

THE MAKING OF THE SOCIOLOGIST:
A STUDY OF THE PROFESSIONAL VALUE AND BELIEF SYSTEMS OF SOCIOLOGY
GRADUATE STUDENTS AND FACULTY

by

GLENN MARTIN TARULLO

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Approved by:

George R. Carter
Major Professor

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ACKNOWLEDGEMENTS

Thanks be to George Peters, my major professor

a comrade, a friend, and sometimes confessor.

And then there's good Hal, a theorist quite

who helped me although, he thinks I'm not very bright.

Then last but not least, a sage name of Shell

who caught me and fought me and brought me through hell.

There they all stand, musketeers of the mind

any wiser or kinder, would be quite hard to find.

I'd again seek their help, from down deep in my heart

but they taught me so well, that now I'm too smart.

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CHAPTER I

BACKGROUND ORIENTATION AND REVIEW OF THE LITERATURE

Introduction

This is a study of the sociology graduate student. It is an investigation of their beliefs and values concerning their chosen discipline, and how these beliefs and values are related to the graduate's social milieu. It is an attempt to delineate what graduate students actually believe concerning some of the issues confronting sociology today; and how their conceptions of these issues, and of sociology itself, are affected by and related to the social structures and social processes in which they find themselves immersed.

The present study has two major objectives. The first is to empirically investigate what sociology graduate students actually believe concerning some of the current issues in sociology. It attempts to examine specific knowledge and ideologies within sociology and to locate and define the beliefs and values of sociology graduate students relative to these areas. Further, it seeks to turn the interest and methods of sociology upon sociology graduate students themselves and to examine their beliefs and values as a valid goal of the sociological enterprise.

The second major objective of this study is to examine the origin and development of the beliefs and values that the

graduate student holds. It attempts to illuminate a small part of the complex socialization process within which the young sociologist acquires, rejects, modifies or accepts certain of the ideologies characteristic of his discipline. To accomplish this, this study casts the faculty in the role of primary socializer for the graduate student, and the beliefs and values of the faculty are seen as those most representative or appropriate for the professional academic scholar. Following from this orientation, it seeks to examine and define specific comparative areas of beliefs and values among the faculty in order to provide a perspective from which to view and contrast those of the graduate student.

This study is exploratory in that it attempts to examine an area heretofore largely unexplored. However, it is guided by a body of literature and theory familiar to sociologists, namely, socialization theory in the occupational socialization process. Thus, although the specific beliefs and values of both graduate students and faculty are, at the outset, undefined; problematic working hypotheses are formulated which are derived from existing socialization theory as to the sources, processes and mechanisms which result in the making of the sociologist. Particular attention is also paid to situating this study in the tradition of self-criticism and self-exploration that is becoming important for the contemporary sociologist. Further, an effort is made to acquaint the reader with the research that was influential for this investigation, while giving emphasis

to that material which pertains to the conceptualization and formulation of this study's hypotheses.

Toward A Sociology of Sociology

There has been, within recent years, an increasing awareness among sociologists in the United States of a need for a sociology of sociology. Sociologists are becoming sensitive to the fact that they are a part of, and consequently affected by, the social structures and processes they study. There is a growing realization that the social mechanisms internal to the development of sociology and the external influences of the social environment have profound effects upon the philosophical and psychological character of the sociologist and the discipline he represents. The modern sociologist can no longer afford to exempt himself from the same close scrutiny which he uses to view the rest of society.

Although the contemporary call for an increased awareness and critical self-examination appears particularly pronounced, it is by no means unique. It stems from a lengthy tradition of American sociological self-examination that traces its history to the early emergence of sociology in the United States. Albion W. Small in 1915 was already investigating the preceeding fifty years of American sociology's struggle for birth and legitimation.¹ Following Small, a number of other

¹Albion W. Small, "Fifty Years of Sociology in the United States, 1865-1915," Index of Volumes I to LII of The American Journal of Sociology (Chicago: University of Chicago Press, 1947), pp. 177-269.

sociologists have continued the examination of the historical course of sociological development.² Although many of these men have made significant contributions toward understanding the growth and development of sociology as a discipline, it is not necessary here to review their work. It is important, though, that we note that the contemporary wave of critical self-examination that we are about to investigate does stand in a tradition of institutional self-analysis and evaluation.

Although the sociology of sociology is not an established subfield within sociology, one may begin with the quotation printed on the cover of the questionnaire³ used in this study

²Harry E. Barnes, ed., An Introduction to the History of Sociology (Chicago: University of Chicago Press, 1948); Howard Odum, American Sociology (New York: Longmans, Green and Co., 1951); L. L. Bernard and Jessie Bernard, Origins of American Sociology, Publication of the American Sociological Society, 1943; Emory S. Bogardus, The Development of Social Thought (New York: Longmans, Green and Co., 1940); Floyd N. House, The Development of Sociology (New York: McGraw-Hill Book Co., 1936).

Louis Wirth, "American Sociology, 1915-1947," Index of Volumes I to LII to The American Journal of Sociology, op. cit., pp. 273-281; Edward A. Shils, The Present State of American Sociology (Glencoe, Ill.: The Free Press, 1948); Talcott Parsons and Bernard Barber, "Sociology, 1941-46," American Journal of Sociology, LIII (January, 1948), pp. 245-257; Don Martindale, The Nature and Types of Sociological Theory (Boston: Houghton Mifflin Co., 1960); Roscoe C. Hinkle and Gisela Hinkle, The Development of Modern Sociology (New York: Random House, 1954).

³A complete reproduction of the questionnaire used in this study is contained in Appendix A.

in examining the recent interest that some social scientists have displayed for a sociology of sociology.

Social scientists have been so busy examining the behavior of others that they have largely neglected the study of their own situation, problems, and behavior... The hobo and the saleslady have been singled out for close study, but not the social science expert. Sociological monographs document the problems and performance of the professional thief and the professional beggar but not the problems and performance of the professional social scientist. Yet it would seem that clarity might well begin at home.⁴

Although the above quote was written some 23 years ago, the detailed data necessary for a minimal understanding of the social scientist's role in his contemporary context is still lacking. Perhaps, as Merton suggests, social scientists have been too prone to view themselves and their own work as different from that of the ordinary "human," and somehow exempt from self-scrutiny. It is only recently that there has been an expanding attention by sociologists to "assess the connections between their place in the social structure and their concepts, theories, and perspectives."⁵ Indeed, it is Merton's hope that once social scientists have recognized these problems that they "will assemble the data needed to appraise the actualities and potentialities of their role in relation to broad social policy."⁶ It seems,

⁴Robert K. Merton, "The Role of Applied Social Science in the Formulation of Policy: A Research Memorandum," Philosophy of Science, XVI (July, 1949), p. 161.

⁵Robert K. Merton, Social Theory and Social Structure (Glencoe, Ill.: The Free Press, 1957), p. 208.

⁶Ibid.

though, that Merton's wish has gone largely unfulfilled. The necessity for clarity that Merton has expressed in, for example, the roles that the social scientist is called upon to perform, the institutional pressures that are exerted upon him, and the question of who defines his intellectual problems and under what conditions does he initiate problems for inquiry, has yet to be realized.⁷

In a more recent and promising vein, Merton has examined the social conflict resulting from different sociological styles of research. Beginning with the assumption that "patterns of social interaction among sociologists, as among other men of science and learning, affect the changing contours of the discipline just as the cultural accumulation of knowledge manifestly does," Merton assesses the possible results and implications of internal intellectual conflicts among sociologists.⁸ He suggests that many current disagreements among sociologists "are not so much cognitive oppositions as contrasting evaluations of the worth of one and another kind of sociological work. They are bids for support by the social system of sociologists."⁹

⁷Ibid.

⁸Robert K. Merton, "Social Conflict Over Styles of Sociological Work," Transactions of the Fourth World Congress of Sociology, Vol. III, 1959; Reprint No. 286 of the Bureau of Applied Social Research, Columbia University, p. 32, quoted in J. T. Sprehe, "The Climate of Opinion in Sociology: A Study of The Professional Value and Belief Systems of Sociologists" (unpublished Ph.D. dissertation, Dept. of Sociology, Washington University, 1967), p. 11.

⁹Ibid.

What Merton has done, and what he is calling upon other social scientists to do, is to examine and investigate the social scientist as a valid and necessary unit for sociological research and analysis. Exemplifying this directive, Gouldner has questioned the issue of a value-free sociology as a logical or philosophical problem in Western sociology. Suggesting that "all the powers of sociology, from Parsons to Lundberg, have entered into a tacit alliance to bind us to the dogma that, 'Thou shalt not commit a value judgment,' especially a sociologist," Gouldner proposes:

"to view the belief in a value-free sociology in the same manner that sociologists examine any element in the ideology of any group. This means that we will look upon the sociologist just as we would any other occupation, be it the taxicab driver, the nurse, the coal miner, or the physician. In short, I will look at the belief in a value-free sociology as part of the ideology of a working group and from the standpoint of the sociology of occupations.¹⁰

Gouldner sees the image of a value-free sociology as something other than a neat intellectual theorem, accepted simply because it is true or logically elegant. Rather, he approaches the value-free conception from the perspective that it is somehow useful to those who propose it, that is, somehow serving both personal and institutional needs. He contends that the value-free myth enables the American sociol-

¹⁰ Alvin W. Gouldner, "Anti-Minotaur: The Myth of a Value-Free Sociology," reprinted in Maurice Stein and Arthur Vidich, eds., Sociology on Trial (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1963), p. 36.

ogist to abdicate the role of the societal critic, to remain a safe distance from the value-laden issues of the contemporary world, and thereby maintain both the cohesion and autonomy of the modern university.¹¹

In a later work, Gouldner has become more exact in outlining his own plans for a sociology of sociology:

Some social scientists are interested in studying industrial workers; some study physicians; and still others, drug addicts and prostitutes. I happen to be curious about social theorists. They, as the anthropologist would say, are "my people." The ultimate objective is to contribute to an empirically testable social theory about social theorists, as part of a sociology of social science.¹²

This desire is realized in a more recent study of Gouldner's in which he attempts to define the character of academic sociology by focusing on functionalism as its dominant theorist. Gouldner's aim, in this latest volume, is to promote the development of the heightened self-awareness among sociologists which will lead them to ask the same questions about themselves and their own work as they do about the rest of society and then to answer them in the same ways. It is not enough merely to see people as they see themselves or to see themselves as others see them, but according to Gouldner, sociologists should "see

¹¹ Ibid., p. 38.

¹² Alvin W. Gouldner, Enter Plato: Classical Greece and the Origins of Social Theory (New York: Basic Books, Inc., 1965), pp. 170-171, quoted in Sprehe, p. 13.

themselves as they see other people."¹³ Thus, Gouldner would have sociologists:

cease assuming that there are two distinct breeds of men, subjects and objects, sociologists and laymen, whose behavior needs to be viewed in different ways... Above all this means that we must acquire the ingrained habit of viewing our own beliefs as we would those held by others. It means, for example, that when we are asked why it is that some sociologists believe sociology must be a value-free discipline, we do not simply reply with the logical argument on its behalf. Sociologists must surrender the human but elitist assumption that others believe out of need whereas they believe because of the dictates of logic and reason.¹⁴

In another specific attempt to move towards a sociology of sociology, Horowitz has attempted to analyze the relationship between "sociological empiricism as an ideology, and the pre-eminence and power of empiricist sociologists."¹⁵ Examining such areas as recruitment practices, educational orientations, status strivings, forms of financial subsidization, and professionalization, Horowitz suggests that empiricism is not simply a sociological methodology but a social ideology that allows sociology to remain morally uncommitted and socially negligent. Specifically, Horowitz suggests that:

an examination of the concept of sociological neutrality might begin by devising a quantitative test for distinguishing the extent to which it is based on indifference

¹³Alvin W. Gouldner, The Coming Crisis in Western Sociology (New York: Avon Books, 1970), p. 25.

¹⁴Ibid., p. 26.

¹⁵Irving L. Horowitz, "Establishment Sociology: The Value of Being Value-Free," Inquiry: An Interdisciplinary Journal of Philosophy and the Social Sciences, VI, No. 2 (1963), p. 129.

to policy problems, desire to achieve a higher scientific ranking in the eyes of policy makers, or simply a belief that non-neutrality might result in a loss of position and professional ranking. Such a study might be extended to include information on whether ethical and political neutrality is simply a manifested prose, disguising a latent antipathy or sympathy for certain movements and ideals.¹⁶

Finally, J. T. Sprehe's 1964 study of 3,441 members of the American Sociological Association provided the first systematic attempt to study the perceptions of sociologists regarding their discipline.¹⁷ Sprehe's primary objective was to examine the beliefs and values of sociologists concerning sociology itself, and to relate these beliefs and values to the institutional environment of American sociology. In this pursuit, Sprehe identified ten major themes or areas of investigation. These included: (1) metaphorical assumptions about the basic nature of man and society, (2) beliefs about the importance of pure sociological theory, (3) emphasis placed on scientific methodology in research, (4) the societal role and social usefulness of sociology, (5) beliefs concerning the ideal of value-freeness in social research and its larger political implications, (6) opinions about the growing professionalization of American sociology, (7) the self-image of the sociologist, (8) feelings

¹⁶Ibid., p. 136.

¹⁷Because of the importance of Sprehe's research in the tradition of sociological self-examination and because the present study is in a large part a replication or extension of Sprehe's original research, a rather detailed description of Sprehe's work seems appropriate.

about the prestige criteria operating in the academic world, (9) attitudes toward people and publics, and (10) diagnosis of the major social problems facing the U. S.¹⁸

These ten principle areas of investigation were operationalized in a questionnaire utilizing 89 items and two social problem indexes designed to measure the degree of solubility and the amount of change in structure and values required to solve society's most pressing social problems. Factor analysis resulted in six usable factors. These six final factors were: (1) Societal Role, representing a general, diffuse belief that sociology must be socially useful, (2) Value-Freeness, examining the question of ethical neutrality and its socio-political ramifications, (3) Pure Sociology, questioning the importance of general social theory and whether social theory is the most important task of the sociologist (4) Scientific Method and Prestige Criteria, a mixed factor, involving the emphasis on quantitative methods and empirical techniques and support for "publish or perish" system within the university, (5) Professionalization, dealing with the issue of licensing for members of the sociological profession, adoption of a code of ethics for sociologists, and restriction of membership within the

¹⁸J. T. Sprehe, "The Climate of Opinion in Sociology: A Study of The Professional Value and Belief Systems of Sociologists" (unpublished Ph.D. dissertation, Dept. of Sociology, Washington University, 1967), p. 437.

A. S. A. to "qualified" professionals, (6) Metaphorical Assumptions, involving belief in the rationality of man and the simplicity of social behavior.¹⁹

Sprehe first identified patterns of beliefs and values concerning individual questionnaire items. He then concentrated his analysis of data by individual factors and social problem indexes. Exploring the relationships between factors, the principle expectation was that Scientific Method and Prestige Criteria, Value-Freeness, and Professionalization would constitute one set of beliefs and values, with Societal Role opposed to these. This expectation was generally not confirmed.

Finally, Sprehe explored the relationships between certain identifiable patterns of beliefs and values and dominant sociologists, that is, sociologists who were in the most important institutional positions. Sprehe used four measures in defining these dominant sociologists: (1) whether he had received his Ph.D. from a prestige department, (2) the size of the university that he was affiliated with, (3) the amount of research money he controlled, and (4) whether he was of tenured academic rank. Although Sprehe was unable to provide exact statistical tests of hypotheses, after inspection of the cross-classification tables it appeared that hypotheses dealing with the relationships between dominant sociologists and predicted identifiable patterns

¹⁹Ibid.

of beliefs and values generally would not be confirmed. Tendencies to view sociology as value-free, emphasis on scientific method, the publish or perish philosophy and the desire for increased professionalization did appear to be positively related to some dominance measures; while the concept of an activist role for sociologists were negatively related to others. Yet, on the whole, Sprehe was unable to define any clear and pervasive pattern of beliefs and values among these sociologists.²⁰

While clear cut patterns or systems of responses were not observed, more significant results were obtained with the introduction of age as a control variable. Sprehe found that by controlling for the age of the respondent, definite patterns of responses could be distinguished between the younger and older sociologists. For example, Sprehe found that the younger sociologist desired an increased involvement of sociology and sociologists in the problems of society. They saw the value-free concept as breaking down and unable to survive sociology's increasing involvement in government, industrial and business affairs. The younger sociologist also appears to be at odds with his older colleagues in his opposition to the licensing of social scientists, restrictions of membership in the A. S. A., and the promulgation of a code of scientific ethics.²¹

²⁰Ibid., p. 441.

²¹Ibid., p. 270.

As a consequence of his analysis, Sprehe has suggested that a distinctly different type of sociologist may be emerging on the American scene. He is often coming from prestige universities and he is now at the lower academic ranks. He is engaging in the sociological research that allows him to remain within the academic status system, while he utilizes the university and its resources as a platform from which to attack society's social problems.²² Sprehe concludes:

it appears to mean that American sociology is moving toward greater involvement in its society with a greater degree of sophistication. It means that there are differences between the younger and the older sociologist. Some of the differences can be seen in the material environment of today's social scientists. Others can be seen in the climate of opinion in sociology.²³

The New Breed of Sociologist

If Sprehe is correct, then it might be that a new breed of sociologist is appearing on the American scene. He differs from his older colleagues not only in his views concerning issues internal to sociology, but also on how these issues affect the larger society of which he is a part. Such interpretations must be tenuous, for although sociologists in their twenties may think differently than sociologists in their fifties, there is no research that shows, what these young sociologists will think when they reach fifty. These apparent

²²Ibid., p. 468.

²³Ibid., p. 471.

differences may be more a product of a particular point in the sociological maturation process than a permanent shift in ideological orientations.

Although Sprehe's research was largely exploratory in nature, and though his generalizations and interpretations must be viewed cautiously, his work does suggest an important area of research that remains relatively unexplored and poorly understood; the beliefs and values of sociology graduate students and the socialization process through which these beliefs and values are acquired, defined, modified, or rejected. If a "new breed" of sociologist is appearing on the scene, as Sprehe's research suggests, then it follows that changes are taking place in the graduate educational processes that are producing these young Turks. The crux of the question seems to be, then, whether or not the established or traditional beliefs and values of the older faculty are continuing to be successfully transmitted to young sociologists during their graduate education. And, if not, in what respects, and why, do the ideologies of these neophyte sociologists differ from their older colleagues.

The Need For A Sociology of Sociology

Two recent developments within sociology have made an increased self-awareness necessary. One is the qualitative changes that have taken place over the last twenty-five years, and the other is the quantitative growth that has combined with these qualitative changes to profoundly affect the position in which sociologist now find themselves.

Foremost among the qualitative changes that have occurred in sociology, is the rapid growth of research and the research institute. Wilson Record, in examining the bureaucratic structures created by these institutes, has criticized the term "team research" as synonymous with the loss of creativity to the bureaucratic complex.²⁴ Accompanying the internal consequences of such bureaucratization, is the more important question of external direction and control by the funding agencies that delineate the areas of the institute's research programs. Lazarsfeld and Spivak have suggested that institutional directors are increasingly placed in the position of "research entrepreneurs," acting as mediators between the academic and funding organizations. They list important sociological problems in which little research is being conducted simply because they don't interest clients that are willing to finance the research.²⁵

Sociologists are increasingly being forced to confront the question of who allocates how much money and for what purposes that the subsidization of sociology, coupled with the increasing growth of business interests in the discipline,

²⁴Wilson Record, "Some Reflections on Bureaucratic Trends in Sociological Research," American Sociological Review, XXV (June, 1960), pp. 411-414.

²⁵Paul F. Lazarsfeld and Sydney S. Spivak, "Observations on the Organization of Empirical Social Research in the United States," Reprint No. 351, Bureau of Applied Social Research, Columbia University, 1961, p. 26, as quotes in Sprehe, p. 39.

raises important issues. A prime example of this relationship can be seen in the Institute For Social Research at the University of Michigan. The staff of the Institute has grown from the original group of twelve persons who established the Institute in 1946 to over three hundred and fifty researchers as early as 1961. Accompanying this increase in staff, recent sponsors of the Institute reads like a Who's Who of business. Among those that are well represented are chemical, oil and refining, communication, public utility, banking and investment, food and manufacturing, auto, steel, aircraft and insurance in addition to foundations and leading federal agencies.²⁶ Less well-represented are labor unions, consumer groups, minority organizations, and social service agencies, or other interests associated with specific social problems.

Commenting on this trend toward increasing business interest in social science research, Horowitz defines three particularly disturbing developments. One is the fact that the selective subsidization of sociology is increasing at such a rapid rate. Another is that although research funding is open to all in theory, it is in fact open only to corporate wealth. Finally, Horowitz sees the primary interest of sociology shifting from "pure" or academic research to "applied" or institutional research.²⁷

²⁶Institute For Social Research, 1946-1961, University of Michigan, Ann Arbor, 1962, pp. 35-37.

²⁷Horowitz, 134.

This question of the subsidization and the relationship between sociology and the powerful corporations and federal agencies is becoming more and more important. One need only examines the aborted Project Camelot,²⁸ or the recent involvement of Michigan State University and the Central Intelligence Agency in connection with their work in Viet Nam²⁹ to realize that the question cannot be postponed. Sociology is a rapidly changing discipline in a rapidly changing environment. The question is no longer that of "sociology qua science:" That battle has been won. The question now is more one of the "sociologist qua scientist." The battle now is one of who controls the sociologist, of who provides the direction in which he travels, and ultimately, to whom does the sociologist owe his allegiance.³⁰

²⁸Irving L. Horowitz, "The Life and Death of Project Camelot," Trans-Action, III (November-December, 1965), p. 3.

²⁹Irving L. Horowitz, "Michigan State and the CIA: A Dilemma for Social Science," Bulletin of the Atomic Scientists, XXII (September, 1966), pp. 26-29.

³⁰Howard S. Becker, "Whose Side Are We On?" Social Problems, 14 (1967), 239-47; Alvin W. Gouldner, "The Sociologist as Partisan: Sociology and the Welfare State," American Sociologist, 3 (1960), pp. 103-116. American Sociologist, 5 Supplementary Issue, (July, 1971) on "Sociological Research and Social Policy," especially the contributions by Mac Rae, Etyioni, Sibley Glaser, Pettigrew Katy, Cowhig, Heidt, and Farley.

The second important development in sociology contributing to increased awareness and sensitivity to the structure and forces that mold the sociologist is the tremendous increase in the sheer numbers of sociologists since World War II. For example, the number of doctoral degrees granted in sociology for the three year period 1960-1962 was more than triple the number granted in the five year period from 1940 to 1945. Compared with the average increase for the years 1926 through 1939, the 1960 to 1962 period showed an annual increase of 412 per cent in doctoral degrees granted in sociology. Finally, the membership of the A. S. A. approached nine thousand by the end of 1965, compared with less than one thousand in 1939.³¹

Clearly, there has been a large increase in the number of sociologists in the U. S. More significant for this study, though, is the question of whether there has been a concomitant dispersion of influence among the increasing numbers of sociologists or whether a relatively small number at prestige departments retained a disproportionate influence within the discipline. An examination of the institutional affiliation of the editorial staff of the American Sociological Review for the period 1963 through 1965 reveal particularly prominent influences of five of the most prestigious departments (Berkeley, Harvard,

³¹Robert E. L. Faris, et al., "Report of the Committee on Organizational Relationships," The American Sociologist, 1 (November, 1965), p. 5, as quoted in Sprehe, p. 30.

