importance of foreign languages in the course of professional duties appeared at first sight to be considerable. Yet a closer look revealed that the use of foreign language was in foreign-language speaking

¹Knudsen and Vaughan, p. 43.

areas, and only six made use of a foreign language for professional readings fairly often, and nine occasionally. The languages of some value to the sociologist were French, Spanish and German.

Areas of interest for Loyola graduates, as indicated by primary and secondary choices or no choice, were not a specific branch of specialization but included from two to three subjects, usually Social Organization, Social Problems, Social Change and Social Psychology. These areas appear to be the ones on which the teacher of sociology might often give courses. At the other end, Demography was rather unpopular.

A little less than three-fourths of the graduates have remained in the field for which they were trained, and consider themselves to be sociologists. Most of them work in university or college settings and schools below the college level account for a second group. Strangely enough, not a single graduate was hired by industry and business. Those in a non-sociological position, though they considered their training was somehow involved in their present occupation, failed to give information as to what their current occupation was.

When the distribution of time spent in various professional activities was tallied, it was found that scarcely any two people devoted the same time to the same areas. Teaching and administration, followed by research, were consuming practically all the time, though with remarkable disparity in emphasis from person to person. The range of teaching hours (including preparation) was from five to forty hours. Again, here the striking feature, as in the area of interest, is that practically no graduate is concerned exclusively with a single broad function to the exclusion of others. In many cases the graduate works beyond average time.

Many of the Loyola graduates, both religious and laymen, did not choose to mention their finances. This lack of information and the large number of foreign respondents with non-comparable incomes made it difficult to evaluate where the Loyola graduate stands in point of monetary reward. In the light of income, research seemed to bring in more earnings, while teaching alone did not carry large monetary reward. Members of religious orders considered income as "of no interest" and "banking on a pretty good return eternally."

The anonymous ratings of training received at Loyola were gratifying, to say the least. The graduates rating their training as "good" more than doubled those who rated it as "fair". Seemingly, women graduates gave a more enthusiastic endorsement to their training than men, yet religious community membership does not appear to influence the rating. Also, there is little variation in rating attributable to degree status.

Regarding comments and suggestions, a larger proportion of comments and criticism came from those who gave lower ratings to their training at Loyola. Comments and suggestions relating to training centered around a few specific topics. The most frequently cited understressed area was considered to be that of research techniques. Its lack was felt in the Department, at the thesis level, and as a preparation for the future. Statistics and theory were the next most frequently cited areas in which further training was desired. No real issue was made of in the matter of overstressed areas; a Catholic bias in the University was pointed out by a few.

The lack of research came up again in the criticism regarding the Department. That criticism came in a general form by saying that "nothing is really going on", and in a more concrete way when referring to the policy held as regards the requirement of an empirical thesis from everyone without

sufficient help in carrying it out. The graduates also felt that there was not enough communication between faculty and students. This lack of communication was generally expressed in terms of non-availability of the professors for advice. Somewhat surprisingly, the respondents split equally in number on contrary evaluation of quality of professors. Practically all showed appreciation at least to several faculty members. Also, if one is allowed to read between lines, not a few of those unfavorable remarks could be rated as affect-laden.

All things considered, the most striking single impression arising from the study is that the Loyola graduate is a member of the growing profession in sociology, especially in the university setting. The confidence and hopes set in the Department make him feel proud and grateful. The sincere interest in the growth of the department and possibilities of accomplishment sugar well for the future.

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Medina, Robert F. The Psychologist, His Training and Functions: A Survey of Graduate Psychologists from Loyola University (1930-1954) (Department of Psychology, Loyola University, Chicago, Doctoral Dissertation, 1958).

Wey, Esther Elizabeth. The Social and Cultural Determination of Research Foci in Doctoral Dissertations of American Sociologists. (Department of Sociology, Loyola University, Chicago, Doctoral Dissertation, June 1965).

APPENDIX I

Names of the degree recipients by date of conferment of degree, current address, and degree status follows. Asterisk indicates Ph.D. degree; all others are M.A. degrees. Persons receiving the M.A. and later the Ph.D. are listed in each instance under the year that the particular degree was awarded.

