



Published by the American Sociological Association
1722 N St. N.W., Washington, D. C. 20036 • (202) 833-3410

Footnotes

U. S. Postage
Permit No. 43089
Non-profit Org.
Washington, D. C.

Social R&D Study May Set Terms for National Debate

A two-year study of federal funding of social research and development may set the terms for the emerging national debate on the role social R&D can play in the solution of social problems and the level of support it should receive.

The undertaking, formally titled "The Study Project on Social Research and Development," was funded in spring 1974 by the Science and Technology Policy Office in the Office of the President's Science Advisor, National Science Foundation. A final report is due in mid-1976.

Ernest Powers, senior social scientist in the Science and Technology Policy Office, is the project officer. Thomas K. Glennan, former director of the National Institute of Education is conducting the study through the Assembly of Behavioral and Social Sciences of the National Research Council.

Commenting on the origins of the study, Powers said, "The federal government has increased its support for social R&D enormously in the past decade. Today, estimates of the level of support of R&D focused on social problems range from one to three billion dollars per year, depending on the definitions used.

"Yet there is widespread concern over whether this effort is adequately planned, managed and utilized. Most frequently this concern is found in statements that too little social R&D is relevant to policy or too much is sitting idly on book shelves because no one knows about it or can understand it."

Powers continued, "This is an extra-ordinarily broad undertaking; one that makes systematic and rational investigation extremely difficult. Initial work confirms that no consensus exists even about the proper definition of social R&D, much less about the preferred means to carry it out."

PROBE AREAS

Consequently, the study project is carrying out the following set of probes in order to examine various aspects of the current conduct of social R&D:

- A brief history of the emergence of Federal support for social R&D, as well as a description of the size and distribution of these efforts.

- Several case studies of the consequences of making policy with and without knowledge provided by social R&D efforts.

- An assessment of emerging technologies for social R&D, including social experiments, systematic program or product

development, formative evaluation, etc.'

- Examination of patterns of planning and management of Federal social R&D efforts.

- A critique of the concept of "policy relevance" and how it can or should be applied in judging the quality of social R&D programs. See R&D page 12

Center Provides Information On Intern Programs

Internships and field experiences are beginning to play a larger role in the training of undergraduate and graduate students in sociology and other disciplines.

This development has led to the establishment of the National Center for Public Service Internship Programs in Washington, D.C. The new organization is an outgrowth of a national internship conference which was held in Lexington, Kentucky in October 1971.

Richard Ungerer, Executive Director, said the National Center was formed to serve the needs of public service internships and fellowship programs, to encourage and facilitate the establishment of such programs, and to promote the acceptance of such programs as a significant and viable component of higher education.

Ungerer said plans are under-

See CENTER page 12

STATE ASSNS. EXPLORING ROLE IN SEVERAL AREAS

State sociological associations are beginning to explore their relationship to state agencies and the employment prospects for sociologists and sociology majors in the non-academic labor market.

The associations are also involved in meetings, election of officers, and publication projects.

NEW YORK

Joseph O'Donoghue, Hofstra Univ., President of the New York State Sociological Association, reported that association is seeking contacts with various state agencies to discuss issues of interest to the profession.

Among the issue are state funding of sociological research, employment opportunities in state agencies for sociologists and sociology majors, and the role the association may play in the planning and assessment of programs that involve the discipline of sociology.

In addition the New York association is considering the various ways in which it may serve its memberships; establishing liaison with other state sociological associations; student participation on its executive board; and organizing informal sessions of its members at the regional meetings.

The association will hold its Annual Meeting at Hofstra University October 10-11. Besides O'Donoghue, current officers are Rozanne M. Brooks, Suny, Cortland, and Sondra Haynes, Suny,

See STATE page 12

Special June Vote Scheduled On 3 Constitutional Issues

Voting members of the ASA will receive a special ballot in June proposing one change in the Constitution and two changes in the By-Laws. If enacted, the changes would affect the operations of Sections, how resolutions from the Annual Business Meeting are processed, and the

rights of members to select ASA journals.

The special mailing will also be used as a vehicle to solicit opinions of the membership about dates and sites for future Annual Meetings and about their views on the present government policy on amnesty.

Information on the three constitutional items are presented in this issue of FOOTNOTES to provide members with the prescribed early notice designed to permit discussion and debate on matters of importance to the future governance of the ASA.

At its March meeting, Council instructed the Executive Officer to append pro and con statements to the election material when it is sent to Members. After reading the provisions that follow, persons wanting to have their arguments considered for presentation should forward statements to the Executive Officer immediately.

Sections

The ASA currently has twelve Sections, and Council took action in March to approve the entry of two additional ones in 1976: a Section on Environmental Sociology and a Section on Marxist Sociology.

At the 1974 Business Meeting in Montreal, a resolution was passed calling for an amendment of Article VI of the By-Laws bearing on the relationship between Council and Sections (see FOOTNOTES, February, 1975, p. 11).

The intent of the resolution was to restrict some of the powers that Council holds over Sections, particularly with respect to their formation and their dissolution. This was indicated when the resolution called for the deletion of the following sentence in the By-Laws: "The Council shall have the power of according or withholding recognition to any Section, and may discontinue a Section at any time." At its December meeting, Council approved a referendum item to the membership, and at its March meeting Council worked out the appropriate proposed wording for the By-Laws as implied by the resolution and as stated below in Referendum Item #1.

In the judgment of most Council members, the proposed change is not particularly controversial since Council has never acted either to withhold recognition from a Section or to discontinue a Section once 200 members of the ASA form such a Section and maintain it in accord with the approved Section By-Laws and

See CONSTITUTIONAL page 8

MARXIST, ENVIRONMENTAL SECTIONS FORMING FOR '76

Next fall when the dues billing for 1976 is sent out, ASA members will find that they will have the opportunity to join two new Sections that will be added to the twelve already organized in the Association. Thus a Section on Marxist Sociology and a Section on Environmental Sociology will have been added to the ASA organizational roster.

This prospect moved toward fruition when, at its March meeting, Council approved the statement of purpose for each Section offered in a petition from the prescribed number of voting members of the ASA (a minimum of 50 from at least three regions). These sponsors have indicated that they will hold preliminary organizing sessions at the San Francisco meeting in August to which all interested parties will be invited to attend.

The ASA "Manual on Sections" (see THE AMERICAN SOCIOLOGIST, August, 1970,

pp. 292-294) states that the purpose of Sections is to promote the common interests of Association members in specified areas of sociology and adds that while Sections facilitate relationships and work among persons, they also provide an opportunity for individuals to participate actively in their national association. The Manual also notes that "the Section structure is not intended primarily as a framework for meeting either the sociable or the political interests of members, and Sections may not be organized if such is their main purpose."

With the acceptance by Council of an appropriate set of By-Laws, a Section will automatically be constituted if two hundred ASA members pay dues for the Section. If less than two hundred sign up, the organizers will be given an opportunity to have their Section listed one additional year on the dues notice in order

to attempt to meet the number requirements.

The Manual also prescribes that a "Statement of Purpose" for each new proposed Section shall be published by the ASA prior to the normal time for dues billing in order to allow an opportunity for ASA members to express their opinions about the formation of each new Section. In accord with this directive, the following statements are recorded as received from the organizers and approved by Council.

Statement of Purpose:

Section on Marxist Sociology

The Section on Marxist Sociology will be concerned with developing Marxist analysis as a method of scientific and scholarly research within sociology. Marxist analysis is not seen as focused on a specific aspect of social life, but rather as a method for analysis of the dynamics of social change,

See MARXIST page 13

BLALOCK REPLIES TO DUNCAN ON METHODOLOGY

H. M. Blalock, Jr.
University of Washington

Had Dudley Duncan's letter in the December issue of *Footnotes* stopped with high praise for the work of Leo Goodman, I could have simply echoed his remarks. However, the last half of his letter contains a number of remarks with which I have to take issue and which I believe to be very unfortunate and divisive, coming as they do from someone of Duncan's stature in the profession. Put simply, Duncan seems to believe that there should be an end to "methodology" and that every researcher needs to be his or her own methodologist. He closes, in fact, by suggesting that if methodologists really knew what they were talking about they would be doing research, rather than handing out poor advice. I simply cannot accept this judgment since I believe it totally ignores the neces-

Open Forum

sity of a division of labor. Given that the vast majority of us are either not bright enough, or too busy (or both) to do everything, I do not see any way around this necessity. Duncan also seems to imply that those sociologists who do not do their own empirical research are in some sense doing less important work than those who do. Presumably, a theorist like Talcott Parsons or George Homans should also do his own research, and conversely the researcher should construct the general theories that he or she is testing or evaluating.

Duncan also makes unsupported claims about the number of errors made in the methodological literature. I seriously doubt that there are anywhere near as many errors appearing in this literature

as can be found in empirical studies, but I think it foolish to engage in this kind of debate. Our general task, of course, is to locate common errors and see to it that they are corrected. I suspect that, in the methodological literature, these errors are primarily of omission and misplaced emphasis rather than of commission. But this merely says that we must hack away at our ignorance in small bits. It is my own observation that during the past decade the methodological literature has become highly cumulative. It seems relatively rare to find claims that another author has been "wrong." Instead, it is usually pointed out how previous arguments can be extended or that they depend upon assumptions that had not been made explicit. I also think that much of the credit for this "methodological spurt" should be given to a younger generation of statistically sophisticated sociologists, whose training is much better than that received by my own generation. These persons are making contributions that go well beyond the bounds of sociology and which are now being noticed and augmented by social scientists in other fields. I believe it would be highly unfortunate if these younger people—many of whom are about to come up for promotions—are either discredited or redirected in their efforts merely because their work has not yet found its way into the empirical literature.

But I would like to broaden the issue beyond that of methodology by pointing out the obvious fact that much if not most of what methodologists do properly falls under the heading of teaching and consulting. *Someone* must teach courses in statistics or other technical subjects to the average undergraduate or graduate student so that he/she will be able to read and evaluate the works of a Duncan or a Goodman. There must also be persons who are willing to sit down with colleagues or persons in other departments who need help with their data analyses, and who simply cannot take the time to obtain the technical training and mastery of a vast literature outside of sociology that is often needed to answer the complex questions they wish to answer.

We are finally reaching the stage where we have a sufficient number of well-trained methodologists that this work can be divided up, thereby enabling us to have enough spare time to begin to do some creative work of our own. For too many years, sociologists have been *borrowers* of methodological work done by scholars in other fields—people like Karl Pearson, R. A. Fisher, Sewall Wright, Herman

Wold, L. L. Thurstone, and S. S. Stevens, and many others whose ideas Duncan himself has been fortunate and sensible enough to utilize. We are also obligated to help our colleagues in sister disciplines such as political science and history that are beginning to lean on personnel in sociology until a sufficient number of their own disciplines have been trained in this area.

I am sensitive on this question because I "came of age" during an era in which there was the "one-statistician-per-department" syndrome, a pattern that was very similar to the "one-black-per-department" syndrome of the present. Just as minority faculty today are badly overburdened with diverse responsibilities, most methodologists have also been expected to produce research in addition to not only their normal teaching assignments but also their very heavy consulting loads. I remember my days as a junior faculty member at Michigan, arriving with a Ph.D. in hand but no publications in sight. Not only was I given the responsibility for academic counselling, teaching introductory each semester, developing an undergraduate methods course stressing empirical research, and teaching three different graduate statistics courses, but I found myself deluged with consulting work with about 80 graduate students, numerous colleagues, and many people outside the department. I recall, also, references to "naked methodologists" who were not doing their own research or keeping up with several substantive fields. When I had nearly completed work on *Social Statistics* I heard it said that I could hardly expect that a "mere statistics text" would help me gain a promotion, and indeed it did not. I know that these experiences have been shared by others of my own generation, and I presume there were even greater burdens on those who preceded us. I hope that the present generation of methodologists will continue to have a better situation.

This is a plea, then, for a recognition that we cannot all do everything equally well. If methodologists have given poor advice in the past, let us train ourselves better so that we can correct these errors. If empirical researchers also make mistakes, let them obtain a reasonable degree of methodological sophistication and then seek the best help they can get. And if some of us must devote our major attention to teaching, consulting, or other kinds of services, let us also do the best we can and hope that we receive the proper recognition from our colleagues!

Quantification: No Substitute for Insight

Charles P. Flynn
Miami University

It is time that someone within the profession call to question, through sociological modes of analysis, the increasing trends toward "mathematization" and quantification in sociology. Long ago, Sorokin (that much maligned and neglected beacon) and C.W. Mills warned of the dangers, respectively, of "quantophobia" and the indulgences of the "higher statisticians." Despite such warnings, however, present-day sociology is increasingly dominated by what Hazel Henderson has called "quantification freaks." I was appalled, for example, by the statements, recently published in *Footnotes*, of Prof. D. Ploch, the recently elected head of the sociology division of the National Science Foundation. Ploch in his statement, announced that the funds of this august body would be dispensed to further

the exact kind of quantificational studies that define the nature of sociology, in effect, as to impose a linear, "mathematical" order upon the often irregular and organic character of social and cultural reality. What is wrong with such efforts, and why is the increasing tendency of the "gatekeepers" of sociology: the prestigious journal editors and Foundation heads—to fund and support only such efforts likely to lead the increased lack of sociology as a science rather than to the respected status of Science that its empirical exponents so greatly desire for it?

To begin with, physicists and other natural scientists, whose status empirical sociologists so covet, have already gone way beyond the point at which they perceive the cause-effect model, and its related imposition of linearity, upon natural phenomena as the basic goal of their disciplines. Physicists, in particular, are at this

See QUANTIFICATION page 3

Metric Conversion: Study Needed

Saul D. Feldman
Case Western Reserve University

When Thomas Jefferson was President of the United States, he suggested that Congress might act to adopt the French metric system. Although the United States was one of the seventeen signatory members of the Treaty of the Meter in 1875, one hundred years later the United States has still not officially adopted the metric system as its principle system of measurement. On August 18, 1972 the United States Senate approved Bill S 2483 which paved the way for metric conversion but this bill has never cleared the House. When the Bill is finally signed, the United States will be the last major nation to adopt the metric system.

Without waiting for the bill to pass, many states are engaged in aspects of metric conversion. Some radio and television stations report temperature in Fahrenheit and Celsius. One soft drink manufacturer has announced that they will bottle their product in liters. The metric system is being taught in some schools. Still, there will be no concerted effort until conversion becomes official. The conversion process offers sociologists an important arena for investigation and application.

Changing a major aspect of everyday life within an entire nation is not an easy process. During his reign Napoleon forced the metric system upon his captive nations. The United Kingdom is involved in a patient mass education program while New Zealand taught the metric system during a two week "blitz." In April 1975, Canadians will hear weather forecasts in Celsius and Fahrenheit and after six weeks, will only hear Celsius. No plan has been found fully successful (or unsuccessful) but through field experiments, models of successful conversion may be developed and utilized.

It is my belief that sociology should take serious cognizance of the process of metric conversion. The types of questions that may be addressed are manifold. Among these issues are:

1. *Tests of media effects*—What is the most effective use of the media for public education? Questions involve the use of opinion leaders, applications of mass persuasion, models, differential impact of the various media, etc. There are at least two industrial journals (*Metric News* and *American Metric Journal*) dealing

with general and industrial conversion but such publications have limited circulation. How will the message be brought to most Americans?

2. *Differentials between childhood and adult socialization*—At approximately the same time period, both children and adults will be socialized into the use of the metric system. Will the same model of socialization be applicable to both?
3. *Differential Impact*—Metrication will affect all of the American people but will it affect all groups differently? The target population for change is the entire U.S. population but how will the change affect varying aspects of the American population (and how may we reach these varying aspects?)
4. *Test of Symbolic Interaction*—Reeducation of the American people involves instilling a new meaning system dealing with everyday life. Problems of metrication may allow us to test the notions of symbolic interactionist and ethnomethodologists.
5. *Effect on Complex Organizations*—One reason the United States has not converted has been the argument of high monetary and social cost. Workers may have to buy new tools. Bathroom scales and odometers will have new markings. Changes will be complex and the impact and effect of changes upon large scale organizations will allow us to study change intra- and interorganizationally.
6. *Cross-National Comparisons*—Other nations are now undergoing official conversion and studies may allow us to compare the American experience to other countries (most especially Canada, Great Britain and Australia).
7. *Resistance to Social Change*—Powerful lobbies have so far successfully stopped the metric conversion bill from being passed but eventually it will become law. (The metric lobby's motto is "A metric America—a decision whose time has come.") Still, there will be resistance and we may be able to study formal and informal resistance to social change.

The questions raised here are merely suggestive of the type of issues which may be raised. There has been much interest in metric conversion from educators but little from sociologists. Such major planned social change will not only allow us to test some of our theoretical conceptions but may allow us to apply our knowledge.

Regional Gives Employment Assistance to Sociology Majors

Steven Cades
 The Catholic University of America

A front-page article in the January, 1975 FOOTNOTES outlined a set of steps taken by Professor Ruth Jacobs to increase the job opportunities for BA recipients in her department at Boston University. A different approach has evolved over the past eight years as a service of the District of Columbia Sociological Society has matured.

Each year, the Society sponsors a one-afternoon Undergraduate Career Conference, held at one of the universities in the greater-Washington area. Students, particularly sophomore and juniors, from all of the region's 2- and 4-year colleges and universities are invited via a mailing of posters, news releases and class notices sent to department chairpersons or undergraduate coordinators. This year, students from 40 schools attended the Conference, held at The Catholic University of America, Washington, D.C.

The gathering took the following form: Representatives of twenty-two agencies served as resource-persons. Each agency was assigned a table seating about 10, and students were invited to speak with as many of the representatives as they wished, for as long as they liked. Organizations represented included area probation and parole offices, social service agencies (Goodwill Industries, YWCA), federal research and service organizations (ACTION Veterans' Administration, Social Security), non-profit research organizations (Bureau of Social Scientific Research, Urban Institute), public-interest groups (Public Interest Research Group, Washington Opportunities for Women),

and professional associations such as the American Sociological Association.

A set of 4 half-hour presentations was given by members of the career services offices of three of the area's universities on

Arithmetical Statistics: A Different Approach

Richard G. Lefkon
 Dept. of Mathematics
 Staten Island Community College

Are more crimes committed during boom periods or during recessions? Do marriages become less patriarchal as income rises? Do divorced U.S. Presidents lose elections?

Can your students answer these questions quickly, correctly and with self-assurance, once they have been given the raw data? Have they received training in how to make quantitative and qualitative decisions in sociology? Or will they answer such questions with memorized dogma, failing to realize that an essentially verifiable answer is sought?

During recent years, the overall field of sociology has made great strides precisely because we have increased the use of quantitative tests in the methodology. Whether as a unit within larger classroom courses, or as a full semester or more in its own right, we have put a lot of statistics into the curriculum; but there is some doubt whether this has made students able to gather and analyze data effectively.

Perhaps the greatest failing of statistical methods courses given in the U.S. is that they do not seem to have a clear and orderly structure. Thus the student is in a dilem-

ma when faced with such population classification schemes as:

"proletariat and bourgeoisie"
 "upper-upper, lower-upper, upper-middle, lower-middle, upper-lower, and lower-lower"
 "\$5000 income, \$5500 income, \$6000 income, etc."

The selection of decision techniques is virtually impossible if the student has not been taught to recognize instantly these three types of variable, respectively "nominal," "ordinal" and "interval." Thus, unless a quantitative methods unit (or course) is organized in a way that emphasizes these distinctions, its alumni must resort to something approaching trial-and-error when trying to select the right verification method.

Not only is course organization crucial to the existing student's ability to use the quantitative methods; it is even more decisive in forming the student's choice of whether or not to continue.

In the first or second lesson of the traditional algebra-laden statistical methods course, the standard deviation is introduced as a grouping of eleven algebraic symbols, which somehow are said to represent a measure of the spreading of a bell-shaped curve. Also during the first or second lesson, a *second* expression—con-

taining seventeen symbols—is introduced and said to represent the very same quantity.

See REGIONAL page 7

Assuming that calculus-level students are taking a different course, this means that the typical quantitative methods course proves from the start that it is almost perfectly mismatched with the student at your institution who actually enrolls in it!

By contrast, an emerging "Arithmetical Statistics" curriculum has been carefully designed to meet the needs of non-calculus students in quantitative sociological methods courses. The topic-ordering occurs in such a way that articulation or linkage with previous courses becomes a relatively unimportant concern.

At the beginning of an Arithmetical Statistics course, the basic mathematical skill required is the addition of whole numbers. The skills level grows systematically but slowly enough that even a middle school concept like "square root" is postponed until two-thirds of the way through the material.

In the traditional algebraic course, the entering student is assumed to possess a high proficiency and motivation both in algebra and in all aspects of calculational arithmetic. In an Arithmetical course, though, the student is instead expected to enter the classroom with a full set of life experiences, including a familiarity with television advertising, political polling, and the cost of living.

Instead of approaching students as mechanistic formula-users, you can work effectively with them as they really are: Thinking human beings whose arithmetical ability is not what it might be. After learning to apply such concepts as "random" and "average," your students can move immediately to decision-making situations using two-cell chi square tests. And the skills-based ordering forces full consideration of nominal and ordinal variables early in the course: An important advantage, since real-life information is seldom sufficient to justify the use of normal approximations or even of interval numerical scales.

It is our contention that the textbooks or other instructional materials are largely a matter of instructor preference and do not have an overriding impact on student performance. However, we would certainly like to hear how you are teaching quantitative methods—and whether you have come upon a presentation or resource that you have found especially effective.

Materials available for your use include a preliminary set of modular notes (motivations with solved exercises) which can be reproduced in full at your institution; color videotapes; and tape/slide materials. Various components are currently in use at the following levels: Graduate social course, four-year undergraduate, community college (remedial and nonremedial) and 10th grade through 12th grade high school.

Further information and the detailed curriculum can be obtained by writing to Arithmetical Statistics Project, c/o Richard G. Lefkon, Office B139A, Staten Island Community College, S.I., N.Y. 10301. In your initial contact please note the title and enrollment of the corresponding course(s) at your institution.