Columbia, Chicago, and Michigan). In addition to the editor and the book review editor, there were twenty-two associate editors. Of these twenty-four individuals, eight (35%) were on the faculties of the Big Five schools and seventeen (77%) were graduates of the Big Five. This reveals a total of eighteen (82%) of the editorial staff of sociology's "Establishment" journal with the highest prestige and supposedly the highest quality and most unbiased selection process were either graduates or faculty members of the Big Five schools.³²

This is not to imply that there is a conspiracy or deliberate attempt to limit editorial participation to Big Five departments. The data does suggest, though, that some faculty are over-represented among the editorial staff of at least the American Sociological Review. From this, it is not surprising to find that these schools are also over-represented in the proportion of publications they contribute to the A. S. R. Wanderer, in his study of academic origins of contributors to the A. S. R., found that between the years of 1920-1961 Chicago, Columbia, Harvard and Michigan issued .2823 of all doctorates in sociology. While these four schools contributed .2823 of all doctorates through 1961, the average proportional contribution to the A. S. R. 1955-1965 was .4045. Wanderer also notes that:

³²Don H. Shamblin, "Prestige and the Sociological Establishment," The American Sociologist, 5 (May, 1970), p. 155.

while the number of schools issuing doctorates is increasing thus decreasing the contribution of the top four ranking schools to the doctorate pool, the actual proportion contribution by these four schools to publications in A. S. R. is slightly increasing.³³

A number of previous studies have shown that scientists at the major universities are more likely to be highly productive and more likely to receive recognition than those at minor universities.³⁴ This suggests that universities at different levels of academic stratification provide different environments for scientific research. Crane, in her study of productivity and prestige, found that graduates of major universities were more likely to be highly productive than graduates of minor universities; and that having attended a major graduate school had more effect on a scientists later production than current location at a major university.³⁵ Crane suggests that at least one reason for the higher productivity of graduates of major universities is that:

³³Jules J. Wanderer, "Academic Origins of Contributors to the American Sociological Review, 1955-56," The American Sociologist, 1 (November, 1966), p. 243.

³⁴Joseph Ben David, "Scientific Productivity and Academic Organization in Nineteenth Century Medicine," in Bernard Barber and Walter Hirsch, (eds.), The Sociology of Science (New York: The Free Press of Glencoe, 1962), pp. 305-328; Donald C. Pelz, "Some Social Factors Related to Performance in a Research Organization," in Barber and Hirsch, 156-369.

³⁵Diana Crane, "Scientists at Major and Minor Universities: A Study of Productivity and Recognition," American Sociological Review XXX (October, 1965), p. 713.

the graduates of minor universities were trained by less prestigious and presumably less productive sponsors and therefore were less likely to have become involved in a productive research area or to have an appropriate model of the optimal way to proceed in developing a research program. More-over, scientists who had not developed a strong research interest in graduate school seemed to depend heavily on the research opportunities and intellectual stimulation available in their academic setting, and the minor university offered less of both resources than the major university.³⁶

Crane's study suggests that these prestigious departments affect production by providing a setting that not only offers opportunities for research, but provides greater encouragement and stimulation for research activity. This would have important implications for those students who received their "occupational socialization" in these departments. Not only would the more productive scientists at the prestige departments be likely to transmit the appropriate skills and techniques of their discipline to their students, but they would also be likely to provide the value orientations that both encouraged and supported research activities. Crane's research confirmed this by indicating that students who had prestigious sponsors were indeed more likely to be productive, and that even at the more prestigious departments an unprestigious sponsor was unlikely to produce productive scientists. Crane concludes:

the training of a scientist may be regarded as an increasingly selective process in which most of the best students are channeled into the best graduate schools and, in turn, the best of these are selected

³⁶Ibid.

for training by the top scientists. This highest selected group becomes the next generation's most productive scientists, most frequently chosen for positions at major universities.³⁷

Although Crane did not directly investigate sociology, her research does suggest that in spite of the growing numbers of sociologists, a relatively small group at the most prestigious universities could exert a disproportionate influence within the discipline. By their prolific publishing and research activities and through the effective training and motivation of their own graduate students for similar work, they might maintain a substantial influence within the discipline.

The Academic Socialization Process

Important among research of the academic milieu is Newcomb's study of undergraduate girls at Bennington College, Vermont. Newcomb, identified a distinct pattern of political and economic attitudes that changes from more conservative to less conservative among the Bennington girls with increasing years in college. The table³⁸ on the following page shows that as students advance from freshmen to seniors they display less conservative or more liberal political and economic attitudes. Newcomb stresses a number of important points throughout his research. First, is that at Bennington College

³⁸Theodore M. Newcomb, Personality and Social Change (New York: Dryden Press, 1943), p. 23.

MEAN SCORES, P. E. P. SCALE

Class Entered	Fall 1935	Fall 1936	Fall 1937	Spring 1938	Fall 1938	Spring 1939
1932	65.8					
1933	68.6	60.1				
1934	66.5	62.3	58.9	59.9		
1935	74.5	68.5	64.1	63.7	63.2	62.7
1936		75.5	72.3	69.1	68.4	68.5
1937			71.9	70.6	69.6	70.0
1938					75.9	72.8

has an unusually high degree of integration between students and faculty. This would seem to indicate a more conducive environment for the increased influence or the successful functioning of the socialization process between faculty and students. Second, P. E. P. scores tended to remain constant among former Bennington students; the longer the time spent at Bennington, the lower the P. E. P. scores of former students. These two observations would seem to suggest both the strength of the socialization process in a university setting, and the importance of the time element in that process.³⁹

Newcomb's research suggests a process of progressive socialization of undergraduates into values and value orientations that are quite different from those of the home environment. It indicates the relative significance or success of this socialization process by the continuance of liberalism among

³⁹Ibid., p. 77.

the Bennington graduates. Newcomb, is not able to distinguish the relative strength of influence of peer groups as opposed to faculty, thus, it is unclear from which sources the socialization process is directed or from what sources the less conservative value orientations are derived. Newcomb does suggest that:

the somewhat unusual degree of "liberalization" which occurs there is to be traced, originally at least, to faculty attitudes. This is true not so much in the sense that there was deliberate intent to "liberalize" student attitudes as in the sense that faculty were concerned to make students aware of their contemporary world.⁴⁰

Although, Newcomb is unable to distinguish the role of the faculty in these attitude changes as clearly as one might hope, he does establish the importance of the academic community or university milieu as a conducive setting in which an effective socialization process can and does take place.⁴¹

Jacob summarizes a number of investigations of attitude change among students and suggests that such liberal attitudes as Newcomb discovered are largely a myth. Jacob argues that any such liberalizing effect should more properly be seen as an increased flexibility or openness. Jacob also suggests that while most of the campus studies correspond to the increasing uniformity of value orientations with progressive schooling, it is the informal organization of the campus which most strongly influences the socialization process and produces these changes.

⁴⁰Ibid., 175.

⁴¹Ibid., pp. 155-156.

Jacob, fails to provide any clear distinctions as to the relative sources or strengths of the socialization process found in the informal campus organization. He suggests, instead, that a "look at whole colleges rather than just a selection of courses, or other educational influences in isolation, reveals that sometimes a combination of factors can produce a distinctive institutional atmosphere; a 'climate of values' in which students are decisively influenced."⁴²

Becker and Greer's investigation of medical students more significantly identifies sources of influence on students. In describing the faculty influence over the medical student's conception of the field of medical knowledge, they note the particularly prominent role the faculty occupy:

The freshmen are... disillusioned when the faculty tells them in a variety of ways that there is more to medicine than they can possibly learn... The majority decide that since they can't learn it all, they must select from among all the facts presented to them those they will attempt to learn. There are two ways of making this selection. On the one hand, the student can decide on the basis of his own uninformed notions about the nature of medical practice... On the other hand, the student can decide that the important thing is to pass his examinations and, therefore, that the important facts are those which are likely to be asked on an examination... after a few tests have been taken, the student makes "what the faculty wants" the chief basis of his selection, for he now has a better idea of what this is and also has become aware that it is possible to fail examinations and that he therefore must learn the expectations of the faculty if he wishes to stay in school... In becoming

⁴² Philip E. Jacob, *Changing Values in College* (New York: Harper and Brothers, 1957). The subsequent material is taken from chapter ii, "Value-Outcomes of a College Education."

test-wise, the students begin to develop systems for discovering the faculty wishes and learning them.⁴³

Becker and Carper's analysis of the development of an identification with an occupation attempts to describe the socialization forces at work in the occupation socialization process on campus. They suggest that the ways in which individuals participate in organized groups of various kinds affect their experience and self-image, and this later influences their identification with particular occupations. The important participation groups among graduate students are the informal peer group, the relationships with professors and the formal academic structures of the university. Becker and Carper argue that within the constraints of the school situation the graduate has:

the opportunity to observe his professors making use of these skills. He acquires them and the interests they presuppose and so becomes associated in the eyes of others with the particular work identity they symbolize. Since his future depends in part on how others identify him, he is pushed in the direction of assuming the identity that goes with his new interests and skills in order that he may satisfactorily meet the expectations of others in the work world. This kind of identification process occurs most strongly when techniques are highly specialized and there is opportunity to see professors using them and where the graduate program keeps interests clearly pointed in one direction...⁴⁴

⁴³Howard S. Becker and Blanch Greer, "The Fate of Idealism in Medical School," American Sociological Review, XXIII (1958), p. 55.

⁴⁴Howard S. Becker and James W. Carper, "The Development of Identification With An Occupation," American Journal of Sociology, LXI (January, 1956), p. 297.

Becker and Carper further suggests that an additional important source of influence that contributes to the success of the occupational socialization process comes from the expectations of "others" outside the academic environment. They warn of viewing the socialization process exclusively in terms of the academic setting while ignoring the fact that it constitutes only one part of the individual's total environment. It is important for one to remember that while this study concentrates on the socialization process in graduate school primarily in terms of the parameters of the academic environment, these parameters are by no means all-inclusive. To ignore the influence of parents, friends, and other groups found outside the university setting upon the socialization process occurring within it, would indicate a narrow deterministic view. Thus, it is important to remember that even while concentrating on graduate student socialization in the academic environment, this by no means includes all the variables that play a part in that socialization process.

Becker and Carper go on to define the mechanisms involved in the "acquisition of ideology" which operates to produce commitments to these occupational titles. While again stressing the outside influences that affect occupational ideologies, they note that in terms of the academic environment, acquisition of certain beliefs and values:

appears to be closely related to participation in informal student groups and, secondly, to classroom and informal participation with teachers. It comes into operation when the person begins to raise questions, or have them raised

for him, about the worth of the activity he is engaged in, when he asks himself why he is doing this rather than something else. He looks for answers, finds them in the developed professional ideology he becomes aware of interaction with older students and professors, and takes them over for his own use. Thus armed, he is able to say why one should be interested in his field rather than others and why it is the best of all possible pursuits.⁴⁵

Gottlieb's study of the socialization process in graduate schools suggests a more prominent influence for the faculty. He found that research or a research orientation was emphasized in every graduate department he investigated. Hypothesizing that the graduate faculty would be an important source of values and role models in encouraging a research orientation, Gottlieb found that about half of his student sample who changed career orientations changed toward an interest in research as opposed to about 30 per cent who changed toward an interest in teaching. In addition, he found that students who were enrolled in departments which emphasized only research were even more likely to change their orientations toward research than students who were in departments that did not exclusively emphasise research. The influence of the faculty members was further demonstrated when it was shown that if the students had received a direct personal communication from one or more faculty members, which could be construed as an encouragement toward research, he then was even more likely to change his value orientations in favor

⁴⁵Ibid.

of research.⁴⁶

While Gottlieb found that a high degree of interpersonal contact with faculty was conducive to career change, it would not predict the direction of that change. Gottlieb did find, though, that high integration of students with faculty did predict opportunities to discuss career plans and to receive encouragement, both of which would predict change and direction of change. In the light of these results, Gottlieb proposed the existence of both a formal and informal system of occupational socialization within graduate schools:

The formal system is the mechanism of classes and guidance conferences, the type of formal contact with the faculty that is not based on friendship but on the role prescription of the teacher and the student, respectively. The informal system is built around personal friendships that develop between students and faculty members. At least part of the interaction associated with such friendships must be directed toward job opportunities, but not necessarily any substantial part of it, for those who are highly integrated with the faculty do not change in a predictable manner. Our view of the data is that formal discussion and classroom inspiration is more likely to result in a change of career plans than continued informal interaction with the faculty. This would also help explain the fact that persons who have been in research departments a relatively long time, and who know a large proportion of the faculty do not tend to change in the direction of research, and even claim that they have not had sufficient opportunity to discuss career plans in greater proportion than persons who have been in the department less time and know fewer of the faculty.⁴⁷

⁴⁶David Gottlieb, "Processes of Socialization in the American Graduate School" (unpublished Ph.D. dissertation, Dept. of Sociology, University of Chicago, 1960), p. 172.

⁴⁷Ibid., 174.

Summary

These general studies give a mixed picture of the academic and occupational socialization process. They suggest that the academic setting is indeed a center for post-adolescent socialization; that the university environment is where students often internalize the norms and values of their educational milieu; and that these values tend to remain after the student leaves the university community. But they also suggest that the sources of these values and beliefs, and the pressure for conformity, can be identified with a number of areas. For example, in the development of an identification with an occupation, family, friends, and teachers, all play the part of significant others in the socialization process. For the graduate student, while these sources must not be overlooked as significant reference groups, it has been suggested that the academic peer group and the faculty might be cast as the most influential significant others.

CHAPTER II

THEORETICAL ORIENTATION AND PRESENTATION OF HYPOTHESES

The need for a continuing self-examination and analysis of the sociologist and his discipline has been established. But continued research into the graduate socialization process is needed. This chapter presents the specific conceptualization employed by this study, and defines the hypotheses formulated for the present investigation.

Conceptual Framework

Adult socialization refers to the process of the transmission or inculcation of values and behavior appropriate for adult positions and group membership.⁴⁸ Although the concept of socialization has for a long time been part of the sociological tradition, most of the socialization research has focused on child socialization. In fact, the term socialization has often come to refer to the process whereby the child learns the roles, attitudes, and behavior appropriate for a productive member of society:

Socialization refers to the problem which is old and pervasive in human life... the problem of how to rear children so that they will become adequate adult members of the society to which they belong.⁴⁹

⁴⁸Irving Rosow, "Forms and Functions of Adult Socialization," Social Forces, 44 (September, 1965), p. 43.

⁴⁹Irving L. Child, "Socialization," in Gardner Lindzey, (ed.), Handbook of Social Psychology (Cambridge: Addison Wesley Publishing Company, Inc., 1954), p. 655.

The present research of the graduate socialization process, though, assumes a broader conceptualization of socialization; one that emphasises, and is more applicable for, the study of later developments in personality structure.

Socialization... refers to the learning of social roles. In its application to medical students, socialization refers to the process through which he develops his professional self, with its characteristic values, attitudes, knowledge, and skills, fusing these into a more or less consistent set of dispositions which govern his behavior in a wide variety of professional (and extraprofessional) situations. Socialization takes place primarily through social interaction with people who are significant for the individual... in the medical school, probably with faculty members above most others, but also with fellow students, with the complement of associated personnel (nurses, technicians, case workers, etc.), and with patients.⁵⁰

Socialization conceptualized in this manner emphasises the modification of the self through contact with significant others. For the graduate student, these significant others most probably consist of members of the faculty; since it is through the faculty that much of the knowledge, orientations and values characteristic of the sociological discipline are transferred. The faculty also serve as the closest and most clearly defined role models, if not for the later professional career, then at least for the standards of behavior, values and beliefs most appropriate for the graduate student's academic milieu.

⁵⁰ Robert K. Merton, George Reader and Patricia Kendall (eds.), The Student Physician: Introductory Studies in the Sociology of Medical Education (Cambridge: Harvard University Press, 1957), p. 287.

This study will concern itself with the development of the professional beliefs and values of the sociologist. More specifically, it examines some of the processes and mechanisms whereby the graduate student acquires and develops the academic knowledge, orientations and ideologies appropriate for his profession. In our analysis, the faculty is seen in the role of socializer and the graduate student in the role of socializee. From this perspective, this study explores the relationships and the influences of the beliefs and values of the faculty on those of the graduate students, and from this draws inference and conclusions as to the functioning of the socialization process through which these dominant values and beliefs are inculcated or transferred.

Given this framework, we can view the graduate student in a state of what Merton terms "anticipatory socialization." He, is in the process of "the acquisition of values and orientations found in statuses and groups in which one is not yet engaged but which one is likely to enter."⁵¹ Much of this socialization occurs in the context of formal course work and academic preparation; but much also is, as Merton suggests, "implicit, unwitting, and informal." Since a significant part of the graduate student's acquisition of values and beliefs are implicit, unwitting, and informal, precise definition and

⁵¹Merton, Social Theory...., 384.

measurement is difficult. Many of the beliefs and values characteristic of sociology are not clearly specified; their presentation is not identified with any particular time or place during the academic experience such as in the classroom or during personal interaction with faculty members. Rather, the graduate student more likely, as Merton suggests, "responds to the cues in behavioral situations, more or less unwittingly draws implications from these for future role-behavior, and thus becomes oriented toward a status he does not yet occupy."⁵² Due to these subtly imbued values and value orientations, and because the graduate most likely does not, as Merton notes, "expressly codify the values and role requirements he is learning,"⁵³ it is difficult to define or predict the exact time sequence involved in the acquisition, modification and development of these values and orientations.

First Hypothesis

Exact delineation of a time sequence is tentative, but it does seem that the graduate would follow in a "more or less continuous... sequence of stages and associates roles," each with characteristic beliefs and values. As the graduate moves through these stages, he becomes increasingly oriented toward his prospective occupation and those beliefs and values appropriate to his future roles. In a sense, these beliefs and values are

⁵²Ibid., 385.

⁵³Ibid.

cumulative in that as the student moves through the graduate process, he continues to acquire and develop those beliefs and values appropriate for his future status.

Defining years of graduate study as a major indication of movement into and exposure to the socialization process of professional sociologists, we would expect that first year graduates would display the most dissimilar beliefs and values when compared with those of the faculty, while each proceeding year of graduate student would display beliefs and values progressively more similar to those of the faculty. This sequence would undoubtedly be inexact due to such factors as dropouts, varying departmental and faculty expectations, and individual student characteristics such as intelligence and commitment. Nonetheless, one would expect a pattern of similarity of values and beliefs to exist between the more advanced students and the faculty, while expecting the greatest degree of dissimilarity to exist between the beliefs and values of the faculty and those of the beginning students.

Formulating our first hypothesis, we would expect (1) as graduate students progress through the graduate educational process, their beliefs and values will become progressively more similar to beliefs and values of the faculty.

Second Hypothesis

Given hypothesis one, the question arises as to intervening variables which might affect or influence this process. Based on the previous examination of the literature on both occupational and academic socialization process, both integra-

tion and prestige appear as important factors that require examination. Gottlieb found that the degree of integration of graduate student with faculty was an important factor influencing the socialization process. He suggested that the more highly integrated the socializee is with the socializer the more susceptible he was in the socialization process. This was based on results indicating that highly integrated graduate students were more likely to choose occupational preferences most favored by the faculty. Based on Gottlieb's research, we might expect significant differences between the beliefs and values of highly integrated and lowly integrated graduate students, with the beliefs and values of low integration graduate students being the most dissimilar to those of the faculty.

This study's second hypothesis states that (2) there will be significant differences between the beliefs and values of high and low integration graduate students, with the beliefs and values of low integration graduate students showing the greatest dissimilarity to those of the faculty.

Third Hypothesis

The third major hypothesis of this study was suggested by both Crane's research of the relationship between productivity and prestige and Sprehe's 1964 investigation of the beliefs and values of sociologists. Crane, concentrating in the area of research orientations, found that having attended a prestige graduate school had a strong effect on a scientist's later productivity. Crane attributed this increased productivity of

graduates of prestige departments to the fact that these graduates were trained by more productive sponsors which served as role models for increased research activity. Crane also found that faculty at the more prestigious universities were more productive than faculty at less prestigious universities. This was attributed to both the more substantial research opportunities and greater intellectual stimulation available at the most prestigious universities. Crane's research, though, does not deal directly with the ideological orientations of such research, merely that scientists either from or at prestige universities are more productive than scientists from or at non-prestige universities. Although one might expect that the more productive scientists at prestige departments would show certain distinguishing ideological orientations, as for example, an increased emphasis on rigorous methodology and the publish or perish ethic (examined in factor 4), or the value-free ethic (examined in factor 2), Crane's data does not necessarily support such an expectation.

Sprehe, dealing directly with the question of whether significant differences in ideologies or beliefs and values would be found at prestige and non-prestige departments, found that only the value-free ethic seemed to be associated with the more prestigious departments. He was unable to identify any other beliefs and values that were characteristic of the more prestigious departments. This might be explained by the fact that the most prestigious universities are among the largest and would probably have a sizable faculty that represented a

number of divergent view points. These large faculties would enable both a Parsons and a Homans or a Riesman at Harvard and a Lazarsfeld and a Mills at Columbia. Thus, we would not expect the beliefs and values of graduate students at prestige departments to show greater or lesser differences with those of the faculty than graduate students and faculty at the less prestigious departments.

We would also not expect significant differences in the substantive sociological beliefs and values of graduate students at the prestige and non-prestige departments. This could result from the exposure of non-prestige students to a similarly wide range of viewpoints held among the non-prestige faculty as would be held among the prestige faculty. There is also no research to support the existence of a monolithic or cohesive system of beliefs and values among faculty at non-prestige universities that would result in differential socialization among non-prestige graduates. It might even be that non-prestige graduates would not identify with their own faculty because of their lack of prestige; but would identify, along with students at prestige schools, with these prestigious faculty represented heavily among publications in the professional journals and the literature in the field. This would further support the expectation that there would be no significant differences between the substantive beliefs and values of graduate students at prestige and non-prestige departments.

Based on these considerations, then, this study's third

hypothesis states that (3a) there will be no significant differences between the beliefs and values of faculty and graduate students with respect to substantive sociological values and beliefs controlling for prestige of department. It is further hypothesized that (3b) there will also be no significant differences in the substantive sociological beliefs and values of graduate students controlling for prestige of department.

CHAPTER III

METHODS AND PROCEDURES

The Questionnaire

Data was gathered by means of a pre-tested, partially structured mailed questionnaire. The study was designed as a partial replication of Sprehe's study. A major section of the Sprehe questionnaire was used. The original Sprehe questionnaire contained a total of 89 items which measured opinions and values with respect to sociology. Factor analysis of these original 89 items produced 51 highly loaded items which clustered in six principle factors. The six principle factors that emerged were: (1) Societal Role, (2) Value-Freeness, (3) Pure Sociology, (4) Scientific Method-Prestige Criteria, (5) Professionalization, and (6) Metaphorical Assumptions. Discarding those questionnaire items that did not factor successfully, Sprehe continued his analysis of data in terms of these six principle factors.

Section I of the questionnaire employed here consists of 51 highly loading items that Sprehe's factor analysis defined. As shall be seen, the analysis of data is largely based on these 51 items and six factors. The decision to use Sprehe's items and factors was made for the following reasons. First, since this study's research was based on a sub-sample of Sprehe's original sample, it was assumed that results similar to Sprehe's would have been obtained if factor analysis had actually been

performed on this study's data. Second, by utilizing Sprehe's 51 highly loading questionnaire items and six factors, direct comparisons between this study's results and Sprehe's results could be made. And last, was the need to construct a questionnaire that would take a minimal amount of time for completion in order to assure a high rate of return because of the mailed questionnaires.

Section II of this study's questionnaire contains a list of eighteen social problems. In question 57, the respondent is asked to choose the three most pressing problems facing the U. S. today. In question 58 and 59, he is asked to judge the issue of their degree of solubility and the amount of change required to solve them. Section II is similar to Sprehe's questionnaire except it includes the categories of Women's Rights, Pollution, Poverty, War and International Problems, Crime, and Corporate Monopolies, as possible social problem selections.

Section III, (questions 60-63), was designed to elicit data to compare how faculty and students perceived the similarities between their views concerning both the issues raised in the questionnaire and sociology generally. These four questions provided some subjective indicators of how both faculty and students viewed the similarities or differences in their beliefs and values. Subjective views of similarity would then be compared to the self-reported measures obtained from the Opinions and Values section of the questionnaire.

Section IV, (questions 64 and 65), were based on questions contained in Gottlieb's study of the socialization process and occupational choice in graduate school. Gottlieb used these items as a measure of the degree of integration of graduate students and faculty. Both in Gottlieb's study and the present study, they are essentially utilized as possible intervening variables. In this study, it is assumed that the higher the integration of graduate students with the faculty, the greater the degree and length of faculty influence and, hence, the more effective the socialization process.