1956

Kalayil, Rev. Jacob
Catholic Bishop's House
Kottayam, India

Sawyer, Loretta Mae
Beechwood, New York Lane
Rawdon, Yorkshire, England

1957

Biesel, Sr. M. Ann Frances
3195 So. Superior
Milwaukee

1958

Jana, James P.
1816 Wesley Avenue
Berwyn, Illinois

Crowley, Rev. J. Richard
23 Duane Dr.
L. Ronkonkoma, N.Y.

Kaciur, Rev. Edward John, S.J.
St. Xavier's School
GPO Box 50
Kathmandu, Nepal

1959

Bowman, Jerome F.
(No current address)

1959

Slessor, Sister Euthelia
520 Plainfield Ave.
Joliet, Ill.

Theresita, Sr. Mary (Polszynski)
401 E. Palmer
Addison, Ill.

Sutter, Sr. Mary Noel
141 North Liberty Street
Galion, Ohio

1960

McNulty, Sr. M. Judith Terese
2808 5th Ave.
Rock Island, Ill.

Henry, Patrick J.
(No current address)

Boyle, John Jude
(No current address)

1961

Keng, Rev. Peter
4401 N. Oak Park Ave.
Harwood Heights, Ill.

1961 (contd.)

Staley, Sr. M. Ignatius BVM
(No current address)

Singer, John Ambrose
3602 Bridge Ave.
Cleveland, Ohio

Kalayil, Rev. Philip Thomas
(No current address)

Gannon, Rev. Thomas Michael
509 N. Oak Park Avenue
Oak Park, Ill. 60302

Fredericks, Marcellinus A.
1575 Tremont St.
Boston, Mass.

Boyle, Rev. Patrick Joseph
2 Jackson Street
Fort Bragg
North Carolina

Moodey, Richard William
502 Beers Ave.
Meadville, Pa.

Falkner, Louis Edward
7461 Kingsbury
University City
Mo. 63130

Vigil, Lottie Maria
(No current address)

1962

Burns, James Edward
8616 S. Kimbark
Chicago

Reicher, Rev. Robert A.
690 Belmont
Chicago

1962 (contd.)

Bayer, Diane M.
Mrs. Blackburn
3218 N. Ridgeway Ave.
Chicago

Quinn, Rev. Philip Francis, S.J.
Xavier University
Cincinnati, Ohio

Negre, Rev. Peter, S.J.
Casilla 283
La Paz
Bolivia

Dunn, Rev. Robert J., S.J.
2801 W. 86
Indianapolis, Ind.

D'Souza, Rev. Anthony, S.J.
(No current address)

Kilday, Sr. Winifred
38 Tu Xuong,
Saigon
Republic of South Vietnam

1963

Kaufman, Harriet Lois
(No current address)

Carlino, Lawrence Jerome
739 Hinman Ave.
Evanston, Ill.

Brichetto, James Nicholas
600 North Bend
Cincinnati, Ohio

Moroney, Rev. William Francis
P.O. Box 307
Mwanza
Tanzania

1963

Pulickaparembil, Rev. Matthew
(No current address)

Schindler, Paul Thomas
4702 B Main Street
Skokie, Ill.

Smolar, Richard Bernard
1621 Holly Lane
Munster, Ind.

1964

Bautista, Prudencia
1926 W. Harrison
Chicago

*Opars, Patrick Adebayo
1658 Winford Rd.
Baltimore, Md.

*Bennan, Rosemary Shamborsky
2665 Crawford Ave.
Chicago

Dell, Sr. M. Leander
3011 Carskaddon
Toledo, Ohio

Liguori, Rev. Joseph A.
(No current address)

Leonard, Sr. M. Carolyn
700 E. Westleigh Road
Lake Forest, Ill.

*Theresits, Sr. Mary
of. 1959

Thaliath, Rev. Jonas
(No current address)

1964

Yamaha, Midori
(No current address)

1965

Horan, Rev. Hubert J.
2020 W. Morse Ave.
Chicago

*Fredericks, Marcellinus A.
of. 1961

Verzosa, Mercedes Lahoz
26 Ilang-Ilang Rd.
Rosario Heights
Quezon City
Philippines

Vincent, Rev. Claude Louis
400 Huron Line
Windsor, Ont.
Canada

1966

Niebrugge, Sr. Agatha M.
5019 South Laflin
Chicago

Smell, Sr. Helen Francis
Mount Mary College
Milwaukee, Wis.