Quantification: No Substitute for Insight

• Continued from page 2

time continually running head-on into discoveries and confrontations with Phenomena which simply do not fit the older models. "Quarks", for example, are physical phenomena for which there are no known linear-model explanations. In short, in its efforts to become more "scientific" and to enjoy the status of "Scientists," present-day sociologists are operating on very outmoded models of the physical sciences. Just as early "sociologists" such as Spencer laughably attempted to ape the high-status natural sciences by attempting to draw out, in all seriousness, direct analogies between physical organisms and social institutions (what Martindale has termed the "Big Animal" approach), the major current sociology journals are publishing material that is based, fundamentally, on efforts to impose linear order upon social phenomenon. By the time that such a task is accomplished, which it can only be in a most limited manner and in dealing with relatively narrow data, the sociologists who have accomplished it and step forward to receive their expected reward of "Scientific" status, will find themselves in much the same situation as Spencer found himself in the last century: as having deduced themselves that an aping of the methods and appearances of another discipline in order to attain its status, will most often lead to one's being in the ridiculous situation of the child trying to imitate its parents by wearing their old shoes. Why, then, do the "gatekeepers" of sociology continue to insist on mathematization and quantification as the sole criteria of "acceptable" sociology? Why is insight, understanding, and genuinely perceptive conceptualization cast aside?

The answer lies in applying the concept of latent functions to the current sociological scene. Though they may believe themselves "above" such analysis, it is time that the power-wielders in the discipline be "empirically" analyzed.

To begin with, academia had its origins in the monastic orders of the Dark and Middle Ages. The Church in these times relied in substantial measure for its power and cultural hegemony on the fact that its priests were the sole possessors and conveyors of the Written Word. As such, they wielded a very substantial measure of power and control over the minds of the masses of men, who were mystified and awed by the Written Word and assumed that the priests and monks must have God-given power, since they and only they had the ability to comprehend and transmit it. By this means (in addition, of course, to many other methods), the Church was able to keep its "flock" in abject submission because the masses went along with the idea that the priestly purveyors of the Written Word were "above" the rest of humanity.

I suggest that the current empirical sociologists are, or would like to be, the functional equivalents of the priests of the Dark and Middle Ages. The current prestigious journals are filled with "articles" which are not meant in any way to communicate sociological understandings and insights, but rather to display the authors' ability to present and manipulate arcane "mathematical" symbols. The ultimate aping of the "hard" sciences came in a recent issue of the ASR: in what appears to be a harbinger of future policy, an article was published by an individual who, according to his list of affiliations and

academic status, was a mathematician in no sense associated with sociology. In brief, the main latent function, though the current empirical sociologists would never admit it, of such articles is to create the idea that empirical sociologists are "above" not only the rest of humanity, but the majority of their sociological colleagues, for whom it by no means "immediately follows," as so many ASR articles continually assert when they include formulas such as the one posted on p. 385, ASR, v. 39, #3, June 1974.

What is the eventual outcome of such trends? It seems to me that even though we thought we had left Comte behind long ago, there are still many sociologists, including those in positions of most power, who still seek to actualize his dream of the "sociologist-priest" who will be able to hold sway over the masses through esoteric symbolization that passes and substitutes for genuine insight and understanding into social phenomena. This, to some extent, has already happened to economists, whose access to the corridors of power is so covertly envied by sociologists. But of what use are the arcane "mathematical" models of the econometricians in dealing with the current economic scene? Is it not possible that those in power may soon wake up to the possibility that the very misperceptions of economic forces that such impressively arcane theories of their advisors promulgate, are not in part responsible for the obviously bad economic advice they have been receiving? Do sociologists want to go the same route? Are we, like the monks with their hair shirts and other ascetic "rigors", ultimately to render ourselves useless and ridiculously obsolete in the pursuit of "rigor" rather than insight?

Undergraduate Sociology Curriculum Emphasizes "Practical" Courses

Sociology departments make a heavy investment in courses that acquaint undergraduate sociology majors with those areas of the discipline that are more readily recognized as being related to practical matters and non-academic employment.

And, enrollment in most of these courses continues to increase, especially in small schools, even though students who major in sociology are uncertain about the skills they possess and their prospects for employment.

These are some of the conclusions

that may be drawn from data collected last spring by CRM Books in a study of undergraduate sociology courses.

According to that study, the majority of four-year institutions offer the following courses: introductory sociology, marriage and the family, research methods, urban sociology, race relations, sociological theory, social problems, criminology, social psychology, and juvenile delinquency.

A typical undergraduate major probably takes six or more of the

above courses in meeting the requirements for a concentration in sociology.

The three most frequently taught courses are introductory sociology, marriage and the family, and social problems. These courses appear to constitute the core offerings in two year colleges. These courses have the greatest enrollments and employ the greatest number of teachers. See Table 1.

All percentages and estimates reported in Tables 1 and 2 are projections from 268 actual re-

sponses to the total universes of each institutional type and size. The responses include 41 universities, 119 four-year colleges and 108 two-year colleges. Questionnaires were sent to a stratified random sample of 500 institutions.

The enrollment data in Table 2 compares two periods—Summer 1972 to Spring 1973 with Summer 1973 to Spring 1974.

The data corroborate an article in the November issue of FOOT-

NOTES which reported that institutions with graduate departments of sociology were experiencing downward trends in introductory sociology course enrollments. These departments are located in large schools.

These data balance that picture with reported increases in small schools, relative stability in medium sized schools and some gains in large schools. The only serious downturns appear to be in large schools.

Table 1: Percentage of departments by type of institution offering courses, estimated yearly enrollment and estimated number of faculty teaching each course.*

Course Title	University	4-Year College		2-Year College		Estimated Yearly Enrollment	Estimated Number Faculty Teaching
		95%	90%	94%	891,980	5000-5500	
Intro Sociology	95%	90%	94%	891,980	5000-5500		
Marriage & the Family	80	74	63	193,737	1800-2300		
Research Methods	78	62	2	51,858	800-1000		
Urban Sociology	71	58	11	58,009	650- 800		
Race Relations	69	64	19	65,733	700- 900		
Sociological Theory	68	63	-0-	49,570	600- 900		
Social Problems	66	65	69	224,345	2200-2500		
Criminology	65	58	21	84,104	750- 900		
Social Psychology	59	42	7	67,992	650- 800		
Juvenile Delinquency	44	37	6	54,659	450- 600		

*All percentages and estimates reported in this table are projections from 268 actual responses—41 universities, 119 four-year colleges, 108 two-year colleges—to the total universes of each institutional type—265 universities, 1263 four-year colleges, 1124 two-year colleges.

Table 2: Comparison of course enrollments in 1972-73 with 1973-74 in small, medium and large schools.

COURSE	SMALL SCHOOLS ¹	MEDIUM SCHOOLS ²	LARGE SCHOOLS ³
Intro Sociology	14.4%	Stable	- 6.8%
Social Problems	19.7	6.5	-17.7
Marriage and the Family	11.2	1.7	- 2.6
Sociological Theory	10.5	-4.5	-10.6
Methods of Sociological Research	Stable	1.8	Stable
Criminology	17.0	10.6	13.3
Juvenile Delinquency	14.7	Stable	34.7
Race Relations	103.9	2.6	34.7
Social Psychology	18.0	-5.7	2.9
Urban Sociology	-15.1	25.1	Stable

¹Small schools—total school enrollment = 1-5,000

²Medium schools—total school enrollment = 5,001-10,000

³Large schools—total school enrollment = over 10,000

BLACK DOCTORATES IN SOCIOLOGY TOTAL 185; 53 ADDED SINCE 1968

Fifty-three Black doctorates have been produced since 1968 by 27 sociology departments including 12 which did so for the first time.

These new doctorates represent 29 percent of all living Black doctorates whose number increased from about 132 in 1969 to 185 in 1974. Information on five individuals is insufficient to determine when or where they received their degrees between 1968 and 1974. See Table 1.

Although some decentralization seems to be appearing in the production of Black doctorates, the fact remains that more than half of all Black doctorates were awarded by 10 departments. Three of these departments produced no new Black doctorates between 1968-74, but the others graduated 18 doctorates or 34 percent of the total. The number of graduate departments having ever produced a Black doctorate totaled 42 in 1968 and 54 in 1974.

These are some of the facts contained in a study of Black

Table 1: Black Doctorates by Year Degree Conferred.* (N = 185)

Year Intervals	Percent
Before 1940	1
1940-44	2
1945-49	4
1950-54	14
1955-59	15
1960-64	18
1965-69	17
1970-74	26
Uncertain	3
Total	100%

*Does not include the deceased: George E. Haynes, E. Franklin Frasier, Bertram Doyle, Ira De A. Reid, Elijah H. Fitchett, Bishop R.R. Wright, John A. Morsell, Mozell C. Hill, Clyde Miner, Oscar Ritchie, Henry A. Bullock, William Hale, Robert Johnson, James Robinson, Eugue Eugene Richards, and James Rollins.

Doctorates in Sociology conducted by James F. Conyers, Indiana State Univ., Terre Haute.

The study also shows that the sex ratio of Black doctorates has not changed appreciably since 1968 despite the fact that there are now 32 Black female doctorates, compared to twenty in 1968, a numerical gain of 12, but a percentage gain of only three percent to 17 percent.

EMPLOYMENT PATTERNS

In addition, the employment patterns continue to show that Black doctorates increasingly are employed in predominantly white academic settings. In 1967, forty-two percent of all Black doctorates in academia were employed in predominantly white settings. In 1974, fifty-four percent were so employed. In con-

trast, the percentage of all Black doctorates employed by Black colleges dropped from 40 to 32 percent between 1967 and 1974. See Table 2.

Another finding relates to the geographic concentration of Black doctorates. Nearly half of all Black doctorates reside in the District of Columbia and six states. Only 31 states can claim a Black doctorate as a resident.

Conyers concludes, "Sociological parity is a distant goal simply on the basis of percent of Black doctorates to all doctorates in sociology . . . about three percent. This leaves aside the question of parity with respect to money, power, status, prestige, foundations, government, ideology, and other salient features of the sociological enterprise in so far as they relate to minority group status."

Conyers suggests reading *BLACK SOCIOLOGISTS* edited by James Blackwell and Morris Janowitz for a more comprehensive picture of the situation facing Black doctorates in sociology.

Table 2: Employment of Black Doctorates, 1967, 1974.

Place Employed	1967 (N = 122)	1974 (N = 185)
White Colleges, State	29%	40%
Black Colleges, State	22	18
Black Colleges, Private	18	14
White Colleges, Private	13	14
Government	8	4
Other	7	6
Insufficient Information	3	4
Totals	100%	100%

PRODUCING DEPARTMENTS

The ten departments which have awarded more than half of the Black doctorates ever awarded are Chicago 21; Ohio State 16; Washington State 12; Columbia and Northwestern, 8 each; Indiana 7; and Illinois, Michigan, Michigan State and Yale, 6 each.

No new Black doctorates were produced by Chicago, Ohio State, or Indiana since 1968. Northwestern, however, has produced six; Michigan, four; Washington State 3; Michigan State 2; and Columbia, Illinois, and Yale, one each.

Departments which produced Black doctorates for the first time are Mississippi State and SUNY, Buffalo, 2 each; and Florida State, Georgia, Iowa State, Louisiana State, Massachusetts, Minnesota, Notre Dame, Oklahoma, Penn State and Univ. of Washington, one each.

Other departments producing Black doctorates during this time period are California 4; Pittsburgh 3; Purdue 2; Boston, Cornell, Brandeis, Syracuse and Wayne State one each.

Departments which have produced Black doctorates, but not in the 1968-74 time period are Iowa, Wisconsin, New York Univ., and Pennsylvania, 5 each; Southern

California 4; Washington Univ. 3; American, Case Western, Catholic, Kentucky, Radcliffe, and St. Louis, 2 each; Bryn Mawr, Colorado, Harvard, Maryland, Missouri, Nebraska, New School of Social Research, Stanford, Tennessee and UCLA, one each. The London School of Economics and the Univ. of Netherlands also awarded one Black doctorate each.

GEOGRAPHIC LOCATION

The District of Columbia claims the most Black doctorates as residents 19. The six states with the largest number of Black doctorates are California 15; New York 13; North Carolina 12; Illinois and Massachusetts, 10 each; and Georgia 8. These seven locations claim 87 Black doctorates or 48 percent of the total.

Other states claiming Black doctorates are Maryland, Michigan, Ohio, and Tennessee, 7 each; Texas, Virginia, and Wisconsin, 6 each; Indiana, Louisiana, and New Jersey, 5 each; Alabama, Florida, Mississippi, and Pennsylvania, 4 each; Missouri 3; Connecticut, Iowa, Kentucky, and Oklahoma, 2 each; and Arkansas, Kansas, Minnesota, New Hampshire, Rhode Island, and West Virginia, one each. Three live outside the United States.

Did ASA Start Trend to Washington?

The ASA may have started a trend in 1963 when it moved its central office from New York to Washington, for the nation's capitol surpassed New York last year as the most preferred location for association headquarters.

Twenty-six percent of the 4,700 associations listed in the 1975

edition of the National Trade & Professional Associations Directory are located in Washington as compared to 24 percent in New York and 16 percent in Chicago. The headquarters of the remaining 34 percent of the associations are spread throughout the country.

ROSTER OF BLACK DOCTORATES

The 1974-75 Roster of Black Doctorates in Sociology is ready for distribution. The roster now includes year of Ph.D. and school of Ph.D. The roster sells for \$3.00. Proceeds from sale will go to the Caucus of Black Sociologists. Make checks or money orders payable to Caucus of Black Sociologists and send to: Dr. James E. Conyers, Dept. of Sociology, Indiana State University, Terre Haute, Indiana 47809.

NIE PROVIDES FUNDING FOR 27 SOCIOLOGY PROJECTS

Sociologists have received about \$2.5 million from the National Institute of Education to finance 27 projects, some of which began as early as December 1972 and others which terminate as late as August 1976. All of these projects were in progress in June 1974 when the NIE funding report was compiled.

These projects were supported by the following divisions and programs within NIE: Basic Studies, 11 projects, \$1.0 million; Education and Work, 7 projects, \$396,818; Teaching and Curriculum, one project, \$609,312; Productivity and Technology, 2 projects, \$351,466; Multicultural, 2 projects, \$44,056; Measurement and Methodology, one project, \$31,911; Essential Skills, one project, \$24,880; and Policy Studies, two projects, \$19,376.

A reorganization of NIE in fiscal 1975 has created the following five task groups to handle the institute's program: dissemination; basic skills; finance productivity and management; education and work; and educational equity.

This reorganization absorbed basic studies, essential skills, teaching and curriculum, and measurement and methodology into the basic skills task group; multicultural programs into the equity task group; and productivity and technology into the finance, productivity and management task group. Policy studies were eliminated.

NIE is not operating an open grant program in fiscal year 1975. Current funding is being made through requests for proposals on

Chicago Expands Post-doc Program

An expansion of facilities has allowed the University of Chicago sociology department to expand its post-doctoral training program to accommodate five fellows and include nine areas of competence.

The areas are urban sociology, political sociology, community organization, comparative social structure and macro-sociology, population studies, comparative education including university organization, the sociology of science, mathematical model building, and social psychology.

In addition to existing courses, seminars, and research workshops, a special seminar is held for post-doctoral scholars.

Persons holding a PhD in sociology, a comparable degree or equivalent professional standing may apply. Candidates from abroad as well as from the U.S. are welcomed.

Special arrangements are made for persons on sabbatical leave or holding post-doctoral fellowships. The department has information on outside sources of support.

For further information contact Terry N. Clark, Chair, Committee on Post-Doctoral Study, Dept. of Sociology, Univ. of Chicago, 1125 E. 59th St., Chicago, Ill. 60637.

specific target areas cited by the five task groups.

For information on current RFP's contact Office of Contracts and Grants Management, Room 720 M, National Institute of Education, 1200 19th Street, N. W., Washington, D. C. 20202.

For information on future RFP's contact the following task group leaders: Senta Raizen, Dissemination; Arthur Wise, Basic Skills; Arthur Melmed or Marc Tucker, Finance, Productivity, and Management; Corinne Rieder, Education and Work; and Edward Barnes, Educational Equity.

A listing of NIE funded education research in progress as of June 1974 follows. (This listing may be incomplete as some investigators were not identified by discipline).

BASIC STUDIES

Charles E. Bidwell, Univ. of Chicago, Colleges and Socialization: Non-Intellective Outcomes of Undergraduate Education, \$93,083, started June 1973 ends June 1975.

Allen H. Barton and Paul Ritterband, Bureau of Applied Social Research, The Academic Study of Religion: the Social Structure of a Discipline, \$10,000, June 1973 to December 1974.

Andrew Greeley, NORC, Study of Value-Oriented Education in Catholic Schools, \$112,218, June 1973 to June 1975.

Burton R. Clark, Yale Univ., A Comparative Study of Structures of Control in Systems of Higher Education, \$120,916, June 1973 to August 1976.

Arnold S. Tannenbaum, Univ. of Michigan, The Effects of Control and Participation in the Community College, \$94,487, July 1973 to October 1974.

Maureen T. Hallinan, Univ. of Wisconsin, Madison, The Effect of the Structural Organization of Classrooms on the Cohesiveness of Student Peer Groups, \$10,000, September 1973 to June 1974.

Edgar W. Butler, Univ. of California, Riverside, A Longitudinal Study of School Labeled Handicapped and Normal Children, \$132,324, June 1974 to June 1976.

Wilbur B. Brookover and Jeffrey M. Schneider, Michigan State Univ., Elementary School Social Climates and School Achievement, \$95,000, June 1974 to June 1976.

SWS Seeking Input for Publications

Two Sociologists for Women in Society committees are seeking assistance in the preparation of two publications.

The Attrition Reduction Committee is soliciting articles, ideas, references, and suggestions for a HANDBOOK ON GRADUATE SUCCESS IN SOCIOLOGY.

Lucy W. Sells, Committee Chair, said, "We would like to include both student and faculty perspectives. Ultimately, the HANDBOOK will be incorporated into a larger work on discipline differences in professional

Mary H. Metz, Earlham College, Ind., Authority in the Junior High School, \$7,400, June 1974 to June 1975.

Doris R. Entwisle and Murray Webster, Jr., Johns Hopkins Univ., A Longitudinal Study of How Children (Black, White, Low SES, Middle SES) Develop Expectations for Their Own Performance from K to Grade 3, \$188,717, June 1974 to December 1975.

Michael J. Ross, Boston Univ., and Daniel J. Friedman, M.I.T., Protest Politics and School Desegregation: A Proposal for a Longitudinal Study of Parents and Community Leaders,

Annual Meeting To Serve As Classroom

The 70th Annual ASA Meeting in San Francisco will serve as a classroom for undergraduate sociology majors who will receive academic credit for attending the meeting as part of an experimental course being offered by Salisbury State College.

John H. Shope, Chair, Department of Sociology, Salisbury State College, Salisbury, MD 21801, is offering the course, "Sociology and the ASA: Relationships as Seen by the Undergraduate Sociology Major."

Prior to their arrival at the meeting, the students will be required to compile a bibliography, read three books and select ten program sessions in the fields of interest each has chosen.

After arriving at the meeting, the students will be required to attend at least five program sessions and write a paper relating the program presentations to the substantive content of the books they have read.

In addition, the students will be required to attend three academic sessions, participate in laboratory sessions, complete research instruments designed to determine the undergraduate's response to the ASA, and finish the evaluation of the total Annual Meeting program.

Students in other colleges and universities may enroll in the course. For further details contact Professor Shope.

socialization, to help potential graduate students decide early whether they want to commit themselves to the academic game in their particular discipline."

The Research Committee is gathering references for the fourth edition of CURRENT RESEARCH ON SEX ROLES.

Sells said, "We are especially interested in faculty, student, or non-academic research that is still in progress, or so recently published that it has not yet reached the rapidly growing published literature."

\$156,966, June 1973 to June 1975.

EDUCATION AND WORK

William K. Cummings, Univ. of Chicago, The Role of Education in Socioeconomic Achievement: A Comparative Study, \$70,851, June 1973 to August 1976.

Richard A. Rehberg, SUNY, Binghamton, Toward a Temporal Sequence of Education Attainment, \$27,639, June 1973 to September 1975.

David L. Klemmack, Virginia Polytechnic Institute & State Univ., Sex as a Factor Influencing Career Recommendations of Public School Guidance Counselors, \$9,691, June 1973 to October 1974.

Lloyd W. Temme, Bureau of Social Science Research, Washington, D. C., Fifteen Years after High School—The Impact of the Adolescent Social System on Subsequent Occupational Achievement, \$164,640, May 1974 to January 1976.

Christopher Jencks and Lee Rainwater, Center for the Study of Public Policy, Cambridge, Mass., New Estimates of the Effects of Family Background, Test Scores, Personality, and Years of Schooling on Economic Success, \$99,464, June 1974 to March 1975.

Mary J. Guttmacher, Lowell State College, Mass., Effects of Social Class Background on the Career Commitment of Women Attending Non-Elite Colleges, \$13,629, June 1974 to January 1976.

Michelle Patterson, Univ. of California, Santa Barbara, The Impact of Colleges and Universities on the Educational and Occupational Aspirations of Women, \$10,904, June 1973 to January 1975.

OTHERS

James H. Fendrich, Florida State Univ., Student Activists Ten Years Later, \$9,376, June 1973 to October 1974.

Murray L. Wax, Kansas Univ., Lawrence, Bilingual Classrooms in a Mexican-American Community, \$18,879, June 1973 to July 1974.

David D. Franks, Univ. of Denver, Effects of Open Schools on 5th Through 8th Grade Children, \$252,762, June 1973 to June 1975.

Cardell K. Jack Jacobson, Univ. of Wisconsin, Milwaukee, Longitudinal Study of Recruitment of Students into Black Power Movement and Subsequent Effect on Student Performance and Attitudes, \$10,000, June 1973 to January 1975.