Section V, (questions 66 and 67), was designed to measure the degree of pressure exerted for conformity to faculty beliefs and values. It was previously hypothesized that the faculty would act as socializing agents in enforcing conformity to values and value orientations. If the faculty were pressing for conformity to certain traditional sociological values or beliefs, then some means of influencing students should be observed. Questions 66 and 67 attempt to tap the perception on the part of graduate students of discouragement of unacceptable values and negative sanctions or penalties of varying types upon their success.

Section VI, the census data, was designed for two purposes. The first was to provide descriptive parameters for this study's sample population. Minimal background characteristics for the sample population for purposes of description and to provide a framework for projections of this study's findings to other

populations are provided by the census data. Second, this section provided information for control purposes in the analysis of data. The variables necessary to test the three main hypotheses of this study were: (1) academic status, i.e. faculty or graduate, (2) year of graduate study, (3) department of respondent, and (4) prestige of department. The department of each respondent was determined by different color coding of questionnaires. The relative prestige of each department was determined by faculty rankings of the seven sample departments. Census question 8, which asks the respondent to rank the seven departments, was reproduced from the Carter Report where it provided prestige rankings to the top twenty sociology departments in the United States.⁵⁴

The Sample and Population

This study's population consisted of all faculty members and graduate students in the six Ph.D. departments of sociology in the Big Eight; they were Colorado, Iowa State, Kansas, Missouri, Nebraska, and Oklahoma State. The two remaining departments of sociology in the Big Eight, those at Kansas State and Oklahoma, were eliminated because they did not offer a Ph.D. program and would therefore be limited as to the number of graduate students in the more advanced stages of graduate

⁵⁴Alan M. Carter, An Assessment of Quality in Graduate Education (Washington, D. C.: American Council on Education, 1966).

work. They would also be heterogeneous in a homogenous population of Ph.D. degree offering departments.

The six sociology departments from the Big Eight were selected for two reasons. First, they seemed to offer the best possibilities of insuring a high rate of questionnaire return. This was because faculty members at KSU had personal contacts with faculty members in each of the sample departments.

Second, the six Big Eight departments represented a relatively homogenous population in respect to size, prestige, and geographic location. Since no one department could provide enough respondents to test the proposed hypotheses, it was necessary to obtain a composite sample that was as homogenous as possible. This would allow generalization about our sample population to be made with a minimization of the possibility that one or more "extreme" departments might be unduly influencing the results.

The questionnaires were mailed out in bulk form to faculty contacts with the request that they be distributed to all faculty and graduate students in that department. Stapled to each questionnaire was a printed, self-addressed, business reply envelope so that the respondents could return the completed questionnaires individually. Table 1 provides both the total number of full and part-time faculty and graduates at each department. Table 1 also provides the number and percentage of respondents for faculty and students for each department and the total number and percentage for faculty and student

TABLE 1

POPULATION CHARACTERISTICS AND RESPONSE RATES BY DEPARTMENT *

Department	Full and part time faculty	Full time students	Full and part time students	Full and part time faculty Respondents	Full and part time students Respondents
	Number	Number	Number	Number	%
Colorado	22	121	121	14	64
Iowa State	24	50	53	13	54
Kansas	15	34	41	10	67
Missouri	23	55	78	21	91
Nebraska	13	31	41	12	92
Oklahoma St.	14	31	42	10	71
TOTAL	111	322	376	80	72

*Total response for faculty (80) and full and part time graduates (195) = 56% return rate for entire sample.

Source: Guide to Graduate Departments of Sociology 1971-72. The American Sociological Association.

respondents relative to the entire sample.

Table 1 shows a return rate of 72 per cent for faculty members and 51 per cent for graduate students. The somewhat lower return rate for graduate students may reflect, in part, the relatively large number of part-time students in each department that might have less opportunity or interest in completing the questionnaire. If only full-time graduate students are included in computing the return rate, the response population is increased to 61 per cent. Table 1 indicates a total response rate of combined faculty and students of 56 per cent, but computed for faculty and only full-time students, a significantly larger 64 per cent return rate results.

This return rate of 56 per cent or 64 per cent, depending on which base sample is chosen, compares favorably with the 59 per cent return in Strauss and Rainwater's study of chemists,⁵⁵ or Riesman's 55 per cent return in his re-study of the effects of the Academic Mind interviews.⁵⁶ Sprehe, in his study of the A. S. A., received a somewhat low return rate of 50.9 per cent. This study's generally favorable return rate was probably enhanced by the personal contact which faculty at KSU had with faculty

⁵⁵ Anselm L. Strauss and Lee Rainwater, The Professional Scientists: A Study of American Chemists (Chicago: Aldine Publishing Co., 1962, as quoted in Sprehe, p. 166.

⁵⁶ David Riesman, "Some Observations on the Interviewing in the Teacher Apprehension Study," in Paul F. Lazarsfeld and Wagner Thielens, Jr., The Academic Mind: Social Scientists in a Time of Crises (Glencoe, Ill.: The Free Press, 1958), p. 269.

members in each sample department. This can be seen in the extremely high rate of return from both faculty and graduates at Nebraska, which is the department where this student's major professor received his Ph.D. The attempt to keep the questionnaire as brief as possible also seems to have had a beneficial influence on the return rate.

Methods of Data Analysis

The results of the questionnaire items are presented in Appendix B. The 8 sixth year, 4 seventh year, 1 eight year, and 1 ninth year student respondents are collapsed into the sixth year plus category. Because many of the possible social problem items were not chosen or chosen very rarely, only results for those social problems selected by at least 10 per cent of the respondents are included. Data analysis within the text of the thesis further collapses the sixth year plus and fifth year student category into a fourth year plus student category. This is to provide a large enough N for statistical analysis.

Data is presented in two forms. First, by percentage analysis of individual questionnaire items and second, by the six factors which Sprehe's factor analysis defined. Factor analysis has been used in a number of ways. First, factor analysis has been applied to data in order to define the best measure of a variable when two or more indices are available. For example, if a researcher has a number of indices of political radicalism, factor analysis can define which index is the best

measure of that variable. Second, factor analysis has been used as a method for reducing the number of variables or dimensions when a large amount of data is involved. Third, a factor analysis has been used as an indicator of "constructs" in finding fundamental and meaningful dimensions in a multivariate domain.⁵⁷ The present study uses factor analysis in this third manner.

Beliefs and Values

This study examines the beliefs and values which faculty and graduate students hold relative to sociology. One definition of a belief system taken from Rokeach is that "the belief system is conceived to represent all the beliefs, sets, expectations, or hypotheses, conscious and unconscious, that a person at a given time accepts as true of the world he lives in."⁵⁸ Rokeach's definition is somewhat broad for the purposes of this study. Much more appropriate for this research is Sprehe's limitations of Rokeach's definition to sociologist's beliefs as related to sociology as a science, academic discipline, and occupation. Sprehe conceptualizes the professional values and belief systems of sociologists as occupational ideologies. This study focuses exploration of sociologist's belief systems

⁵⁷Sprehe, 171.

⁵⁸Melton Rokeach, The Open and Closed Mind (New York: Basic Books, Inc., 1960), p. 33, as quoted in Sprehe, p. 45.

or occupational ideologies in five principle areas; basic assumptions concerning the nature of man and society, assessments of the problems and prospects of organized sociology, diagnosis of urgent social problems, the research styles preferred by different sociologists, and the perceived relevance of sociology to society.

These areas of focus are operationalized into six hypothetical constructs by Sprehe's use of factor analysis. A hypothetical construct "involves terms which are not wholly reducible to empirical terms; they refer to processes or entities that are not directly observable, (although they need not in principle be unobservable); the mathematical expression of them cannot be formed simply by a suitable grouping of terms in a direct empirical equation,"⁵⁹ and they can be measured by any number of statements or questionnaire items. In operationalizing these concepts, though, one is forced to restrict the number of measurements to some practical limit. Thus, each hypothetical construct or conceptualization of one of the six principle areas of belief systems under investigation consists of a finite number of questionnaire items seen as operationalizing that particular concept. These six operationalizations of belief systems are viewed as six principle variables with the assumption that these variables possessed an underlying unity in the values and beliefs

⁵⁹Kenneth Mac Corquodale and Paul E. Meehl, "Hypothetical Constructs and Intervening Variables," in Herbert Fiegl and May Brodbeck, Readings in the Philosophy of Science (New York: Appleton-Century-Crofts, Inc., 1953), p. 606, as quoted in Sprehe, p. 54.

systems of the respondents. This assumption of unity for these six variables or the assumption that they are unitary variables was confirmed through Sprehe's use of factor analysis.

To summarize, six principle areas of belief systems are investigated by conceptualizing these areas as hypothetical constructs. These hypothetical constructs are then operationalized by a finite number of questionnaire items that were determined to be unified around each hypothetical construct through the use of factor analysis.

Operationalized in this manner, each respondent received a "score" on each factor that was determined from his responses on a seven point Likert scale for each questionnaire item. A respondent who by "strongly agreeing" or scoring all 7's on each item of a particular factor could be said to have "scored highly" on that particular factor. By both the nature of the individual questionnaire items that went to make up that factor and by the cumulative nature of that factor, a respondent's high score was interpreted or defined as strong agreement on particular issues, ideologies, or value systems. The factor scores for individual respondents from faculty and graduate students were then ordered in a frequency distribution and examined and analyzed for a general description or characterization of the particular group's value systems relative to the six areas of factor investigation. All responses on the seven point Likert scale for each questionnaire item that went to make up a particular factor were directly summed. Some

factors contained questionnaire item scores which were reversed in recording, that is, in order to score "high" on some factors, a respondent would need to "strongly agree" on some items and "strongly disagree" on others. Those items to which the respondent was required to disagree with were merely recorded in reverse. The entire distribution of factor scores for both faculty and graduates were then divided into quartiles. Thus, comparisons can be made by actual respondent frequency, that is, the number of respondents from each group that score in that particular quartile; the percentage that frequency represents relative to the total number of respondents from that group; and the percentage of respondents from each group that scored "low" or "high", i.e. scored in the first two or last two quartiles respectively.

Chi Square and Coefficient of Contingency

The chi square and coefficient of contingency statistical analysis were employed as measures of statistical significance. As stated in hypothesis 1, we expect that a process of progressive socialization is occurring within graduate departments, and that with progressive graduate education the values and beliefs of graduates will become increasingly similar to those of the socializing faculty. Based on this hypothesis, we would expect the largest differences between the values of beginning graduate students and faculty with smaller and smaller differences as the years of graduate education increase. This effect would be represented by significant chi square values between faculty

and beginning graduates, and non-significant chi square values between faculty and the more advanced graduates. Stated in terms of the null hypothesis, we would say that no difference between faculty beliefs and values and graduate student's beliefs and values exist. To substantiate hypothesis 1, we would expect to be able to reject the null hypothesis for beginning graduate students while accepting the null hypothesis for the more advanced students. To substantiate hypothesis 2, examining the effect of integration on the socialization on process, we would expect to be able to reject the null hypothesis for a comparison of the beliefs and values of high and low integration students. Finally, for hypothesis 3a, concerning the effect of prestige on socialization, we would expect to accept the null hypothesis for a comparison of the beliefs and values between students and faculty at prestige and non-prestige departments; and for hypothesis 3b, for graduate students at prestige and non-prestige departments.

CHAPTER IV

RESULTS

Introduction

The results of this study's questionnaire are presented in Appendix B in either frequencies or percentages or both, depending on which method is most appropriate. From Appendix B the reader may get an extensive and exact view of both the responses to individual questionnaire items and the parameters or characteristics of the sample population. It should be noted that not all data collected and included in this study was intended to be used in the present analysis. Particular questionnaire and census items were included for exploratory purposes and analysis at a future date. Only that data which is the most significant for the present analysis of hypotheses will be discussed.

The Evidence of Socialization

Item 66, dealing with the question of how students would perceive faculty response to challenges of established or traditional sociological beliefs and ideologies, and item 67, dealing with student perception of the effect on their success if they often expressed disagreement over general issues in sociology; provide a measure of the existence and degree of pressure being exerted by the faculty for conformity of values and beliefs among students. Indeed, if it was found that a progressive convergence of values between faculty and students suggested a

strong process of socialization, it might be argued that such a convergence was merely the result of a process of free choice of values among students. If it could be established that a considerable amount of pressure for conformity was being exerted by the faculty, though, the explanation of a convergence of values as the result of free choice would be a less tenable one.

The results of questions 66 and 67 are represented in Table 2 which collapses 1-3 responses on the Likert scale into "encourage" and "positive effect" respectively, collapses 5-7 responses into "discourage" and "negative effect" respectively, and reports 4 responses as "uncertain." Table 2 shows that 40 per cent of all students perceived encouragement to challenge established or traditional sociological beliefs and ideologies, while 46 per cent perceived discouragement. Looking at individual years of graduate study, there is a general increase in perception of encouragement from first year to fourth year plus, although second year students seem slightly (34%) less encouraged than first year students (39%). Looking at the discourage category, we find a general pattern emerging with second and first year students perceiving the greatest discouragement and fourth year plus and third year students perceiving the least discouragement.

The responses to question 67 is also shown in Table 2. This data reveals some confusing patterns of responses concerning the perceived effect of disagreement over general issues in sociology on the student's success. First year students perceive the least positive effect, while second and third

TABLE 2

PERCEPTIONS OF ENCOURAGEMENT AND SUCCESS

66. Generally, how would the faculty in your department respond to challenges by graduate students of established or traditional sociological beliefs and ideologies?

	All Students	1st. yr.	2nd. yr.	3rd. yr.	4th. +
Encourage	40%	39%	34%	42%	46%
Uncertain	14%	14%	11%	19%	13%
Discourage	46%	47%	54%	39%	41%
(N)	(171)	(43)	(53)	(36)	(39)

67. What type of effect on your success in your present department would there be if you often expressed disagreement with faculty members over general issues in sociology?

	All Students	1st. yr.	2nd. yr.	3rd. yr.	4th. +
Positive Effect	15%	9%	17%	17%	13%
No Effect	16%	16%	13%	14%	15%
Negative Effect	69%	75%	70%	69%	73%
(N)	(172)	(44)	(53)	(35)	(40)

year students perceived the largest positive effect. Fourth year plus students show a small drop in perception of positive effect and fall between first, and second and third year students. The same pattern is seen in the negative effect category with first and fourth year plus students perceiving the greatest negative effect and second and third year students perceiving the least negative effect.

The interesting aspects of questions 66 and 67 are that whereas 40 per cent of all students perceived encouragement to challenge established or traditional sociological beliefs and ideologies, only 15 per cent perceived a positive effect on their success if they often expressed disagreement with faculty over general issues in sociology. These results show that while students perceive some encouragement to challenge established ideologies, they perceive much less encouragement to express disagreement with faculty members. Thus, it would seem that graduate students might receive encouragement to challenge certain established ideologies, as long as these challenges did not mean that they were disagreeing with or challenging faculty members personally. Questions 66 and 67 emphasise that a clear dichotomy exists between graduate student challenges of established or traditional beliefs and values in sociology, which are encouraged among some students, and challenges or disagreement with faculty, which receive much less encouragement and are generally perceived as producing negative effects on the student's success.

Questions 60-63 were designed to provide a measure of the amount of agreement perceived by faculty and graduate students concerning their beliefs and values. The results are presented in Table 3, which collapses 1-3 responses into "agree," 5-7 into "disagree," and 4 responses are reported as "uncertain". From Table 3, questions 60 and 62, it can be seen that whereas 59 per cent of the faculty characterize their values and beliefs concerning sociology generally as agreeing with those of their students, only 42 per cent of all students see such agreement. There is a somewhat confusing pattern of perception among different years of students with fourth plus and first year students perceiving the greatest amount of agreement and third and second year students perceiving the least amount of agreement. One possible interpretation of this pattern is that first year students enter graduate school with a general perception of agreement between their beliefs and values and those of the faculty. During the second year they realize that their beliefs and values are not, in fact, as close to those of the faculty as they first thought. During the remaining years of graduate school, they become progressively socialized into the beliefs and values of the faculty and their perception of agreement gradually increases.

Question 61 and 63 show that 40 percent of the faculty perceive agreement on specific issues raised in this questionnaire, as compared to 37 per cent among all students. It is interesting to note a pattern of generally increased perception

TABLE 3a

PERCEPTION OF CORRESPONDENCE OF GENERAL BELIEFS AND VALUES

Faculty Members Only

60. How would you characterize the direction and degree of correspondence between your beliefs and values concerning sociology generally and those of the graduate students in your department?

Agree 59%

Uncertain 17%

Disagree 24%

(N) (75)

Graduate Students Only

62. How would you characterize the direction and degree of correspondence between your beliefs and values concerning sociology generally and those of the faculty in your department?

	All Students	1st. yr.	2nd. yr.	3rd. yr.	4th. yr.
Agree	42%	47%	30%	40%	56%
Uncertain	16%	19%	21%	14%	7%
Disagree	42%	35%	49%	46%	37%
(N)	(172)	(43)	(53)	(35)	(41)

TABLE 3b

PERCEPTION OF CORRESPONDENCE OF SPECIFIC BELIEFS AND VALUES

Faculty Members Only

61. How would you characterize the direction and degree of correspondence between your beliefs and values concerning the specific issues raised in this questionnaire, and those of the graduate students in your department?

Agree 40%

Uncertain 29%

Disagree 31%

(N) (75)

Graduate Students Only

63. How would you characterize the direction and degree of correspondence between your beliefs and values concerning the specific issues raised in this questionnaire, and those of the faculty in your department?

	All Grads.	1st. yr.	2nd. yr.	3rd. yr.	4th. +
Agree	37%	31%	30%	43%	49%
Uncertain	22%	36%	19%	14%	20%
Disagree	41%	33%	51%	43%	31%
(N)	(169)	(42)	(53)	(35)	(39)

of agreement between progressive years of graduate students and faculty concerning the specific issues raised in this questionnaire. This is seen in 31 per cent of first year students perceiving agreement with faculty on specific issues raised in this questionnaire, while 43 per cent of third year and 49 per cent of fourth year plus students perceive such agreement.

Results by Factors

Data in this section is presented in two ways. First, through analysis by factors using chi square and coefficient of contingency, and second, by percentage distributions of both faculty (F) and all students (G) for each of the items that comprise the factors.

Factor 1: Societal Role

As indicated in Table 4, factor 1 deals with the question of whether or not sociologists should assume the role of intellectual critic of society. Factor 1 examines whether sociologists feel they have any general obligations to society and whether such obligations lie principally in understanding or in taking a more activist role in society and with the application of sociological knowledge and the dichotomy between pure and applied sociology. Sociology's potential usefulness and the sociologist's own feelings about applying his knowledge are also examined.

A respondent would be said to have a low score on factor 1 to the extent that he agreed with items 13, 46, 8, 50, 54,

TABLE 4

FACTOR 1: SOCIETAL ROLE

Item		% Agree	% Uncertain	% Disagree	N.R.
6. The sociologist contributes to the welfare of society mainly by providing an understanding of social processes, not through ideas for changing these.	F. G.	41 36	14 12	45 51	1 2
8. Sociology should try to structure social institutions so as to maximize the satisfaction of individual needs.	F. G.	48 50	18 17	34 31	1 2
9. Sociology for its own sake is good enough; it need not be applied.	F. G.	27 16	10 4	65 79	2
13. The sociologist, like any other intellectual, has the right and duty to criticize contemporary society.	F. G.	90 94	5 4	4 1	1 1
19. The sociologist has an obligation to help society in something of the same way in which the doctor is obliged to help his patient.	F. G.	43 54	13 15	41 31	4
20. Social science can aid both in achieving society's goals and in defining those goals.	F. G.	81 79	5 6	14 15	1 1
21. If I had more time, I would prefer to address myself to the solution of the daily problems of ordinary people.	F. G.	40 60	18 14	39 26	4

TABLE 4 --- Continued

Item		% Agree	% Uncertain	% Disagree	N.R.
36. The problems of modern society are so complex that only planned change can be expected to solve them.	F. 62 G. 64	11 13	27 24	1	
38. Philosophers have interpreted the world; the point, however, is to change it.	F. 36 G. 40	27 18	36 39	1 1	
45. It is more important for a social scientist to understand social problems than to do what he can to cure them.	F. 44 G. 37	19 15	36 46	1 1	
46. One part of the sociologist's role is to be a critic of contemporary society.	F. 81 G. 81	9 7	9 12	1	
47. Unless sociology can at some point be relevant to the lives of ordinary people, it is socially useless.	F. 62 G. 72	10 6	26 22	1 1	
50. One of the basic purposes of sociology is to help individuals cope with life in a complex society.	F. 58 G. 55	9 18	33 27	1	
53. The sociologist should not only think about communicating to his professional colleagues but he should also attempt to speak to a wider public.	F. 84 G. 91	10 5	7 3	2	
54. One of the social functions of sociology is to strive to increase the effectiveness of social institutions.	F. 64 G. 60	14 13	19 26	4 1	

NOTE: N.R. stands for
No Response

47, 53, 36, 20, 21, and 19, and disagreed with items 9, 45, and 6. Such a respondent would be considered to have a high activist conception of the role of sociology in society. He would also see the sociologist as a critic of society, and as being actively involved in curing societies problems. Summary data are presented in Table 5.

Table 5 shows that whereas 41 per cent of the faculty score high activist, 55 per cent of second year and 54 per cent of first year students, score high activist. This suggests a somewhat more activist conception of sociology and the sociologist among these graduates. Third and fourth year plus graduates also have higher activist scores than the faculty with 44 per cent and 47 per cent scoring in the first two quartiles respectively. In testing our first hypothesis of progressive socialization, we would expect the more advanced graduates to have more similar views to those of the faculty while the beginning graduates would display the least similar. This would be indicated by non-significant chi square values between the faculty and advanced graduates and significant chi square values between the faculty and beginning graduates.

This pattern is generally confirmed by Table 5. Fourth year plus students show a non-significant chi square value while third and second year students show significant chi square values ($P < .01$). First year students show a chi square value significant only at the .30 level, lower than might be expected from hypothesis one. If we examine the percentages of students

TABLE 5: FACTOR 1
 $\chi^2=23.98$, 12df, $P<.05$
 $\bar{C} = .37$

		Factor Score Quartiles				Row
		1	2	3	4	Totals
FACULTY	T	41		59		
	F	10	23	23	24	80
	R	13	29	29	30	101%
4th year plus students $\chi^2=1.56$, 3df, $P<.70$ $\bar{C} = .15$	T	47		53		
	F	9	13	10	15	47
	R	19	28	21	32	100%
3rd year students $\chi^2=14.31$, 3df, $P<.01$ $\bar{C} = .45$	T	44		56		
	F	15	3	14	9	41
	R	37	7	34	22	100%
2nd year students $\chi^2=12.48$, 3df, $P<.01$ $\bar{C} = .38$	T	55		45		
	F	22	10	13	13	58
	R	38	17	22	22	99%
1st year students $\chi^2=4.23$, 3df, $P<.30$ $\bar{C} = .23$	T	54		46		
	F	12	14	13	9	48
	R	25	29	27	19	100%
Column Totals		68 (24.8%)	63 (22.9%)	73 (26.6%)	70 (25.5%)	274 (99.8%)

NOTE: 'T' stands for the first two and last two quartile percentages. 'F' stands for the actual row frequencies. 'R' stands for the row percentages. χ^2 and C values are computed for faculty and each year of graduate category. X and C in table heading are computed for entire table. A low score on factor 1 indicates a activist conception of the role of sociology in society.

scoring low, though, we see that the 54 per cent of first year students scoring high activist is almost exactly the same as the percentage of second year students (55%) who score high activist. There seems to be a break, then, with only 44 per cent of third year students and 47 per cent of fourth year plus students scoring high activist, percentage distributions that more closely approach those of the faculty. Evaluating both percentage distributions and chi square value, we would generally confirm our first hypothesis for factor 1.

Factor 2: Value-Freeness

Factor 2, Value-Freeness, examines whether sociologists think of themselves and their peers as adhering to the principle of ethical neutrality or value-freeness. It asks whether applied sociology necessarily involves bias and if sociologists should be value-free in dealing with funding agencies. The issue of whether sociology would remain value-free as its findings become more useful to various publics, and if increasing financial support for sociology would result in the discipline backing of the status quo is also raised. Finally, factor 2 asks whether sociological theory reflects a conservative position and if a growing emphasis on methodology deverts sociologists from the study of society.