Lorente, James
Av. Manzanares, 212
Madrid, 19
Spain

*Wey, Esther Elizabeth
(No current address)

Kozlowski, Wilfred Michael
5605 N. Karlov
Chicago

1967

* Staley, Sr. Ignatius
(No current address)

Fails, Sr. Christopher Marie
2935 Upton St.
Washington D.C.

Condon, Paula McNicholas
7139 S. Paxton
Chicago

Foley, Rev. John Purcell, S.J.
Colegio San Jose
Ap. 60
Arequipa, Peru.

Gschwend, Rev. James Paul, S.J.
1076 W. Roosevelt Rd.
Chicago, 60608

Rechlicz, Bernard Walter
9347 S. Crawford
Evergreen Park
Illinois

Schackmuth, Thomas George
3540 West 80 Place
Chicago

O'Donohue, Rev. Daniel H.
(No current address)

Parapally, Rev. James Chacko
c/o Archbishop's House
Changanacherry
Kerala, India

*O'Connell, Rev. John Joseph, S.J.
1131 W. Wisconsin
Milwaukee

*Plfanczer, Steven I
3338 N. Downer
Milwaukee, Wis. 53211

1968

Lewicki, Rev. Roman, S.J.
St. Xavier's School
Civil Lines
Delhi 6, India

Molnar, Martin Andrew
(No current address)

Onyowuonyi, Rev. Innocent
(No current address)

Murphy, Rev. Eoin
Bon Secours Hospital
Glasvenin
Dublin 99 Ireland

Ace, Sr. Patrick M.
23619 Power Road
Farmington, Mich.

Sekamoto, Michiko
(No current address)

Schreier, Sr. Mary Kathryn
1010 So. Davis
Perryville
Mo. 63775

Prabhu, Rev. John Coelho, S.J.
14 Allen Street
Amhurst, Mass., 01002

Frosen, Anthony Joseph
401 Michigan Ave.
Washington D.C. 20017

Yu, Sheila Hsueh-Chin
856 W. Fullerton Ave.
Chicago

Sery, Margaret M.
St. Olaf College
Northfield
Minnesota



DEPARTMENT OF SOCIOLOGY.

*Lewis Towers * 820 North Michigan Avenue, Chicago, Illinois 60611 * Whitehall 4-0800*

Dear Graduate,

The purpose of this questionnaire is to take stock of what the Sociology Department has accomplished since its beginning. To get at, evaluate, or assess the contribution which the department has made to the field of Sociology, 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 enclosed questionnaire, Form I and Form II. More specifically the aim is to find out in what capacities you our degree recipients are functioning, how you are utilizing your sociological trainings, and how as a group you compare on a host of diverse points with sociologically trained persons from other institutions and with sociologists in general.

Dr. Ross P. Scherer, Chairman of the Department of Sociology, writes:

"The results of this study should be of great benefit to Departmental planning and development. I certainly hope that all our alumni will cooperate in this venture to the fullest".

I plan to present an analysis of the data received as my M.A. thesis, which will be under the direction of Dr. Joseph P. Mundi (Dr. Paul Mundy, first reader). Later, I hope the Department can share the findings with you.

No information will be individually linked to your name. Furthermore, the questionnaire Form II is anonymous, in order to conceal the identity of the person responding.

Your full cooperation in this endeavor is earnestly requested. We thank you in anticipation and wish you all the best. Hoping you will send in your answers at your earliest convenience, I remain

Sincerely yours,

J. Mairata S.J.

M.A. Candidate.



DEPARTMENT OF SOCIOLOGY

*Lewis Towers * 820 North Michigan Avenue, Chicago, Illinois 60611 * WHitehall 4-0800*Graduate Survey

Dear Graduate,

To date we lack one third of the returns from the Graduate Survey Questionnaires which were sent to the advanced degree recipients of the Department of Sociology. Since the imposing task of statistical and qualitative analysis must begin at once, we ask you to take the necessary time to fill out the forms and mail them to us in the stamped, addressed envelopes provided.

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

Yours sincerely,

J. Mairata S.J.

Form I. Personal Data

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

Please,
do not write
in column
below.