Everett Carl Ladd and Seymour M. Lipset, Univ. of Connecticut, Professors and the Changing Political Agenda in American Higher Education, \$98,704, June 1973 to June 1975.

Bud B. Khleif, Univ. of New Hampshire, Ethnic Boundaries, Identity, and Schooling: a Cross-Cultural Study, \$25,177, June 1973 to December 1974.

Jim McPartland, Johns Hopkins Univ., School Organization, \$609,312, March 1973 to November 1975.

James Fennessey, Johns Hopkins Univ., Educational Knowledge Cumulation through Bayesian Inference, \$31,911, June 1974 to September 1975.

Elizabeth Cohen, Stanford Univ., Persistence and Spread of Balanced Interracial Interaction, \$24,880, December 1972 to June 1974.

Volume Relates Social Policy To Sociology

Sociology and its relationship to social policy is explored in a recently published volume which also examines graduate training in sociology from a social policy standpoint.

The volume, SOCIAL POLICY AND SOCIOLOGY, is based on the proceedings of the Carmel Conference which was held in December 1972 under the sponsorship of the ASA and the National Institute of Mental Health.

The volume is edited by N.J. Demarath III, Univ. of Massachusetts; Otto N. Larsen, ASA Executive Officer, and Karl Schuessler, Indiana Univ. Royalties on the book will be paid to the ASA.

Topics covered in the volume fall into three main categories: societal dynamics at the macro-level; individual stress in the family cycle; and problems of youth, education and the law.

Within these categories, policy implications are drawn from research on such topics as race relations, social mobility, metropolitan governance, population change, medical care and mental health, sex roles and family structure, drugs and alcoholism, and delinquency and criminology.

The volume is published by Academic Press, 111 Fifth Avenue, New York, N.Y. 10003.

Letters

Cussler Legal Defense Fund

We are writing to you as sociologists deeply concerned with the civil rights of one of our colleagues, Dr. Margaret T. Cussler, and urging you to join with us in helping to serve the cause of justice, both for her and for us all.

Dr. Cussler, an Associate Professor of Sociology at the University of Maryland, is being denied resolution of her complaint of discrimination by a federal agency. The University of Maryland has sued in federal court for an order to enjoin the Department of Health, Education, and Welfare from carrying out an investigation of Dr. Cussler's complaint, which dates from 1970. Such interference by the University of Maryland sets a dangerous precedent for similar action to be taken by other employers charged with discrimination.

The important issues involved in the above action resulted in a resolution passed at the December meeting of the ASA Council, following its unanimous approval by the membership present at the annual business meeting of the Association last August. The resolution censures the administration of the University of Maryland for attempting to obstruct the enforcement by HEW of laws against discrimination in employment.

Space does not permit a detailed explanation of the facts of Dr. Cussler's case here. However, we might note that from 1962 to 1972 she exhausted all remedies open to her within the university. Two faculty committees found in her favor and recommended relief. University inaction forced her to file suit in 1972. Thereafter, HEW issued a letter of findings in her favor after three on-site investigations, and called upon the University to provide remedies, whereupon the University filed suit against HEW.

Now the task ahead is to help Margaret Cussler meet the enormous legal costs which continue to accrue. Her personal legal costs, not counting attorney fees, have reached approximately \$15,000.00. The additional costs anticipated in order to bring the case to trial on May 12, 1975, are estimated at \$15,000.00.

We know that you share with us the feeling that no one person should be asked to assume such heavy financial burdens entailed in upholding principles which affect all of us. But the issues involved also speak to our humanity for a professional colleague who needs our help.

Please contribute as generously as you can now. Checks should be made out to the WEAL Educational and Legal Defense Fund, 799 National Press Building, Washington, D.C. 20004. Please indicate that your contribution is for Dr. Cussler's case. It is tax deductible.

Herbert Blumer, Past President, ASA
Lewis A. Coser, President, ASA
Alfred McClung Lee, President-Elect, ASA
Albert J. McQueen, President, Black Caucus in Sociology
Stanton Wheeler, President, SSSP
Charlotte Wolf, Chair, ASA Committee on the Status of Women in Sociology
Arlene Kaplan Daniels, President, SWS
Carleton W. Smith, Chair, Union of Radical American Social Scientists

SWS Pleased With Child Care

Sociologists for Women in Society is extremely pleased with the selection of Jerome H. Skolnick, Ruth Hill Useem, and Gary Marx for the A.S.A. Committee on Child Care, and also with the \$1000 per year three-year budget provided for child-care facilities at the Annual Meetings.

We hope that the committee will be able to devise a program that will be as convenient and flexible as possible, and that it will be within the budget of graduate students and assistant professors, instructors, and part-time workers. Some of the objections to previously proposed arrangements that our membership has raised, that we hope can be met this year, are: lack of a program for older children, high cost per day with no lunch provided, necessity for a deposit to be made by June 30, necessity to sign up for the whole program instead of by the day.

The experience with child care arrangements at meetings of the Society for the Study of Social Problems, the Eastern Sociological Society, and that run by Sociologists for Women in Society at the A.S.A. Meetings in 1973, has shown that on-the-spot, daily sign-ups is quite feasible, and while costs are not negligible, they can be kept down.

We hope that the American Sociological Association can set up a program for child care at conventions that can become a model for other associations in the future.

Judith Lorber
Secretary, S.W.S.

Affirmative Action Column Draws Comment

Joan R. Harris's report on Guidelines to Affirmative Action (*Footnotes*, February, 1975, page 6) is straightforward, but may leave a wrong impression with regard to criticisms. Richard A. Lester (*Antibias Regulation of Universities*, New York: McGraw-Hill, 1974) documents the abuses that arise with the bureaucracy of HEW administration. The point he makes is that a sequence has arisen of encouraging unrealistic goals and time-tables which, when unfulfilled, are then dealt with unsympathetically by the HEW administrators. The volume is worth perusal.

Harris is absolutely wrong when she says that: "Reaction, however, has been that these requirements lead to 'reverse discrimination'." . . . Rather, all the critics I know have insisted that the Guidelines are not being followed, and that many well-meaning people have interpreted them erroneously to mean giving preference, and more specifically quotas. She has the critics on the wrong side of the argument. The kind of thing that critics object to is the conversion of the Guidelines into what can only be described as a quota mentality. While there are many examples of how this is expressed, let's look at one, the Union Graduate School Affirmative Action Plan. The first sentence under "Faculty Hiring" states: "Ratio hiring is recommended to start affirmative action, and used until the action has 'taken hold' enough for the informal channels of recruitment to begin working for the third world men and women and white women" the intent is to upset the 'inside track' held by white men." Gee whiz, folks, maybe this isn't quota or preference, and this is simply *unfortunate wording*. (*Unfortunate wording* are the words used by the ASA Committee on Freedom of Research and Teaching if someone writes a letter saying they are seeking to hire a black or other minority member. Would the same words be used if someone writes

the same letter seeking to hire a WASP?) All right, it's possible it was unfortunate wording, but then, how does one explain: "Since the two most recent full-time core faculty hired are white men, no white men shall be hired until a minimum of two third world faculty are hired. A minimum of one hired shall be a third world woman." This is what is objected to by persons concerned with reverse discrimination, not the Guidelines, which ostensibly prohibit just this kind of behavior. As a small protest, I resigned as an adjunct professor.

But where is the ASA, which passes so many moral resolutions on all types of topics? Suppose we take up the matter of racism, and the notion that any action that discriminates against a given race is racism. ASA policy is racist, and it's leadership seems highly supportive of the racism. The ASA program of Graduate Fellowships for Minority Students has explicit eligibility requirements. "American citizens and permanent visa residents who are Blacks, Spanish-speaking (Chicanos, Puerto Ricans, Cubans), Native Americans [American Indians], and Asian Americans (Japanese, Chinese, Korean, Filipino, Samoan)." This does exclude persons from India, Turkey, and Siberia. Also, I suppose, some omnibus notion of WASPs. Somehow, if the ASA does it, and the HEW provides the money, it is not supposed to be racism. As a small protest, I resigned my voting membership.

Edgar F. Borgatta
Queens College, CUNY

Parsons Restates View On Research Needs

The February issue of *Footnotes* arrived this morning. I thank you and appreciate your interest in the work of the Domestic Council Committee. I do hope, however, that your readers will not take umbrage at the strident tone of the remarks attributed to me, or conclude that I have little knowledge of the interests and research methods of social scientists. I admit to being frustrated by my apparent inability to stimulate research interest in personal data record-keeping and record use as social phenomena, but I am not angry—only frustrated. Moreover, as a political scientist, I simply could not have wondered aloud about the value of secondary analysis or suggested that social scientists should spend time collecting data on "the relationship between record contents and the confidentiality of records"—a mind-boggling suggestion, indeed.

What I would like to see is some competent research on, for example, the way in which records about people affect the way people are perceived by other people when it matters how they are perceived, and some case studies that cast additional light on the incentives within record-keeping organizations to record, keep, use, display, and disseminate personal information. In my view, a good start was made in the Russell Sage volume, *On Record: Files and Dossiers in American Life* and in James Rile's excellent new book *Private Lives and Public Surveillance*. However, as we move ahead into the era of "integrated information systems" and national (and transnational) data processing and data communications networks, I think we should continue to be curious (mind you, I did not say alarmed) about the way various types of records are instrumental in filtering and shaping our encounters with one another.

That one should think it important to be curious about such matters at tests I think to the contribution that social scientists have already made to our understanding of social control mechanisms, deviance, labelling, and

the like. Thus, my fond hope is that social scientists will see and exploit an opportunity they themselves have created to bring social research to bear on a complex social policy issue.

Carole W. Parsons
Associate Executive Director
Domestic Council Committee on the Right of Privacy, Wn. D.C.

Journal Editor Replies On Turnaround Problem

I very much appreciate the opportunity to respond to some of the recent communications which have appeared in *Footnotes* regarding the problem of turnaround time for *Environment and Behavior*. The problem of turnaround time is always complicated by the speed with which reviewers return material to me. In the case of those who have written to you most recently, the problem can be traced to my reviewers directly. Not only did they retain the papers for an inordinately long period, but when they finally returned them to me the reviews were virtually unusable. I shall not go into the details surrounding the reasons for this problem. Suffice it to say that these reviewers have been relieved of their responsibilities and replaced by others. I, however, was left with the papers and was required to do the reviews myself. If I did not have to consider other papers as well as carry a full teaching load while doing my own research, the rate of return would have been speedier. As it is, the backlog has now been removed.

To cope with the extraordinary increase in papers which have been submitted to the journal within the last year, we have instituted a different review procedure which has reduced the turnaround time in the following ways: (1) papers which are totally inappropriate to the journal are returned to the authors within one week; (2) papers which are appropriate to the interests of the journal's readership but which are not congruent with the methodological approaches required by the journal are returned within two weeks or less; (3) papers which are submitted to the review process are generally returned within twelve weeks. The rate of return may be longer for papers in the last category if two reviewers disagree in their assessments and/or if one or both have delayed their reviews.

I should also point out that we provide generally very detailed reviews of articles. The median number of pages for a review runs about two single spaced pages. Our decision to provide detailed reviews means that a great deal of time is consumed in the consideration of a paper. This is especially true when someone working in an area approaches it from a different perspective or with different questions than those of the author of a submitted paper. Yet our interdisciplinary focus requires this degree of attention. And I am gratified by the number of authors who have written letters of appreciation to us for the amount of work which we have done and the careful attention we have paid to their articles. Unfortunately, this fact is not generally communicated in a forum such as *Footnotes*. Nor should I add, as any mention made of the large number of manuscripts which are returned to their authors within the reasonable time period which they have every right to expect from a journal.

I regret the inconveniences which have been suffered by our failure to return material more quickly but have taken steps to insure that such problems will not arise in the future.

Gary H. Winkel, Editor
ENVIRONMENT AND BEHAVIOR

Taiwan Dept. Seeks Ties With U. S. Counterparts

Sociology on Taiwan is still very much in the developmental stage. The emphasis is generally on undergraduate education and traditionally it is associated with social work. At Fu Jen we have an undergraduate dept. with 200 students divided into sections of sociology and social work at a ratio of about two sociology majors to three in social work. The range of courses we offer reads very much like some graduate programs though, of course, we are not able to go as deeply into our subject matter.

Sociology at Fu Jen and to a lesser extent social work, is very much influenced by American social science. Textbooks are mainly in English while classes are usually in Mandarin. The faculty is entirely Chinese with the exception of the writer.

We have many dreams at Fu Jen. One of the foremost is to move toward a graduate level where we can engage more effectively in some of the much needed research on the island. Still a further dream is to avoid being provincial and isolated. We want one day to take our part on the international sociological scene. Coupled with this is a hope that we may be able to form some sort of a "friendship" relationship with a sociology department in the U.S. Just what this would entail is not sure at this point. Perhaps there is a department that would like to work out a relationship where we could do joint cross cultural research projects. From this side we need very much to profit by the advice of a more experienced department. On our part we might be able to provide a base from which interested U.S. scholars could work. Our students would be able to aid in data gathering and translation work.

Very frankly we do not have money for too many dreams, but a "friendship" relationship such as vaguely described here is not a matter of money. For scholars interested in helping direct us in our advancement of sociology it is hoped there would be advantages that would form a mutually beneficial "friendship."

If there is a U.S. department, perhaps also with a social work section like ours, interested in "sociological" ties in the Orient we would like very much to hear from you.

Kindly contact:

Daniel Ross, S.J.
Chairman, Dept. of Soc.
Fu Jen Catholic Univ.
Hsinchuang, Taipeihsien (242)
Taiwan, R.O.C.

ASA FOOTNOTES

Published monthly except June, July, and September. Distributed to all persons with membership in the ASA. Annual subscriptions to non-members: \$10, single copy: \$1.50.

Contributions to Open Forum should be limited to 800 words; obituaries, 600 words, and letters to the editor, 400 words.

Editor: Otto N. Larsen
Assoc. Editors: Alice F. Myers
Joan R. Harris
Larry Rhoades

Advertising Mgr.: Sue Gorman
Send communications on material, subscriptions and advertising to:

American Sociological Association

1722 N Street, N.W.
Washington, D.C. 20036
Telephone: 202/833-3410

Copyright © 1975, ASA. Third class postage paid at Washington, D.C. and additional mailing offices.

MINORITIES & WOMEN

Report on Roster Workshop

Joan R. Harris
Executive Specialist For
Minorities and Women

Roster Coordination Workshop

In February 1974, the AAAS sponsored a roster coordination workshop in Washington, D.C. A report of the workshop supplemented by additional staff effort has been issued under title, **ROSTERS OF MINORITY AND WOMEN PROFESSIONALS**. The publication may be obtained from the AAAS and is listed as AAAS Miscellaneous Publication 75-1. This column is designed to provide an overview of the report and its content.

First it should be made clear that the publication itself is not a roster but is about the assessment of rosters, advice to roster-makers, and recommendations.

The roster coordination workshop was designed to assess the purposes and maintenance of rosters for minorities and women in various disciplines. "The objectives of the workshop were to examine the assumptions behind the roster efforts and to design an integrated system and common format for the collection of data if that were thought possible and desirable."

Background—Roster is a loose term used to cover a "multitude of types" of listings of professionals. AAAS sought to differentiate between directory, roster, and registry on a continuum for least to most information to be provided to potential users of the names listed. The simple directory lists names and addresses for uses of self-identification and communication. Rosters, by definition, would be more inclusive of information regarding data on qualifications, etc. Registries would be virtually exhaustive of information regarding job histories, related job experiences, publications, honors and awards, etc. An example of the roster for ASA would be the "1975 PhD Roster." On the other hand, the list of black PhD's prepared by James Conyers, would be an example of a directory. A compilation of minority and women sociologists (based on self-identification) elicited from the DIRECTORY questionnaire would more closely fit the registry category.

Assessment of Rosters—An assessment of the use and effectiveness of rosters is mixed. AAAS used the term "roster" for all efforts to avoid definitional problems although the various criteria are delineated above. Rosters, therefore, may be used to determine self-identification (who are we and how may we reach each other or be reached), job placement and honorary appointments, education, re-entry of women into the labor market, research, supportive atmosphere, proof of evasion of the law, and preludes to other activities.

While the purposes of rosters would appear to be useful, their actual effectiveness is questionable. Problems arise in the promotion of rosters (or lack of promotion), a lack of feedback, and misuse (particularly for meeting affirmative action guidelines). "The Project's survey of roster-makers included numerous referrals to the misuse of roster, among them the 'padding of affirmative action reports' and 'pro forma affirmative action compliance.'" One way to avoid some misuse is to obtain better feedback on the use of rosters.

Advice to roster-makers—There are certain steps involved in making a roster. The first step is to identify the purposes of a roster (for whom, for what purpose). It is then necessary to define the universe and to develop the plan. The latter involves the kind and

amount of information required, policy considerations (e.g., home address, marital status, birth dates, ethnic or racial identification, etc.), methods of compiling and disseminating information, and evaluation and feedback, updating, and promotion. Another very important step is to locate the defined universe. Suggestions in this area include going through the major professional associations, minority and female professional organizations, advertisements in other publications, direct mailing, and personal persuasion. The final determination has to do with a budget and fundraising to meet such a budget. Rosters are by no means inexpensive to prepare.

Recommendations—Three recommendations grew out of the Project and involved a comprehensive national roster, a center for coordination, and financial responsibility. (1) A comprehensive national roster of women and minority professionals was not considered feasible at the present time because of projected costs, technical difficulties, and a lack of trust and support of the concept among many minorities and women. "Roster-making should remain for the near future the responsibility of professional associations."

(2) The second recommendation was for the establishment of a National Center for Rosters of Women and Minority Professionals designed to coordinate separate roster efforts, promote multiple uses of rosters, provide assistance to roster-makers, and facilitate the exchange of information among roster-makers and users.

(3) The final recommendation was "that continuing financial responsibility for making and promoting rosters must be shared by the professional associations, the foundations, users, and the federal government."

Appendices—While the body of the report contained much more information that can be given here, it should be noted also that there are eight appendices which include detailed information on 71 rosters, sample questionnaire items, sample pages from published rosters showing format, sample form letters and questionnaires for follow-up, and additional resources.

NEXUS: Only a Phone Call Away!

Recent trends in higher education are forcing many sociologists serving on departmental and university committees to make hard choices in areas outside of their fields of expertise—teaching evaluation, curriculum innovation, and personnel practices.

Assistance on many of these matters, however, is now available for the price of a phone call to NEXUS, a rapid referral service established by The American Association for Higher Education with funding from the Fund for the Improvement of Postsecondary Education. This service should not be confused with other organizations carrying the same name.

Jane Lichtman, who directs the Washington-based program, said, "NEXUS is a people bank. It connects people who need information with people who can provide it. It is set up to help translate good ideas into action by providing greater access to information in all areas of postsecondary education."

NEXUS can be reached by calling (202)785-8480 between 1:00 p.m. and 6:00 p.m. Monday through Friday. The service attempts to furnish referrals (names, addresses, and phone numbers) for each inquiry within two working days of the call.

Lichtman gives the following advice to potential NEXUS users:

"Make your questions as specific as possible. That helps us make connections more directly related to your needs.

Let us know how you plan to use the resource. This helps us decide what kinds of resources are most appropriate. For example, if your purpose is to seek support for a new program or idea, you'll probably need back-up information. If you have encountered a problem in implementing an idea you'll want to be connected with someone who has dealt with a similar problem—someone who has been in your situation before.

If you have already tried leads that didn't pan out—hunches, agencies, friends of friends—tell us about them. These leads often start us on a new track that can help us answer your questions more easily.

Although the NEXUS staff is eager to provide assistance, Lichtman points out that "NEXUS is not set up to do routine research that individuals might easily do themselves. We hope inquiries will have surveyed available literature, ERIC fugitive documents, and sources of printed information before calling."

WHO OFFERS TRAVEL FUNDS

A limited number of short term fellowships for travel abroad related to the improvement and expansion of health services in this country will be made available by the World Health Organization in 1976.

The support is available to U. S. citizens under 55 years of age who are engaged in operational or educational aspects of public health and employed by educational institutions or non-Federal governmental agencies. Application deadline is September 30, 1975.

For more details contact Dr. Robert W. Jones, III, Chief, International Education Branch, Fogarty International Center, National Institute of Health, Room 2B-55, Building 31, Bethesda, Maryland 20014.

TCU ESTABLISHES DATA CENTER ON DRUG ABUSE

A new facility to aid social science research on drug abuse, the Drug Abuse Epidemiology Data Center (DAEDAC) has been established at Texas Christian University with the aid of a federal grant.

The major objectives of the DAEDAC which is associated with the drug abuse research program at the TCU Institute of Behavioral Research are:

1. Creation of a comprehensive file of data relevant to epidemiological and social science aspects of drug use and abuse in order to provide a data base for research and analyses that may contribute to the resolution of questions of national policy.

2. Establishment of a facility to make the collected data files available to the scientific community for further epidemiological and

social science research on drug abuse.

Two files initiated to achieve these objectives are the Aggregate File and the Original Data File.

The Aggregate File represents sets of aggregate and summary data reported in the research literature and in statistical series that focus primarily on the major epidemiological aspects of drug abuse. Retrieval software is available to accommodate a wide variety of user needs.

The Original Data File consists of edited computer tapes of the original data of selected surveys, evaluation studies, and other large-scale drug abuse data sources that have potential for secondary analyses related to the epidemiological purposes of the Center.

Among the holdings of this file are the reports of the National Commission on Marihuana and Drug Abuse and the original data of a number of national surveys and reporting programs. Some of these files have been designated as OPEN, and are available in total or by selected item subsets for independent analysis by users on their own computers. Other files have been designated as RESTRICTED because of confidentiality considerations and will not be released, although they are available for further analysis by the IBR staff, in accordance with user specifications. Information on data available may be obtained on request.

Investigators with files relevant to purposes of DAEDAC may make them available to the Center, which has taken steps to protect the rights of contributors. In addition to appropriate citation of their source work, contributors will retain ownership of their data and will be reimbursed for costs entailed in preparing copies of files for the Center.