A respondent would be said to have a low score to the extent he agreed with items 2, 11, 12, 16, 17, 34, 35, 39, 41, 42, and 44 shown in Table 7. A low score on factor 2 would indicate a strong conception of sociology as not being value-

TABLE 6

FACTOR 2: VALUE-FREENESS

Item		% Agree	% Uncertain	% Disagree	N.R.
2. Sociologists do not really keep separate their personal experience and their professional work.	F. G.	62 72	15 9	23 18	2
11. Most sociologists merely pay lip service to the ideal of being value-free in their work, and are not really value-free.	F. G.	71 83	8 8	21 9	3 1
12. Emphasis on methodology too often diverts sociologists from a study of society to the problem of how to study society.	F. G.	44 68	6 9	46 23	4
16. The more readily sociology accepts research funds, the more its value-free ideal will be undermined.	F. G.	38 47	16 13	46 40	1
17. The pressure to publish has usually resulted in a flooding of the journals with inferior work.	F. G.	58 75	13 10	30 15	1
34. Many social scientists are too prone to let foundations and government agencies determine the problems they will study.	F. G.	65 75	9 9	26 15	1
35. It seems likely that the more public support sociology receives, the more politically conservative will the discipline become.	F. G.	47 62	11 13	41 25	1

TABLE 6 --- Continued

Item		% Agree	% Uncertain	% Disagree	N.R.
39. Direct observation and intuitive insight are more fruitful for the sociologist than an emphasis on rigorous methodology.	F.	25	20	53	3
	G.	41	23	35	1
41. Much of the current sociological theory is tacitly grounded in a conservative political ideology.	F.	46	16	37	1
	G.	68	15	17	1
42. The subject matter of sociology makes it impossible to separate professional from non-professional values.	F.	40	15	44	
	G.	47	16	35	1
44. Sociology will be unable to hold onto its value-free ideal in the face of increasing public demands for application of sociological findings.	F.	48	20	32	1
	G.	58	13	28	2

NOTE: N.R. stands for
No Response

TABLE 7: FACTOR 2

$$X^2=39.01, 12df, P<.001$$

$$\bar{C} = .41$$

		Factor Score Quartiles				Row Totals
		1	2	3	4	
FACULTY	T	34		66		
	F 13		14	17	36	80
	R 16		18	21	45	100%
4th year plus students $X^2=13.74, 3df, P<.01$ $\bar{C} = .42$	T	40		60		
	F 9		10	21	7	47
	R 19		21	45	15	100%
3rd year students $X^2=11.81, 3df, P<.01$ $\bar{C} = .41$	T	66		34		
	F 14		13	6	8	41
	R 34		31	15	20	100%
2nd year students $X^2=14.12, 3df, P<.01$ $\bar{C} = .41$	T	51		48		
	F 18		12	19	9	58
	R 31		21	33	16	101%
1st year students $X^2=11.03, 3df, P<.02$ $\bar{C} = .43$	T	60		40		
	F 12		17	10	9	48
	R 25		35	21	19	100%
Column Totals		66 (24%)	66 (24%)	73 (26.6%)	69 (25.1%)	274 (99.7%)

NOTE: 'T' stands for the first two and last two quartile percentages. 'F' stands for the actual row frequencies. 'R' stands for the row percentages. X^2 and C values are computed for faculty and each year of graduate category. X and C in table heading are computed for entire table. A low score on factor 2 indicate a conception of sociology as not being value-free.

free and of being conservatively oriented. A high score indicates a value-free conception of sociology. From Table 7, we can see that all students generally show dissimilar views to those of the faculty. Fourth year plus, third year and second year students show differences significant at the .01 level, and first year students show differences significant at the .02 level. If we examine the percentage distributions, we see that fourth year students score 60 per cent high value-freeness as compared to 66 per cent among the faculty. This indicates that fourth year plus students come the closest to the faculty in per cent scoring high value-freeness, as would be expected from hypothesis one. If we examine the quartile distributions, though, we see that whereas fourth year plus students score similarly in quartiles one and two, they score almost exactly oppositely in quartiles three and four; resulting in a chi square value significant at the .01 level.

We also do not find a general pattern of convergence of percentage distributions among the remaining years of students. While fourth year plus students score a somewhat similar percentage of students high value-free (60%) to those of the faculty (66%), second year students score the next highest value-free (48%) with first year (40%) and third year (34%) following. Because a clear convergence of the beliefs and values of the more advanced students with those of the faculty is not indicated by Table 7, hypothesis one is rejected for factor 2.

Factor 3: Pure Sociology

The subheading for factor 3, Pure Sociology, was intended to imply a theoretical orientation that is not designed to produce practical results. This factor was seen as measuring the emphasis that sociologists place on theory and theoretical enterprises. First, it seeks to determine the importance of sociological theory as the proper pursuit of sociology and something of the personal dispositions of sociologists toward such work. Second, the matter of synthesizing or codifying sociological findings was questioned. Third, the importance of ingenuity relative to sociological theory testing was introduced. And last, respondents were asked about the contributions of sociology and the public image it deserves.

A respondent would be said to have a strong orientation toward pure sociology, to strongly prefer pure sociology, and to see sociology as deserving of a more favorable public image, to the extent that he agreed with items 7, 14, 27, 37, 43, 48, and 55, in Table 8. Such a respondent would be said to score low on pure sociology, that is, he would be in favor of a strong theoretical orientation and a more favorable public image for sociology.

By examining Table 9, we get a general impression of greater preferences or orientations toward pure sociology among the more advanced graduates. While the faculty score the greatest amount of respondents low (56%) indicating they most prefer pure sociology, fourth year plus and third year students

TABLE 8

FACTOR 3: PURE SOCIOLOGY

Item		% Agree	% Uncertain	% Disagree	N.R.
7. I would like to devote more of my time to the development of pure sociological theory.	F. G.	45 40	18 17	39 40	2
14. The most important aspect of any piece of research is its contribution to general theory.	F. G.	54 49	16 8	29 44	1
27. Ingenuity in designing tests of theory is the most valuable quality a sociologist can have.	F. G.	45 28	21 15	34 24	
37. I would like to give more attention to synthesizing systematically the work of other sociologists.	F. G.	54 62	14 15	34 24	
43. Sociology today deserves a more favorable public image than it has.	F. G.	51 55	25 23	23 21	1 1
48. Considering the extent of their contribution to science and society, sociologists should be paid more.	F. G.	46 40	31 30	20 29	3 1
55. The major justification for any sociological endeavor is that it generates social theory.	F. G.	47 41	16 11	35 48	1

NOTE: N.R. stands for
No Response

TABLE 9: FACTOR 3
 $\chi^2=18.16$, 12df, $P<.20$
 $\bar{C} = .29$

Factor Score Quartiles					
	1	2	3	4	Row Totals
FACULTY	T	56		44	
	F	22	23	14	21
	R	28	29	18	26
					101%
4th year plus students	T	53		47	
$\chi^2=1.62$, 3df, $P<.70$	F	16	9	9	13
$\bar{C} = .15$	R	34	19	19	28
					100%
3rd year students	T	51		49	
$\chi^2=1.54$, 3df, $P<.70$	F	11	10	11	9
$\bar{C} = .15$	R	27	24	27	22
					100%
2nd year students	T	40		60	
$\chi^2=10.52$, 3df, $P<.02$	F	4	19	18	17
$\bar{C} = .37$	R	9	33	31	29
					101%
1st year students	T	44		56	
$\chi^2=4.09$, 3df, $P<.30$	F	7	14	14	13
$\bar{C} = .25$	R	15	29	29	27
					100%
Column Totals	60	75	66	73	274
	(21.8%)	(27.3%)	(24.0%)	(26.6%)	(99.7%)

NOTE: 'T' stands for the first two and last two quartile percentates. 'F' stands for the actual row frequencies. 'R' stands for the row percentages. χ^2 and C values are computed for faculty and each year of graduate category. X and C in table heading are computed for entire table. A low score on factor 3 indicates a preference for pure sociology.

score the next largest amount of respondents low, 53 per cent and 51 per cent respectively. These similarities are confirmed by chi square values significant only at the .70 level. First year and second year students score smaller amounts of respondents low, 44 per cent and 40 per cent respectively, indicating they least prefer pure sociology. These relatively larger differences are indicated by chi square values significant at the .02 level for second year students, and approaching significance at the .20 level for first year graduates. Table 9 indicates a general pattern of significant differences between faculty and beginning students with non-significant differences between the faculty and the more advanced students. Based on these results, we would confirm our first hypothesis for factor 3.

Factor 4: Scientific-Method and Prestige Criteria

Factor 4, Scientific-Method and Prestige Criteria, is a "mixed" factor in that both areas loaded highly on the same factor. This suggests that respondents who scored in a particular direction on scientific-method also scored in that direction on prestige criteria. From the questionnaire items in Table 10, we can see that factor 4 examines some of the issues revolving around the use of scientific methodology. Basically, a dichotomy is drawn between rigorous mathematical and statistical methodology, on the one hand, and direct observation, field research, inventiveness and intuition on the other. Second, factor 4 examines the pressure to produce scholarly

TABLE 10

FACTOR 4: SCIENTIFIC-METHOD AND PRESTIGE CRITERIA

Item		% Agree	% Uncertain	% Disagree	N.R.
1. Judgement of the scientific worth of a man is often distorted by appraisal of the number of his publications.	F. 73 G. 84	8 5	21 9	2	
3. Sociology should be as much allied with the humanities as with the sciences.	F. 58 G. 66	10 12	33 20	2	
5. Use of statistics results in analyses which are better than those of direct observation.	F. 29 G. 21	36 19	29 58	6 2	
10. Significant patterns of human behavior are too complex to be discovered by direct observation but require the use of precise measurements.	F. 35 G. 23	19 11	39 63	5 3	
12. Emphasis on methodology too often diverts sociologists from a study of society to the problem of how to study society.	F. 44 G. 68	6 9	46 23	4	
17. The pressure to publish has usually resulted in a flooding of the journals with inferior work.	F. 57 G. 75	13 10	30 15	1	
27. Ingenuity in designing tests of theory is the most valuable quality a sociologist can have.	F. 45 G. 28	21 15	34 56		
31. The best indicator of a man's professional worth is his professional publications.	F. 32 G. 9	13 7	56 86		

TABLE 10 --- Continued

Item		% Agree	% Uncertain	% Disagree	N.R.
36. The problems of modern society are so complex that only planned change can be expected to solve them.	F.	62	11	27	1
	G.	64	13	24	
39. Direct observation and intuitive insight are more fruitful for the sociologist than an emphasis on rigorous methodology.	F.	25	20	53	3
	G.	41	23	35	1
53. The sociologist should not only think about communicating to his professional colleagues but he should also attempt to speak to a wider public.	F.	84	10	7	
	G.	91	5	3	2
56. Sociologists should strive harder to write in a way that is more widely understandable.	F.	88	8	4	
	G.	85	11	4	

NOTE: N.R. stands for
No Response

publications and the system of evaluating personnel on the basis of their publications. Finally, the combined stress on scientific-method and prestige criteria that characterizes factor 4 is accompanied by the propositions that ingenuity in testing theory is an important virtue, and that sociologists should strive to speak to a wider public.

Factor 4 is not as "clean" as some of the other factors in that it does not measure only one area of values. Nevertheless, the decided stress of factor 4 deals with the issue of methodology and prestige among sociologists. A respondent would score low on factor 4 to the extent that he agreed with items 5, 36, 10, 27, and 31, and disagreed with items 1, 53, 56, 39, 17, 12, and 3. Such an individual, would be in favor of "hard science" and of the "publish or perish" system.

From Table 11, we can see a strong confirmation of our first hypothesis for factor 4. We find that 71 per cent of the faculty score low or in the first two quartiles, indicating a strong orientation toward hard science and the publish or perish ethic. There is a gradual reduction in the percentage of graduates scoring low as we move toward first year graduates, who score the least amount of respondents low. Because of the strong pattern of convergence of graduate values toward those of the faculty, we would confirm our first hypothesis for factor 4.

Factor 5: Professionalization

Factor 5, Professionalization, examines the degree to

TABLE 11: FACTOR 4
 $\chi^2=45.56$, 12df, $P<.001$
 $\bar{C} = .44$

	Factor Score Quartiles				Row Totals
	1	2	3	4	
FACULTY	T	71		29	
	F	34	23	9	14
	R	43	29	11	17
					100%
4th year plus students	T	51		49	
$\chi^2=7.74$, 3df, $P<.01$	F	13	11	14	9
$\bar{C} = .33$	R	28	23	30	19
					100%
3rd year students	T	39		61	
$\chi^2=14.54$, 3df, $P<.01$	F	6	10	13	12
$\bar{C} = .44$	R	15	24	32	29
					100%
2nd year students	T	34		66	
$\chi^2=23.82$, 3df, $P<.001$	F	7	13	23	15
$\bar{C} = .52$	R	12	22	40	26
					100%
1st year students	T	23		77	
$\chi^2=29.42$, 3df, $P<.001$	F	4	7	16	21
$\bar{C} = .60$	R	8	15	33	44
					100%
Column Totals	64	64	75	71	274
	(23.3%)	(23.3%)	(27.3%)	(25.9%)	(99.8%)

NOTE: 'T' stands for the first two and last two quartile percentages. 'F' stands for the actual row frequencies. 'R' stands for the row percentages. χ^2 and C values are computed for faculty and each year of graduate category. X and C in table heading are computed for entire table. A low score on factor 4 indicates a preference for hard science and the publish or perish ethic.

which respondents favor or oppose the professionalization of sociology. There were three basic areas of investigation explored by factor 5, as indicated by the questionnaire items in Table 12. First, the setting up of standards for admission to the official organization of sociology are posed. Second, the proposal for the establishment of a code of ethics is examined. Finally, the question of licensing the professional sociologist is raised.

A respondent would be said to score low on Professionalization to the extent he agreed with items 40, 23, 33, and 52, and disagreed with items 24 and 18. Such a person would be said to be in favor of the increased professionalization of sociology.

From examination of Table 13, we get a somewhat curious picture of professionalization. Looking at percentages for the first two quartiles, we see that 53 per cent of the faculty score low with a general decrease down to 36 per cent for second year graduates. When we reach first year graduates we find a curious increase to 54 per cent scoring low, almost the exact percentage of faculty that scored low. If we look at quartile percentages, though, we see that whereas 21 per cent of the first year graduates scored in quartile one, 30 per cent of the faculty scored in quartile one. This would indicate that although first year graduates seem to be in favor of increased professionalization, they do not favor it to the degree that the faculty does.

TABLE 12

FACTOR 5: PROFESSIONALIZATION

Item		% Agree	% Uncertain	% Disagree	N.R.
18. The American Sociological Association is a learned society any any person with minimal qualifications should be allowed to join.	F. 62 G. 52	11 30	22 16	5 3	
23. Some code of ethics for sociologists should be promulgated and strictly enforced.	F. 46 G. 41	25 15	30 43	1 1	
24. The notion of ever having to license applied sociologists on the basis of standardized examinations is ridiculous.	F. 42 G. 62	13 10	44 27	3	
33. Once the A. S. A. officially adopts a code of ethics, any sociologist who deliberately violates the code ought to be dropped from the A. S. A.	F. 33 G. 29	21 27	46 44	1 1	
40. Sociologists will eventually need to take steps towards the licensing of applied sociologists, much like psychology has done.	F. 43 G. 38	24 20	33 41	1 1	
52. Sociologists should take steps to keep unqualified persons from belonging to the A. S. A. and calling themselves sociologists.	F. 33 G. 35	21 27	43 36	4 2	

NOTE: N.R. stands for
No Response

TABLE 13: FACTOR 5
 $\chi^2=11.28$, 12df, $P<.70$
 $\bar{C} = .21$

Factor Score Quartiles					
	1	2	3	4	Row Totals
FACULTY	T	53		47	
	F	24	18	21	17
	R	30	23	26	21
					100%
4th year plus students	T	47		53	
$\chi^2=.55$, 3df, $P<.95$	F	13	9	15	10
$\bar{C} = .08$	R	28	19	32	21
					100%
3rd year students	T	39		61	
$\chi^2=2.24$, 3df, $P<.70$	F	10	6	15	10
$\bar{C} = .18$	R	24	15	37	24
					100%
2nd year students	T	36		64	
$\chi^2=4.05$, 3df, $P<.30$	F	11	10	18	19
$\bar{C} = .23$	R	19	17	31	33
					100%
1st year students	T	54		46	
$\chi^2=2.82$, 3df, $P<.50$	F	10	16	10	12
$\bar{C} = .21$	R	21	33	21	25
					100%
Column Totals	68	59	79	68	274
	(24.85)	(21.5%)	(28.8%)	(24.8%)	(99.9%)

NOTE: 'T' stands for the first two and last two quartile percentages. 'F' stands for the actual row frequencies. 'R' stands for the row percentages. χ^2 and C values are computed for faculty and each year of graduate category. X and C in table heading are computed for entire table. A low score indicates a preference for the increased professionalization of sociology.

Although factor 5 does suggest greater differences among values concerning professionalization between beginning graduate students and faculty than between the more advanced students and faculty, these differences are not particularly pronounced. Due to this lack of significant differences between the faculty and beginning students, we would reject hypothesis, one for, factor 5.

Factor 6: Metaphorical Assumptions

Factor 6, Metaphorical Assumptions, was designed to explore some of the more basic beliefs and values of sociologists. Generally, factor 6 examines whether human behavior is basically simple or complex, and whether there is rationality in human behavior. Also included in this factor were questions as to the solving of social problems and the conduct of research. Although these last two areas seem somewhat unrelated, factor analysis indicates that the belief in a simplistic and rational model for human behavior is accompanied by the conviction that social problems work themselves out and that research may be best conducted as a game.

A respondent would be said to score low on Metaphorical Assumptions to the extent that he agreed with items 22, 49, 51, 25, and 28, and disagreed with item 4 in Table 14. Such a low score would indicate a belief in the rationality of men and the simplicity of human behavior, with a secondary emphasis on the self-correction of social problems.

From Table 15, we get a picture of faculty members viewing behavior as relatively more non-rational and complex than

TABLE 14

FACTOR 6: METAPHORICAL ASSUMPTIONS

Item		% Agree	% Uncertain	% Disagree	N.R.
4. Most people think human behavior is simpler than it really is.	F.	78	13	9	1
	G.	67	12	19	2
22. Men conduct their lives in a more rational manner than we often think.	F.	38	16	45	1
	G.	41	19	39	1
25. Sociological research is often best conducted if treated as a game.	F.	26	16	57	3
	G.	24	19	56	2
28. By-and-large, social problems tend to correct themselves without planned intervention.	F.	8	9	84	
	G.	9	10	81	
49. Many sociologists underestimate the importance of rationality in human life.	F.	25	26	47	1
	G.	37	24	39	1
51. Most people think human behavior is more complex than it really is.	F.	6	19	73	1
	G.	19	13	65	2

NOTE: N.R. stands for
No Response

TABLE 15: FACTOR 6
 $\chi^2=28.17$, 12df, $p<.01$
 $\bar{C} = .35$

Factor Score Quartiles					
	1	2	3	4	Row Totals
FACULTY	T	33		67	
	F	13	13	24	30
	R	16	16	30	38
					100%
4th year plus students	T	43		57	
$\chi^2=2.17$, 3df, $P<.50$	F	10	10	9	18
$\bar{C} = .18$	R	21	21	19	38
					99%
3rd year students	T	49		51	
$\chi^2=9.80$, 3df, $P<.02$	F	3	17	10	11
$\bar{C} = .37$	R	7	41	24	27
					99%
2nd year students	T	57		43	
$\chi^2=10.65$, 3df, $P<.02$	F	23	10	12	13
$\bar{C} = .37$	R	40	17	21	22
					100%
1st year students	T	46		54	
$\chi^2=2.73$, 3df, $P<.50$	F	13	9	11	15
$\bar{C} = .19$	R	27	19	23	31
					100%
Column Totals	62	59	66	87	274
	(22.6%)	(21.5%)	(24.0%)	(31.7%)	(99.8%)

NOTE: 'T' stands for the first two and last two quartile percentages. 'F' stands for the actual row frequencies. 'R' stands for the row percentages. χ^2 and C values are computed for faculty and each year of graduate category. X and C in table heading are computed for entire table. A low score indicates a belief in the rationality of men and the simplicity of human behavior.

graduate students. Factor 6, though, presents a somewhat curious pattern of beliefs among students. We find non-significant chi square values for fourth year plus students and significant chi square values for third and second year students, a pattern which hypothesis one would predict. But we find a non-significant value for first year students, which is opposite to our first hypothesis.

Table 15 seems to indicate more of a dichotomy between student and faculty views than a pattern of similarity between faculty and advanced students and differences between faculty and beginning graduate students. Although a pattern of progressively greater differences between the faculty and fourth plus, third and second year students does seem to be indicated, this pattern does not hold for first year students. Due to this failure of first year graduates to show significant differences between their values concerning metaphorical assumptions and those of the faculty, hypothesis one is rejected for factor 6.

Exploratory Items

The exploratory items found in Table 16 were included because they were related to some of the broader issues that this study attempted to examine, and because they were of special personal interest to the author. They did not load highly on any one of the previous six factors and are themselves not necessarily related to each other. They are primarily presented to provide a general picture of faculty and graduate positions relative to the nature of each individual

TABLE 16

EXPLORATORY ITEMS

Item		% Agree	% Uncertain	% Disagree	N.R.
15. As teachers, sociologists may express their personal values to students	F. 73 G. 79	18 10	9 11	1	
26. It is understandable that those who do the most and best research should have greater prestige than the man who simply teaches well.	F. 47 G. 18	13 8	40 73	1 1	
29. The public expression of political values should always be avoided by sociologists in their professional role.	F. 19 G. 25	11 4	69 72	1	
30. Sociologists must take some responsibility for how their findings are used by others.	F. 81 G. 82	5 4	14 14		
32. Many sociologists are unable to communicate and empathize with laymen.	F. 74 G. 79	10 8	15 12	1 1	

NOTE: N.R. stands for
No Response

item. As Table 16 indicates, there is general agreement on each of the five questionnaire items with the exception of item 26. Item 26 seems to suggest that graduates do not generally accept research as a better criterion than teaching on which to base prestige. This general disagreement of faculty and student views in the area of prestige criteria can also be seen in the results of factor 4, Scientific-Method and Prestige Criteria. Besides item 26, there seems to be general agreement between faculty and students on the other four items.

The Perception of Social Problems

In addition to testing our first hypothesis by individual factors, questionnaire items 58 and 59 also enable comparisons of faculty and student's perceptions of social problems. Questions 58 and 59 were intended to measure respondents perception of both the solubility and the amount of change required to solve what they thought were the three most pressing problems confronting the U. S. The percentage distributions of responses for both questions are presented in Appendix B. Only results for those social problems that were chose by at least 10 per cent of the respondents were included.

The reader should be cautioned when interpreting or comparing percentage distributions for responses to questions 58 and 59. These percentages often represent small actual frequencies, which make statistical analysis highly tenable. For example, from Appendix B we find that 37 per cent of all

first year and 50 per cent of all sixth, seventh, eighth, and ninth year graduates choose racial discrimination as one of the three most pressing social problems. This 37 per cent of first year graduates and 50 per cent of sixth, seventh, eighth, and ninth year graduates, though, represent only 18 actual first year respondents and only 7 actual sixth, seventh, eighth, and ninth, year respondents. When we break these total percentages down even further for percentage responses on the seven point Likert scale, comparisons become almost meaningless. For this reason, we will confine the testing of our first hypothesis to the more reliable measure of the rankings of social problems by faculty and students and again include all students above the fourth year of graduate study in the fourth year plus category.

Table 17 provides the rankings of the nine most frequently chosen social problems. Only those social problems that were chosen by more than 20 per cent of either faculty or any year of graduate student were included in the ranking. From Table 17, we can see that War and International Problems, Poverty, and Racial Discrimination, appear to be generally perceived by both faculty and students as the most pressing social problems. War and International Problems, Poverty, and Racial Discrimination were ranked either first, second, or third, by faculty members and each year of graduates except for third year graduates who ranked Racial Discrimination sixth.