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

2. Home Address: _____

3. Business Address: _____

4. Date of birth: _____

(1) _____ -1934
(2) _____ 1935-1939
(3) _____ 1940-1944
(4) _____ 1945-1949

5. Citizenship: _____
(Country)

6. Married:
(1) _____ Yes
(2) _____ No

7. If a veteran, indicate branch of previous military service:

(1) _____ Army
(2) _____ Navy
(3) _____ Marine Corps
(4) _____ Air Force

8. While in military service was your function that of a sociologist? _____

9. If yes, indicate the position held: _____

10. In what occupation(s) are you currently employed (present or most recent position)? _____

11. Title of your position: _____

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

13. Is your sociological training involved in this occupation?

(1) _____ Yes, directly.
(2) _____ Yes, indirectly.
(3) _____ No.

14. Check the most applicable designation of your present position below:

(1) _____ Full-time position sociological in nature.
(2) _____ Full-time position non-sociological in nature.
(3) _____ Full-time student.
(4) _____ Part-time student working in sociological position.
(5) _____ Part-time student working in non-sociological position.
(6) _____ Other, specify: ition

15. Proportionately how many hours in an average week are spent in each of the following activities? (Consider an average week as 40 hours) Fill in the number of hours:

- (1) Teaching (include preparation)
- (2) Individual research or with assistants whom you actively supervise.
- (3) Advisory function toward students preparing theses et
- (4) Testing and interviewing.
- (5) Administrative duties.
- (6) Other, specify:

16. What are your particular areas of interest or competence? Check one after each.

Degree of Interest:

Primary Secondary None

- (1) General Theory
- (2) Methodology
- (3) Demography and Population
- (4) Rural-urban sociology
- (5) Social Change and Development
- (6) Social organization, structure and institutions.
- (7) Social problems, social disorganization.
- (8) Social Psychology.

17. 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 <input type="text"/>

18. Thesis Title: _____

Dissertation Title: _____

19. 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.

- (1) Course work completed.
- (2) Language requirement fulfilled.
- (3) Dissertation outline approved.
- (4) Oral examination or written comprehensive completed.

20. 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? Give number: _____

21. Do you intend going on for the Ph.D. (at Loyola or elsewhere) or are you now so engaged?

- (1) ☐ Yes
(2) ☐ No
(3) ☐ Undecided

Comment: _____

22. If answer "yes" is given to question No.21, specify the Institution which you expect to grant the degree: _____

23. Has all of your graduate course work to date been taken at Loyola University?

- (1) ☐ Yes
(2) ☐ No

24. If answer to question No. 23 is "No", indicate the other institution or institutions where courses were taken and the number of semester hours: _____

25. What professional positions, not including the one referred to in item No. 10, have you held?

(1)	<u>Position title</u>	<u>Name and type of Employer</u>	<u>Years Worked</u>
(1)	19.. to 19..
(2)	19.. to 19..
(3)	19.. to 19..
(4)	19.. to 19..

26. What professional societies do you belong to? Check all that apply:

- (1) ☐ American Sociological Association
(2) ☐ American Catholic Sociological Society
(3) ☐ American Statistical Association
(4) ☐ Population Association of America
(5) ☐ Rural Sociological Society
(6) ☐ American Anthropological Association
(7) ☐ American Association for the Advancement of Science
(8) ☐ American Economic Association
(9) ☐ American Political Science Association
(10) ☐ American Society of Criminology
Other: (list)

27. If ASA member, check membership status:

- (1) ☐ Student
(2) ☐ Fellow
(3) ☐ Associate
(4) ☐ Foreign Associate
(5) ☐ Active

28. 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:

<u>Association</u>	<u>Title</u>	<u>Committee</u>	<u>Level</u>
.....
.....
.....
.....
.....
.....

29. Which of the professional or learned journals do you receive regularly? (Do not include American Sociological Review or American Sociologist received in ASA membership). Check all that apply:

<input type="checkbox"/> Sociological Abstracts	<input type="checkbox"/> Sociology of Education
<input type="checkbox"/> Sociological Review	<input type="checkbox"/> The American Journal of Soc
<input type="checkbox"/> Social Forces	<input type="checkbox"/> Sociology and Social Resear
<input type="checkbox"/> Sociological Inquiry	<input checked="" type="checkbox"/> Sociological Quarterly
<input type="checkbox"/> Sociometry	<input type="checkbox"/> Others (list)

30. Has your thesis and/or dissertation been published in whole or in part as a monograph, journal article, or book?

(1) ☐ Yes*
(2) ☐ No

If yes*, give exact and full citation: _____

31. Have you presented your thesis and/or dissertation (or an portion thereof) before a professional group (e.g. ASA, ACSS,

(1) ☐ Yes
(2) ☐ No

Cite the organization, title of paper, and date given: _____

32. Do you have any other publications either as a single author or with other authors? Give full citation: _____

33. List papers, other than that mentioned in No. 31 above, which have been presented or read. Please, include professional groups or society and title:

34. Are you currently engaged in sociological research? Briefly indicate the nature of this research: _____

35. Are you now receiving or have you ever received a research grant from any institution or agency (include research assistantships, USPHS fellowships etc)?