For further information contact Drug Abuse Epidemiology Data Center, Institute of Behavioral Research, Texas Christian University, Fort Worth, Texas 76129.

Regional Gives Employment Assistance

• Continued from page 3

The Society's purpose is *not* to run a "job fair", but rather to provide a set of counselling resources that no single school can offer. We believe that students attending the Conference leave knowing about a wide range of kinds of jobs available to them. More importantly, they are better-equipped to make useful course choices and to capitalize on summer, part-time, and internship work experiences when they must

finally seek full-time employment.

The effectiveness of this year's Conference is hard to assess, but some data are available from a survey form completed by students just before they left the sessions. More than 90% said that the Conference was "useful", and virtually all who responded to the question said that they gained information that they could not have gotten from their school counsellors. Students from small-

er schools found it more useful than those from larger institutions. Sophomores and juniors were more positive than seniors, perhaps because for the latter, the meeting served as a reminder that graduation was close at hand, and that this is a grim year to be entering the employment market.

While the geographic compactness of the District of Columbia regional society and the availability of a large number of federally-employed resource-persons in the area combine to make the Career Conference comparatively easy to organize here, it appears that it should be possible to duplicate in any of the ten or so largest urban areas in the U.S. The resources required (beside those of the resource-persons and career services staffs) were about fifty hours of the chairperson, thirty student-hours, and just under 300 dollars, half of which was to supply the student-assistants and professional participants with box lunches before the event.

NOW AVAILABLE—TWO SELF CONCEPT SCALES

Piers-Harris Children's Self Concept Scale—An 80 item scale for children in third grade and up.

Tennessee Self Concept Scale—A 100 item scale for 7th grade and up. Assesses personality in normal and optimal range as well as in deviancy. Related research monographs include such topics as the self concept and delinquency, self-actualization, and psychopathology.

Prices: Topical monographs—\$3.25 ea. Complete set of 7 monographs—\$18. Specimen set, either Scale (specify)—\$1.50.

COUNSELOR RECORDINGS AND TESTS
Box 6184/Dept. S/Nashville, Tn. 37212

Constitutional Questions Facing ASA Voting Members in June

• Continued from page 1

the prescribed Manual for Section operations. These prescriptions afford each Section a full-day participation in the Annual Meeting and offer them four mailings per year from the Executive Office to Section members. Sections must also hold an annual election and an annual business meeting and constraints are placed on some Section activities that involve legal and financial commitments.

If the proposed amendment is adopted, none of the current guidelines affecting Section functions would be altered. However, the constitutionally prescribed Committee on Sections would be

abolished since its principal review function bearing on the formation and continuance of a Section would no longer be necessary.

It is generally agreed that the development of Sections in the ASA has, in recent years, added a great deal of vitality and innovation to the Annual Meeting and has provided a mechanism for attracting the interests and expressing the specialized concerns of many ASA members. However, should Sections continue to grow in number, it may require some adjustment in the amount of time they can be allocated at an Annual Meeting, even one that has

been extended to a five-day duration. This problem lurks in the background of the proposed constitutional change if it in fact makes it easier to form Sections and more difficult to disband them.

Resolutions from Annual Business Meeting

The By-Laws of the ASA (Article II, Section 10) currently provide a means whereby, via petition, 3% of the voting members can author a Members' Resolution that Council must consider. Furthermore, this provision states that if Council rejects the Members' Resolution, it must be submitted, along with any alternative resolutions by Council, to a vote by the membership via a mail ballot.

At the last Annual Business Meeting in Montreal, a resolution was passed that proposed adopting the above features and extending them from the petition mechanism to the processing of resolutions passed at the Business Meeting. In December, Council approved sending this resolution calling for a change in Article VII of the Constitution to the membership for a vote. In March, Council worked out the wording of the proposed change in the Constitution implied by the resolution, and that wording is stated below in the form that it will come to the membership in June.

The intent of this proposed constitutional amendment is to insure that resolutions that are passed at the Annual Business Meeting will come before the voting members by mail ballot if Council disapproves of such resolutions.

Proponents of the proposed revision claim that this would insure a more democratic governance process. Opponents argue that attendance at the Annual Business Meeting is not representative of the ASA membership, and that the elected Council must exercise judgment in transmitting or not transmitting propositions generated at such a meeting to the membership for vote.

If the membership adopts the proposed revision of the Constitution, some changes in the way in which the Annual Business Meeting is organized and conducted would also have to take place. The proposed revision would require that persons in attendance at the Annual Business Meeting be clearly identified and certified as voting members before formal business could be transacted. Others in attendance could only participate in an informal way.

Choice of Journals

Regardless of the level of dues paid, all members of the ASA now receive the ASR, *The American Sociologist*, *Contemporary Sociology*, and FOOTNOTES. In 1974, this meant that the ASA sent 366,250 copies of these publications to the membership via 25 mailings per year to each person. The selection of these publications is not made by individual preference but is pre-

Referendum Item #2: Members' Resolutions

Present Wording

Article VII, Section 2. At the Business Meeting, a majority of the voting members present may: (a) place items on the agenda of that Business Meeting and (b) pass courtesy resolutions. If at least one hundred voting members are present, a majority can place items on the agenda of the Council.

Proposed Wording

Section 2. (Retain as in present wording)

Section 3. (new section) If Council disapproves a resolution passed by the Business Meeting for which at least 3% of the voting members of the Association voted affirmatively, this resolution and such alternatives as Council may propose will be submitted to the voting membership on a mail ballot. If endorsed by a majority of those voting on that ballot, the resolution or alternative will be considered to be an action of the Association.

Referendum Item #1: Sections

Present Wording

Article VI, Section 1. Any group of members may organize a Section of the Association, based on common interest in a substantive field within sociology, in accordance with the requirements stated in the following section of the By-Laws.

Section 2. Application for recognition as a Section may be made to the Council if the applying group has at least two hundred members agreeing to subscribe to the Association a nominal annual mailing fee to be determined by the Council. If recognized, a Section shall adopt By-Laws agreeable to the Council. These By-Laws shall include provision for a committee of the Section for the purpose of cooperating with the Program Committee in planning the presentation of its field of interest in the Annual Meeting of the Association. The Council shall have the power of acceding or withholding recognition to any Section, and may discontinue a Section at any time. When approval is first accorded a Section it shall have a provisional status for five years.

Section 3. An officially recognized Section shall be entitled to cooperation from the Executive Office in matters of mailings to its members, and from the Program Committee in matters related to the Annual Meeting, and from the Association in such other ways as the Council may decide.

Section 4. Committee on Sections. The Council shall elect a Committee on Sections composed of three members serving staggered three-year terms. The chairman shall be a member who has served on the Committee for at least one year. The Committee shall advise the Council on all matters relating to Sections. It shall receive and evaluate applications for new Sections, recommending provisional status for those that meet the criteria set forth in the By-Laws. Upon expiration of a Section's provisional status, the Committee shall recommend that it be dissolved or accorded full status. It shall review the experience of all Sections and report to the Council annually. At that time, it may recommend dissolution of any Section with full status which no longer meets the criteria.

Proposed Wording

Section 1. A Section of the Association shall be formed when at least two hundred members with a sociological specialty agree to pay dues to a Section. A Section shall remain in operation as long as it maintains two hundred dues-paying members, and abides by The Manual on Sections by The ASA.

Section 2. A section shall adopt By-Laws subject to approval by the Council. These By-Laws shall include provision for a committee of the Section for the purpose of cooperating with the Program Committee in planning the presentation of its field of interest in the Annual Meeting of the Association.

Section 3. A Section shall be entitled to cooperation from the Executive Office in matters of mailings to its members, and from the Program Committee in matters related to the Annual Meeting, and from the Association in such other ways as the Council may decide.

Section 4. (deleted)

scribed by the By-Laws for the ASR and by Council policy for TAS, CS, and FN.

In February, the Executive Officer addressed a memorandum on the "Rights of Members to Select and Receive ASA Journals" to the Committee on Publications and to the Committee on the Executive Office and Budget. This memorandum reviewed data bearing on the principle of choice, the economy and the economics of ASA publishing, and findings from a readership survey. It also made two recommendations, one of which proposed an amendment to the By-Laws affording members the right to choose publications and the other advising the Council to be prepared to make some adjustments in the number of choices allowed if present economic conditions continue to deteriorate. The latter policy is a power the Council currently has and does not involve a constitutional issue.

The two committees processed these recommendations, made some alterations, and transmitted them to Council for action. Council, in March, concurred with the recommendations of the committees and authorized that a proposition calling for a change in parts of Article I, Section 2 of the By-Laws be brought to the voting members as stated below in Referendum Item #3.

If this item is approved by the voting membership, then all members will no longer automatically receive the ASR but they will be entitled to one subscription to Association's newsletter (FOOTNOTES) plus a free choice of as many other publications as Council may authorize. The latter provision would place all six ASA journals, including ASR, *The American Sociologist*, *Contemporary Sociology*, *Journal of Health and Social Behavior*, *Sociology of Education* and *Sociometry* in the choice category

starting with the 1976 membership year.

The proposed change, then, would structure the distribution of ASA journals not by By-Law prescription or by Council policies but by the personal preferences of the members. Under either system, the number of selections given or the number of choices allowed each category of membership remains a matter for Council determination.

In considering Referendum Item #3, the membership should know that Council may be forced to reduce the number of publications received as a right of membership whether or not the referendum passes. Indications now are that the ASA will confront a deficit of as much as \$70,000 this year. The major factor is a sharp reduction in advertising revenue along with continuing increases in printing and mailing costs. No change in dues is contemplated. For some time now, dues have yielded about one-third of the ASA annual income and publications have accounted for about one-half of ASA expenditures.

While vigorous efforts are underway to reduce expenditures in all areas and to increase income from a number of sources, it is unlikely that these efforts will by themselves produce a balanced budget for 1975. In 1976, therefore, with or without the passage of the referendum allowing choice, full Member categories are likely to receive two journals, plus FOOTNOTES, and Associate categories of membership are likely to receive one journal, plus FOOTNOTES, as a right of membership. At the same time, all categories of membership will continue as now to receive the right to subscribe to all remaining ASA publications, including the journals not sent or chosen, at special reduced rates.

Referendum Item #3: Choice of Journals

Present Wording

Section 2. Members and Associates shall have the right to attend all meetings of the Association and shall be entitled to one subscription to the *American Sociological Review* and to such other publications as the Council may decide. . . .

Proposed Wording

Section 2. Members and Associates shall have the right to attend all meetings of the Association and shall be entitled to one subscription to the Association's newsletter plus a free choice of as many other ASA publications as Council may authorize. . . .

Meeting Calendar

May 11-15, National Conference on Social Welfare, Annual Forum, San Francisco. Theme is "Health as a Right: The Human and Political Dimensions." For further details contact NCSW, 22 W. Gay St., Columbus, Ohio 43215.

May 18-23, Annual meeting of the American Association on Mental Deficiency, Portland Hilton, Portland, Oregon. Theme is Action & Accountability for Mental Development.

May 23-25, 1975, Fourth Bi-Annual East Coast Conference of Socialist Sociologists. Tentatively scheduled for LaSalle Univ., Philadelphia, on the above dates or one weekend earlier. Theme will be "The Economic Crisis." Contact Henry Etzkowitz, State University of New York, Purchase, N.Y. for further details.

June 9-21, a NATO-sponsored Institute on Victimology and the Needs of Contemporary Society, Italy. This interdisciplinary meeting will review the growth and major achievements of victimology during the past thirty years, analyze comprehensively the issues and problems involved; and outline future research and developments. For further details write Emilio C. Viano, Center for the Administration of Justice, The American University, Washington, D.C. 20016.

July 11-17, 1976, Sixth International Congress of Group Psychotherapy, Nice, France. For further details contact Samuel B. Hadden, President, International Association of Group Psychotherapy, 946 Remington Road, Wynnewood, Pa., 19096 or Adolf Friedemann, Fischerweg 6, CH 2500, Biel, Switzerland.

August 14-21, 1975, International Folk Music Council, Twenty-third Conference, Regensburg, Bavaria, German Federal Republic. For further details contact Secretary-General, International Folk Music Council, Music Department, Queen's University, Kingston, Ontario, Canada.

October 22-25, Twentieth Anniversary NASW Professional Symposium, Diplomat Hotel, Hollywood-by-the-Sea, Florida. Theme is "Social Work Skills: To Promote the General Welfare."

Migration & Mobility

Roger E. Thomas from U. of Guelph to MD Programme, McMaster U.; Craig A. McEwen from Harvard Law Sch. to Bowdoin Coll.; Nehama Babin from Brown U., H. David Barton from U.S. Army, John K. Maniha from Florida State U., Sophia McDowell from Loyola Coll., Baltimore, E.M. Schreiber from McGill U., Guy Siebold from U. of Illinois, Chicago Circle, and John Woelfel, from U. of Michigan, all to the U.S. Army Research Institute for the Behavioral and Social Sciences; William R. Aho from the U. of Miami Sch. of Medicine to U. of the West Indies, Trinidad. Kenneth C. W. Kammeyer from U. of Kansas to U. of Maryland; William Mangold from Duke U. to U. of Arkansas; Sharon Mayes from Yale U. to University of Maryland; Tonn Parming from Yale U. to U. of Maryland; George Ritzer from U. of Kansas to U. of Maryland; Mady W. Segal from Army Research Inst. to U. of Maryland; Ronald P. Strauss from U. of Pennsylvania to U. of North Carolina.

New Publications

ITALIAN AMERICANA is a new, and the first, academic journal devoted to the Italian experience in America. It encompasses all dimensions of the Italian participation in American civilization, both historical and contemporary, containing studies and commentary in the humanities and social sciences, fiction, poetry, bibliographies, reviews of significant books, films, plays, and art. ITALIAN AMERICA is a semi-annual ethnic review inspired by a complete image of man in keeping with the Italian humanistic tradition. Send subscription requests and manuscripts to: Professor Ernest S. Falbo, Editor, ITALIAN AMERICA, Ketchum Hall 325, State University College at Buffalo, N.Y. 14222.

AFFIRMATIVE ACTION REGISTER provides an opportunity for female, minority and handicapped candidates to learn of professional and managerial positions throughout the nation for which they may be qualified and to assist employers in implementing their Affirmative Action Programs. For further details contact Affirmative Action Register, 10 South Brentwood Blvd., St. Louis, Missouri 63105.

SPORT SOCIOLOGY BULLETIN is a semi-annual publication, spring and fall, which informs teachers and researchers about activities related to sport in society. For further details contact Benjamin Lowe, Editor, Sport Sociology Bulletin, Recreative Studies/College of Human Learning & Development, Governors State University, Park Forest South, Illinois 60466.

FREE INQUIRY, the journal of the Oklahoma Sociological Association, will publish two issues a year. Manuscripts, preferably limited to 10-15 pages, should be sent to William D. Parker, Dept. of Sociology, Central State Univ., Edmond, Okla. 73034. Individual memberships in the Association are five dollars a year and include a subscription to the journal. Membership dues should be sent to Nancy Ogle, Dept. of Sociology, Phillips Univ., Enid, OK.

JOURNAL OF THE HELLENIC DIASPORA is a new quarterly, interdisciplinary publication concentrating on the humanistic-political, economic, educational, literary, scientific, and social-developments in modern Greece and the Greek Diaspora. This journal replaces THE JOURNAL OF THE HELLENIC AMERICAN SOCIETY. For further details write to Nikos Petropoulos, Coordinating Editor, P.O. Box 22334, Indianapolis, Indiana.

Special Summer Sessions Offered At Boston Univ.

Boston University Summer Term, July 14-August 15. ANTHONY GIDDENS (Kings College, Cambridge, England) and CLAUS OFFE (Max Planck Institute, Stanberg, Germany) will each offer an undergraduate course and a graduate seminar.

Session I, ETHNOMETHODOLOGY, June 1, - July 3. HAROLD GARFINKEL (UCLA) and HARVEY SACKS (UC, Irvine) will each offer an undergraduate course and a graduate seminar.

Session II, CRITICAL THEORY, July 14-August 15. ANTHONY GIDDENS (Kings College, Cambridge, England) and CLAUS OFFE (Max Planck Institute, Stanberg, Germany) will each offer an undergraduate course and a graduate seminar. Courses and seminars carry full credit. Enrollment limited. Tuition \$280 per course. Housing available for both sessions. For information write: George Psathas (Session I) or J.W. Freiberg (Session II), Department of Sociology, Boston University, Boston, Mass. 02215.

New Programs

The Center for the Administration of Justice, The American University, will conduct a study-tour of correctional innovations in Sweden and Denmark from June 29 to July 13. Participants will study the Scandinavian correctional system through a program of visits to agencies and institutions, lectures, seminars, and direct observation. For details contact Emilio Viano, CAJ, The American University, Washington, D.C. 20016.

Vrije Universiteit Brussel will hold its first International Summer School on Recreation Education from August 1-16, under the auspices of the International Council on Health Physical Education and Recreation. The curriculum includes lectures, excursions, cultural events, aspects of Flemish and Dutch recreation education as well as recreation for the handicapped and the aged. Emphasis will be put on experiencing a European atmosphere and on opportunities to exchange ideas on an international level. Registration will be limited to 80 participants. Registration deadline is April 1. English will be the official language. For further details contact L. Bollaert, Vrije Universiteit Brussel, International Summer School on Recreation Education, Adolphe, Buyllaan, 105, B-1050 Brussel, Belgium.

Institute for Sex Research, 1975 Summer Program in Human Sexuality, July 23-August 1. Lecture course, forums on sociosexual issues, sex counseling symposium, attitude-reassessment program. Registration fee \$285. Registration ends June 20. Write: Institute for Sex Research—Summer Program, 416 Morrison Hall, Indiana University, Bloomington, Indiana 47401.

School of Public Health, Department of Epidemiology, University of North Carolina offers a program leading to a PhD with specialization in social epidemiology. Dr. Berton H. Kaplan is Director of this program. Students applying should have either a bachelors or masters degree in the relevant social sciences. Curriculum includes basic public health courses as well as seminars and courses developed within the framework of the program. Stipend, dendency allowance, and tuition and fee support is available. For information and/or application forms write Kathy Murray, Research Assistant, Department of Epidemiology School of Public Health, University of North Carolina, Chapel Hill, North Carolina 27514.

The Department of Sociology and Anthropology at Emory University has introduced an experimental academic program that will permit an undergraduate to earn both a baccalaureate and a M.A. degree in sociology in a four year period. It requires the student to complete the undergraduate major courses during the junior year and devote the fourth year of study to the graduate program. It is open only to select students. After several years' experience the program will be evaluated to decide whether it should be modified or continued.

Other Organizations

THE EAST COAST CONFERENCE OF SOCIALIST SOCIOLOGISTS has established an employment clearing-house for persons who consider themselves "socialist sociologists." Departments are invited to notify the clearinghouse of vacancies. The vacancies will be published in a newsletter and the departments will be sent vita of socialist sociologists who appear to meet the requirements of the positions. Send correspondence to Jeffrey M. Schevitz, Dept. of Sociology, State University College at Buffalo, 1300 Elmwood Avenue, Buffalo, New York 14222.

NATIONAL ASSOCIATION OF WOMEN IN CRIMINAL JUSTICE has been established to represent the interests and concerns of women currently employed in the areas of law enforcement, courts, and corrections as well as women working in related areas in governmental, academic and research organizations. For further information write National Association of Women in Criminal Justice, 601 Indiana Avenue, N.W. Second Floor, Washington, D.C. 20004.

THIRD EUROPEAN MEETING ON CYBERNETICS AND SYSTEMS RESEARCH, April 23, 1976. Organized by the Austrian Society for Cybernetic Studies, this third biennial meeting is preparing symposia and workshops. The Conference language is English and scientists are invited to submit papers in the following fields: General Systems Methodology; Cybernetics of Cognition and Learning; Structure and Dynamics of Socio-Economic Systems; Computer Linguistics; Neuro- and Bio-Cybernetics; Cybernetics in Organization and Management; Engineering Systems Methodology. Abstracts of approximately 200 words should be sent to: Secretariat of the Austrian Society for Cybernetic Studies, Schottengasse 3, A-1010 Wien.

THE RESEARCH COMMITTEE FOR THE SOCIOLOGY OF DEVIANCE AND SOCIAL CONTROL, INTERNATIONAL SOCIOLOGICAL ASSOCIATION, plans several activities before the next world congress: (1) a mini-conference is tentatively planned for Japan in 1976 with Banff or Jasper National Parks in Canada as second choices if the Japanese option does not materialize; (2) a seminar on deviance, social control, and sex roles is anticipated; and (3) a seminar where French will be the primary language is being considered.

Nominations for the Board of Directors are being solicited. Suggested names from other countries are particularly welcome. Election of the 18 Board members (maximum of 3 from any one country) will take place later this year.

\$5 will entitle members to the Newsletters until the next World Congress in 1978. Send membership fees, nominations for the Board, and suggestions for activities to Jim Hackler, Department of Sociology, University of Alberta, Edmonton, Alberta, Canada T6G 2E1.

THE DELPHI SYMPOSIUM ON SOCIAL SCIENCES, scheduled to be held in Athens, Greece in September 1976 has been postponed. Sociologists wishing to be informed of new arrangements should write to Sophia Sakka, National Center of Social Research (EKKE), 1 rue Sophocleous, Athens 122, Greece.

People

Mohamed El Attar has returned to Mississippi State University following the completion of a six month United Nations Assignment as a Migration Expert to the Ministry of Municipalities in Iraq.

G. Franklin Edwards of Howard University received the seventh Stuart A. Rice Merit Award during the 24th Annual Research Institute of the District of Columbia Sociological Society. The award is presented to "... a senior member of the Society whose professional career has been pursued primarily while a resident or affiliated with an institution or agency in the area and who has contributed significantly to the development of the Society and to the profession."

William H. Key, former sociology department chair at the University of Denver, has been named vice chancellor for academic affairs and dean of faculties at that university. Key has been acting vice chancellor since last June.

Micahel Gordon, Univ. of Connecticut, is conducting a social-historical analysis of American courtship patterns between 1850 and 1920 with an \$11,250 grant from the National Endowment of the Humanities.