Table 17 also provides us with a relative degree of association between the faculty rankings of social problems

TABLE 17

SOCIAL PROBLEM RANKINGS

Social Problem	Faculty	1st. yr. Graduates	2nd. yr. Graduates	3rd. yr. Graduates	4th. yr.+ Graduates
Spearman's Rho		.86 P<.01	.88 P<.01	.58 P<.01	.94 P<.01
War and Inter- national Problems	1	2.5	1	1	1
Poverty	2	1	2	2	2
Racial Discrimination	3	2.5	3	6.5	3
Pollution	4	4	4	3.5	4
Birth Control	5.5	5	8.5	9	5
Corporate Monopolies	5.5	7	5	6.5	7
Unemployment	7	8.5	6	5	8
Crime	8	8.5	8.5	3.5	6
Mental Health	9	6	7	8	9

and each year of graduate student's rankings. By computing Spearman's Rho (r_s) for faculty and each year of graduate student rankings, we are able to obtain a measure of the degree of association between the two sets of ranked data. In line with our first hypothesis, we would expect significant r_s values for the faculty and the more advanced graduates, indicating a strong degree of association, while expecting non-significant r_s values between the faculty and beginning graduates, indicating weak degrees of association. By comparing the r_s values between faculty and each year of graduates, we find that this is generally not the case. We see, for example, r_s values significant at the .01 level between the faculty and first, second and fourth year plus graduates, with third year graduates approaching significance at the .05 level. Instead of significant association between the faculty and advanced students and a non-significant degree of association between faculty and beginning students, Table 17 indicates a fairly strong degree of association between the faculty and all years of students. Because of this generally high degree of association between the faculty and all years of graduate students, the first hypothesis is rejected for the social problem rankings.

Socialization and Integration

A second important variable in this study's investigation of the socialization process is the degree of integration between students and faculty. It was hypothesized that the

closest correspondence of student and faculty values would occur among students that were the most highly integrated with the faculty and, hence, most susceptible in the socialization process. To operationalize integration, this study used the results to the two sections of question 65 as its principle control variables. Question 64 was eliminated as a control variable because of unequal distribution of responses among the varying years of students as to the amount of faculty known well. This would make comparisons by control of "amount of faculty known well" impossible. As can be seen from Appendix B, question 65 provided a more nearly equal distribution of responses with 45 per cent of all graduates answering "yes" they felt they had enough opportunities to discuss sociology, and 43 per cent answering "no", they felt they did not have enough opportunities to discuss sociology. The second part of question 65 provides a somewhat equal breakdown of 20 per cent responding "none," 43 per cent responding "once or twice," and 26 per cent responding "three to five," "seven to ten," or "more than ten times" to the number of discussions they have with faculty. Also importantly, the two sections of question 65 present a more equal distribution across years of graduate study so that there is not a clustering effect of particular responses for certain years.

In testing this study's second hypothesis, all students who responded "yes" they felt they had enough opportunities to discuss sociology with faculty were defined as "high" integra-

tion, and all those who answered "no" were defined as "low" integration. The number of high and low integration students scoring low and high on each of the six factors were then compared. From hypothesis two, we predicted significant differences between high integration and low integration student scores on the six factors, with high integration student scores most resembling those of the faculty. From Table 18 we can see that there are no significant differences in factor scores between high integration and low integration students when we control using our first integration variable. Because of this lack of any significant difference in factor scores, we would reject our second hypothesis using our first integration control variable.

In using the second part of question 65 for our second integration control variable, those students who responded "none" were defined as low integration, those who responded "once or twice" were medium integration, and those who responded either "three to five times," "seven to ten times," or "more than ten times," were defined as high integration. Controlling for integration again, Table 19 shows that there does not appear to be any significant difference in factor scores between high, medium, or low integration students as defined by our second integration control variable. From Table 19 we can see that for only factor 3 does the chi square value approach significance (2df, $P < .20$), but considering the other small chi square values, the somewhat larger value for factor 3 could itself be

TABLE 18

STUDENT FACTOR SCORES AND FIRST INTEGRATION CONTROL VARIABLE

Factor	High Integration			Low Integration			χ^2
	% Low	% High	(N)	% Low	% High	(N)	
1. Societal Role	50.0	50.0	(88)	47.1	52.9	(85)	.15
2. Value-Freeness	53.4	46.6	(88)	49.4	50.6	(85)	.28
3. Pure Sociology	51.1	48.9	(88)	45.9	54.1	(85)	.48
4. Scientific Method and Prestige Criteria	32.2	64.8	(88)	42.4	57.6	(85)	.93
5. Professional- ization	37.5	62.5	(88)	48.2	51.8	(85)	2.04
6. Metaphorical Assumptions	46.6	53.4	(88)	42.4	57.6	(85)	.31

In the present table and all following tables, a low score indicates: factor 1, an activist conception of the role of sociology in society; factor 2, a conception of sociology as not being value-free; factor 3, a strong preference for pure sociology; factor 4, a preference for hard science and the publish or perish ethic; factor 5, a preference for the increased professionalization of sociology; factor 6, a belief in the rationality of men and simplicity of human behavior.

TABLE 19

STUDENT FACTOR SCORES AND SECOND INTEGRATION CONTROL VARIABLE

Factor	<u>Low Integration</u>		<u>Medium Integration</u>		<u>High Integration</u>		χ^2
	% Low	% High (N)	% Low	% High (N)	% Low	% High (N)	
1. Societal Role	48.7	51.3 (39)	48.8	51.2 (84)	44.9	55.1 (49)	.21
2. Value-Freeness	48.7	51.3 (39)	46.4	53.6 (84)	59.2	40.8 (49)	2.08
3. Pure Sociology	51.3	48.7 (39)	40.5	59.5 (84)	57.1	42.9 (49)	3.71
4. Scientific Method and Prestige Criteria	38.5	61.5 (39)	40.5	59.5 (84)	34.7	65.3 (49)	.44
5. Professionalization	48.7	51.3 (39)	41.7	58.3 (84)	38.8	61.2 (49)	.92
6. Metaphorical Assumptions	38.5	61.5 (39)	51.2	48.8 (84)	40.8	59.2 (49)	2.31

the result of chance. Due, then, to the lack of any significant differences in factor scores when controlling for our second integration control variable, the second hypothesis would again be rejected.

Socialization and Prestige

The third and final hypothesis of this study stated that there would be no significant differences between the beliefs and values between faculty and graduates at prestige and non-prestige departments, and that there would also be no significant differences in the beliefs of students at prestige and non-prestige departments. In order to obtain a relative ranking of prestige, item 7 in the census section asked each faculty respondent to rank the seven departments according to accessibility of faculty and their scholarly competence, curricula, etc. Kansas State and Oklahoma were not included among the departments to be ranked because neither offered a Ph.D. program and therefore could not be comparatively evaluated with those departments that did.

Table 20 provides a detailed analysis of the rankings of the six departments sampled in this study. All department ratings are broken down into first, second, and third, place votes. These divisions are further divided into "self" and "other" categories containing the number of times respondents ranked their own department first, second, or third, and the number of times respondents from other departments ranked that department first, second, or third. The "self" categories

TABLE 20

PRESTIGE RANKINGS

Dept.	No. Of Resp.	First Place Votes			Second Place Votes			Third Place Votes			Final Totals	Final Rank		
		Self	Other	Tot Rank	Self	Other	Tot Rank	Self	Other	Tot Rank				
Colorado	7	N=5 C=4.5	10	14.5	1	N=2 C=1.8	9	10.8	3	N=0 C=0	23	1	88.1	1
Iowa	9	N=3 C=2.1	4	6.1	5	N=4 C=2.8	5	7.8	4	N=0 C=0	7	5	40.9	5
Kansas	9	N=7 C=4.9	5	9.9	2	N=2 C=1.4	10	11.4	2	N=0 C=0	9	4	61.5	3
Missouri	18	N=9 C=3.2	4	7.2	4	N=5 C=1.8	22	23.8	1	N=4 C=1.4	10	2	80.6	2
Nebraska	12	N=11 C=5.8	4	9.8	3	N=0 C=0	3	3	5	N=1 C=.5	9	3	44.9	4
Oklahoma State	8	N=0 C=0	0	0	6	N=1 C=.8	0	.8	6	N=0 C=0	0	6	1.6	6

NOTE: In the above table, the first column provides the name of each sample department. The second column provides the number of respondents from that department. In the "self" column, both the actual number of self votes (N=) for that place rank and the corrected self vote (C=) is given (see pg. 97 for explanation of corrected self vote). The "other" column contains the number of respondents for the five other departments that ranked that department first, second, or third. The final total column contains the sum of the first place votes multiplied by a correction factor of 3, the second place votes multiplied by a correction factor of 2, and the third place votes multiplied by a correction factor of 1 (see pg. 97 for an explanation of correction factors).

contain both the actual frequencies of self votes ($N=$), and the corrected values for self votes ($C=$). All self votes have been multiplied by a correction factor equalizing the effect of self votes relative to the size of the self-rating department. The correction factor is the product of the ratio of the number of respondents from each department that rated, to the total number of respondents rating. The effect of this correction factor is to equalize the weight of self ratings for the larger departments with those of the smaller departments. The correction factors for each department are: Colorado .90, Iowa .70, Kansas .70, Missouri .35, Nebraska .53 and Oklahoma State .79. The "other" column represents actual frequencies and is added to the corrected self vote in the "total" column. The relative rank for each category of first, second, and third, place votes is based on this total and is given in the "rank" column. The "final totals" column provides the sum of the first place total multiplied by a correction factor of three, the second place total multiplied by a correction factor of two, and the third place total multiplied by a correction factor of one. Lastly, the "final rank" column provides the final ranking of departments based on the preceding "final totals" column. From Table 20, then, we would rank Colorado, Missouri, and Kansas, as high prestige, and Nebraska, Iowa and Oklahoma, as low prestige.

Based on these rankings, Tables 21 to 26 provide comparisons of faculty factor scores and graduate factor scores

and graduate factor scores by prestige ranking of department. In Tables 21 to 26, both the percentages of faculty and graduates scoring low and high, i.e. in the first two quartiles and the last two quartiles, and the chi square values for comparisons of faculty factor scores and graduate factor scores for each department are given. Thus, from Table 21, it can be seen that 42.9 per cent of the faculty from Colorado scored low and 57.1 per cent scored high. The Colorado graduates scored 52.8 per cent low, and 47.2 per cent high. The chi square value for comparison of the Colorado faculty and the Colorado graduates for factor 1 was .40. In addition to comparison of faculty and graduates within departments, Tables 21 to 26 also allow for percentage distribution and chi square value comparisons among departments.

Based on our third hypothesis, we would not expect significant differences between the values of faculty and graduates to emerge when we controlled for prestige. Through examination of Tables 21 to 26, we find significant differences between the beliefs and values of graduate students and faculty over the six factors in only six instances. Four of these significant differences occur among non-prestige departments and two occur among prestige departments. From this, then, hypothesis 3a, which states that there will be no significant differences between the beliefs and values of faculty and graduate students controlling for the prestige of the department, is confirmed.

Hypothesis 36 stated that there would be no significant differences between the beliefs and values of graduate students controlling for prestige of department. Table 27 contrasts the percentages of prestige and non-prestige students that score either high or low on each of the six factors. Only on factor 5, Professionalization, is there a significant difference between prestige and non-prestige students. The greater percentage of non-prestige students scoring low indicates a somewhat stronger preference for increased professionalization of sociology among non-prestige students. This could indicate a greater status consciousness among the non-prestige students resulting the increased desire to exactly define their status as a professional sociologist. Although there does appear to be significant differences between prestige and non-prestige students concerning Professionalization, none of the remaining five factors show significant differences. Due to this general lack of significant differences between the beliefs and values of prestige and non-prestige students, hypothesis 3b is also confirmed.

Before concluding this section on results, though, it is interesting to note that there are significant differences between the faculty and students at Nebraska on factors 2, 3, 4 and 6. From these significant chi square values, one is able to suggest a pattern of relatively large differences in the values of Nebraska faculty and students. When comparisons of the percentages of Nebraska students scoring either low or

high is made with students from other departments, it seems that Nebraska students do not appear significantly out of line with other students percentage distributions. It is interesting to note that in factor 3, Pure Sociology, the Nebraska students score almost exactly opposite the Nebraska faculty in percentage distributions. When Nebraska faculty is examined, we see that they often score differently than faculty from other departments. For example, Nebraska faculty score more respondents either lower or higher than any department in factors 1, 2, 3, 4 and 6. Only in factor 5 does the percentage breakdown of high and low scoring appear similar to faculty from other departments. Thus, the large number of significant chi square values for Nebraska seem to be more the result of the relatively divergent pattern of faculty views as compared to faculty from other departments than any unusually divergent pattern of beliefs and values on the part of Nebraska graduate students.

TABLE 21

FACTOR 1: SOCIETAL ROLE, BY DEPARTMENTAL PRESTIGE*

Department	Faculty		(N)	Graduates		(N)	χ^2
	% low	% high		% low	% high		
Colorado	42.9	57.1	(14)	52.8	47.2	(36)	.40
Missouri	54.5	45.5	(22)	52.3	47.7	(44)	.03
Kansas	30.0	70.0	(10)	52.4	47.6	(21)	1.37
Nebraska	25.0	75.0	(12)	52.9	47.1	(34)	2.79
Iowa	30.8	69.2	(13)	51.9	48.1	(27)	1.58
Oklahoma St.	44.4	55.6	(9)	42.4	57.6	(33)	.01

TABLE 22

FACTOR 2: VALUE-FREENESS, BY DEPARTMENTAL PRESTIGE*

Department	Faculty		(N)	Graduates		(N)	χ^2
	% low	% high		% low	% high		
Colorado	57.1	42.9	(14)	44.4	55.6	(36)	.65
Missouri	40.9	59.1	(22)	63.6	36.4	(44)	3.08
Kansas	30.0	70.0	(10)	71.4	28.6	(21)	4.77 (P<.05)
Nebraska	0	100	(12)	55.9	44.1	(34)	11.43 (P<.001)
Iowa	23.1	76.9	(13)	37.0	63.0	(27)	.78
Oklahoma St.	44.4	55.6	(9)	51.5	48.5	(33)	.14

*The first three departments (Colorado, Missouri and Kansas) in each table are high prestige, while the last three departments (Nebraska, Iowa and Oklahoma St.) in each table are low prestige.

TABLE 23

FACTOR 3: PURE SOCIOLOGY, BY DEPARTMENTAL PRESTIGE*

Department	Faculty		(N)	Graduates		(N)	χ^2
	% low	% high		% low	% high		
Colorado	57.1	42.9	(14)	58.3	41.7	(36)	.01
Missouri	50.0	50.0	(22)	40.9	59.1	(44)	.49
Kansas	70.0	30.0	(10)	52.4	47.6	(21)	.86
Nebraska	75.0	25.0	(12)	29.4	70.6	(34)	7.60 (P<.01)
Iowa	46.2	53.8	(13)	44.4	55.6	(27)	.01
Oklahoma St.	44.4	55.6	(9)	54.5	45.5	(33)	.29

TABLE 24

FACTOR 4: SCIENTIFIC METHOD AND PRESTIGE CRITERIA,
BY DEPARTMENTAL PRESTIGE*

Department	Faculty		(N)	Graduates		(N)	χ^2
	% low	% high		% low	% high		
Colorado	57.1	42.9	(14)	44.4	55.6	(36)	.65
Missouri	77.3	22.7	(22)	27.3	72.7	(44)	14.89 (P<.001)
Kansas	60.0	40.0	(10)	33.3	66.7	(21)	1.98
Nebraska	100	0	(12)	38.2	61.8	(34)	13.64 (P<.001)
Iowa	69.2	30.8	(13)	48.1	51.9	(27)	1.58
Oklahoma St.	56.6	44.4	(9)	33.3	66.7	(33)	1.48

TABLE 25

FACTOR 5: PROFESSIONALIZATION, BY DEPARTMENTAL PRESTIGE*

Department	Faculty		(N)	Graduates		(N)	χ^2
	% low	% high		% low	% high		
Colorado	35.7	64.3	(14)	41.7	58.3	(36)	.15
Missouri	50.0	50.0	(22)	29.5	70.5	(44)	2.65
Kansas	50.0	50.0	(10)	28.6	71.4	(21)	1.36
Nebraska	58.3	41.7	(12)	61.8	38.2	(34)	.04
Iowa	69.2	30.8	(13)	63.0	37.0	(27)	.15
Oklahoma St.	44.4	55.6	(9)	42.4	57.6	(33)	.01

TABLE 26

FACTOR 6: METAPHORICAL ASSUMPTIONS, BY DEPARTMENTAL PRESTIGE*

Department	Faculty		(N)	Graduates		(N)	χ^2
	% low	% high		% low	% high		
Colorado	57.1	42.9	(14)	52.8	47.2	(36)	.08
Missouri	31.8	68.2	(22)	47.7	52.3	(44)	1.52
Kansas	20.0	80.0	(10)	57.1	42.9	(21)	3.77
Nebraska	8.3	91.7	(12)	44.1	55.9	(34)	5.01 (P<.05)
Iowa	30.8	69.2	(13)	48.1	51.9	(27)	1.08
Oklahoma St.	33.3	66.7	(9)	48.5	51.5	(33)	.66

TABLE 27

FACTOR SCORES OF PRESTIGE AND NON-PRESTIGE GRADUATE STUDENTS

Factor	<u>Prestige Students (N)</u>			<u>Non-Prestige Students (N)</u>			χ^2
	Low	High		Low	High		
1. Societal Role	52.5%	47.5%	(101)	48.9%	51.1%	(94)	.24
2. Value-Freeness	58.4	41.6	(101)	48.9	51.1	(94)	1.76
3. Pure Sociology	49.5	50.5	(101)	42.6	57.4	(94)	.95
4. Scientific-Method and Prestige Criteria	34.7	65.3	(101)	39.4	60.6	(94)	.46
5. Professionalization	33.7	66.3	(101)	55.3	44.7	(94)	9.26 (P<.01)
6. Metaphorical Assumptions	51.5	48.5	(101)	46.8	53.2	(94)	.43

CHAPTER V

SUMMARY AND INTERPRETATIONS

In the present analysis of the relationships between the beliefs and values of faculty and graduate students, one is in danger of making false inferences. Differences in beliefs and values between faculty and graduate students may not necessarily indicate a progressive process of socialization. Although this research may suggest that beginning students have different views than the more advanced students, it cannot tell what these beginning students will actually believe when they reach the more advance stages of their graduate career. Time and experience may shape the young student into the ideologies of the older sociologist.

This study has also not investigated a progressive change in ideological orientations of individual students over the graduate process. Rather, it has examined students at different stages in that process and from that has inferred and drawn conclusions as to the functioning of the socialization process over their entire graduate experience. Due to these difficulties, generalizations and interpretations must be guarded.

Factor 1, Societal Role, could be taken as a general index of sociological liberalism or conservatism. Implicit in the items making up this factor was the desire for increased involvement of sociology and the sociologist in the problems of society, a type of involvement that calls for the applica-

tion of sociological talents in the solution of society's problems. As might be expected, graduate students, and especially the younger students, scored lower than the faculty on Societal Role, indicating a stronger emphasis among the younger students for an activist role for sociology and the sociologist. It might seem as if the younger graduate student is responding to his generation's call for an increased involvement of people with society and its problems.

Factor 2, Value-Freeness, indicated that the graduate student thinks that the value-free ethic is breaking down and will not survive sociology's increasing involvement in government, industry, and business affairs. Whether or not he will retain this belief or move toward his more senior peers and faculty's view of sociology as more ethically and scientifically neutral, is difficult to determine. It might seem, though, that with the increasing awareness and interest being promoted within sociology these younger graduates may well retain this increased feeling of responsibility for the application of sociological study and research.

Graduate students seem to be somewhat divided on factor 3, Pure Sociology. They generally tend to value social theory less than the faculty, especially the more junior students. The senior students, though, generally seem to value social theory somewhat highly and closely resemble the more favorable faculty orientation. This might appear surprising in view of the support of an activist conception of sociology among most students. Yet, it might mean that the senior graduate's concep-

tion of applied sociology is one that implies understanding, the understanding that is first necessary if the contemporary sociologist is to apply his knowledge to the society of which he is a part.

Factor 4, Scientific Method and Prestige Criteria, suggests a strong disagreement between faculty and students over the issue of methodology and prestige. There appears to be a rejection of a "hard science" orientation among the junior students coupled with a rejection of the "publish or perish" ethic. It might seem that the junior students, intent on an increased activism, view rigorous methodology as somehow antithetical to involvement with people and society's problems. Finally, besides de-emphasizing stringent methodological procedures, the junior student also rejects the high prestige of the publishing ethic and instead emphasizes teaching as deserving equal valuation.

Factor 5 dealt with the issue of Professionalization. While the faculty generally supported licensing of social scientists, restriction of membership in the A. S. A., and the promulgation of a code of scientific ethics, the junior students, especially second and third year students, felt less favorable toward this trend. The more advanced fourth year plus students seemed to ally themselves more with the faculty views than with those of their younger colleagues, first year students also showed surprisingly similar views to those of the faculty. This might reflect an increased status conscious-

ness on the part of first year students and a desire to protect and clearly define their prospective roles as professional of sociologists.

Results of factor 6, Metaphorical Assumptions, suggests that graduate students generally accept a model of social behavior which posits rationality in men and supposes that the laws of behavior are relatively simple. This is in contrast to the faculty position which views human behavior as more complex and less rational. These somewhat divergent views, though, may be more a product of the fact that graduate students are relatively less experienced in the study and investigation of human behavior than their elders and thus may be due more to naivete than outright rejection.

What, then, can be said about the beliefs and values of faculty and students? One important generalization seems to be that there is a wide variation among the beliefs and values of both faculty and students concerning a number of issues. There are not definite established ideological positions within sociology to which a clear majority of either faculty or students adhere. Rather, there are subtle ideological preferences which, while favored by the majority of faculty or students, do not command unanimity or even near unanimity.

This lack of clearly established ideological positions among the faculty make the present analysis especially difficult. If there were a consistent commonly accepted set of beliefs and values among the faculty whose inculcation could be seen as a socialization goal, then the student's movement toward or away

from these established beliefs and values would provide a sounder basis for conclusions about the functioning of the socialization process. There seems, rather, to be somewhat broadly defined but ideologically non-consistent common positions among the faculty; common positions into which a majority of the graduate students are being socialized.

There are also, though, a sizable proportion of faculty who hold minority positions on many items of belief. They, like their majority counterpart, probably socialize "their" students into the minority positions they hold or at least serve as alternate role models for a number of ideological viewpoints. They most probably also encourage students to challenge or reject some or all of the majority or traditional ideologies within sociology. This is reflected in the wide range of faculty positions on each of the six factors, and in the relatively large percentage of all students (40%) who felt encouraged to challenge "established or traditional sociological beliefs and ideologies." This 40 per cent of students who felt encouraged to challenge "established ideologies" is difficult to reconcile with the fact that only 15 per cent of all students felt there would be a positive effect on their success if they "often expressed disagreement with the faculty." There seem to be two explanations. The first is that although students were encouraged to challenge established ideologies, they would be negatively affected if they did. This hardly seems plausible unless we assume the faculty would say one thing and mean another. A more rational explanation would be that a large

proportion of the 40 per cent of the students who felt encouraged to challenge "established ideologies" were encouraged by faculty who represented varying positions and themselves rejected some of these "established ideologies." When it comes to expressing disagreement with the faculty themselves, that is with their own ideological position, a considerably smaller (15 per cent) of the graduates thought they would be positively affected.

Accepting the second explanation, this study's results would suggest that considerable pressure to conform to the specific ideological positions of the individual faculty members is being exerted within graduate departments. This pressure is not only coming from faculty that represent the more traditional or established ideological positions, but also from faculty members representing more radical beliefs and values. This pressure from the more radical faculty is most likely not only directed at accepting certain of their respective ideological positions, but also at challenging certain of the traditional or established ideologies held by the more conservative faculty members.

The data suggests that there are often very real differences between graduate student's beliefs and values and those of the faculty, especially between the faculty and the junior students; and that considerable pressure is being exerted upon students to conform to the beliefs and values of their faculty, although these beliefs and values vary considerably among the faculty. This results in a socialization process within graduate schools that is not one in which students are

socialized into one particular or dominant set of beliefs and values. Rather, there is pressure and exposure to socializing faculty representing varying ideological positions which results in equally divergent ideologies among graduate students. What is suggested is a more subtle shift of graduate student's beliefs and values toward the ones held by their significant others among the faculty than any clear movement of student beliefs and values toward the faculty position.