- (1) ☐ Yes*
(2) ☐ No

36. If yes*, what is the name of the institution or agency awarding the grant (grants): _____

37. What type of grant: _____

38. How is research built into your particular position(if at all):

- (1) ☐ Research is considered a part of my regular duties for which I am paid.
(2) ☐ Research is largely conducted on my own free time apart from regular duties.
(3) ☐ No research is expected in my position.

39. (a) In the course of your professional duties and activities how often do you utilize or feel a need for any language or languages other than English? Check one:

- (1) ☐ Frequently
(2) ☐ Fairly often
(3) ☐ Occasionally
(4) ☐ Rarely, if ever
(5) ☐ Never

(b) If such a need exists, what language or languages are used?

- (1) ☐ French
(2) ☐ German
(3) ☐ Spanish
(4) ☐ Other (specify)

40. Please, rank from one to five the major roles of the sociologist, using 1 for most important, 2 for next most important etc.

- a. ☐ Teaching
b. ☐ Research
c. ☐ Social Activism
d. ☐ Essay-writing
e. ☐ Contributing service or expertise.
f. ☐ Other (specify)

LOYOLA GRADUATE SOCIOLOGY ALUMNI SURVEY

Form II. 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.

41. a. Sex:

(1) ☐ Male
(2) ☐ Female

b. Age:

☐ 20-24 years
☐ 25-29
☐ 30-34
☐ 35-39
☐ 40-

42.

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

43. General type of position held at present or most recently held:

☐ Sociological
☐ Non-sociological

44. In this position are you employed full-time or part-time?

☐ Full-time
☐ Part-time

45. How many years altogether have you been employed professionally as a sociologist? (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)

46. If your position is (was) sociological in nature which general area best categorizes it?

☐ Correctional
☐ Vocational and educational guidance.
☐ Teaching
☐ Research
☐ Teaching and research
☐ Administration: specify type
☐ Consultation
☐ Industrial and Business
☐ Other, specify _____

47. Average number hours work per week in your position:

Form 11 -2-
48. a. What is your gross annual (12 months) salary or income for this position for the current year? Check on amount:

- ☐ 7.499 and below
☐ 7.500 to 8.499
☐ 8.500 to 9.499
☐ 9.500 to 10.499
☐ 10.500 to 11.499
☐ 11.500 to 12.499
☐ 12.500 and above

b. Total yearly income anticipated for all professional work (i.e. including salary plus income from books, speeches, consulting work, etc.)

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

50. In terms of your present situation and your contact with professionally trained individuals from other institutions, how would you evaluate the sociological training you received at Loyola? Check one:

- ☐ Excellent
☐ Good
☐ Fair
☐ Poor

Comment:

51. What particular areas or topics do you feel were neglected or inadequately stressed and should have received greater emphasis in your training at Loyola?

52. What areas or topics have been overly stressed to the neglect or exclusion of more important or relevant material?

53. Please, add comments or suggestions 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.

(No. 53 comments and suggestions)

54. Career Goal:

- a. In what kind of work do you hope ultimately to engage? _____
- b. What position? _____
- c. Level of earnings you expect to attain: _____

b. What position?

c. Level of earnings you expect to attain:

55. If you were to begin your sociological training over again, what would you want to do differently?

THANKS

APPROVAL SHEET

The thesis submitted by Rev. Jaime Mairata Batle, S.J. has been read and approved by the director of the thesis. Furthermore, the final copies have been examined by the director and the signature which appears below verifies the fact that any necessary changes have been incorporated, and that the thesis is now given final approval with reference to content and form.

The thesis is therefore accepted in partial fulfillment of the requirements for the degree of Master of Arts.

5/27/70

5/21/70

Date

David M. Mundy

Edward M. Linn

Signature of Adviser