Helen Gouldner, former chairperson of the Department of Sociology, Univ. of Delaware, is serving as Dean of the College of Arts and Science at that University.

Charles H. Page, Univ. of Massachusetts, Amherst, has been presented with the Merit Award by the Eastern Sociological Society.

Martin L. Levin of Emory University has been awarded a NATO grant under the Visiting Lectureship Programme of the Special Programme on Human Factors. The award will enable Levin to be a Visiting Lecturer at the Universities of Ghent, Edinburgh, Strathclyde and Amsterdam.

Abbott L. Ferriss of Emory University has been appointed a member of an Advisory Committee on Social Indicators 1976, to be issued by the Office of Management and Budget.

William C. Martin of Rice University has received a grant-in-aid from the American Council of Learned Societies to do post-doctoral research on "Mass Evangelism in America."

Robert A. Gordon of Johns Hopkins University and William McAuliffe of Harvard University have won the 1974 Socio-Psychological Prize of the American Association for the Advancement of Science for their paper, "A Test of Lindesmith's Theory of Addiction: The Frequency of Euphoria Among Long-Term Addicts." The paper was published in the January 1974 issue of *AJS*. The award carries a \$1,000 stipend.

Edward Sagarin of The City College, CUNY, has published his first novel, *Flake of Snow*.

Personals

Information wanted. Joe R. Feagin, associate professor, University of Texas, Austin, is on leave as scholar-in-residence at the U.S. Commission on Civil Rights, Washington, D.C. 20425. He is working on a project on institutional racism/discrimination and would like to communicate or exchange papers with anyone else working in this area, particularly anyone doing empirical research on the mechanisms of institutional discrimination.

Obituaries

LEONARD REISSMAN 1921-1975

Leonard Reissman died at the age of 53 in Ithaca, New York on January 29, 1975. The day before he became ill was the opening of the spring semester, and in excellent health he had met his large class of students in "Urban Society."

He had come to Cornell University as Professor and Chairman of the Department of Sociology in the fall of 1970. Before that, he had held only one permanent teaching post, serving at Tulane University, New Orleans, for nineteen years, where he was the Charles A. & Leo M. Favrot Professor of Human Relations, and from 1967 was Chairman of the Department of Sociology and director of the Urban Studies Center. He also served from time to time as Visiting Professor or Fellow at Columbia University, the London School of Economics, and the Center for Advanced Study in the Behavioral Sciences.

Len's parents were Polish Jewish immigrants who raised their children in the Workman's Circle tradition, with its emphasis on non-marxist socialism and secular (Yiddish) Jewish culture. Len grew up in Detroit and finished his undergraduate work at Wayne University just before World War II. After army service, he sampled several graduate schools: he studied at Wisconsin and Princeton, and under the auspices of a fellowship from the Social Science Research Council, was a visitor in the seminars of Robert K. Merton at Columbia, and Talcott Parsons and Florence R. Kluckhohn at Harvard. But when his mentor Paul Hatt went to Northwestern, Len enrolled at that university and was awarded the doctorate in 1952.

During his years at Tulane he was engaged in a number of cooperative projects based on studies of the local community and its institutions. Among his partners were K.H. Silver, J.H. Rohrer, R.V. Platou and T. Ktsanes. They published many articles and monographs on local voting patterns, on the nursing profession, on the Jewish community, and on the urban South. Stimulated by these researches, his maturing theoretical interests focused on two interrelated themes: the nature of social stratification and the underlying processes of urbanization and urban life. The results were published in the two books which established him as a major figure in sociology: *Class in American Society* (1959), and *The Urban Process: Cities in Industrial Societies* (1964). Both reflected his creative talent at synthesis: the ability to absorb a huge body of empirical research and evaluate it with the eye of an experienced practitioner of the art, and then exercise the higher skill of imposing theoretical order and coherence on what would otherwise be confusion and contradiction. He wrote with sophistication about complex matters and led the rest of us toward understanding, and he did it without pretentious jargon; at its best, his prose was lucid and elegant, but it was never either fancy or oversimplified. He continued to read the theoretical masters of social science, both old and new (particularly Max Weber), and was always aware that social reality was more complex and challenging than our models could fully encompass. He learned new techniques, but never fell for new fads. Recently, he again demonstrated his style in a critical review of current thinking on the linkages between social research and social policy con-

cerning poverty in *Inequality in the American Society* (1973), and the week before he died he finished the final proof-reading of a book written with his long-time friend, Kalman H. Silver, to be published as *Education, Class and Nation: The Experiences of Chile and Venezuela*.

Len Reissman was as steady in his family life and friendships as he was in his academic posts. He married Ethel Banner while they were both graduate students, and they were approaching their 25th anniversary. They have two daughters, Alison who is a senior at Cornell, and Carla who is a freshman at the University of Massachusetts, Amherst. His great warmth and blunt honesty, coupled with his earthy sense of humor, tied him to a network of friends which got started during his student years and never weakened. In turn, many of his own students joined the network and along with colleagues became a part of the Reissman family circle. He was at Cornell for fewer than five years, but the people who came to his memorial service from the local area and from miles away over-flowed a large chapel on campus and thus attested to the impact he had made on so many lives. We wept, although Len would have preferred that we laugh in remembrance of the good times we had shared.

Recognizing his devotion to students, Ethel has asked that we establish a memorial fund for their benefit. Contributions may be sent to Cornell University, directed to the Trust Office, Day Hall, Ithaca, New York 14853, with the request that they be deposited in the Leonard Reissman Memorial Fund.

Joseph A. Kahl
Cornell University

THOMAS F. O'DEA 1915-1974

Dr. Thomas O'Dea died at his home on November 12, 1974. He is survived by a five-year old son, Michael, and by a sister, Mrs. Alexander Sullivan. He joined the faculty of the University of California, Santa Barbara, on January 1, 1967, as Professor of Sociology and Religious Studies and Director of the Institute of Religious Studies. He had previously served on the faculties of the Massachusetts Institute of Technology (1951-56), Fordham University (1956-59), the University of Utah (1959-64), and Columbia University (1964-66).

His early career was not typical of academicians. Born in Amesbury, Massachusetts, on December 1, 1915, he did not enter college until relatively late in life. He worked in various positions, and during World War II he served in the U.S. Army (in the Infantry and the Air Corps) in North Africa, Australia, the Mariannas, India, and China. Once he entered college, his career was distinguished. He graduated from Harvard, *summa cum laude*, in 1949, and went on to receive his M.A. in 1951 and his Ph.D. in 1953. In connection with his doctoral dissertation he participated in the Laboratory of Social Relations project on "The Comparative Study of Values in Five Cultures" in northern New Mexico. He focused his attention on the Mormon community of Ramah. Several publications resulted from this field work and his continuing interest in Mormonism—including *The Sociology of Mormonism* (1955) and *The Mormons* (1957). The latter work has been widely acclaimed, and one Mormon reviewer called it the "best account and interpretation" yet produced.

Subsequent works by Dr. O'Dea include two slim but significant volumes on aspects of Roman Catholicism: *American Catholic Dilemma: An*

Inquiry Into The Life (1958) and *The Catholic Crisis* (1968). In 1963, as a consultant to the Arabian American Oil Company, he conducted a yet unpublished study on social change in Saudi Arabia. *The Sociology of Religion* (1966) has been translated into five languages. Other publications include *Alienation, Atheism, and the Religious Crisis* (1969), *Sociology and the Study of Religion: Theory, Research, Interpretation* (1970), and more than forty articles in journals, encyclopedias, and anthologies.

Dr. O'Dea received many honors during his career, including election to Phi Beta Kappa and selection as a fellow by the Center for Advanced Study in the Behavioral Sciences (1955-56). He was elected to the American Academy of Arts and Sciences in 1972, and during the following year was Visiting Professor of Sociology and Religion at the Hebrew University in Jerusalem.

Those who knew him well, especially his colleagues and graduate students, never ceased to be amazed at the breadth of his learning, the brilliance of his insights, the sharpness of his analytical powers. He had a special capacity to see polarities in human experience and to hold them in dialectical tension: sacred and secular, conservation and breakthrough, tradition and change, individual and community, reason and faith, estrangement and reconciliation. As he described polarities, so he himself lived as a scholar in a creative struggle between distance and involvement, critical analysis and prophetic utterance. Never conventional, he was frequently controversial, a man of passion, fierce pride, and firm convictions; yet he had the capacity to change, a keen ability to absorb new knowledge, and a mature appreciation of and commitment to the spiritual life. He lived, he loved, and in deep and penetrating ways, he understood. We are the better for it and are grateful for having had him in our midst.

Robert Michalisen
Tamotsu Shibutani
Univ. of California, Santa Barbara

JOSEPH H. BUNZEL 1907-1975

When Joseph H. Bunzel was born in 1907, the Emperor Franz Joseph I was sitting on the throne of the Austro-Hungarian Empire, and the Bunzel family of Vienna, prominent in the service of the Austrian government shared the life of intellectual Europe whose sons and daughters, only one generation later fructified the whole world with their achievements in every endeavor from the music of Romberg to the mathematics of von Neumann.

When Dr. Joseph Bunzel died on January 14, 1975 the world which he had known and which had reared him had disappeared forever. Destroyed by two World Wars, torn apart by Nazi terror and persecution, scattered to the ends of the earth, Joseph Bunzel and a few of his compatriots escaped the European Holocaust and managed to settle in the United States. This was our good fortune, not only theirs.

Joseph Bunzel had already graduated from the University of Vienna with the degree of JUD, when the Nazi armies invaded his homeland in March of 1938 and he and his wife fled to Paris to escape anti-Jewish persecution. His ability to use the French language fluently allowed Joseph Bunzel an opportunity to find immediate employment with a Paris newspaper. But in 1940, the Nazi armies invaded France as well, and so Joseph and Gertrude Bunzel fled once more, this time to America.

In New York the Bunzels began a new life. They worked as house-

keepers in a fraternity house until Joseph learned sufficient English to become research director with a social service organization. From there they moved to Pittsburgh for a similar position and later spent three years at Virginia Union University where Dr. Bunzel joined the faculty of the School of Social Work.

After teaching at the University of North Dakota and St. John's University in Minnesota, Dr. Bunzel became Professor of Sociology at the State University College at Buffalo in 1967.

His contributions to scholarship and the academic literature were many and varied. His most important and original idea was the development of the concept of "GERONTOPHOBIA" which he defined as the "institutionalized hatred of the old." But he made many other contributions as well. His great lingual ability allowed Dr. Bunzel to publish in German, French, Spanish and English. His correspondence with academicians was world-wide and his friendships numerous.

Joseph Bunzel also had artistic talent. From his father and mother, murdered in Nazi concentration camps, he inherited musical ability. He painted and exhibited his works at a "one man show" in Buffalo. He also wrote plays in both German and English, "The Ship" being his best known work in this area. Above all, Joseph Bunzel was a great conversationalist. His immense scholarship in every field, his ability to converse with competence in many areas, his wide travels and his great insight made him a delightful intellectual companion. In a world of "Future Shock," of indifference and numbers he sought to cling to the world of Hofmannsthal, Kraus and Schnitzler.

With the passing of Joseph Bunzel there passes away a generation which existed by the fundamental importance of the mind and in Hegelian terms "the spontaneity and autonomy of the individual."

In memory of Joseph Bunzel then we can face yet another computer and still know that we are not machines but beings with experiences of mind, of spirit, and of feeling.

Gerhard Falk
State University College, Buffalo

JOHN F. O'ROURKE 1931-1974

John Francis O'Rourke, Associate Professor of Sociology, University of Massachusetts/Amherst, died December 6, 1974 at age 43. John O'Rourke was a self-effacing man who would want this statement to be light and matter-of-fact. But he was also a loquacious man whose love of good conversation came out especially in his ability to apply a humane, social-psychological analysis to himself and his colleagues.

John's initial scholarly interests in small group experimental research were developed as a student of Mills at Yale. His first paper in *Sociometry* (December, 1963), "Field and Laboratory: The Decision-Making Behavior of Family Groups in Two Experimental Conditions," and his later paper with Samuels in *The Canadian Review of Sociology & Anthropology* (February, 1969), "The Ambiguity of Social-Emotional Behavior as an Index of Group Cohesion," each represents O'Rourke's skill in attacking significant theoretical issues while, at the same time, analyzing the less-than-perfect methodological tools available. John also combined a keen research interest with a genuine personal commitment in the area of gerontology. He held memberships on the New England Regional Advisory Committee on Aging and the Massachusetts Advisory Sub-Committee on Research and Evaluation, Office of Elderly

Affairs, and was consultant to the Amherst and Holyoke Councils on Aging. He addressed diverse audiences throughout Massachusetts on the specific problems of retirement within the larger frame of aging. He authored and co-authored a number of pre-retirement training program documents under the auspices of the University of Massachusetts Labor Relations and Research Center. His recently published papers with Albert Cherven in *The Journal of Gerontology* (January, 1972) and in *New Developments in Aging Research* (C.C. Thomas, January, 1974) emphasize the growth of O'Rourke's interest in developing techniques for analyzing aggregate U.S. age data with regard to national aging problems.

But it is in his contributions as colleague and as teacher at the University of Massachusetts/Amherst that John O'Rourke leaves his most lasting imprint. He was a loyal product of Western Massachusetts. Born and reared in Holyoke, he received his undergraduate education at the University in Amherst. After completing his doctoral work at Yale in 1962, he returned to the U-Mass sociology faculty, where he spent the whole of his professional career. His extensive teaching and service roles were constantly informed by his intimate knowledge of Massachusetts and the university. He served the department in many administrative capacities, and was Director of Graduate Studies at the time of his death. Four generations of graduate students benefited from John's hard-nosed but even-handed and sympathetic guidance.

One could only wish that our affirmative action mandate might be expanded to include the combination of Irish wit, Yankee candor, and Massachusetts political instinct found in John O'Rourke. Certainly our department is the poorer for its sudden absence.

Thomas O. Wilkinson
University of Massachusetts/Amherst

JOSEPH KELLEY JOHNSON 1897-1974

Joseph Kelley Johnson, age 77, passed away in St. Louis, Missouri on Oct. 28, 1974. He is survived by two sisters, two children and nine grandchildren. Joe K., as he was affectionately called, was born Jan. 8, 1897 in Ralls County, Missouri. He received both the B.A. and M.A. in 1929 and 1930 from the University of Texas, Austin. He finished the Ph.D. at Washington University, St. Louis, in 1937, with a major in sociology, and minor concentrations in psychology and economics. During his graduate study he was greatly influenced by L.L. Bernard and Stuart A. Queen. His dissertation was entitled, "Christian Science: A Case Study of Religion as a Form of Adjustment Behavior." He was a member of Phi Beta Kappa, Alpha Kappa Delta, a member of the Midwest Sociological Society and a life member of the American Sociological Association. He served in France as a pilot 1917-1919, and he was a Lt. Colonel during the Second World War. He was co-editor and managing editor of the *Sociological Quarterly* from 1960-63. Joe K. published in the areas of race relations, sociology of religion, organization of social research and the community. In all of these efforts it was easy to discern the scope of this man's training and interests. While he was an astute and exceedingly able social psychologist, Joe K. possessed a capacity, perhaps characteristic of his generation, to synthesize materials from both the social sciences and the humanistic disciplines. He was active in community affairs, and worked in behalf of

disprivileged minority groups before it was fashionable to do so.

Joe K. taught at the University of Texas, Washington State University, East Texas State University and at Southern Illinois University, Carbondale from 1947-1967. During the years 1947-1959 Joe K. was the chairman. He was an able administrator, and an able recruiter of sociological talent. As a result it became possible to initiate a doctoral program in sociology prior to his retirement. He was a committed academician and believed that the university represented the finest traditions of a free society. As one who stood for high standards and academic excellence, he was ever mindful of the special needs and sensitivities of both students and faculty. As one who came out of a conservative tradition, he fought for high salaries and low teaching loads. As a sociologist he leaves a record of thoughtful and highly competent work. As a human being his charm, his wit and his gentility will be sorely missed by those who had the privilege of knowing him.

Herman Lantz
Southern Illinois University

FRANK J. CANNAVALE, JR. 1942-1974

Frank J. Cannavale, Jr. died on October 3, 1974. He was 32. With his passing, this profession loses one of its brightest and most promising sociologists.

Frank was, above all, an eminently kind and good man. He was mild and civil to his acquaintances; zealous among friends; zealous, but never "ambitious", in his work. His early death is a bitter loss to those of us who knew and were once close to him.

Frank Cannavale was born in Brooklyn, New York on July 28, 1942. He received his Bachelor's degree at Rutgers University in 1964 and, after studying for a year at the New School of Social Research in New York, he entered the University of Pennsylvania. There he earned his Master's degree in 1967 and his Ph.D. degree in 1971.

Frank's student career was highly distinguished. At Rutgers he was the recipient of the 1964 Jay Rumney Memorial Award. At the University of Pennsylvania he won the 1967 Francis Finnigan Memorial Award in Criminology. The latter was bestowed in recognition of his decisive investigation into the applicability of the Sellen-Wolfgang Crime Index at certain tract (and higher) levels of analysis.

Frank's years at the University of Pennsylvania were very productive ones. Besides studying, assisting faculty research and teaching, he wrote and published several articles in criminology and social psychology. He also edited and contributed to the department's *Graduate Sociology Journal*, which at the time was one of the best student journals in the country. Furthermore, between 1969 and 1971 he served as a consultant to a number of public and private agencies in the Philadelphia area. This intensive work was capped in 1971 by the completion of an important dissertation, titled "Criminal Career Contingencies: The Exploration of Discriminatory Factors in the Administration of Justice."

After leaving Penn, Frank taught for two years at the George Mason University before becoming a research associate at the Institute for Law and Social Research in Washington, D.C., a post which he held until his death.

During the last several years of his life, Frank Cannavale's interest turned more and more toward the administration of justice. He was at the very forefront of research in this area. His doctoral dissertation on

discrimination in police and court processing was followed by two papers (with R. Slivka) on mathematical models of the passage of defendants through a court system. Two years later he had completed for the Institute for Law and Social Research what to my knowledge is the first major investigation of witness cooperation, part of which was cited by President Ford in his September, 1974, address to the International Association of Chiefs of Police.

To those who knew him professionally, Frank Cannavale was a top-flight methodologist and criminologist; however, those who knew him personally saw the other side of his nature. Actually, Frank had a sensitive, even artistic, temperament. For instance, when his fellow students at Penn were grappling with the mysteries of sociological theory, he was off reading Pirandello—and doing so with profit. There was a deep moral sense to his work as well. I once read a technical report he had prepared and marvelled at both the length to which he had gone into the value premises of the research and his moving attempt to translate bare statistical results into human terms. So different was he from the soulless specialists our forebears expected of the future!

Frank's health began to fail shortly after he left the University of Pennsylvania. But during these last years of painful treatments, physical advances and relapses, and alternating hope and despair, he remained steadfast and constant in his work, sustained by a good and faithful wife and by his own serene courage.

Frank Cannavale was an example to his fellow men and a credit to his profession. We will miss him.

Frank is survived by his wife Patricia, his parents and his brother.

Barry Schwartz
University of Chicago

MIRON CONSTANTINESCU 1917-1974

Miron Constantinescu was primarily responsible for re-establishing sociology as an academic discipline in Romania. Until his sudden death on July 18, 1974 he combined the roles of university professor, member of Parliament and member of the various executive agencies of the ruling Communist party.

His academic career began in the University of Bucharest where although a student of philosophy and literature he came under the influence of Dimitrie Gusti. Gusti led teams of students each summer in ethnographic style field studies of villages, an interdisciplinary monographic and co-operative research method, that still has a certain appeal. At the same time, he was a member of the Union of Communist Youth and as early as 1936 a member of the Communist Party. So he combined social activism with academic field research until the outbreak of war in 1939. Between 1939 and 1941, he was involved in several uprisings as well as in the publication of underground newspapers. Consequently, the years 1941 to 1944 were spent in prison and then, with the victory of the Communists, he moved directly from his cell to a position in the central executive of the Party.

Only in 1967, after sociology had been banished for 20 years, considered as an imperialistic social science, did he succeed in getting the subject recognized again. The re-birth of sociology and of empirical field studies in Romania is his major achievement.

This became possible because of changes in political leadership, and because of innovations in the organization of the subject. Sociology began again as a legitimate field of study and writing because the principal source

of teachers and researchers were the doctoral programs of the University of Bucharest where Miron Constantinescu was professor of sociology. The principal channel for publication and discussion of research findings was the new Academy of Social and Political Science, a Marxist institution of which Miron Constantinescu was President. Research funds and research problems came to the newly recognized sociologists and their student teams from agencies of government controlled by the Communist Party, of which Miron Constantinescu was a member of the central executive, for most of the years from 1945 to 1972.

Sociology in Romania grew and flourished: while most of the problems were in applied sociology, in for example the effects of urbanization and industrialization on motivation, or on family structures, serious attention was given to the development of sociological theory and of research techniques. He established a series of research centers in all areas of the country staffed by interdisciplinary teams that always included some sociologists: these centers were places to carry on serious discussions of problems in theory and techniques, as well as centers to carry out concrete social research studies as an aid to government and planning.

His untimely death in July 1974 prevented him leading the Romanian delegation to the Eighth World Congress of Sociology. His students, his colleagues and his publications will continue his influence not only in Romania but on the conception of sociology as a crucial discipline in the emergence of a truly communist society. This tribute stresses his role as a sociologist: as a writer, he was a powerful pamphleteer on a wide range of political issues, and as an administrator he was both creative and consistent in his approach of the problems of organization.

Major Publications in sociology, all written in Romanian;

Miron Constantinescu
Sociological Research Papers 1938-1971 Bucharest: Edition of the Academy of the R.S. Romania, 1971 (a volume of collected essays)
Introduction to Sociology Bucharest: University Press, 1972 a textbook for students
Sociological Thought in Romania (with Ovidiu Badina & Erno Gall) Bucharest: Editions Didactic si Pedagogic, 1974 A study of the development of sociology in Romania.