The data also suggests that even though there is often a considerable amount of pressure toward conformity exerted by the faculty toward common positions, graduate students can maintain a relative degree of independence. This is supported by the fact that even among fourth year plus graduate students, significant differences exist between their views concerning Value-Freeness (factor 2) and Scientific-Method and Prestige Criteria (factor 4) and the views of the faculty on these factors. This is especially evident among the Nebraska students. Even though the Nebraska faculty collectively showed a clear ideological position on almost every factor, the Nebraska students did not show similar ideological orientations. This suggests that graduate students are capable of, and often may, resist pressure for ideological conformity even when clearly established positions are defined.

Finally, the implications of the findings that a large number of graduate students perceive negative effects on their success if they disagree with the faculty should be explored.

This seems especially relevant in light of such a wide divergence of beliefs and values among the faculty themselves. This reflects, in part, the fact that in many areas of research and study no consensus on clearly defined or preferable methods or theory exist. Even in those areas in which considerable research attention has been directed, continual re-examination and evaluation of results and conclusions are an important part of on-going sociological activity. It would seem that it is not so much his established methods and theory that the sociologist has to contribute, for as Berger has suggested "the sociologist has no doctrine of redemption to bring... what he has to contribute is the critical intelligence that is, or should be, the foundation of his discipline."⁶⁰ In order to build or maintain such a foundation, the qualities of critical intelligence and curiosity must be emphasised within graduate schools, a practice that does not seem to be widely encouraged. The fact that the sociologist, that professional who has accepted the mantle of societal critic and investigator, might be perpetuating a system of intellectual intimidation or conformism within his own ranks must give one pause. To cast the sociologist as the critic of despotism in the political sphere, of rigidity in the military organization or insensitivity in the educational system, while the adjectives of despotism, rigidity

⁶⁰ Peter L. Berger, "Sociology and Freedom," The American Sociologist 6 (February, 1971), p. 5.

or insensitivity might be applied to him or his discipline, is to foster a hypocritical stance. It is a primary responsibility for the sociologist to understand his own environment and the social systems and processes that influence him if he is to present himself as an expert in others. It is of utmost importance for the sociologist to understand himself and his own motives and prejudices before he portrays himself as understanding those of others. Finally, he must be aware so he can understand and he must understand so he can structure those institutions and processes that will encourage critical intelligence, academic competence and human understanding in the making of the sociologist.

Further Research

The review of the findings from the present study suggest a number of methods and areas of research that should be explored. One alternative method would be a longitudinal analysis of the beliefs and values of students over their entire graduate education. This would enable the researcher to make definite statements about change and degree of changes in individual beliefs and values throughout the students education. It would also provide information for analysis and research into the background characteristics of students who changed or did not change their beliefs and values during graduate school.

Another important area of research would be investigation of the relative influence of individual faculty members on

individual students. The present study examined the effect of faculty beliefs and values as a whole and did not distinguish between the influences of individual faculty members. There might well be a significant change in a student's beliefs and values toward those few, or even one, faculty member that is the most dominant influence or significant other for him. Such analysis suggests a more in depth participant observation method of research in which students could be interviewed as to the sources of the most significant influences upon their beliefs and values. It might well be that particular faculty are influential only in certain areas of beliefs and values, and that different faculty or other sources of reference play a major role in influencing students in other areas. Finally, research into the socialization process at various size and department types seem important. The present study did not reveal significant differences between graduate student's beliefs and values at different departments. This might have been due to the relatively homogeneous nature of the department sample. The prestige dichotomy was relative only to this study's sample, and might not reveal differences in the beliefs and values of students at prestige and non-prestige departments at, for example, Harvard and Kansas State.

APPENDIX A
THE QUESTIONNAIRE

April 15, 1972

Dear Friend:

As part of my master's research, I am undertaking a study of the opinions and beliefs of Big Eight sociology students and faculty on a number of important issues confronting sociology. I am requesting your assistance in this research by asking you to fill out the attached questionnaire.

To my knowledge, this is the first systematic attempt at investigation of the beliefs and values of Big Eight sociology graduate students and faculty, and how their beliefs and values are related to and influence each other over the graduate educational process. If the results of this study are to be useful for a better understanding of graduate education in sociology in the Big Eight, and hopefully for graduate education generally, it is important that I have your response to this questionnaire. The enclosed flyer will give you more details about the study.

I am aware that in the matter of questionnaires you, as a student or faculty member in sociology, are somewhat of an expert. Although this questionnaire is partially based on a more detailed and extensive instrument developed by J. T. Sprehe and Alvin W. Gouldner in their 1965 study of the A. S. A., I realize that it will have imperfections. However, I hope it will provide some valuable beginnings in this area of investigation.

I also hope you will agree that there is value in research which attempts to go beyond men's critically refined, expert judgment to reach their spontaneous reactions. I would ask you, then, to try to put aside your professional role when filling out this questionnaire and strive to record your more personal feelings about the issues raised.

You may be assured that all responses will be held in complete confidence.

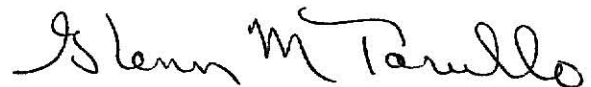
I realize that a questionnaire may be a burden on both your time and interest, but as either a graduate student who must face or is facing the difficult task of thesis research or as a faculty member who can well remember his own data collection problems, I hope you might take a few minutes that would greatly assist me in mine. I have attempted to keep the questionnaire as brief as possible, and it should not ordinarily

page 2 continued

take more than fifteen or twenty minutes to complete. Please return the questionnaire in the envelope provided at your earliest convenience.

I genuinely appreciate your efforts.

Sincerely,

A handwritten signature in cursive script that reads "Glenn M. Tarullo". The signature is fluid and written in dark ink.

Glenn M. Tarullo

Graduate Education in Sociology

As the quotation on the front of this questionnaire points out, social scientists have made detailed studies of nearly everyone except social scientists. Yet the continued rapid growth of sociology as a science, the increasing complexity both of sociological knowledge and the organization of research, and the emergence of new non-academic opportunities for the sociologist--all of these factors make it imperative that sociology turn its tools upon itself. One critical area in need of such research, and the particular focus of this study, is the sociologist's graduate education. It is toward a better understanding of the graduate student's social milieu, and the structural and organizational processes that influence it, that this study is directed.

The purpose of this study is basically twofold. First, the study attempts to contrast the values and beliefs of sociology graduate students with graduate faculty on a number of issues current in sociology. These issues involve, 1) the role of sociology and the sociologist within society, 2) opinions about the value-freeness of sociology, 3) the role of pure sociological theory, 4) opinions about scientific methods and prestige criteria within the discipline, 5) beliefs about professionalization within the field, and 6) the general nature of society. Secondly, the beliefs and values of graduate students will be contrasted with those of the graduate faculty while relating such background variables as year of graduate study, degree of integration of graduate students with faculty,

and size and prestige of department.

The Climate of Opinion In Sociology

"Social scientists have been so busy examining the behavior of others that they have largely neglected the study of their own situation, problems, and behavior. . . The hobo and the sales-lady have been singled out for close study, but not the social science expert. Sociological monographs document the problems and performance of the professional thief and the professional beggar but not the problems and performance of the professional social scientist. Yet it would seem that clarity might well begin at home."

Robert K. Merton

Since you have many demands on your time, it seems likely that the chances of your completing this questionnaire will be increased if you can somehow respond right now, at this sitting, rather than putting it aside for later completion.

OPINIONS AND VALUES

Please indicate your feelings about each of the following statements by circling a number on the seven point scale. The scale ranges from

Strongly
Agree (SA)

Strongly
Disagree (SD)

1 2 3 4 5 6 7

Please try to record your spontaneous feelings about the statements, your immediate responses rather than a deliberately analyzed conclusion. There are, of course, no "right" or "wrong" answers to these statements.

	SA							SD
1. Judgment of the scientific worth of a man is often distorted by appraisal of the number of his publications.	1	2	3	4	5	6	7	
2. Sociologists do not really keep separate their personal experience and their professional work.	1	2	3	4	5	6	7	
3. Sociology should be as much allied with the humanities as with the sciences.	1	2	3	4	5	6	7	
4. Most people think human behavior is simpler than it really is.	1	2	3	4	5	6	7	
5. Use of statistics results in analyses which are better than those of direct observation.	1	2	3	4	5	6	7	
6. The sociologist contributes to the welfare of society mainly by providing an understanding of social processes, not through ideas for changing these.	1	2	3	4	5	6	7	
7. I would like to devote more of my time to the development of pure sociological theory.	1	2	3	4	5	6	7	

	SA					SD	
8.	Sociology should try to structure social institutions so as to maximize the satisfaction of individual needs.	1	2	3	4	5	6 7
9.	Sociology for its own sake is good enough; it need not be applied.	1	2	3	4	5	6 7
10.	Significant patterns of human behavior are too complex to be discovered by direct observation but require the use of precise measurement.	1	2	3	4	5	6 7
11.	Most sociologists merely pay lip service to the ideal of being value-free in their work, and are not really value-free.	1	2	3	4	5	6 7
12.	Emphasis on methodology too often diverts sociologists from a study of society to the problem of how to study society.	1	2	3	4	5	6 7
13.	The sociologist, like any other intellectual, has the right and duty to criticize contemporary society.	1	2	3	4	5	6 7
14.	The most important aspect of any piece of research is its contribution to general theory.	1	2	3	4	5	6 7
15.	As teachers, sociologists may express their personal values to students.	1	2	3	4	5	6 7
16.	The more readily sociology accepts research funds, the more its value-free ideal will be undermined.	1	2	3	4	5	6 7
17.	The pressure to publish has usually resulted in a flooding of the journals with inferior work.	1	2	3	4	5	6 7
18.	The American Sociological Association is a learned society and any person with minimal qualifications should be allowed to join..	1	2	3	4	5	6 7

		SA					SD	
		1	2	3	4	5	6	7
19.	The sociologist has an obligation to help society in something of the same way in which the doctor is obliged to help his patient.	1	2	3	4	5	6	7
20.	Social science can aid both in achieving society's goals and in defining those goals.	1	2	3	4	5	6	7
21.	If I had more time, I would prefer to address myself to the solution of the daily problems of ordinary people.	1	2	3	4	5	6	7
22.	Men conduct their lives in a more rational manner than we often think.	1	2	3	4	5	6	7
23.	Some code of ethics for sociologists should be promulgated and strictly enforced.	1	2	3	4	5	6	7
24.	The notion of ever having to license applied sociologists on the basis of standardized examinations is ridiculous.	1	2	3	4	5	6	7
25.	Sociological research is often best conducted if treated as a game.	1	2	3	4	5	6	7
26.	It is understandable that those who do the most and best research should have greater prestige than the man who simply teaches well.	1	2	3	4	5	6	7
27.	Ingenuity in designing tests of theory is the most valuable quality a sociologist can have.	1	2	3	4	5	6	7
28.	By-and-large, social problems tend to correct themselves without planned intervention.	1	2	3	4	5	6	7
29.	The public expression of political values should always be avoided by sociologists in their professional role.	1	2	3	4	5	6	7
30.	Sociologists must take some responsibility for how their findings are used by others.	1	2	3	4	5	6	7

		SA					SD	
		1	2	3	4	5	6	7
31.	The best indicator of a man's professional worth is his professional publications.	1	2	3	4	5	6	7
32.	Many sociologists are unable to communicate and empathize with laymen.	1	2	3	4	5	6	7
33.	Once the A. S. A. officially adopts a code of ethics, any sociologist who deliberately violates the code ought to be dropped from the A. S. A.	1	2	3	4	5	6	7
34.	Many social scientists are too prone to let foundations and government agencies determine the problems they will study.	1	2	3	4	5	6	7
35.	It seems likely that the more public support sociology receives, the more politically conservative will the discipline become.	1	2	3	4	5	6	7
36.	The problems of modern society are so complex that only planned change can be expected to solve them.	1	2	3	4	5	6	7
37.	I would like to give more attention to synthesizing systematically the work of other sociologists.	1	2	3	4	5	6	7
38.	Philosophers have interpreted the world; the point, however, is to change it.	1	2	3	4	5	6	7
39.	Direct observation and intuitive insight are more fruitful for the sociologist than an emphasis on rigorous methodology.	1	2	3	4	5	6	7
40.	Sociologists will eventually need to take steps towards the licensing of applied sociologists, much like psychology has done.	1	2	3	4	5	6	7
41.	Much of current sociological theory is tacitly grounded in a conservative political ideology.	1	2	3	4	5	6	7

		SA					SD	
		1	2	3	4	5	6	7
42.	The subject matter of sociology makes it impossible to separate professional from non-professional values.	1	2	3	4	5	6	7
43.	Sociology today deserves a more favorable public image than it has.	1	2	3	4	5	6	7
44.	Sociology will be unable to hold its value-free ideal in the face of increasing public demands for application of sociological findings.	1	2	3	4	5	6	7
45.	It is more important for a social scientist to understand social problems than to do what he can to cure them.	1	2	3	4	5	6	7
46.	One part of the sociologist's role is to be a critic of contemporary society.	1	2	3	4	5	6	7
47.	Unless sociology can at some point be relevant to the lives of ordinary people, it is socially useless.	1	2	3	4	5	6	7
48.	Considering the extent of their contribution to science and society, sociologists should be paid more.	1	2	3	4	5	6	7
49.	Many sociologists underestimate the importance of rationality in human life.	1	2	3	4	5	6	7
50.	One of the basic purposes of sociology is to help individuals cope with life in a complex society.	1	2	3	4	5	6	7
51.	Most people think human behavior is more complex than it really is.	1	2	3	4	5	6	7
52.	Sociologists should take steps to keep unqualified persons from belonging to the A. S. A. and calling themselves sociologists.	1	2	3	4	5	6	7

	SA							SD
	1	2	3	4	5	6	7	
53. The sociologist should not only think about communicating to his professional colleagues but he should also attempt to speak to a wider public.								
54. One of the social functions of sociology is to strive to increase the effectiveness of social institutions.								
55. The major justification for any sociological endeavor is that it generates social theory.								
56. Sociologists should strive harder to write in a way that is more widely understandable.								

Following is a list of areas which may be classified as social problems:

- | | |
|--------------------------------------|-------------------------------------|
| A. Juvenile delinquency | L. Urban renewal and rehabilitation |
| B. Racial discrimination | M. Women's rights |
| C. Housing for low income groups. | N. Pollution |
| D. Mental illness | O. Poverty |
| E. Divorce | P. War and international problems |
| F. Birth control policy and programs | Q. Crime |
| G. Industrial conflict | R. Corporate monopolies |
| H. Alcoholism | S. Other (specify--see below) |
| I. Drug addiction | |
| J. Public health | |
| K. Unemployment | |
| | T. _____ |
| | U. _____ |

57. Which three of these do you consider to be the most pressing problems confronting the U. S.? Place the corresponding letter from above in the space provided.

1. _____ 2. _____ 3. _____

58. Place the same letters in the spaces below, on the left. Then, given the problem and the present state of our knowledge, to what degree can this problem be solved for the U. S. within the next twenty years?

	<u>Completely Soluble</u>				<u>Completely Insoluble</u>		
1. _____	1	2	3	4	5	6	7
2. _____	1	2	3	4	5	6	7
3. _____	1	2	3	4	5	6	7

59. Place the same letters again in the spaces below on the left. For these problems to be solved, what amount of change is needed in the social structure and values of the U. S.?

<u>Problem</u>	<u>No change in structure and values</u>				<u>Basic change in structure and values</u>		
1. _____	1	2	3	4	5	6	7
2. _____	1	2	3	4	5	6	7
3. _____	1	2	3	4	5	6	7

(Items 60-61 are to be answered by FACULTY MEMBERS ONLY)

60. How would you characterize the direction and degree of correspondence between your beliefs and values concerning sociology generally and those of the graduate students in your department.

<u>Strong Agreement</u>	<u>Strong Disagreement</u>					
1	2	3	4	5	6	7

61. How would you characterize the direction and degree of correspondence between your beliefs and values concerning the specific issues raised in this questionnaire, and those of the graduate students in your department?

<u>Strong Agreement</u>	<u>Strong Disagreement</u>					
1	2	3	4	5	6	7

(The following items 62-68 are to be answered by GRADUATE STUDENTS ONLY)

62. How would you characterize the direction and degree of correspondence between your beliefs and values concerning sociology generally and those of the faculty in your department?

<u>Strong Agreement</u>				<u>Strong Disagreement</u>		
1	2	3	4	5	6	7

63. How would you characterize the direction and degree of correspondence between your beliefs and values concerning the specific issues raised in this questionnaire, and those of the faculty in your department?

<u>Strong Agreement</u>				<u>Strong Disagreement</u>		
1	2	3	4	5	6	7

64. How many members of the faculty in your department do you know well enough to drop in at their office without a formal appointment?

(circle one) 1 2 3 4 5 6 7 8 9 10+

65. Do you feel you have enough opportunities to discuss sociology generally, and some of the issues raised in this questionnaire specifically, either formally or informally with members of the faculty in your department?

YES _____ NO _____

How often would you estimate you participate in such discussions in an average two-weeks time period.

_____ None
 _____ Once or twice
 _____ Three to five times
 _____ Seven to ten times
 _____ More than ten times

66. Generally, how would the faculty in your department respond to challenges by graduate students of established or traditional sociological beliefs and ideologies?

<u>Strongly Encourage</u>				<u>Strongly Discourage</u>		
1	2	3	4	5	6	7

67. What type of effect on your success in your present department would there be if you often expressed disagreement with faculty members over general issues in sociology?

<u>Large</u>					<u>Large</u>
<u>Positive</u>			<u>No</u>		<u>Negative</u>
<u>Effect</u>			<u>Effect</u>		<u>Effect</u>
1	2	3	4	5	6
					7

Census Data

1. Date of Birth _____
year

2. Sex: Male _____ Female _____

(Items 3 to 8 are to be answered by FACULTY MEMBERS ONLY)

3. Status: Check all appropriate items:

FACULTY-Teaching _____ Lecturer _____ Assistant Professor _____
Associate Professor _____ Full Professor _____

FACULTY-Research _____ Research Assistant _____ Research
Associate _____ Research Professor _____ Project
Director _____

4. Roughly, how much money would you estimate you have been responsible for in research funds, either granted directly to you or over which you have had supervision while a member of your present department? Make estimate through last five years; if you have been a member of your present department for less than five years, base estimate on that amount of time.

_____ None	_____ \$25,000 to \$50,000
_____ 0 to \$5,000	_____ \$50,000 to \$100,000
_____ \$5,000 to \$10,000	_____ Over \$100,000
_____ \$10,000 to \$25,000	

5. Degrees held:

College or University

_____ B.A.	_____
_____ M.A.	_____
_____ Ph.D.	_____
_____ Other	_____

6. If presently working toward M.A. or Ph.D., please specify:

College or University

_____ M.A. _____
 _____ Ph.D. _____

7. Please check all appropriate items:

_____ Tenured.
 _____ Member of graduate faculty.
 _____ Member of graduate masters or Ph.D. advisory Committee.
 _____ Have conducted classes containing graduate students.

8. How would you rank the departments of sociology at the following institutions if you were selecting a graduate school in which to work for a doctorate today. Take into account the accessibility of faculty and their scholarly competence, curricula, educational and research facilities, the quality of graduate students and other factors which contribute to the effectiveness of the doctoral program (please indicate rank by placing 1-8 next to the appropriate university).

_____ University of Colorado
 _____ Iowa State University
 _____ University of Kansas
 _____ University of Missouri
 _____ University of Nebraska
 _____ University of Oklahoma
 _____ Oklahoma State University

(Items 9 to 12 are to be answered by GRADUATE STUDENTS ONLY)

Please check all appropriate items:

9. GRADUATE STUDENT _____ Teaching assistant _____ Research assistant _____
 _____ Graduate fellow _____ Graduate scholarship _____
10. Degree sought from present department: _____ M.A. _____ Ph.D.
11. Number of years at present department: _____ first year
 _____ second year
 _____ third year
 _____ fourth year
 _____ fifth year
 _____ sixth year
 _____ seventh year

12. Have you done graduate work at
another department?

☐ No
☐ Yes
☐ Number of years attended
☐ University and department

(ALL respondents please answer)

13. If you have additional comments or suggestions about the materials in this questionnaire, please use this space--or the back of this sheet--to express them. Once again, thank you very much for your cooperation.

APPENDIX B
QUESTIONNAIRE RESULTS

VALUES AND BELIEFS STUDY

Item	All Resp.	Fac. Only	All Stud.	First Stud.	Second Stud.	Third Stud.	Fourth Stud.	Fifth Stud.	Sixth, Seventh, Eighth & Ninth Stud.
	(N) (%)	(N) (%)	(N) (%)	(N) (%)	(N) (%)	(N) (%)	(N) (%)	(N) (%)	(N) (%)
University									
1. Colorado	50 18	14 18	36 18	6 13	10 17	9 22	5 24	1 8	5 32
2. Iowa	40 14	13 16	27 14	6 13	9 16	7 17	0	3 25	2 14
3. Kansas	31 11	10 12	21 11	7 15	6 10	4 10	0	3 25	1 7
4. Missouri	66 24	21 26	45 23	12 25	10 17	9 22	7 33	3 25	3 21
5. Nebraska	46 17	12 15	34 17	7 15	12 21	7 17	5 21	2 17	1 7
6. Oklahoma St.	42 15	10 13	32 16	10 21	11 19	5 12	4 19	0	2 14
Total (N)	(275)	(80)	(195)	(48)	(58)	(41)	(21)	(12)	(14)
Judgment of the scientific worth of a man is often distorted by appraisal of the number of his publications.	1. SA 33	29	35	42	38	41	19	17	21
	2. 31	26	32	38	29	27	43	33	21
	3. 11	18	17	10	16	20	29	25	21
	4. 6	8	5	4	5	5	5	17	7
	5. 6	8	5	2	7	2	5	8	0
	6. 5	9	3	0	3	5	0	0	14
	7. SD 2	4	1	2	2	0	0	0	0
	9. NR 2	0	2	4	0	0	0	0	14
Sociologists do not really keep separate their personal experience and their professional work.	1. SA 14	5	18	10	22	20	19	33	7
	2. 30	28	31	33	34	34	29	25	7
	3. 24	29	23	29	24	17	14	8	36
	4. 11	15	9	13	1	5	10	8	14
	5. 10	10	10	4	7	15	19	17	14
	6. 7	10	6	4	5	7	5	8	7
	7. SD 2	5	2	2	0	2	5	0	0
	9. NR 2	0	2	4	0	0	0	0	14

All percentage distributions in Appendix B are based on the total N's shown above. Only percentage distributions are given for the first 56 items in the opinion and values section and the 9 social problem listings. Both the N's and the percentages for individual responses for the remaining items are provided. N.R. stands for no response. The percentages or N's for all tens may not equal 100% or the exact totals given above due to coding errors.

Item	All Resp.	Fac. Only	All Stud.	First Stud.	Second Stud.	Third Stud.	Fourth Stud.	Fifth Stud.	Sixth, Seventh, Eighth & Ninth Stud
	(N) (%)	(N) (%)	(N) (%)	(N) (%)	(N) (%)	(N) (%)	(N) (%)	(N) (%)	(N) (%)
Sociology should be as much allied with the humanities as with the sciences.	1. SA	27	18	30	40	33	19	8	28
	2.	20	21	19	25	19	29	0	14
	3.	18	19	17	15	17	14	42	21
	4.	12	10	12	10	10	10	33	7
	5.	10	13	9	6	8	14	0	7
	6.	8	15	6	0	5	10	17	7
	7.	4	5	4	0	7	5	0	0
	9. SD	1	0	2	4	0	0	0	14
	9. NR								
Most people think human behavior is simpler than it really is.	1. SA	35	39	34	38	29	48	17	29
	2.	23	29	20	15	24	24	17	21
	3.	12	10	13	8	17	0	33	14
	4.	12	13	12	17	12	0	17	14
	5.	8	5	9	10	5	14	17	0
	6.	6	3	7	8	7	5	0	7
	7.	3	1	3	0	5	10	0	0
	9. SD	2	1	2	4	0	0	0	14
	9. NR								
Use of statistics results in analyses which are better than those of direct observation.	1. SA	4	6	4	0	7	5	8	7
	2.	8	5	9	6	8	10	8	14
	3.	11	18	8	10	7	5	8	0
	4.	24	36	19	25	17	10	33	21
	5.	18	6	23	21	28	24	33	7
	6.	15	10	17	27	12	29	0	7
	7.	16	13	18	6	21	19	8	29
	9. SD	3	6	2	4	0	0	0	14
	9. NR								
The sociologist contributes to the welfare of society mainly by providing an under- standing of social pro- cesses, not through ideas for changing these.	1. SA	7	6	7	6	8	5	8	14
	2.	15	19	13	8	10	14	8	21
	3.	16	16	16	15	19	19	17	14
	4.	12	14	12	10	12	19	8	14
	5.	21	23	21	29	22	10	17	7
	6.	15	9	17	17	21	14	17	0
	7.	12	13	13	10	7	19	25	14
	9. SD	2	1	2	4	0	0	0	14
	9. NR								

Item	All Resp. (N) (%)	Fac. Only (N) (%)	All Stud. (N) (%)	First Stud. (N) (%)	Second Stud. (N) (%)	Third Stud. (N) (%)	Fourth Stud. (N) (%)	Fifth Stud. (N) (%)	Sixth, Seventh, Eighth & Ninth Stud (N) (%)
I would like to devote more of my time to the development of pure sociological theory.	1. SA 7 2. 16 3. 18 4. 17 5. 16 6. 12 7. 12 9. NR 2	8 16 21 18 18 13 8 0	7 16 17 17 16 12 14 2	4 8 15 21 17 15 17 4	7 16 19 10 17 12 19 0	7 22 15 22 10 12 12 0	14 24 24 14 14 0 10 0	0 17 8 17 42 8 8 0	7 14 21 21 0 21 0 14
Sociology should try to structure social institutions so as to maximize the satisfaction of individual needs.	1. SA 13 2. 16 3. 20 4. 18 5. 11 6. 11 7. 10 9. NR 2	11 18 19 18 14 10 10 1	14 15 21 17 9 12 10 2	15 15 23 10 17 10 6 4	16 16 21 17 5 14 12 0	20 15 12 29 5 15 5 0	0 19 38 14 5 5 19 0	17 8 17 25 17 17 0 0	7 21 14 7 7 7 21 14
Sociology for its own sake is good enough; it need not be applied.	1. SA 6 2. 6 3. 7 4. 6 5. 18 6. 24 7. 32 9. NR 2	8 8 11 10 19 23 23 0	5 6 5 4 18 25 36 2	4 6 6 4 21 23 31 4	3 3 3 0 17 31 41 0	5 10 7 2 17 17 41 0	10 0 0 14 24 19 33 0	0 17 0 0 0 42 42 0	19 0 7 14 7 21 21 14
Significant patterns of human behavior are too complex to be discovered by direct observation but require the use of precise measurement.	1. SA 5 2. 6 3. 15 4. 14 5. 22 6. 21 7. 15 8. NR 3	8 8 19 19 16 14 13 5	4 6 13 11 24 24 15 3	0 2 13 8 27 31 15 4	3 7 16 10 24 24 16 0	5 5 12 15 24 20 17 2	10 10 10 5 24 24 19 0	8 8 33 17 25 8 0 0	7 7 0 21 7 21 21 14

Item	All Resp. (N)	Fac. Only (N)	All Stud. (N)	First Stud. (N)	Second Stud. (N)	Third Stud. (N)	Fourth Stud. (N)	Fifth Stud. (N)	Sixth, Seventh, Eighth & Ninth Stud	
									(%)	(%)
Most sociologists merely pay lip service to the ideal of being value-free in their work, and are not really value-free.	1. SA 28 2. 30 3. 22 4. 8 5. 7 6. 3 7. SD 2 9. NR 1	18 29 24 8 8 8 5 3	32 30 21 8 7 1 1 1	27 29 27 10 4 2 0 0	33 29 19 8 8 0 2 0	29 44 17 5 5 0 0 0	38 29 24 5 5 0 0 0	33 25 8 8 17 8 0 0	(N)	(%)
Emphasis on methodology too often diverts sociologists from a study of society to the problem of how to study society.	1. SA 15 2. 22 3. 24 4. 8 5. 15 6. 8 7. SD 8 9. NR 1	5 19 20 6 21 14 11 4	19 23 26 9 11 5 7 0	19 23 27 17 8 4 2 0	17 24 28 5 10 3 12 0	27 17 27 5 12 10 2 0	14 38 24 5 5 5 10 0	0 17 25 17 25 8 8 0	(N)	(%)
The sociologist, like any other intellectual, has the right and duty to criticize contemporary society.	1. SA 53 2. 28 3. 13 4. 4 5. 1 6. 1 7. SD 0 9. NR 1	45 26 19 5 1 3 0 1	56 28 10 4 1 0 0 1	58 25 8 6 0 0 0 2	64 22 10 0 2 0 0 2	56 34 5 5 0 0 0 0	48 33 19 0 0 0 0 0	42 25 33 0 0 0 0 0	(N)	(%)
The most important aspect of any piece of research is its contribution to general theory.	1. SA 10 2. 16 3. 24 4. 10 5. 20 6. 13 7. SD 7 9. NR 0	9 16 29 16 14 11 4 1	10 16 23 8 22 13 9 0	8 10 23 10 29 13 6 0	10 16 12 14 22 16 10 0	12 10 34 5 12 17 10 0	5 33 29 0 10 14 10 0	8 0 17 0 58 8 8 0	(N)	(%)

Item	All Resp. (N)	Fac. Only (N)	All Stud. (N)	First Stud. (N)	Second Stud. (N)	Third Stud. (N)	Fourth Stud. (N)	Fifth Stud. (N)	Sixth, Seventh, Eighth & Ninth Stud (N)	(%)
As teachers, sociologists may express their personal values to students.	1. SA	30	26	30	33	29	29	25	36	
	2.	28	29	28	19	34	29	17	21	
	3.	19	18	21	21	20	19	17	29	
	4.	12	18	10	13	2	19	17	7	
	5.	4	3	4	8	5	0	17	0	
	6.	5	5	5	6	7	0	8	7	
	7.	2	1	2	0	5	5	0	0	
	9.	0	1	0	0	0	0	0	0	
	SD									
The more readily sociology accepts research funds, the more its value-free ideal will be undermined.	1. SA	9	4	11	10	9	17	0	21	
	2.	18	15	19	17	22	12	33	7	
	3.	18	19	17	13	16	20	33	0	
	4.	14	16	13	15	16	15	0	14	
	5.	18	18	18	25	17	12	17	21	
	6.	14	19	12	15	12	12	8	21	
	7.	10	9	10	6	9	12	8	14	
	9.	0	1	0	0	0	0	0	0	
	SD									
The pressure to publish has usually resulted in a flooding of the journals with inferior work.	1. SA	26	8	33	35	31	43	17	29	
	2.	25	25	22	21	24	10	42	21	
	3.	22	24	20	21	16	19	33	29	
	4.	11	13	10	10	16	0	8	14	
	5.	11	20	7	8	3	2	0	7	
	6.	8	10	7	4	9	5	0	0	
	7.	0	0	1	0	0	0	0	0	
	9.	0	1	0	0	2	0	0	0	
	SD									
The American Sociological Association is a learned society and any person with minimal qualifications should be allowed to join.	1. SA	17	21	15	19	14	17	25	7	
	2.	22	26	21	19	22	24	25	7	
	3.	16	15	16	17	12	29	17	14	
	4.	24	11	30	38	20	19	17	36	
	5.	8	8	8	2	10	14	8	29	
	6.	5	6	5	2	5	5	8	7	
	7.	4	8	3	0	10	0	0	0	
	9.	4	5	3	4	5	0	0	0	
	SD									

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Item	All Resp.	Fac. Only	All Stud.	First Stud.	Second Stud.	Third Stud.	Fourth Stud.	Fifth Stud.	Sixth, Seventh, Eighth & Ninth Stud
	(N) (%)	(N) (%)	(N) (%)	(N) (%)	(N) (%)	(N) (%)	(N) (%)	(N) (%)	(N) (%)
The sociologist has an obligation to help society in something of the same way in which the doctor is obliged to help his patient.	1. SA	10	5	12	6	21	10	10	8
	2.	16	9	18	15	22	14	14	33
	3.	25	29	24	31	19	24	24	8
	4.	14	13	15	23	10	10	10	17
	5.	16	19	14	13	9	19	19	33
	6.	10	16	8	8	5	10	10	0
	7. SD	8	6	9	4	14	14	14	0
	8.	1	4	0	0	0	0	0	0
	9. NR								
Social science can aid in achieving society's goals and in defining those goals.	1. SA	24	14	28	21	36	39	19	25
	2.	28	29	29	29	29	22	43	33
	3.	27	38	22	27	14	20	29	25
	4.	6	5	6	8	3	7	0	0
	5.	7	8	6	8	5	5	0	17
	6.	4	5	4	4	7	5	5	0
	7. SD	4	1	5	2	5	2	5	0
	8.	0	1	1	0	0	0	0	0
	9. NR								
If I had more time, I would prefer to address myself to the solution of the daily problems of ordinary people.	1. SA	12	5	14	21	21	12	0	8
	2.	18	4	24	23	22	22	29	25
	3.	24	31	22	25	19	22	24	25
	4.	15	18	14	15	3	20	28	8
	5.	16	20	14	6	24	12	10	17
	6.	7	11	5	6	0	10	0	8
	7. SD	7	8	7	4	10	2	10	8
	8.	1	4	0	0	0	0	0	0
	9. NR								
Men conduct their lives in a more rational manner than we often think.	1. SA	8	3	11	8	16	7	5	0
	2.	12	11	12	10	21	15	0	0
	3.	20	24	18	19	16	15	19	17
	4.	18	16	19	21	22	22	5	33
	5.	19	15	21	10	12	20	38	33
	6.	14	24	10	6	8	12	14	0
	7. SD	8	6	8	2	5	10	19	11
	8.	1	1	1	0	0	0	0	0
	9. NR								

[illegible]

Sixth,
Seventh,
Eighth &
Ninth Stud.

Item	All Resp. (N) (%)	Fac. Only (N) (%)	All Stud. (N) (%)	First Stud. (N) (%)	Second Stud. (N) (%)	Third Stud. (N) (%)	Fourth Stud. (N) (%)	Fifth Stud. (N) (%)	(N) (%)
Ingenuity in designing tests of theory is the most valuable quality a sociologist can have.	1. SA 5 2. 10 3. 18 4. 17 5. 21 6. 17 7. 12 9. SD NR 0	6 16 23 21 15 11 8 0	4 8 16 15 24 19 13 0	2 4 15 17 23 19 21 0	2 7 16 16 31 21 8 0	7 10 20 17 20 15 12 0	5 5 24 10 14 24 19 0	8 0 17 17 42 17 0 0	7 36 0 14 7 21 14 0
By-and-large, social problems tend to correct themselves without planned intervention.	1. SA 1 2. 3 3. 4 4. 9 5. 17 6. 33 7. 32 8. SD NR 0	3 1 4 9 18 40 26 0	1 4 4 10 16 30 35 0	2 6 2 8 15 27 40 0	0 7 5 14 14 34 26 0	0 0 7 5 12 34 39 0	0 0 5 14 29 14 38 0	0 0 0 0 25 25 50 0	0 0 0 0 14 14 43 29 0
The public expression of political values should always be avoided by sociologists in their professional role.	1. SA 6 2. 7 3. 9 4. 6 5. 23 6. 23 7. 25 9. SD NR 0	5 4 10 11 30 18 21 1	7 9 9 4 21 25 26 0	10 13 6 8 23 19 21 0	2 3 7 2 16 33 38 0	12 5 10 2 22 27 22 0	5 5 10 0 24 29 29 0	8 25 17 0 25 17 8 0	7 21 14 7 21 7 21 0
Sociologists must take some responsibility for how their findings are used by others.	1. SA 31 2. 33 3. 18 4. 4 5. 4 6. 4 7. 5 9. SD NR 0	24 31 26 5 3 6 5 0	34 34 14 4 5 3 6 0	19 52 13 6 2 2 6 0	38 31 17 0 3 2 9 0	41 24 10 7 10 5 2 0	52 29 14 0 0 0 5 0	33 25 8 8 17 0 8 0	21 36 29 0 0 14 0 0 139

Sixth,
Seventh,
Eighth &
Ninth Stud

Item	All Resp.	Fac. Only	All Stud.	First Stud.	Second Stud.	Third Stud.	Fourth Stud.	Fifth Stud.	(N) (%)	(N) (%)	(N) (%)	(N) (%)	(N) (%)
	(N) (%)	(N) (%)	(N) (%)	(N) (%)	(N) (%)	(N) (%)	(N) (%)	(N) (%)	(N) (%)	(N) (%)	(N) (%)	(N) (%)	(N) (%)
The best indicator of a man's worth is his professional publications.	1. SA	2	6	1	0	2	0	0	0	0	0	0	0
	2.	4	11	2	0	0	5	0	8	0	0	0	0
	3.	8	15	6	4	2	7	5	17	14	14	14	14
	4.	8	13	7	2	7	10	19	0	0	0	0	0
	5.	18	23	16	10	22	12	19	17	14	14	14	14
	6.	23	10	28	38	22	17	29	33	36	36	36	36
	7. SD	37	23	42	46	45	49	29	26	26	26	26	26
	9. NR	0	0	0	0	0	0	0	0	0	0	0	0
Many sociologists are unable to communicate and empathize with layman.	1. SA	21	18	23	19	26	34	14	17	14	14	14	14
	2.	31	31	31	31	29	27	48	17	43	43	43	43
	3.	25	25	25	21	26	20	24	42	36	36	36	36
	4.	9	10	8	10	9	10	5	8	0	0	0	0
	5.	5	4	5	10	2	5	0	0	7	7	7	7
	6.	6	10	4	6	3	2	5	17	0	0	0	0
	7. SD	3	1	3	2	5	2	5	0	0	0	0	0
	9. NR	1	1	1	0	0	0	0	0	0	0	0	0
Once the A. S. A. offi- cially adopts a code of ethics, any sociologist who deliberately violates the code ought to be dropped from the A. S. A.	1. SA	7	10	6	6	7	10	5	0	0	0	0	0
	2.	13	10	14	10	9	15	20	25	29	29	29	29
	3.	10	13	9	10	14	2	10	8	0	0	0	0
	4.	25	21	27	25	28	22	29	42	29	29	29	29
	5.	16	23	13	15	12	15	10	8	14	14	14	14
	6.	13	9	15	10	17	22	10	8	14	14	14	14
	7. SD	15	14	16	21	14	15	19	8	14	14	14	14
	9. NR	0	1	1	2	0	0	0	0	0	0	0	0
Many social scientists are too prone to let foundations and govern- ment agencies determine the problems they will study.	1. SA	24	15	28	29	21	32	33	25	36	36	36	36
	2.	23	16	25	19	28	24	43	25	14	14	14	14
	3.	26	34	22	25	26	17	19	8	21	21	21	21
	4.	9	9	9	8	9	10	0	33	7	7	7	7
	5.	12	16	10	17	9	10	5	8	14	14	14	14
	6.	4	6	4	0	5	5	0	0	0	0	0	0
	7. SD	2	4	1	0	3	0	0	0	0	0	0	0
	9. NR	1	0	1	2	0	2	0	0	0	0	0	0

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Item	All Resp. (N) (%)	Fac. Only (N) (%)	All Stud. (N) (%)	First Stud. (N) (%)	Second Stud. (N) (%)	Third Stud. (N) (%)	Fourth Stud. (N) (%)	Fifth Stud. (N) (%)	Sixth, Seventh, Eighth & Ninth Stud		
									(N) (%)	(N) (%)	(N) (%)
Direct observation and intuitive insight are more fruitful for the sociologist than an emphasis on rigorous methodology.	1. SA	4	4	4	3	7	0	8	0	0	0
	2.	13	16	25	12	24	10	0	7	7	7
	3.	19	21	27	17	22	24	17	14	14	14
	4.	22	23	17	29	22	24	25	25	25	25
	5.	20	18	21	21	7	19	19	8	36	36
	6.	12	11	6	9	10	19	17	14	14	14
	7. SD	8	6	0	5	7	4	17	17	17	17
	9. NR	2	1	0	3	0	0	0	0	7	7
Sociologists will event- ually need to take steps towards the licensing of applied sociologists, much like psychology has done.	1. SA	3	3	6	0	2	5	0	0	0	0
	2.	10	10	10	9	5	14	17	14	14	14
	3.	26	25	31	29	24	14	17	17	17	17
	4.	21	20	21	12	22	14	42	36	36	36
	5.	15	15	4	12	27	19	17	14	14	14
	6.	11	13	13	22	7	5	0	0	14	14
	7. SD	12	13	15	14	10	29	8	8	0	0
	9. NR	1	1	0	2	0	0	0	0	0	0
Much of the current sociological theory is tacitly grounded in a conservative political ideology.	1. SA	16	21	19	21	22	33	17	14	14	14
	2.	22	25	33	21	29	24	17	14	14	14
	3.	23	22	17	22	15	33	33	29	29	29
	4.	16	15	13	21	22	0	8	7	7	7
	5.	11	9	8	5	12	5	17	21	21	21
	6.	8	6	10	5	0	5	0	14	14	14
	7. SD	3	2	0	3	0	0	8	0	0	0
	9. NR	1	1	0	2	0	0	0	0	0	0
The subject matter of sociology makes it impossible to separate professional from non- professional values.	1. SA	9	11	6	16	12	5	8	14	14	14
	2.	15	19	30	21	21	24	8	0	0	0
	3.	21	17	13	24	15	29	8	0	0	0
	4.	16	16	23	19	7	10	17	21	21	21
	5.	21	19	25	10	27	10	33	14	14	14
	6.	10	11	6	5	15	14	8	36	36	36
	7. SD	7	5	4	5	2	10	17	0	0	0
	9. NR	0	1	0	0	0	0	0	7	7	7

Item	All Resp.	Fac. Only	All Stud.	First Stud.	Second Stud.	Third Stud.	Fourth Stud.	Fifth Stud.	Sixth, Seventh, Eighth & Ninth Stud	
	(N) (%)	(N) (%)	(N) (%)	(N) (%)	(N) (%)	(N) (%)	(N) (%)	(N) (%)	(N) (%)	(N) (%)
Sociology today deserves a more favorable public image than it has.	1. SA	18	11	21	27	19	33	17	14	
	2.	15	15	16	19	14	10	25	21	
	3.	20	25	18	21	17	5	0	21	
	4.	24	25	23	21	29	29	8	21	
	5.	15	19	13	10	12	5	33	14	
	6.	4	3	5	0	3	14	17	0	
	7. SD	2	1	3	0	5	5	0	7	
	9. NR	1	1	1	2	0	0	0	0	
Sociologists will be un- able to hold onto its value-free ideal in the face of increasing public demands for application of sociological findings.	1. SA	11	8	12	17	17	10	8	0	
	2.	18	11	21	16	16	43	25	21	
	3.	26	29	25	27	14	29	25	14	
	4.	15	20	13	12	12	10	8	21	
	5.	15	18	13	17	21	5	17	7	
	6.	11	11	11	8	10	0	17	29	
	7. SD	4	3	4	0	9	5	0	7	
	9. NR	2	1	2	6	2	0	0	0	
It is more important for a social scientist to understand social problems than to do what he can to cure them.	1. SA	8	5	9	6	12	10	0	14	
	2.	12	16	11	6	9	20	8	21	
	3.	19	23	17	8	16	14	25	21	
	4.	16	19	15	17	16	14	25	7	
	5.	20	21	20	35	12	24	17	14	
	6.	15	11	17	19	21	10	8	0	
	7. SD	7	4	9	6	14	10	17	14	
	9. NR	1	1	1	2	2	0	0	7	
One part of the sociolo- gist's role is to a critic of contemporary society.	1. SA	23	20	24	21	24	24	33	21	
	2.	25	21	26	27	24	43	33	14	
	3.	34	40	32	42	29	24	25	21	
	4.	8	9	7	4	5	5	0	29	
	5.	7	8	7	4	12	0	0	7	
	6.	1	1	2	2	0	5	8	7	
	7. SD	2	0	3	0	5	0	0	0	
	9. NR	0	1	0	0	0	0	0	0	

Sixth,
Seventh,
Eighth &
Ninth Stud

Item	All Resp.	Fac. Only	All Stud.	First Stud.	Second Stud.	Third Stud.	Fourth Stud.	Fifth Stud.	Sixth, Seventh, Eighth & Ninth Stud
	(N) (%)	(N) (%)	(N) (%)	(N) (%)	(N) (%)	(N) (%)	(N) (%)	(N) (%)	(N) (%)
Unless sociology can at some point be relevant to the lives of ordinary people, it is socially useless.	1. SA 26 2. 20 3. 23 4. 7 5. 10 6. 7 7. 5 9. NR 1	16 20 26 10 11 10 5 1	30 21 21 6 10 6 6 1	23 23 25 8 10 6 24 0	40 22 17 3 10 3 3 0	41 17 22 2 5 7 5 0	14 14 24 10 14 14 10 0	17 25 25 8 8 0 17 0	21 19 14 14 21 0 7 7
Considering the extent of their contribution to science and society, sociologists should be paid more.	1. SA 11 2. 14 3. 17 4. 30 5. 14 6. 5 7. 7 9. NR 1	9 16 21 31 10 6 4 3	11 13 16 30 15 5 9 1	23 10 23 21 15 4 2 2	7 10 10 38 19 3 12 0	10 15 15 29 12 7 12 0	10 24 10 33 14 5 5 0	8 0 25 8 33 17 8 0	0 29 21 36 0 0 14 0
Many sociologists underestimate the importance of rationality in human life.	1. SA 5 2. 5 3. 23 4. 24 5. 23 6. 13 7. 5 9. NR 1	1 5 19 26 25 16 6 1	6 6 25 24 22 12 5 1	6 4 25 13 31 13 6 2	9 7 26 29 16 10 3 0	5 5 27 22 20 17 2 2	0 5 10 24 48 10 5 0	8 0 33 33 0 17 8 0	7 14 29 29 7 7 7 0
One of the basic purposes of sociology is to help individuals cope with life in a complex society.	1. SA 8 2. 14 3. 33 4. 16 5. 17 6. 7 7. 4 9. NR 0	10 14 34 9 18 11 4 1	8 15 32 18 16 6 5 0	8 19 44 13 15 0 0 0	5 12 33 17 19 9 5 0	10 15 22 27 12 10 5 0	0 19 33 24 5 5 14 0	17 17 25 0 42 0 0 0	14 7 21 29 14 14 0 0

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Item	All Resp. (N) (%)	Fac. Only (N) (%)	All Stud. (N) (%)	First Stud. (N) (%)	Second Stud. (N) (%)	Third Stud. (N) (%)	Fourth Stud. (N) (%)	Fifth Stud. (N) (%)	Sixth, Seventh, Eighth & Ninth Stud	
									(N) (%)	(N) (%)
Most people think human behavior is more complex than it really is.	1. SA 3	1	4	2	7	5	5	0	0	0
	2. 4	1	5	2	5	15	0	0	0	0
	3. 8	4	10	6	14	10	10	8	14	14
	4. 15	19	13	19	10	15	5	33	0	0
	5. 25	30	22	31	21	17	19	25	14	14
	6. 28	32	27	27	22	20	43	25	43	43
	7. SD 15	11	16	10	19	17	19	8	29	29
	9. NR 1	1	2	2	2	2	0	0	0	0
Sociologists should take steps to keep unqualified persons from belonging to the A. S. A. and calling themselves sociologists.	1. SA 5	6	4	2	3	7	0	8	7	7
	2. 9	8	10	6	7	10	29	8	7	7
	3. 21	19	21	29	21	12	14	25	36	36
	4. 25	21	27	31	30	34	10	8	21	21
	5. 15	25	12	10	10	12	14	25	7	7
	6. 11	9	12	8	12	15	19	17	0	0
	7. SD 11	9	12	8	16	10	14	8	14	14
	9. NR 3	4	2	4	2	0	0	0	7	7
The sociologist should not only think about communicating to his professional colleagues but he should also attempt to speak to a wider public.	1. SA 28	20	31	35	34	29	29	25	21	21
	2. 34	30	36	35	38	32	43	25	43	43
	3. 27	34	24	19	21	29	14	42	36	36
	4. 7	10	5	8	3	5	5	8	0	0
	5. 1	3	1	0	2	0	5	0	0	0
	6. 1	3	1	0	0	0	5	0	0	0
	7. SD 0	1	1	0	2	0	0	0	0	0
	9. NR 1	0	2	2	0	5	0	0	0	0
One of the social functions of sociology is to strive to increase the effectiveness of social institutions.	1. SA 12	10	12	8	14	20	5	8	14	14
	2. 20	21	20	23	21	15	14	25	29	29
	3. 29	33	28	33	24	27	29	25	21	21
	4. 13	14	13	19	12	12	10	17	7	7
	5. 14	14	13	8	21	7	14	8	21	21
	6. 6	4	7	6	5	10	19	17	7	7
	7. SD 4	1	6	0	3	10	10	0	0	0
	9. NR 1	4	1	2	0	0	0	0	0	0