John Mogey
Boston University

CARL MARTIN ROSENQUIST 1895-1973

Dr. Carl Martin Rosenquist, Professor Emeritus of Sociology, died September 16, 1973 following a lengthy illness.

Dr. Rosenquist received the degree of Bachelor of Science from the University of Illinois in 1921, majoring in chemistry. For a time thereafter he worked as a chemist with a dairy concern in Philadelphia. His sensitivity to social questions, however, prompted him to turn to sociology, and in 1923 he enrolled at the University of Texas as a graduate student, receiving his master's degree in sociology two years later. In that same year he was appointed to the then Department of Economics and Sociology. He also began his work for the doctorate at the University of Chicago, receiving his Ph.D. in sociology from that institution in 1930. In 1935 he was promoted to the rank of associate professor and in 1937 to the rank of professor. Following his retirement in 1965

Dr. Rosenquist taught at the University of Montana and at San Diego State University, subsequently making his home in San Anselmo, California.

Dr. Rosenquist's career combined teaching, research, and administrative interests. His course on Social Factors in the Development of Personality, first offered in 1929, was a center piece of the sociology curriculum at Texas for fully three decades. Throughout the early years of the sociology department Dr. Rosenquist carried the statistics program single handedly. His courses on population and criminology, however, were his favorites. Several generations of undergraduate and graduate students owe their training in those fields entirely to Dr. Rosenquist.

These teaching interests found expression in Dr. Rosenquist's research activities, which included a study of Texas prison inmates, the assimilation of Swedes in Texas, population mobility in a number of Texas communities, fertility in rural Texas, urbanization and intra-state migration in Texas, social factors affecting the sex ratio at birth, and juvenile delinquency in Texas and Nuevo Leon. Dr. Rosenquist was a regular consultant to the U.S. Bureau of the Census, the Texas state prison system, and the Texas Department of Public Safety. In 1963-64 he served as Director of the Southwest Planning Program on Delinquency and Problems of Youth. In 1934 he served as assistant chief of the Rice and Sugar Section of the Agricultural Adjustment Administration, and soon thereafter he became Chief Agricultural Economist in the Philippines. In 1942-43 he served as price officer with the Office of Price Administration in Louisiana.

For three years, 1939-1942, Dr. Rosenquist was editor-in-chief of the *Southwestern Social Science Quarterly*. In 1953-54 he was president of the Southwestern Social Science Association.

At a comparatively late stage in life Dr. Rosenquist resolved to acquire a facility with the Spanish language. During the summer of 1957 he was a visiting professor at the National Autonomous University of Mexico, offering courses in demography. Another outgrowth of this interest was his comparative study of delinquency in San Antonio, Texas and Monterrey, Nuevo Leon, culminating in his publication with Dr. Edwin I. Megarage of *Delinquency in Three Cultures*.

Dr. Rosenquist's initial motivation for entering sociology remained with him throughout his career. His textbook, *Social Problems*, his investigations of prison inmates and juvenile delinquents, his appreciation of the social thought of Lester War and Thorstein Veblen, and his commitment to progressive ideas generally, gave to his teaching and his research a pervasively liberating quality which deeply touched the lives of his students and his colleagues. As a man Dr. Rosenquist was a gentle, thoughtful person whose manner was the very antithesis of pretension. His quiet humor and sensitive wit were delightfully apparent in his teaching and in his personal associations. He was deeply devoted to his family and to his friends. His entire sociological career was spent at the University of Texas where he shared in the development of a strong sociology department. Through his students, colleagues, and publications he has made an enduring contribution to his intellectual discipline.

Walter Firey
Bernice Milburn Moore
Robert L. Sutherland
University of Texas, Austin

Researchers Seek Info On Legal Regulation Of Life Styles

A multi-disciplinary research team is seeking information on legal regulations which attempt to control intimate adult behaviors and life style choices in order to launch a long-term study of the subject.

The team is interested in receiving information on any type of legal discrimination against non-nuclear family styles such as unmarried, widowed, separated, divorced, childless couples, dual-career families, retirees, homosexual unions, communal and group living experiments.

Information needed includes actual court cases or pending litigation; knowledge of discriminatory federal, state and local laws dealing with taxes, social security, inheritance, sexual behavior, insurance, housing, and welfare; published or unpublished articles or research results, and personal experiences.

Members of the research team are James Ramey, Center for Policy Research; Marvin Sussman, Case Western Reserve Univ.; Jacquelyn Knapp, Community Mental Health Center of Volusia County, Florida; Keith Melville, CUNY; and Kelly Weisberg, Brandeis Univ.

Replies should be sent to Life Style Choices and the Law, Box 426, New City, New York, 10856.

ISI Offers Tours During Bicentennial

The Institute for Scientific Information, an organization that provides a variety of computer-based services related to journal literature, is offering tours of its facilities to scientists who visit Philadelphia during the 1975-76 Bicentennial.

Tours of the Institute which is located a block away from Independence Hall, are given at 2 p.m. every Tuesday and Thursday (except holidays) on a reservation-only basis. The tours are not appropriate for anyone below high school age.

To make reservations contact Jean Sprissler at (215) 923-3300, Ext. 359, or write her at the Institute for Scientific Information, 325 Chestnut Street, Philadelphia, PA 19106.

Call for Papers

A call for papers has been issued by SOCIAL SCIENCE QUARTERLY for its special issue on "Society and Scarcity."

Journal editors would like to receive 12-19 page manuscripts dealing with any aspect of this topic, including human adaptation or lack of adaptation to scarcity, power and the distribution of income, the distribution of income and social conflict, the international distribution of income and international relations, scarcity and social values (including the impact of scarcity on environmental protection and conservation), the energy crisis, food and the future, and equity and the distribution of income.

Manuscripts should be submitted in triplicate before November 1 to the Editor, SOCIAL SCIENCE QUARTERLY, University of Texas, Austin, Texas, 78712.

STATE ASSOCIATIONS REPORT ACTIVITIES IN SEVERAL AREAS

• Continued from page one

Potsdam, co-vice presidents; and Karen Davidson, State Univ. College, Buffalo, secretary-treasurer.

NORTH CAROLINA

The North Carolina Sociological Association organized its Annual Meeting around the theme, "Beyond the Ivory Tower: Challenge and Opportunities for Sociologists Outside Academia."

The program, organized by President Selz C. Mayo and Elizabeth Suval of North Carolina State University, featured four workshops which dealt with sociologists functioning in city and county government, regulatory and legislative settings on the state and federal level, family counseling and health services, and business organizations.

The workshops discussants included academic and non-academic sociologists, state and city

employees, and business and research institute executives.

The general conclusion reached at the meeting was that sociologists, their students and prospective non-academic employers need to develop a greater awareness concerning the skills possessed by sociologists and their applicability to non-academic settings.

Charles U. Smith, President, Southern Sociological Society, spoke on "Black Sociologists and Social Protest."

Leslie Syron, Meredith College, assumed the presidency during the meeting. David Hawk, High Point College, is president-elect. Barbara A. Goodnight of UNC, Charlotte, is secretary-treasurer.

MASSACHUSETTS

The Massachusetts Sociological Association will hold its semi-annual meeting at the Harbor Campus of the Univ. of Massa-

chusetts, Boston, May 3. Program theme is "Sociology, Social Action, and the Challenge of State Government."

Current officers are Richard H. Robbins, Univ. of Massachusetts, Boston, president; Athena Theo-

dore, Lexington, president-elect; Jack Levin, Northeastern Univ., past-president; Evelyn Glenn, Boston Univ., secretary; Harriet Skillern, Framingham State College, treasurer; and Gerald R. Garrett, Univ. of Massachusetts, Boston, program chairperson.

UTAH

The Utah Sociological Society held its semi-annual meeting in March. The meeting format was unique in two aspects—the meeting featured roundtable discussions and began in the afternoon.

Lamar Empey, Univ. of Southern California, was the banquet speaker. Current officers are Jerry H. Borup, Weber State College, president; James Duke, Brigham Young Univ., vice president; Gary Madsen, Utah State Univ., secretary; and Hugh Phillips, Utah State Univ., student representative.

OKLAHOMA

The Oklahoma Sociological Association has begun to revitalize its journal, FREE INQUIRY. The journal will publish two issues per year and be based at the University of Tulsa with Paul L. Riedesel serving as managing editor. Manuscripts, however, should be sent to William D. Parker, Dept. of Sociology, Central State Univ., Edmond, Okla. 73034.

VERMONT

The Vermont Sociological Association has voted to hold semi-annual meetings, one in mid-summer and another in January. The association will also produce a membership list.

Current officers are Samuel F. Sampson, Univ. of Vermont, president; Annabelle Siegel, treasurer; and Edgar F. Borgatta, Ruppert, VT, secretary.

WANTED: CURRENT LISTING OF STATE ASSN. OFFICERS
FOOTNOTES would like to publish an updated listing of state sociological association officers. The original listing was published in January 1974.
Consequently, it would be appreciated if the president or secretary of each association would send FOOTNOTES an updated listing of officers by May 30. The listing will be published in FOOTNOTES.

R&D Study Committee To Make Recommendations

• Continued from page one

The information collected in these probes will be furnished to a National Academy of Sciences committee charged with proposing actions to improve the conduct of social R&D. The committee will also receive inputs from leading policy makers.

COMMITTEE MEMBERS

Members of the committee include: Donald E. Stokes, chair, Dean, Woodrow Wilson School, Princeton Univ., political science; Robert McCormick Adams, Dean, Division of Social Sciences, Univ. of Chicago, anthropology; Frederick O'R. Hayes, New School for Social Research, public administration; Lester B. Lave, Carnegie-Mellon Univ., economist; Laurence E. Lynn, Kennedy School of Government, Harvard Univ., economist; Guy Orcutt, Yale

Univ., economist; Micahel E. Reagan, Dean, Division of Social Sciences, Univ. of California, Riverside, public administration; George Tanham, president, Washington Rand Corp., political science, and Robin M. Williams, Jr., Cornell Univ., sociologist.

Committee recommendations are expected to deal with, at least, the following problem areas:

- Means of soliciting proposals, selecting performers, and monitoring research and development projects.
- Areas of social R&D not adequately managed or supported.
- Support for particular core R&D capacities, such as survey research institutions.
- Organizational structures which reduce the capacity of an agency to meet its goals.
- Dissemination and utilization of research findings.

Powers said, "While potential recommendations in areas such as these can be quite significant, perhaps the most important role that the study effort can play is to help to establish the terms of the national debate over the role of social R&D and the support it should receive."

Comments on the study should be sent to Dr. Ernest Powers, Science and Technology Policy Office, Office of the President's Science Advisor, National Science Foundation, Washington, D.C. 20550.

AUTHOR'S GUIDE TO JOURNALS LAUNCHES ASA PROFESSIONAL INFORMATION SERIES

• Continued from page one

year and updated to some extent in the fall of 1974. Rhoades is currently serving as ASA Executive Associate while on leave from N.C. State.

Rhoades said, "While no claims of total coverage are made, I believe the AUTHOR'S GUIDE contains almost all of the journals considered central to the discipline as well as many other journals which have not been fully utilized to disseminate sociological knowledge.

"In addition, a conscious effort was made to include journals in related disciplines and applied fields on the assumption that sociologists and social psychologists need not and must not publish only for other sociologists if sociological knowledge is to be more widely disseminated and utilized than in the past."

The Professional Information Series was authorized by ASA Council during its Montreal meeting upon the recommendation of the Publication Committee.

The authorization allows the ASA Executive Office staff to take the initiative in developing and disseminating various publications which contain information helpful to the pursuit of a career in sociology. Each publication, however, must be approved by a sub-committee of the Publication Committee.

The authorization also requires

the Executive Office to make each product in the series available at cost. The entire series must be self-sustaining. Consequently, response from members will determine which publications will be updated and continued and which ones will be eliminated.

Members may submit entries for possible publication in the series

or they may make suggestions for publications in the series.

Copies of THE AUTHOR'S GUIDE may be ordered from the ASA, 1722 N Street, N.W., Washington, D.C. 20036 for \$2.00 prepaid. See coupon in this issue.

1975 PHD ROSTER

Another product of the new ASA Professional Information Series is the 1975 Roster which contains information on 501 new PhD's who expect to enter the job market by September 1975.

This cohort includes at least

125 women, 27 Blacks, 11 Asians, 3 Chicanos, an American Indian and a Spanish-American.

The roster is available from the ASA, 1722 N Street, N.W., Washington, D.C. 20036 for \$2.00 per copy prepaid.

Center Provides Info on Intern Programs

• Continued from page one

way to improve information exchange by compiling the first complete data bank on internship funding, program design and educational components. This information will be disseminated on a regular basis through a monthly newsletter and program catalogues.

In addition, the National Center intends to conduct research into the educational and social effectiveness of internships, and offer technical assistance to new and operating programs.

The National Center provides

the sponsor of intern programs with information on opportunities for funding as well as information on the various government activities and actions which may have an impact on such programs.

A staff composed of a full-time executive director and administrative assistant operates the National Center along with student interns who are assigned to specific projects.

The National Center is supported by membership and publication fees, and grants for specific projects. The Ford Foundation recently awarded the National Center a grant to support the publication of a journal focusing on issues relating to public service internship and field experience programs.

Current publications of the National Center are the DIRECTORY OF WASHINGTON INTERNSHIPS and the DIRECTORY OF PUBLIC SERVICE INTERNSHIPS: OPPORTUNITIES FOR THE GRADUATE, POST-

GRADUATE AND MID-CAREER PROFESSIONAL 1974-75.

For further information about the National Center, its individual and institutional memberships, and its services and publications contact Richard Ungerer, Executive Director, The National Center for Public Service Internship Programs, Suite 601, 1735 Eye Street, N.W., Washington, D.C. 20006.

The Author's Guide to Selected Journals

Please enter my order for _____ copies of The Author's Guide to Selected Journals. My check/money order for \$ _____ (US funds only) is enclosed in full payment. Charge for Author's Guide is \$2.00 prepaid for everyone.

Name _____

Address _____

_____ city _____ state _____ zip

Address orders to American Sociological Association
1722 N Street, NW, Washington, DC 20036

**Info. on 216 Grad. Depts.
1975 GUIDE Order Form**

Please enter my order for _____ copies of the 1975 Guide to Graduate Departments of Sociology. My check/money order for \$ _____ (US funds only) is enclosed in full payment. **Per copy to members and students, \$3.00; non-members & institutions, \$5.00.**

Name _____

Address _____

_____ city _____ state _____ zip

Address orders to American Sociological Association
1722 N Street, NW, Washington, DC 20036

Marxist, Environmental Sections Provide Statements of Purpose

• Continued from page 1

with an emphasis on the interplay of economic, social and political factors. This method involves a dialectical interaction between theory, method and practice.

The Section on Marxist Sociology would facilitate the work of its members in several ways. First, at its meetings, sociologists who are interested in a Marxist or Marxian framework would be brought together for an interchange of ideas, research findings and experiences in teaching and applying Marxist sociological perspectives. Second, the Section would assist in the development of resources for teaching and research which would enhance the contribution of Marxist perspectives to the sociological enterprise. Third, the Section would encourage the development of local and regional activities by serving as a medium of communication among persons interested in Marxian analysis throughout the country. Finally, the Section would encourage the publication and distribution of sociological theory and research bearing on the Marxist perspective.

Section on Statement of Purpose: Environmental Sociology

Four main concerns have prompted the desire to form an Environmental Sociology Section

within ASA: (1) an intellectual concern with environmental sociology as a field of human knowledge; (2) a professional concern with advancing scholarly and applied research on this board topic; (3) a pragmatic concern with problems of environmental quality and preservation; and (4) an organizational concern with providing structure for supporting these interests. Each will be addressed in turn.

1. *Intellectual concerns:* The concept of "environmental sociology" formulates and focalizes a wide range of intellectual concerns within the discipline. It would be premature if not preposterous to attempt setting rigid boundaries on so dynamic a field, but some dimensions or polarities can be recognized to encompass its domain. "Environment" is the setting and sphere of human action, ranging from the level of individual perception to that of global society. In this relation, environment is not to be regarded as something passive and static, but participates and interacts with human actors and collectivities. Emphasis may fall on either the "natural" or the "built environment," or on both combined.

2. *Professional concerns:* These intellectual concerns have gained theoretical grounding within soci-

ology from the works of Malthus and Marx to those of Hawley and Firey, among many others. Environmental concerns intersect and potentially integrate many professional specialties, from human ecology and demography to housing and recreation. As a field of applied sociology, environmental interests touch a large and growing number of practical concerns involving non-academic sociological practitioners. Equally, they place the profession in effective contact with colleagues in related social science disciplines and with public and private decision makers and planners.

3. *Pragmatic concerns:* Environmental concerns are international as well as interdisciplinary in character. The "world problematique" is defined in terms of explosive population growth, rapid urbanization, resource depletion, environmental pollution. None can be viewed in isolation. Increasingly, "quality of life" is seen to depend on environmental quality as much as resource exploitation. "Environment" presents itself to us in *problems*, towards which a responsible profession must assume a professional responsibility. A body of useful knowledge and experience is beginning to accumulate under headings such as "social impact

assessment." It is but one expression of a disciplined response to problems of environmental management.

4. *Organizational concerns:* As professional sociologists and world citizens, we can entertain such environmental concerns. We can do more toward engaging and acting on them, by mobilizing

our skills and organizing ourselves. It is for this purpose that we seek to form an Environmental Sociology Section. By this means we hope to encourage and enhance the positive contribution of our discipline to intellectual excellence, professional reputation and practical relevance in regard to environmental concerns.

Japan Society Announces Grants

The Japan Society announced three Sumitomo Fund for Policy Research Studies grant awards totalling almost \$120,000 for policy studies on U.S.-Japan trade, the whaling issue, and the U.S.-Japan alliance. The Brookings Institution, Washington, D.C., received \$60,000 for its project on

"Trade and Employment Effects of Multilateral Trade Liberalization for Japan, the United States, and Western Europe." The University of Southern California was awarded \$38,759 for "The Whaling Issue in U.S.-Japanese Relations," and the United National Association of the U.S.A., New York City, received \$20,000 for research on the "U.S.-Japan Alliance and the Future of the Mutual Security Treaty." The \$1-million Sumitomo Fund was established by Japan's Sumitomo Group to promote mutual understanding between the United States and Japan through the support of studies conducted by U.S.-based institutions and organizations on contemporary problems affecting the U.S.-Japan relationship. Applicants can obtain further details by writing to: Sumitomo Fund for Policy Research Studies, Japan Society, Inc., 333 East 47th St., New York, N.Y. 10017. Application deadlines are March 1 and September 1.

World Conflicts Section

The *Sociology of World Conflicts* is in the process of formation. If you wish to join, send a note so indicating to the ASA office with \$3.00. (Only ASA members may join the section.) For further information about the section and the first Newsletter, write Elise Boulding (University of Colorado). Suggestions for nominations for officers should be sent to the nominating committee: Elise Boulding, University of Colorado; Ted Goertzel, Rutgers University; Louis Kriesberg, Syracuse University; and Kurt Lang, SUNY, Stony Brook.

EMPLOYMENT BULLETIN

FORMAT: Please list in the following order:
For vacancy listings:

1. Title or rank of position
2. Description of work to be done and/or courses to be taught.
3. Abilities, training, experience and any other qualifications desired in applicant
4. Geographic region
5. Approximate salary range
6. Address to which

applicants can write

7. Starting date

For applicant listings:

1. Type of position desired
2. At least two areas of competence
3. Highest degree
4. Awards
5. Experience
6. Publications
7. Location desired
8. Other personal information (optional)
9. Date available

DEADLINES FOR SUBMISSIONS:

Deadline for submission of listings is the 1st of the month prior to publication (i.e., January 1 for the February issue, February 1 for the March issue, etc.). The Employment Bulletin is published monthly except June, July, and September.

EQUAL EMPLOYMENT OPPORTUNITY:

The American Sociological Association endorses equal employment opportunity practices, and we reserve the right to edit all copy and to refuse ads that are not in consonance with these principles.

FEES:

PAYMENT MUST ACCOMPANY LISTINGS
Vacancy listing \$15.00
Applicant listing \$ 3.00

CONDITIONS:

Applicants and employers are responsible for the accuracy and completeness of their listings. The ASA reserves the right to edit or exclude all items. Please type the listing (double spaced) and send it with a check for the appropriate amount to Employment Bulletin, The American Sociological Association, 1722 N Street, N.W., Washington, D.C. 20036.

important factor also. We are prepared to make the appointment at the Assistant, Associate or Full Professor level. We are eager to complete our search as early as possible. Inquiries should be addressed to Professor William Banks, Chair, Department of Afro-American Studies, University of California, Berkeley, CA 94720.

University of California, Santa Cruz, announces a position in Community Studies Extended University/Sociology. This position will be a regular ladder appointment at the Assistant Professor level (negotiable under special circumstances) and is subject to budgetary approval. Assistant Professor salary is approximately \$13,500. This position will begin fall, 1975. Applicants should have a PhD in sociology with a background in applied sociology and also must have a special interest and experience in community field studies. This person's primary duties will be in teaching off-campus in either San Jose or Fresno for the Community Studies Extended University Program which is based on the Santa Cruz campus. Send vita and references to: Bill Robinson, Coordinator, Community Studies Extended University, Social Science Building Room 369, University of California, Santa Cruz, CA 95063.

California State College, San Bernardino. Lecturer or Assistant Professor of Sociology to teach courses in the College's Criminology/Criminal Justice BA program. The person hired will be closely involved in both the Sociology Department and the undergraduate Criminal Justice major. PhD in Sociology with special interests in criminology, criminal justice, and related fields. Some professional experience and teaching experience preferred. Southern California area. Salary range and teaching load for Assistant Professors is \$11,316 to \$14,448 for the academic year for an equated 12 hours per week of lecture and laboratory teaching. Salary range for lecturers if flexible, and will depend upon teaching load, which is also flexible. Write to: Department of Sociology, c/o Dean Freeman J. Wright, School of Social Sciences, California State College, 5500 State College Parkway, San Bernardino, CA 92407. Affirmative Action/Equal Opportunity Employer. Starting date: fall quarter 1975 or, if available, spring quarter, 1975.