Item	All Resp.	Fac. Only	All Stud.	First Stud.	Second Stud.	Third Stud.	Fourth Stud.	Fifth Stud.	Sixth, Seventh, Eighth & Ninth Stud
	(N) (%)	(N) (%)	(N) (%)	(N) (%)	(N) (%)	(N) (%)	(N) (%)	(N) (%)	(N) (%)
The major justification for any sociological endeavor is that it generates social theory.	1. SA	6	6	4	3	10	5	0	21
	2.	14	14	10	16	15	24	0	14
	3.	23	21	21	17	17	29	17	36
	4.	12	11	13	12	7	10	8	14
	5.	25	27	33	31	20	14	50	7
	6.	11	13	10	14	20	10	25	0
	7. SD	8	8	8	7	12	10	0	7
	9. NR	0	0	0	0	0	0	0	0
Sociologists should strive harder to write in a way that is more widely under- standable.	1. SA	29	31	21	38	37	33	25	29
	2.	29	29	29	28	29	19	25	50
	3.	28	25	29	24	20	24	42	14
	4.	10	11	12	9	12	14	8	7
	5.	3	3	8	0	2	0	0	0
	6.	1	1	0	2	0	10	0	0
	7. SD	0	0	0	0	0	0	0	0
	9. NR	0	0	0	0	0	0	0	0

Item	All		Fac.		All		First		Second		Third		Fourth		Fifth		Sixth, Seventh, Eighth & Ninth Stud	
	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)
Mental illness (solubility)	0. NC	91	99	87	83	88	90	90	100	71								
	1. CS			1							5							
	2.	2		3	4	2	2	5		7								
	3.	3		4	8	2	2	2		4								
	4.	2	1	3	4	5	2	2			2							
	5.	1		2		2	0	0			0							
	6.			1		2	0	0			0							
	7. CI			1		2	2	2			2							
	9. NR			1			0	0			0							
Mental illness (change)	0. NC	91	99	87	83	88	90	90	100	71								
	1. NC					0												
	2.	1		1		3												
	3.					0												
	4.					0												
	5.	1	1	5		2					7							
	6.	3		7		3					2							
	7. BC	5			10	3					3		10					
	9. NR				0	0					0							
Racial discrimination (solubility)	0. NC	61	53	66	63	64	83	62	67	50								
	1. CS	4	6	4	4	3	2	5	8									
	2.	6	6	6	8	7	2	0	17									
	3.	11	11	12	8	14	5	5	8									
	4.	7	11	6	8	3	5	10										
	5.	4	9	3	2	3	0	14										
	6.	3	4	3	6	3	0	5										
	7. CI	1		2	0	2	2	5										
	9. NR				0		0											

For the social problem responses in the "0" category, "N.C." means Not Chosen, "C.S." Completely Soluble, "C.I." Completely Insoluble. In the change question, in the "0" category, "N.C." means Not Chosen, in the 1. category "N.C." means No Change, "B.C." means Basic Change, and "N.R." means No Response.

Item		All		Fac.		All		First		Second		Third		Fourth		Fifth		Sixth,		Seventh,		Eighth &		Ninth Stud	
		(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)
Racial discrimination (change)	0. NC	61	53			66	63	64	83	62	67	50													
	1. NC						0		0																
	2.						0		0																
	3.						0		0																
	4.	2	4			1	0	3	0	0	8														
	5.	5	8			5	4	5	0	5	0														
	6.	9	11			8	6	7	5	5	8	21												21	
	7. BC	22	25			20	27	21	7	29	8	29												8	
	9. NR																							8	29
Birth control policy and programs (solubility)	0. NC	85	82			87	75	90	93	95	75	93													
	1. CS	3				4	8	3	2	5	8	2													
	2.	4	5			3	8	2	2																
	3.	4	9			3	2	3	2																7
	4.	7				1	2																		
	5.	3	3			3	4	2	2																
	6.						0																		
	7. CI	4	1				0		0																
	9. NR						0		0																
Birth control policy and programs (change)	0. NC	85	84			86	75	90	90	95	75	85													
	1. NC					1	2		2																
	2.	1				1	2																		
	3.	1	1			1	2	2																	7
	4.	1	5			1	2																		
	5.	3				2	2																		
	6.	3	4			3	6																		
	7. BC	6	4			3	10																		
	9. NR		4			7		9	2																7

Item	Sixth, Seventh, Eighth & Ninth Stud.									
	All Resp.	Fac. Only	All Stud.	First Stud.	Second Stud.	Third Stud.	Fourth Stud.	Fifth Stud.	Sixth Stud.	Seventh, Eighth & Ninth Stud.
	(N) (%)	(N) (%)	(N) (%)	(N) (%)	(N) (%)	(N) (%)	(N) (%)	(N) (%)	(N) (%)	(N) (%)
Pollution (solubility)										
0. NC	72	71	73	65	79	76	81	58	64	
1. CS	4	4	4	6	2		10		7	
2.	10	9	10	10	9	10	10	17	7	
3.	7	10	6	6	3	10		8	7	
4.	3	4	3	4	2	2		8	7	
5.	3		4	6	2	2		8	7	
6.	1	3	1	0	2				7	
7. CI	1		1	2	3				7	
9. NR				0					7	
Pollution (change)										
0. NC	72	71	72	65	79	76	76	58	64	
1. NC										
2.										
3.		1	1	2	3	5	5	8		
4.	1	1	5	8	3	5	14	8	7	
5.	5	6	7	6	3	5	5	17	29	
6.	7	9	15	19	14	15	5	8		
7. BC	14	11								
9. NR										
Poverty (solubility)										
0. NC	56	50	57	52	55	63	52	67	71	
1. CS	9	10	8	8	9	5	14	8	7	
2.	8	8	9	15	5	5	5	17	7	
3.	11	14	9	6	12	10	14	8	7	
4.	6	10	5	2	5	5	5		7	
5.	7	4	8	15	5	10	5		7	
6.	2	3	2	2	5	0	0		7	
7. CI	1		2	0	5	2	5			
9. NR		1	2	0	3	0	5			

Item		Sixth, Seventh, Eighth & Ninth Stud.									
		All Resp.	Fac. Only	All Stud.	First Stud.	Second Stud.	Third Stud.	Fourth Stud.	Fifth Stud.	Sixth, Seventh, Eighth & Ninth Stud.	
		(N) (%)	(N) (%)	(N) (%)	(N) (%)	(N) (%)	(N) (%)	(N) (%)	(N) (%)	(N) (%)	
Poverty (change)	0. NC	56	50	57	52	55	61	57	67	71	
	1. NC										
	2.	1	1	1	2		2				
	3.	1	3	1		1	2				
	4.	1	3	1							
	5.	6	10	5	13	5		5			
	6.	8	8	9	8	5	7	5	33	7	
	7. BC	25	25	26	23	33	27	33		21	
	9. NR			1	2						
War and international problems (solubility)	0. NC	51	46	52	63	50	46	33	50	79	
	1. CS	6	5	6	4	10	5	10	8		
	2.	6	8	5	8	2	5	10			
	3.	9	14	7	4	10	5	10			
	4.	6	6	6	10	3	7	5		7	
	5.	12	9	14	8	9	20	24	25	7	
	6.	5	8	5	0	5	10	5	8		
	7. CI	5	5	5	2	10	2	5	8		
	9. NR										
War and international problems (change)	0. NC	51	46	52	63	48	49	33	50		
	1. NC	1		1		2	2			7	
	2.	1		2		5				7	
	3.	2	1	2	4	0	2	5	8		
	4.	3	4	2	2	3	5	0			
	5.	4	5	4	0	3	5	10			
	6.	10	15	8	8	9	5	14	17	7	
	7. BC	28	29	28	23	28	37	38	25		
	9. NR							0			

Sixth,
Seventh,
Eighth &
Ninth Stud.

Item	All Resp. (N) (%)	Fac. Only (N) (%)	All Stud. (N) (%)	First Stud. (N) (%)	Second Stud. (N) (%)	Third Stud. (N) (%)	Fourth Stud. (N) (%)	Fifth Stud. (N) (%)	Sixth, Seventh, Eighth & Ninth Stud.
Crime (solubility)	0. NC 86	91	84	90	90	76	81	83	64
1. CS									
2.	2	3	2	2	2	2	5	17	7
3.	4	3	5	2	2	10			7
4.	2	1	3			5	10		7
5.	3		4		5	5	5		7
6.	2	1	2	4	2	2			7
7. CI	2	1	2	2	2	0			7
9. NR									
Crime (change)	0. NC 86	91	84	90	90	76	81	83	64
1. NC	1	1	1		3				
2.									
3.					2	7	5	8	21
4.	1	1	3	2	3	2	5		
5.	4		5	0		5	5		
6.	2	3	1	8	2	10	5	8	14
7. BC	6	4	7	0					
9. NR									
Corporate monopolies (solubility)	0. NC 82	83	81	85	81	83	71	83	79
1. CS	4	1	5	2	5	5	5		14
2.	3	5	2	4	2	2	0	8	
3.	3	4	3	4	3	0	5		
4.	1	1	1	2	2	0	5		
5.	2	1	3		3	2	5		7
6.	3	4	2	2	0	2	5		
7. CI	2		3	2	3	5	5	8	
9. NR		1							

Item	All Resp.		Fac. Only		All Stud.		First Stud.		Second Stud.		Third Stud.		Fourth Stud.		Fifth Stud.		Sixth, Seventh, Eighth & Ninth Stud	
	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)
Corporate monopolies (change)	0. NC	81			81		85		81		83		67		83		79	
	1. NC				1				1				5					
	2.				1				2									
	3.								0									
	4.	1			1		2						5					
	5.	1											0					
	6.	4			3		2		0		5		5		8		7	
	7. BC	13			14		10		17		12		19		8		19	
	9. NR																	
Drug addiction (solubility)	0. NC	93			92		94		88		95		90		83		100	
	1. CS				1				3									
	2.				3		2		3				5		17			
	3.				3		2				2							
	4.				1						2		5					
	5.				1		2		5									
	6. CI																	
	7. NR																	
	9.																	
Drug addiction (change)	0. NC	93			92		94		88		95		90		83		100	
	1. NC				1				2									
	2.																	
	3.	1			1				3				5		8			
	4.	1			1				2									
	5.				1				2		5							
	6. BC	3			3				5									
	7. NR																	
	9.																	

Sixth,
Seventh,
Eighth &
Ninth Stud

Item	All Resp.	Fac. Only	All Stud.	First Stud.	Second Stud.	Third Stud.	Fourth Stud.	Fifth Stud.	Sixth, Seventh, Eighth & Ninth Stud
	(N) (%)	(N) (%)	(N) (%)	(N) (%)	(N) (%)	(N) (%)	(N) (%)	(N) (%)	(N) (%)
Public health (solubility)	0. NC 93	96	92	92	90	90	95	100	93
1. CS	1		1			2			
2.	4		5			5			
3.	1		1			2			
4.	1		1						
5.									
6.			1						
7. CI									
9. NR									
Public health (change)	0. NC 93	96	91	92	90	89	95	100	93
1. NC			1						
2.			1			2			
3.	1		1						
4.	1		1			5			
5.	2		2			5			
6.	2		3						
7. BC	1		1						
9. NR			1						
Unemployment (solubility)	0. NC 86	88	86	90	85	80	90	75	93
1. CS	3	3	4		4	5	5	8	
2.	3	5	2			5			
3.	3	3	3		2	2		8	
4.	1	1	1		2	2			
5.	3		4		9	5		8	
6.			1				5		
7. CI			1						
9. NR			1						

Item	All		Fac.		All		First		Second		Third		Fourth		Fifth		Sixth, Seventh, Eighth & Ninth Stud	
	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)
Unemployment (change)	0. NC	86	88	86	90	83	83	90	75	93								
	1. NC		1	1		2												
	2.					2	5											
	3.	1		2		2												
	4.	1		1		2												
	5.	3	6	2		3									8			
	6.	4	4	4		3	5								8			
	7. BC	4	1	5		5	7	10							8			
	9. NR																	

Sixth,
Seventh,
Eighth &
Ninth Stud

Fac. Only	All Stud.	First Stud.	Second Stud.	Third Stud.	Fourth Stud.	Fifth Stud.	Sixth, Seventh, Eighth & Ninth Stud
(N) (%)	(N) (%)	(N) (%)	(N) (%)	(N) (%)	(N) (%)	(N) (%)	(N) (%)

Faculty Only

How would you characterize the direction and degree of correspondence between your beliefs and values concerning sociology generally and those of the graduate students in your department?

0. stud.							
1. SA	2	17	21	3			
2.	17	25	31				
3.	25	13	16				
4.	13	16	20				
5.	16	0	0				
6.	0	2	5				
7. SD	4	4	5				
9. NR							

How would you characterize the direction and degree of correspondence between your beliefs and values concerning the specific issues raised in this questionnaire, and those of the graduate students in your department?

0. stud.							
1. SA	1	11	14	1			
2.	11	18	23				
3.	18	22	28				
4.	22	19	24				
5.	19	3	4				
6.	3	1	1				
7. SD	1	4	5				
9. NR							

Graduate Students Only

How would you characterize the direction and degree of correspondence between your beliefs and values concerning sociology generally and those of the faculty in your department?

0. faculty							
1. SA	1	18	17	14	17	16	4
2.	34	38	27	34	31	7	22
3.	38	27	34	31	7	22	
4.	27	34	31	7	22		
5.	34	31	7	22			
6.	31	7	22				
7. SD	7	22					
9. NR							

1	18	17	14	17	16	4	11
7	14	13	8	10	3	2	5
14	27	17	20	6	14	3	10
7	9	11	9	14	3	5	
12	16	19	16	24	5	9	
1	8	5	5	7	2	6	
2	20	12	12	17	5	15	
8	38	3	1	4	2	10	
3	14	3	1	19	1	8	
5	42	5	3	25	1	3	
29	21	14	7	7	7	21	

Sixth,
Seventh,
Eighth &
Ninth Stud

All Stud.	First Stud.	Second Stud.	Third Stud.	Fourth Stud.	Fifth Stud.	(N) (%)	(N) (%)	(N) (%)	(N) (%)	(N) (%)
2	1	3	6	3	5	1	2	1	5	2
16	8	3	20	10	2	1	2	2	10	2
45	23	13	22	13	1	1	32	5	24	3
38	19	10	47	5	12	32	12	4	19	2
36	18	15	26	5	12	12	12	4	19	2
25	13	9	16	9	22	9	22	1	5	1
7	4	2	4	3	5	1	2	0	0	1
22	11	5	10	5	9	5	12	3	14	1

How would you characterize the direction and degree of correspondence between your beliefs and values concerning the specific issues raised in this questionnaire, and those of the faculty in your department?

0. faculty
1. SA
2.
3.
4.
5.
6.
7. SD
9. NR

How many members of the faculty in your department do you know well enough to drop in at their office without a formal appointment?

00. faculty
01.
02.
03.
04.
05.
06.
07.
08.
09.
10.+
99. NR

Do you feel you have enough opportunities to discuss sociology generally, and some of the issues raised in this questionnaire specifically, either formally or informally with members of the faculty in your department?

0. faculty
1. yes
2. no
3. NR

Sixth,
Seventh,
Eighth &
Ninth Stud

How often would you
estimate you partici-
pate in such discussions
in an average two-week
time period?

0. faculty
1. none
2. once or twice
3. three to five times
4. seven to ten times
5. more than ten times
9. NR

All Stud.	First Stud.	Second Stud.	Third Stud.	Fourth Stud.	Fifth Stud.	Sixth, Seventh, Eighth & Ninth Stud
(N) (%)	(N) (%)	(N) (%)	(N) (%)	(N) (%)	(N) (%)	(N) (%)
39 20	9 18	14 24	12 29	2 10	1 8	1 7
83 43	26 54	27 47	10 24	8 38	7 58	5 36
37 19	7 15	9 16	10 24	5 24	2 17	4 29
7 4	1 2	3 5	3 7	2 10	1 8	1 7
5 3	4 8	5 8	5 12	1 5	1 8	3 21
20 10						

(N) (%)

Faculty Members Only

Status: Check all appropriate items:

0. graduate student		
1. Faculty teaching	3	4
2. Lecturer	1	1
3. Assistant Professor	31	40
4. Associate Professor	16	20
5. Full Professor	24	30
9. NR	2	3

Status: Check all appropriate items:

0. respondent chose 1-9 above	54	68
1. Faculty research		
2. Research Assistant		
3. Research Associate	7	99
4. Research Professor	4	5
5. Project Director	14	18
9. NR	1	1

Roughly, how much money would you estimate you have been responsible for in research funds, either granted to you directly or over which you have had supervision while a member of your present department?

0. graduate student		
1. none	15	19
2. 0 to \$5,000	13	16
3. \$5,000 to \$10,000	6	8
4. \$10,000 to \$25,000	14	18
5. \$25,000 to \$50,000	9	11
6. \$50,000 to \$100,000	5	6
7. Over \$100,000	17	21
9. NR	0	

Degrees held:

0. graduate student		
1. B. A. non-prestige		
2. B. A. prestige		
3. M. A. non-prestige	4	5
4. M. A. prestige	1	1
5. Ph.D. non-prestige	47	59
6. Ph.D. prestige	27	34
9. NR	0	

	(N)	(%)
If presently working toward M. A. or Ph.D., please specify:		
0. graduate student		
1. M. A. non-prestige		
2. M. A. prestige		
3. Ph.D. non-prestige	2	3
4. Ph.D. prestige		
9. NR	76	95
Please check all appropriate items:		
0. graduate student		
1. Tenured	7	9
2. Member of graduate faculty		0
3. Member of graduate masters or Ph.D. advisory committee	1	1
4. Have conducted classes containing graduate students	1	1
5. 2, 3, 4 of above	22	28
6. 2, 4 of above	4	5
7. 3, 4 of above	5	6
8. all of above	35	44
9. NR	4	5

Fac. Only	All Stud.	First Stud.	Second Stud.	Third Stud.	Fourth Stud.	Fifth Stud.	Sixth, Seventh, Eighth & Ninth Stud	
							(N) (%)	(N) (%)
Generally, how would the faculty in your department respond to challenges by graduate students of established or traditional sociological beliefs and ideologies?								
0. faculty	8	4	3	5	4	10		
1. strong enc.	21	11	5	9	12			
2.	39	20	11	17	15			
3.	24	12	6	10	17			
4.	32	16	10	11	5			
5.	27	14	7	17	10			
6.	20	10	3	14	5			
7. strong discour.	21	11	5	9	10			
9. NR								
What type of effect on your success in your present department would there be if you often expressed disagreement with faculty members over general issues in sociology?								
0. faculty	1	1		5	1	2		
1. large pos. eff.	7	4	3	10	3	7		
2.	17	9	6	12	5			
3.	28	14	7	15	12			
4.	58	30	17	26	22			
5.	37	19	10	19	22			
6.	24	12	6	13	15			
7. large neg. eff.	20	10	4	9	12			
9. NR								
Census Data								
Sex								
1. M	74	93	131	67	23	48	44	76
2. F	5	6	61	31	24	50	14	24
9. NR	1	1						

Sixth,
Seventh,
Eighth &
Ninth Stu

Item	All Resp.	Fac. Only	All Stud.	First Stud.	Second Stud.	Third Stud.	Fourth Stud.	Fifth Stud.	Sixth, Seventh, Eighth & Ninth Stu
	(N) (%)	(N) (%)	(N) (%)	(N) (%)	(N) (%)	(N) (%)	(N) (%)	(N) (%)	(N) (%)

Graduate Students Only

Please check all appropriate items:

0. fac.	40	21	16	33	22	7	17	1	5	1	8	2	14
1. grad. student	79	41	15	31	36	22	53	12	57	3	25	6	43
2. teaching asst.	34	17	7	15	21	4	10	4	19	5	42	2	14
3. research asst.	27	14	6	13	7	12	15	4	19	1	8	3	21
4. graduate fellow.	13	7	3	6	5	2	5	2	17	2	17	1	7
5. graduate scholar-ship													
9. NR													

Degree sought from present department.

0. fac.	49	25	30	63	15	4	10						
1. M. A.	143	73	18	38	42	36	89	21	700	12	100	14	100
2. Ph.D.													
9. NR													

Number of years at present department.

0. fac.	64	33	47	98	5	7	8	4	19	5	42	1	7
1. first year	70	36	1	2	52	90	12	6	28	2	16	2	14
2. second year	34	17			1	2	68	2	10	5	42	1	7
3. third year	11	6				28		9	43	5		1	7
4. fourth year	6	3								1		1	7
5. fifth year	5	3								5		5	36
6. sixth year	3	1								3		3	21
7. seventh year													
9. NR													

Item	All Resp.	Fac. Only	All Stud.	First Stud.	Second Stud.	Third Stud.	Fourth Stud.	Fifth Stud.	Sixth, Seventh, Eighth & Ninth Stud.
	(N) (%)	(N) (%)	(N) (%)	(N) (%)	(N) (%)	(N) (%)	(N) (%)	(N) (%)	(N) (%)
0.fac.									
1.no			101	52	48	100	33	60	18
2.yes (no indicat. yrs.)			26	13			10	17	7
3.attend. other dept. 1 yr.			19	10			5	8	10
4.attend. other dept. 2 yr.			28	14			8	14	6
5.attend. other dept. 3 yr.			10	5			1	2	15
6.attend. other dept. 4 yr.			6	3			1	2	6
7.attend. other dept. 5 yr.			1	1					
8.attend. other dept. 6 yr.			1	1					
9.NR									
0.fac.									
1.tot. one yr. grad. study			48	25	48	100	58	100	2
2.			58	30					
3.			41	20					
4.			21	10					
5.			12	6					
6.			8	4					
7.			4	2					
8.			1	1					
9.NR			1	1					

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THE MAKING OF THE SOCIOLOGIST:
A STUDY OF THE PROFESSIONAL VALUE AND BELIEF SYSTEMS OF SOCIOLOGY
GRADUATE STUDENTS AND FACULTY

by

GLENN MARTIN TARULLO

B. A., Kansas Wesleyan University, 1970

AN ABSTRACT OF A MASTER'S THESIS

submitted in partial fulfillment of the

requirements for the degree

MASTER OF ARTS

Department of Sociology

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1972

This thesis investigates the beliefs and values of sociology graduate students and the socialization process whereby these beliefs and values are accepted, modified or rejected. It is an attempt to delineate what graduate students believe concerning some of the issues confronting sociology today; and how their conceptions of these issues, and of sociology itself, are affected by and related to the social structures and social processes in which they find themselves immersed.

To examine what graduate students believe about selected issues in sociology, questionnaires were mailed to all graduate students and faculty members in the department's of sociology at Colorado, Iowa State, Kansas, Missouri, Nebraska and Oklahoma State. Responses from 195 graduate students and 80 faculty members were examined for significant differences or similarities in beliefs and values. Further comparisons were made controlling for the year of graduate study, degree of integration of graduate student with faculty, and prestige of department.

Significant differences by year of graduate study were found, indicating a progressive pattern of socialization of beliefs and values of graduate students toward faculty members. No significant differences in beliefs and values were found between high and low integration graduate students, nor were any differences found between faculty and students at high and low prestige departments.