California State College, Bernardino. Two positions at Lecturer or Assistant Professor levels in the Department of Sociology. One position to teach social work courses in the department's social work track particularly in the areas of (1) casework and (2) community organization. A second position to teach courses in methods of research and social statistics. Preference for the latter position will be given to applicants who are

also prepared to teach in one or more of the following areas: racial and cultural minorities including ethnic studies courses, gerontology, mass communications, social change, and criminology. For the social work opening—MSW plus experience acceptable, but doctorate preferred. PhD in sociology required for the methods and statistics position. Teaching experience very desirable. Southern California area. Salary range and teaching load for Assistant Professors—\$11,316 to \$14,448 for an equated 12 hours per week of lecture and laboratory teaching. Salary range for lecturers is flexible, depending upon teaching load, which is also flexible. Write to: Department of Sociology, c/o Dean Freeman J. Wright, School of Social Sciences, California State College, 5500 State College Parkway, San Bernardino, CA 92407. Affirmative Action/Equal Opportunity Employer. Starting date: fall, 1975.

California State Polytechnic University. One position—full-time teaching, beginning September, 1975. Assistant Professor/Lecturer level. PhD preferred, ABD considered. Preparation should include minority relations, population and other areas typically taught at the undergraduate level. 12 unit load per quarter. Send application to: Sidney Carlin, Chair, Recruiting Committee, Behavioral Science Department, California State Polytechnic University, Pomona, CA 91768.

DePaul University. One-two two full-time positions, Assistant Professor level, fall, 1975. Especially interested in medical, health and welfare and criminal justice. Priority placed upon work experience in the field, strong training in evaluative research and applied interests. Completed PhD by September, 1975 required. Apply: Chairperson, Faculty Search Committee, Department of Sociology, DePaul University, 2323 N. Seminary Avenue, Chicago, IL 60614.

East Texas State University, Texarkana. Two positions available at Assistant or Associate Professor level beginning September, 1975: (1) Social justice, corrections; (2) Social welfare. Contact: Dr. Tom Thompson, East Texas State University, Box 5518, Texarkana, TX 75501.

Fort Lewis College. Small state college, Southern Rockies. Rank and salary negotiable. To teach organizations, introductory, family, September 1. PhD preferred. Replies to: Professor N. K. Linton, Department of Sociology, Fort Lewis College, Durango, CO 81301.

George Mason University. Assistant Professor to teach statistics/methods. Teaching and research experience helpful; PhD in Sociology required. Opportunities for sum-

mer teaching in addition to 10 month contract. Affirmative Action/Equal Opportunity Emphasis. Please send curriculum vita to: Dorothy I. MacConkey, PhD, Chairperson, Department of Sociology, George Mason University, 400 University Drive, Fairfax, VA 22030.

George Mason University. Assistant Professor to teach social psychology, race relations, with interest in applied sociology. Opportunity to develop and teach new courses in these areas. Summer teaching available in addition to 10 month contract. Teaching and research experience helpful. PhD in Sociology preferred. Equal Opportunity/Affirmative Action emphasis. Please send curriculum vita to: Dorothy I. MacConkey, PhD, Chairperson, Department of Sociology, George Mason University, 400 University Drive, Fairfax, VA 22030.

Glassboro State College. Anticipate one position at Instructor or Assistant Professor, rank depending on qualifications, to teach lower level undergraduate courses and courses in areas of specialty. Starting date: September, 1975. Send vita, credentials, 3 letters of reference to: Ted Tannenbaum, Chair, Department of Sociology, Glassboro State College, Glassboro, NJ 08028.

Glenville State College. Two positions for Instructor/Assistant Professor to teach undergraduate courses in a variety of subjects including principles of sociology, cultural anthropology, minority groups, marriage and family, deviance and Appalachian culture. One position is for one year only. Teaching load is 12 hours per semester. Qualifications: PhD and teaching experience preferred. Salary is competitive. Affirmative Action/Equal Opportunity Emphasis. Send vita and supporting materials to: Bruce C. Flack, Social Sciences Division, Glenville State College, Glenville, WV 26351. Starting date: August 25, 1975.

Jacksonville University. Sociology Undergraduate teaching position available September, 1975 at small, co-educational liberal arts university. PhD required. Preference given to candidates with special competence in methodology and theory. Other teaching areas may include urban sociology, anthropology and demography. Contact: Dr. George E. Buker, Division of Social Sciences, Jacksonville University, Jacksonville, FL 32211. Equal Opportunity Employer.

James Cook University of North Queensland. Senior level position in social work. Applicants should have a doctoral degree (or its equivalent in research), teaching experience, and a professional background in social work. Preference will be given to applicants with previous course work and research in another behavioral science, such

VACANCIES

TEACHING

Boston State College. Two positions open beginning September, 1975. Must have specialization in one or more of the following areas: crime and deviance, medical sociology, feminist studies, urban sociology, race relations. Applicants holding PhD's preferred, although consideration will be given to exceptional ABD's with teaching experience. Write to: Affirmative Action

Recruitment Committee, Sociology Department, Boston State College, 625 Huntington Avenue, Boston, MA 02115.

University of California, Berkeley. The Afro-American Studies Program is conducting a search for a sociologist for the fall of 1975. We have an opening for a person whose work focuses on Afro-American social institutions. Advanced training in comparative and/or quantitative methods also is desirable. Candidates should be at the PhD level and demonstrate outstanding research ability. Teaching experience is an im-

as psychology, sociology, or anthropology. The appointee will assume general responsibility for developing a degree program in social work, conducting relevant academic courses and fieldwork. Initially, the appointee will be responsible to the Head of the Department of Behavioral Sciences, and will be expected to participate in multidisciplinary course offerings (psychology, sociology and anthropology) of that department. According to qualifications and experience, the appointment will be at the following rank: Professor: AS22.740; Associate Professor: AS19.500; Senior Lecturer: AS15.400-AS17.900. In addition to salary a locality allowance of \$142 p.a. for married, or \$71 p.a. for single appointee is payable. Conditions of appointment include F.5.S.U. type superannuation, study leave, invalid pension scheme, housing assistance and allowance for travelling and removal expenses on appointment. Additional information and application forms are obtainable from: The Registrar, Post Office, James Cook University, Qld., 4811, Australia, with whom applications close on June 30, 1975.

Kansas State University. Assistant Professor position in undergraduate social work, PhD in Social Work or Sociology required (MSW required if PhD is in discipline other than Social Work). Primary responsibility for social policy curriculum and integrative undergraduate social work professional seminars. Responsibilities will also include some emphasis on supervising field placements. Additional competence in community organization and/or methods of social research desirable. Participation in graduate program in Sociology (MA and PhD) is available option. Salary competitive. Deadline for application: April 30, 1975. The Undergraduate Program in Social Work, an independent major, is now being reviewed for accreditation. Equal Opportunity Employer. Write (include resume): Paul C. Felletier, Coordinator, Undergraduate Social Work Program, Department of Sociology & Anthropology, Waters Hall, Kansas State University, Manhattan, KS 66506.

University of Kentucky. Probable teaching—research vacancy in urban-deviancy areas, beginning fall, 1975. Assistant Professor level. PhD required. Salary (10 months) \$11,500 and up depending on post-PhD experience. Send vita to: William F. Kenkel, Department of Sociology, University of Kentucky, Lexington, KY 40506. Equal Opportunity Employer.

Lander College. Applications are invited for a position of Assistant Professor of Sociology at a four-year state supported institution, PhD or terminal degree preferred, competence in demography, medical sociology, and one of the following areas: social work or urban sociology. Appointment to begin September, 1975. Complete job description is available upon request. Submit resumes to: Dr. John Ratte, Office of the Academic Vice President, Lander College, Greenwood, SC 29646. Applications must be received before April 30, 1975. Equal Opportunity Employer.

University of Manitoba. Assistant Professors: PhD, ABD's considered. All areas of specialization considered with preference to those with specialties in social psychology, family, and criminology. Salaries competitive. Write: Dr. B. J. Hodgkins, Chair, Recruitment Committee, Department of Sociology, University of Manitoba, Winnipeg, Manitoba, Canada R3T 2N2. July 1, 1975.

University of Manitoba. Associate Professor or Professor. PhD with substantial research and teaching experience. All areas of specialization considered. Salaries competitive. Write: Dr. B. J. Hodgkins, Chair, Recruitment Committee, Department of Sociology, University of Manitoba, Winnipeg, Manitoba, Canada R3T 2N2. July 1, 1975.

Massey University. The Department of Sociology has two new positions at the Lecturer level and accordingly invites applications from suitably qualified persons. The Department offers courses for BA, BE, BA (Hons) and MA degrees. One of the positions will be offered to an applicant with interests and qualifications in rural sociology. For the other position, applicants with qualifications in any branch of sociology will be considered, though particular consideration will be given to those with interests in one of the following areas: urban sociology, delinquency, and criminology, modernization. Salary: Lecturer—NZ \$7,787—NZ \$9,838. Further details of the positions and the University may be obtained from: Secretary-General, Association of Commonwealth Universities, 36 Gordon Square, London WC1H 0PF, or from A. J. Weir, Registrar, Massey University, Palmerston North, New Zealand.

University of Michigan, Ann Arbor. The Center for Afroamerican and African Studies is seeking a visiting lecturer for the academic year 1975-76 (with possible extension) to offer courses in sociological aspects of Black Studies (family, urban, religion, education). Salary negotiable. Applicants must have earned doctorate and some teaching experience. Send inquiries to: Dr. O. Edwards, Center for Afroamerican and African Studies, University of Michigan, Ann Arbor, MI 48104.

University of Michigan, Dearborn. Continuing on the allocation of state funds, one or two academic openings at the Assistant Professor level in the areas of social work, deviance, community, or corrections. Candidates should also be prepared to teach introductory level courses. Positions available as of September, 1975. UM-D is an undergraduate urban campus of 4000+ students located on the western periphery of metropolitan Detroit. Candidates with strong commitment to teaching who have had previous experience are desired. PhD preferred in sociology or social work/sociology combination. Non-discriminatory equal opportunity employer. Apply to: Mrs. Nancy Fredinger, Secretary, Faculty Search Committee, College of Arts, Sciences, and Letters, University of Michigan, Dearborn, 4901 Evergreen Road, Dearborn, MI 48123.

Mississippi State University. Two new positions anticipated for fall, 1975. Assistant to Associate rank. Specializations are sought in theory and social psychology, but not limited to these fields. An applied sociology orientation is desirable. Salary range: \$12,000 to \$18,000 for academic year. PhD required before August, 1975. Address inquiries to: Chairperson, Recruitment Committee, Department of Sociology, Mississippi State University, Mississippi State, MS 39762. Affirmative Action/Equal Opportunity Employer.

University of Missouri, Kansas City. One position at Professor or Associate Professor of Sociology level. To teach, conduct research and participate in an urban-oriented graduate program. Person will be expected to carry out urban-oriented research, supervise graduate students, develop fundable research, and publish. PhD in Sociology required, several years demonstrated research competence and teaching experience. Salary open; starting date September, 1975. Write: Chairperson, Department of Sociology, University of Missouri, Kansas City, MO 64110.

University of Missouri, Columbia. Vacancy for Assistant Professor, jointly appointed in medical school social science section and the Department of Sociology. Responsibilities in the Medical School include teaching of medical students and other health professionals; research and research consultation. Sociology appointment implies participation in graduate medical sociology program and in the general undergraduate and graduate sociology program. Competence and experience in medical sociology necessary; competence in methodology highly desirable; experience in health care institutions desirable. Affirmative Action/Equal Opportunity Employer. Send vita and description of interests to: Dr. Derek Gill, Section of Behavioral Sciences, School of Medicine, University of Missouri, Columbia, MO 65201.

University of North Carolina, Pembroke. Two possible vacancies: 1) Associate or Assistant Professor of Sociology to take over established undergraduate specialty concentration in criminology, with courses in juvenile delinquency, corrections, law enforcement, social justice, deviance. PhD required. 2) Associate or Assistant Professor of Sociology to take over established undergraduate specialty concentration in social work. DSW or PhD preferred; MSW required. Annual income about \$15,000-17,500 (summer school included). Affirmative Action/Equal Opportunity Employer. Write to: Dr. John Rimberg, Chair, Department of Sociology & Geography, Pembroke State University, Pembroke, NC 28372. June, July or August 1975.

University of Portland. Two vacancies for sociologists at rank of Assistant Professor for fall, 1975. One is in the areas of criminology, juvenile delinquency, corrections, deviant behavior, and methodology. Some experience working in corrections would be desirable. The second is in the areas of theory, family, social psychology. Applicants should have, or be very near completion of, the PhD degree. Teaching experience required. Teaching load, 12 hours per semester, primarily undergraduate courses. Affirmative Action/Equal Opportunity Employer. Salary for Assistant rank \$10,000 to \$12,000, depending on qualifications and experience. Write: Robert W. Duff, Chair, Department of Psychology and Social Science, University of Portland, Portland, OR 97203.

Portland State University. The Graduate Program in Urban Studies has two positions at Assistant or Associate Professor rank beginning September, 1975. One appointment would be on the tenure track, the other a fixed term appointment. Salary commensurate with training and experience. Candidates sought in urban methodology, policy analysis, social planning, social psychology, spatial analysis and evaluative research. Applicants should expect to have a PhD before September, 1975. They should have strong interdisciplinary training and demonstrated commitment to research as well as teaching. The University is an urban institution located in the largest metropolitan region in Oregon. The Graduate Program in Urban Studies offers a Masters degree in Urban Planning and Urban Research and a PhD in Urban Studies. Equal Oppor-

tunity/Affirmative Action Employer. Please send resumes to: Dr. Nohad A. Toulan, Director, Urban Studies Programs, Portland State University, P.O. Box 751, Portland, OR 97207.

University of Puget Sound. Assistant Professor: evidence of teaching excellence required from all applicants. Desired substantive interests include data analysis, stratification, small groups and industrial. Department has a strong comparative emphasis. Appointment begins September, 1975. Affirmative Action/Equal Opportunity Employer. Salary competitive. Write: C. A. Ibsen, Chair, Department of Sociology, University of Puget Sound, Tacoma, WA 98416.

Randolph-Macon College. Full-time teaching position and possible chairmanship available in the Department of Sociology starting fall, 1975. Prefer PhD in sociology with academic background and interest in social work or MSW with academic background and interest in sociology. Salary and rank open. Contact: Dean of the College, Randolph-Macon College, Ashland, VA 23005.

Rider College. One Assistant and one Associate Professor starting September, 1975. Competence in some of the following areas: crime and penology, methods, urban, medical. PhD required; starting salary \$12,500 for Assistant and \$15,500 for Associate. One temporary, one year position as Instructor starting September, 1975. Competence in social deviance, American society, ethnic group relations. PhD candidate plus experience required. Affirmative Action/Equal Opportunity Employer; minorities and women are encouraged to apply. Send vita to: L. C. Weston, Recruiting Committee, Department of Sociology, Rider College, Trenton, NJ 08602.

Rosary Hill College. Teaching/Chairperson position in Sociology and Social Work. Candidate must have MSW and PhD (sociology or social sciences) and be able to teach a wide range of sociology and social work courses, to include year-long sequences in sociological theory and in methods of social research. Rank and salary negotiable. Write: Philip Dean Parker, Chair, Search Committee, Box 774, Rosary Hill College, Buffalo, NY 14226. Minorities and women are encouraged to apply.

St. Norbert College. Assistant Professor of Sociology. We are seeking a generalist with adequate training in empirical sociology to teach such courses as deviance, youth culture, demography, basic statistics and social problems. Teaching load limited to three courses per semester. PhD required plus some teaching experience. Emphasis is on teaching but research opportunities available. Northeastern Wisconsin, in an urban, rural, and recreational area. College is a four-year, coeducational college with over 1300 students. Competitive salary with attractive fringe benefits. Starting date is August, 1975. Affirmative Action/Equal Opportunity Employer. Contact: J.S. Devlin, Chair, Division of Social Sciences, St. Norbert College, De Pere, WI 54115.

University of San Diego. Assistant Professor of Sociology, PhD, one opening. Beginning September 1975, \$10,000 for 9 months. Teach undergraduate courses in liberal arts college. Major areas of teaching: urban, family, population problems. Teaching experience desirable. Write: Chairperson, Department of Behavioral Sciences, Box 5-287, University of San Diego, San Diego, CA 92110. Affirmative Action Employer.

University of San Diego. Assistant Professor, PhD. An opening beginning September, 1975. Salary \$10,500-11,000 for nine months. Teach undergraduate methodology and deviance. Contact: Chair, Department of Behavioral Sciences, Box T-287, University of San Diego, San Diego, CA 92110. Affirmative Action Employer.

University of South Carolina, Aiken. Assistant Professor to teach courses in social structures, demography and stratification. PhD required. Primary emphasis on teaching undergraduate students in a rapidly developing state university campus. Send vita, three letters of recommendation, and supporting materials to: Mrs. Emilie A. Towler, Coordinator, Social & Behavioral Sciences Dept., University of South Carolina-Aiken, Aiken, SC 29801. Affirmative Action/Equal Opportunity (m/f) Employer.

Stanford University. Graduate School of Education. Assistant Professor, Sociology of Education, three year appointment. Knowledge of school organizations and school effects at elementary and secondary level, research interests in school as an organization. Must have research training; survey methodology, multivariate analysis, and use of causal models in large scale data analysis are examples of suitable research skills. One or more of the following substantive interests are relevant: policy research, organizations, cross-national comparisons, stratification (interethnic relations), and relationship of education to other institutions (including education and sex role socialization). Will work with doctoral students on dissertations. Teach courses in sociology of education and at least one course of broad interests such as

survey methods. Promise of effective teaching important. PhD required. San Francisco Bay area. Position available September, 1975. Minorities and women are encouraged to apply. Write: Elizabeth G. Cohen, School of Education, Stanford University, Stanford, CA 94305.

University of Texas, Arlington. Assistant and/or Associate Professor to teach in multi-faceted criminal justice program beginning fall, 1975. PhD required with strong background in social/behavioral sciences and with research capability. Teaching experience desirable, requisite for Associate appointment. Professional experience in some aspect of the criminal justice system also desirable as would be experience in community or organizational planning and, for Associate level, administrative experience or capability. Characteristic load is 4 undergraduate courses or 2 undergraduate courses and 1 graduate seminar per semester with service on theses/internship committee. Summer teaching usually available. Salary competitive. Equal Opportunity Employer. Send vita and list of references to: Director, Criminal Justice Programs, Institute of Urban Studies, University of Texas, Arlington, TX 76019.

Tulane University. One junior opening. This is a two-year special appointment which will be considered for regular appointment at the end of the two-year period. Appointment at the Assistant Professor level with the PhD. Preference for completed degree. Teaching load is three classes per semester and incumbent would probably have a section of the introductory course plus other courses. We are looking for interest and specialties in the following order of preference: criminology, deviance, theory, Latin America, urban, stratification, and ecology. Equal Opportunity Employer. Inquiries and vita can be sent to: Thomas Ksanes, Acting Chair, Department of Sociology, Tulane University, New Orleans, LA 70118.

University of Utah. Temporary position (non-tenure producing) at the Assistant Professor level starting fall, 1975. Funding currently available for one year only. Applicants should have adequate training and experience in Middle East (area specialty) and be qualified to teach social organization, comparative institutions and social change with particular emphasis on Middle West. PhD required by fall, 1975. Salary competitive. Send curriculum vita to: Bam Dev Shetty, Recruitment Committee Chair, Department of Sociology, University of Utah, Salt Lake City, UT 84112.

Waynesburg College. Assistant Professor of Social Science. Fall, 1975. PhD. Share responsibility for courses in political science and sociology. Send resume and credentials to: Warren Hoffnagle, Chair, History and Social Science, Waynesburg College, Waynesburg, PA 15370.

West Virginia Wesleyan College. Assistant Professor beginning September, 1975. PhD desired. The applicant should have a primary concentration in applied sociology, and preferably possess a broad social science background. Probable responsibilities to include teaching social work methods and practice, research methods, and juvenile delinquency, and supervision of field placements. Send vita to: Dr. Edwin H. Welch, Chair, Department of Sociology and Anthropology, West Virginia Wesleyan College, Buckhannon, WV 27201.

Whitman College. Anticipates a vacancy at the Assistant Professor level beginning September, 1975. The candidate should be competent in microsociological theory (deviance theory, symbolic interaction, etc.), research methods/statistics, the sociology of the helping professions, and either race relations or the family. PhD required by September, 1975. Strong interest in innovative teaching in the liberal arts tradition is essential. Whitman College is a small liberal arts college located in an ecologically clean valley at the base of the Blue Mountains in Eastern Washington. Salary is competitive. Teaching load is three courses per semester, with time for research. Equal Opportunity Employer. Minorities and women are encouraged to apply. Write: Chairperson, Department of Sociology & Anthropology, Whitman College, Walla Walla, WA 99362.

Wilmington College. The Department of Sociology has a position available for fall, 1975, at the Assistant level. Wilmington College is an undergraduate, four year liberal arts college with a Quaker affiliation located in a semi-rural area. Preference will be given to persons with some teaching experience and near completion of their PhD. Pay for a nine month period will be in the vicinity of \$10,000. Applicants should be able to teach the following courses in addition to some of their own specialties: introduction, marriage and the family, welfare as a social institution, rural sociology, and community. Applications should be sent to: D. Neil Snarr, Department of Sociology, Wilmington College, Wilmington, OH 45177.

Winthrop College. One position available in Sociology beginning fall, 1975. A combined specialty required in demography, research methods and statistics with strength in teaching and research indicated. PhD in sociology required, preference given to candidates with additional interest in one or more of the following: urban studies, community, social change, social stratification, deviance and the sociology of law. Interest in social planning and experience in working with planning agencies desirable. Winthrop is a state college, co-ed, with approximately 3,800 enrollment and located in a metropolitan area. Salary competitive, depending upon qualifications and rank. Affirmative Action/Equal Opportunity Employer; minorities and women are encouraged to apply. Candidates should send vita, three references and supporting documents by May 1 to: Dr. J. D. Mills, Chair, Department of Sociology, Winthrop College, Rock Hill, SC 29733.

Yale University. Assistant Professor to do research and teaching in organizational behavior. Areas of interest should include two or more of: individual processes in social systems, group behavior in organizations, structural issues within and between organizations, quantitative methods in organizational research, and intervention methods. Minorities and women are encouraged to apply. Send vita and one letter of reference to: Clayton P. Alderfer, School of Organization and Management, Yale University, 56 Hillhouse Avenue, New Haven, CT 06520.

V120 Ripon College announces an opening in Sociology, Fall, 1975. Training and salary: general sociology including criminology or related areas. Assistant Professor (PhD in hand by August 15 or ABD and full-time college teaching experience). \$10,000-11,500, preferred; Instructor (MA to ABD) \$9,500-10,500, considered. Equal Opportunity Employer.

V125 Assistant Professor. Prefer sociology PhD with MSW or sociology MA with DSW to teach undergraduate courses in sociology and also in a social welfare concentration program. Salary competitive. Fall, 1975. Independent year coeducational college in area of cultural and scenic advantages adjacent to city of approximately 100,000 population. Affirmative Action Employer.

RESEARCH

University of California, Los Angeles. Neuropsychiatric Institute conducts multidisciplinary educational and scientific programs related to neurological and psychiatric illness and mental retardation. Occasional openings available for academic personnel in biological, behavioral and social sciences, and mental health-related professions. Equal Opportunity Employer with vigorous Affirmative Action program; applications from women and minorities are encouraged and carefully considered. Write: L.J. West, MD, 760 Westwood Plaza, Los Angeles, CA 90024.

Social Analyses of Science Systems (SASS). Cornell University, conducts large-scale multidisciplinary research in policy analysis, science manpower and the sociology of science. Openings may soon be available for outstanding postdoctoral researchers with substantive interests in mobility, demography, sociology of medicine, sociology of science, sociology of occupations and professions, sociology of organizations, and sociology of knowledge. Current research commitments undertaken by SASS are highly quantitative in nature and required advanced statistical competence and mathematical modelling. Those persons with established interests and experience in the areas designated, who would like to be considered for full-time research appointments of 12-24 months duration, should write and mail current vita to: Director, SASS, 323 Uris Hall, Cornell University, Ithaca, NY 14853.

ADMINISTRATION

Michigan State University. Chairperson of Department of Racial and Ethnic Studies. Doctorate in relevant field, with a commitment to the multicultural/cultural concept and extensive experience in interdisciplinary teaching, research and community service. Special experience is needed in the development of strategies of assessment utilized to foster viable change in selected racial areas, i.e., economic, political, humanistic, cultural. The candidate should have past experience working with a multicultural/cultural staff. Full Professor or Associate Professor; rank dependent on qualifications; salary competitive. Send vita and names of three referees before May 15, 1975 to: Robert L. Green, Dean, College of Urban Development, Owen Hall, Michigan State University, East Lansing, MI 48823; Phone: 517-353-9553.

University of Puget Sound. Position available beginning 1975-76: Coordinator of Women's Studies. Assistant Professor level, PhD (or near) preferably in a discipline within the social sciences area. Responsibilities include directing the Women's Studies Program as well as teaching both departmental and Women's Studies Program

courses. Send your application and full credentials to: Professor Carol Sloman, Department of Communication, University of Puget Sound, Tacoma, WA 98416.

SUNY, Albany. Chairpersonship in Department of Sociology with PhD, MA and BA program. Fields of specialization, rank, tenure and salary open. Evidence of scholarship and administrative skills and experiences. Equal Opportunity/Affirmative Action Employer. Send application and vitae to: Professor Charles T. O'Reilly, Chair, Search Committee, Mohawk Tower, 1600, SUNY, Albany, NY 12222.

Valdosta State College. Head, Department of Sociology and Anthropology (to include criminal justice), beginning fall, 1975 at the rank of Associate or Full PhD with established scholarship record and administrative experience needed to work with nine-person staff and approximately 300 majors. The Department offers undergraduate majors in sociology, anthropology, social services, and criminal justice. Graduate work is offered in sociology, social services, and criminal justice. The College and the Department maintain an interdisciplinary perspective with continued awareness of social change. Major current needs are for specialization in an area compatible with criminal justice. The teaching load will be reduced as administrative obligations are assumed. Located in southern-most Georgia in the attractive city of Valdosta with an area population of approximately 40,000 and is an Affirmative Action/Equal Opportunity Employer; minorities and women are encouraged to apply. Write or call: Dr. James D. Daniels, Dean, School of Arts and Sciences, Valdosta State College, Valdosta, GA 31601. (912) 247-3247.

APPLICANTS

(The Committee on the Status of Women in Sociology urges all members of the American Sociological Association to omit information on marital and parental status from their curricula vitae and from applicant listings.)

PHD'S WITH EXPERIENCE

A70 Teaching; sociology, political science, anthropology, philosophy; PhD in Sociology; honors graduate in philosophy; teaching experience more than 18 years (mostly post-graduate level); published 8 books and/or articles; continental U.S. and/or Canada preferred; presently Sociology Department Head at University of Punjab in Pakistan; available September, 1975—preferably 2-3 year contract.

A71 Teaching and/or administration. Deviance, theory, social thought, law and society. PhD, Phi Beta Kappa. Publications. Wide college and university experience. Presently tenured professor and department chairperson. \$53. Seek position in Southeast or Southwest in urban area only.

A72 Teaching and research; social psychology, deviance, theory construction, methods, psychiatric sociology; PhD from Big Ten School; awards and honors; thesis direction experience; considered excellent teacher; strong interest in research and writing; 6 years teaching experience; publications, papers read, and many more in progress; teaching experience at both undergraduate and graduate level; location open; 33, married, fall, 1975.

A73 Teaching and research; sociology of religion, sociology of the family, history of social thought, theory, PhD; 5 years teaching experience; one book, articles; prefer California but will consider other locations; fall, 1975.

A74 Associate or Assistant Professor level permanent position with research opportunities; quantitative methodology, criminology-deviance, social problems, stratification-community, introductory, also some experience teaching social psychology and sociological theory; new PhD; 5 years full-time undergraduate teaching experience in both college and university settings plus research, administrative and counseling experience; fellowships, awards, publication, articles in preparation; married, father of 2; location open, fall, 1975.

A75 Teaching or research. Primarily interested in areas related to sociology of health (medical sociology), mental health and drugs. Also have previous teaching experience in research methods, social problems, evaluative research. PhD in sociology with an additional background in social planning and health planning. MPH with a specialization in community mental health. Six years teaching experience. Two years as a full-time researcher on a major project on health care. Several papers at professional meetings. NIMH Traineeship. Experience in community agencies. Book in progress. Will locate in any urban area. Available August-September, 1975.

A76 Teaching and/or research; introductory, urban, industrial, social organization, stratification, research methods; PhD; 5 years full-time teaching, parolee and prison observation study, rehabilitation planning, survey research; desired location: urban

area, South, Southwest, Gulf Coast, West Coast; available fall 1975.

A77 Sociology teaching position for half or full academic year only, from September, 1976 through May, 1977; taught wide range of courses in sociology, about to retire; PhD, articles; location open.

A78 Special areas: disadvantaged, open-door, black studies, sociology and psychology; teaching and administration. Eleven years senior college teaching plus 8 years at community college level, 3 years administration. Sixteen years industrial experience. PhD, sociology and psychology, 57, male, caucasian, married, 2 children.

A79 Research and teaching. 5 years of teaching experience (freshmen through PhD candidates) with excellent student evaluations, extensive thesis supervision; 8 years of research experience and administration, mainly in social planning and policy evaluation. Quantitative methods, deviance, corrections, religion, complex organization. European undergraduate training, foreign languages, PhD from leading American university. Grants include 2-year Far Eastern research. Two books, half a dozen articles, several in preparation. I am in no rush to relocate, yet immediately available for a challenging and congenial position which requires an interdisciplinary approach to the study and teaching of social reality. Location open (including overseas); 39, married.

A80 Associate-Full Professor. Theory, criminology, penology, deviance, methodology, PhD, major Eastern university. Three books (two in process—contracts), articles (readers and refereed journals). Interested in Eastern university or urban setting in Midwest. TIAA preferred. Permanence of position and research opportunities prime considerations. Salary range commensurate with rank and experience.

A81 Teaching, research, administration; qualitative methodology, field research, participant observation. PhD (qualitative); MBA (public affairs); MA (psych); MBA (industrial relations). Variety of awards. Significant experience in federal government and nationally prominent foundation, including market research and congressional liaison. Will travel and relocate anywhere. Immediate.

A82 Research. Thirteen years experience in survey and statistical research. Supervision of field interviewing and coding staff. Questionnaire and study design, preparation of proposals, data analysis and report writing. Familiar with research organization conducting national sample studies. Experience in newspaper and public relations work. \$17,000 minimum. Available immediately.

A83 Teaching. Eleven years university teaching plus research experience with housing, planning and mental health agencies. Research experience includes survey research and experimental social psychology. Considerable teaching experience in adult oriented evening and extension courses in addition to full-time undergraduate instruction. Urban community, marriage and family, social psychology, research methods. PBK, June, 1975.

A84 Teaching and research; social psychology, small groups, research methods, statistics, social organization, role theory, human sexuality; PhD; PHS and NDEA Fellowships; 4 years of undergraduate teaching at a major university; several publications; location open; 33; summer or fall, 1975.

A85 Teaching and/or research; interdisciplinary interests. Caste, family, social change, methodology, social theory, demography, Eastern philosophy, comparative religions, Sikh religion and culture. PhD (sociology), BD, STM (social ethics) from eastern US universities; MA (philosophy), graduate in theology (1st position, 1st division) from India. Chairman of University Sociology Board of Studies. University Fellow; member of University executive body; president of University Sports Board; recipient of several fellowships and foundation grants; speaker at international church and secular sponsored conferences since 1948; liaison officer in India of well known American educational foundation for 7 years. 20 years undergraduate and graduate teaching, including 16 years as head of an institution; founded and chaired 2 university sociology departments; taught 1 year in US as visiting lecturer. Several monographs published. Location open, but NorthEast preferred for family reasons. 54, married, 3 children. Fall, 1976.

A86 Teaching and research; deviance, criminology, quantitative and qualitative methods, theory; PhD; NSF fellowship; 3 years undergraduate teaching with excellent student evaluations; thesis research involving one year of participant-observation; skills in statistics and computerized data analysis; special interests in ethnomethodology, human sexuality and sex roles, experimental life styles; location open; available fall, 1975.

A87 Visiting professorship in teaching and research; deviance, criminology, juvenile delinquency, socio-psychology, law; PhD and LLB, both degrees from major university in Northeast; research awards, Fulbright Professorship; 25 years teaching and

research and 7 years department chairperson in major college in Northeast U.S. before retirement; now holding visiting professorship (2nd year) at major Canadian university; 2 books, third forthcoming on delinquency; numerous professional articles, papers delivered at professional sociology meetings; location open; have researched and taught in Philippines, Hong Kong, Canada, United States. Presently researching in juvenile court process (Canada and U.S.). Teaching sociology of law in cooperation with law school. Practiced law for 10 years in Boston. Seek one-year appointment that meets department needs and does not impede department promotions.

A88 Teaching-research; theory, methods of research, minorities; PhD; awards; 6 years teaching experience, 2 as Assistant Professor; publications, work in progress; California location preferred; 30, single, fall, 1975.

A89 PhD University of Chicago; teaching, research, administration; Associate Professor (tenured), 12 years teaching undergraduate and graduate classes, 6 long years department chairperson; demography, human ecology, urban, S.E. Asia.

A90 Teaching and/or departmental administration; community institutions, esp. the school and family; deviant behavior; PhD; interdisciplinary orientation; 10 years of college and university teaching experience; several years of earlier public school experience in the U.S. and overseas; articles and pamphlets published; consulting experience; awards and other recognition as competent teacher and conscientious faculty member; Midwest, Mountain West, or Far West; available any time after July 1, 1975.

A91 Teaching or research or any other challenging and meaningful employment opportunity for an unusual sociologist; willing to consider employment inside or outside the academic community; substantial interest and competence in teaching community, structure, stratification, social psychology of urban life, social deviance and abnormal behavior, criminological theory and research, medical-psychiatric sociology, sociology of sociology; willingness to teach other areas; considerable research and teaching experience at all levels of higher education; active in research, writing and publishing; available June-July (possibly sooner); location open; resume will be sent upon request.

A92 Teaching and/or research and/or administrative; interested in teaching social psychology, social deviance, urban, methods, social theory, medical sociology, stratification, sociology, and introductory; new PhD; 8 years teaching and research experience community college and university; publications and book in progress; knowledge in grantsmanship, 33, married, no children; location open; available summer or August-September, 1975.

A93 Teaching and/or research; socio-economic change, research methods, introductory sociology, introductory social psychology, social problems; PhD; dissertation fellowship; 3 years undergraduate and graduate teaching, survey research experience in Latin America; published article, papers; location open; fluent Spanish; available July 1.

A94 Teaching or teaching and research; social psychology and deviance, urban sociology, theory, research methods, political sociology, social problems, introductory; PhD from major midwest university; teaching assistantships and fellowship; 7 years of graduate and undergraduate teaching; excellent teaching record; numerous publications in well-known social science journals; numerous papers at regional and national meetings; book on urban sociology under contract; location open; 33, married, one child; fall, 1975.

A95 Teaching/research; complex organizations (bureaucracy), comparative sociological theory (epistemology and methodology), political sociology (technology and stratification), sociology of knowledge (specialty: socio-linguistics and popular culture); PhD. Postdoctoral Fellowship, interdisciplinary experience (German, English, and American universities); publications; presently Assistant Professor, Purdue University; 34; location open; fall 1975.

NEAR PHD OR MA

A105 Teaching and research; phenomena, system and development theory. African and North American ethnic/racial integration and stratification, ecological and ethnic demography and technology, cross-sex identity formation. MA, PhD expected August, 1975; 2 years college teaching, 3 years research in psychiatric and cross-cultural drug usage, 1 year research in hospital organization; paper delivered at 1974 SSS convention, paper submitted to African S.R.; African, European or North American location; wish to be affiliated with African Studies; single male; available September, 1975.

A106 Teaching and/or advisement; introductory, family, cultural anthropology, minorities, criminology, sociology field practice; MA in sociology; also graduate education credits; 7 full-time years of college teaching experience; prefer two-year college or small four-year college; location

open; married, 2 children; available fall, 1975.

A107 Teaching, assistant professor or instructor level, preferably but not necessarily in a small liberal arts college; sociological theory, American intellectual history, political science, sociology of religion, and introductory sociology; MA in Sociology, PhD candidate (expect to complete dissertation by August, 1975); Alpha Kappa Sigma membership; National Defense Education Act Fellowship, Purdue University; 3 years teaching experience; no regional preference; available August, 1975.

A108 Teaching and research; status attainment and social stratification, social problems and urban sociology, social change and development in comparative settings, economy and society, the sociology of education, socialization processes and the family, theory and theory construction, research methods and social statistics; PhD expected by June; Phi Kappa Phi, Alpha Kappa Delta; 3 years of college teaching experience, interdisciplinary and cross-cultural assistantship research; article, papers in progress; location open; available summer or fall, 1975.

A109 Teaching or teaching/research in institution dedicated to quality teaching; introductory, sociology of work and leisure, political sociology, social stratification, social change, racial/cultural minorities, multidisciplinary study of contemporary American society; ABD, PhD expected late 1975; fellowship, assistantships; 3 years teaching at universities and community colleges, excellent evaluations from students and colleagues; currently full-time project director on sociomedical research grant ending 8/30/75, available a few weeks earlier if necessary; location open; will be available for interviews at Eastern and Midwest meetings; 27.

A110 Mainly teaching, some research/writing welcome; areas of teaching experience: juvenile delinquency, social problems, introductory, research methods, statistics. Competence: medical sociology, deviance, sociology of mental health. Near PhD; MA sociology from Chicago. Two years research experience on national health utilization study; courtroom interaction study. Desire commuting distance from Boston; available June, 1975 or later.

A111 Teaching and/or research; teaching areas: introductory, urban problems, urban, human ecology, demography, research methods and statistics, comparative and historical sociology; research areas: evaluative research, urban policy, demography; PhD expected August, 1975; one and a half years teaching experience; three years experience with university research organization; several publications and conference papers; 29, single; location open; available fall, 1975.

A112 Teaching and/or research; introductory, industrial, work, occupations, stratification, political organizations, methods, theory; MA; NTF and teaching and research assistantships; one year college teaching experience; strong commitment to undergraduate instruction; location open; 29; available September, 1975.

A113 Teaching and research; theory, methods, deviant behavior; sociology of education, complex organizations; PhD July, 1975; sociology of education fellowship, U.S. Office of Education 1969-72; 1 teaching associate, 1/2 year lecturer research experience, 5 1/2 years research associate; several publications and conference papers; location open; 31, male, single; available September, 1975.

A114 Undergraduate teaching, preferably with opportunities for research; sociology of education, stratification (American social structure: youth, collective behavior, popular culture, total institutions), also research methodology; MA, ABD, PhD anticipated August, 1975; demonstrated teaching competence (evaluations available); research assistantships; articles published, papers presented at meetings; location open; 28; available September, 1975.

A115 Interested in research and/or consulting position in a government agency or private organization; statistics, research methods, industrial sociology, large-scale organizations; MA; 3 1/2 years experience as a personnel executive in employee training, recruitment, interviewing, and employee relations; thesis research involving job satisfaction and employee morale, done in an industrial setting; prefer New York City or vicinity but will consider any location in the U.S.A.; available May, 1975.

A116 Mainly teaching, some research/writing welcome; areas of competence and experience: introductory, social organization, community, bureaucracy, child welfare, stratification, race-ethnic relations, social problems, religion, social psychology, methodology and theory; broad background in languages (six), philosophy and religious studies; MA Social Sciences from European University, MA Sociology from University of Chicago; most course work towards PhD completed; several scholarships, twice selected for "Outstanding Educators of America" award for teaching; three years research experience, five years teaching ex-

perience; six articles, two books in progress (Sociology: Science of Society, Sociology of the Underprivileged); location open (U.S. or Canada); widely traveled; all five continents; male, single, 40; available summer or fall, 1975.

A117 Teaching and research; theory construction, mathematical sociology, formal organizations, social psychology; MA in Sociology, MS in Systems Science; four years NIMH fellow; one year full-time teaching experience in methodology, introductory sociology, social organizations and social psychology; book review, professional meeting papers, book in progress; location open; married, one child; PhD expected August, 1975; available fall, 1975.

A118 Assistant Professor. MA plus graduate work (ABD) seeking Sociology position in a liberal arts college. Areas of interest: introduction, process of socialization, minority groups, social change, theory and social movements. Married; one son; 8 years of teaching experience. Location open, available fall, 1975.

A119 Assistant or Associate Professor; undergraduate sociology; introduction to sociology and/or anthropology, social problems, minority and race relations, family, research and theory, criminology-delinquency. MA + ABD (with dissertation in progress), CSW, National Teaching Fellow, AKD, KDP; 7 years college teaching, 1 year as part-time consultant to social agency, project director for research project on outdoor recreation needs. Author of several articles, book reviews, papers presented at national meetings, listed in American Men of Science (Social Science volume), 1976 issue of "Who's Who in the Midwest". Location open; married, 2 children; available summer or fall, 1975-76.

A120 Research and/or teaching; introductory statistics, measurement, methodology, sex roles, anthropology; Master of Science (expected August, 1975); AKD; research assistant; discussant, presentations at annual sociological meetings, currently working on rural anemia; location open; available summer, 1975.

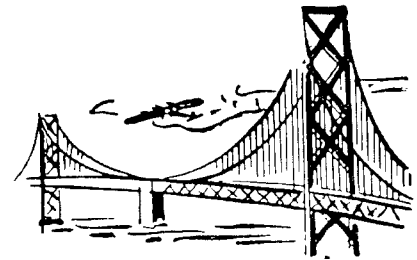
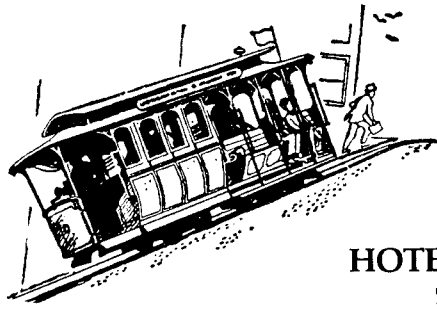
A121 Couple seeking teaching positions. Expertise in social work/welfare, family, urban black/minority, introductory, stratification. Husband near completion PhD, wife has MA sociology and MSW. Two years state college teaching experience. Flexible as to location. Available full-half or quarter-time. August, 1975.

A122 Teaching and/or research; (PhD expected February, 1975), social psychology and research methods, information flow, collective behavior and social movements, small groups, social structure and personality, sociology of the family, history of social theory, attitude theory, attitude change, sociology of education, predictive and post-dictive policy analysis; 2 years teaching as Assistant Professor, 2 years as Research Associate in sociology of education; several publications in preparation; NIMH Fellow, NIH Trainee; available June, 1975.

A123 Teaching or teaching and research; comparative sociology, development/modernization, rural sociology, peasantry, sociology of education in LDC's; introductory and research methodology; MA, PhD expected summer, 1975; training at U.S. and European universities, bilingual, two years part-time and four years full-time teaching, extensive research experience in Africa, applied experience in Latin America, consultantship, publications; interested in liberal arts college undergraduate teaching, or large university department with post-graduates; location open; 32, no dependents; available from summer, 1975.

A124 Teaching; humanistically-oriented sociologists with an interest in innovative education and teacher-student contact; sociology and history (American: colonial, Revolution, 20th century; modern Chinese since the Nationalist Period), history and sociology of sociology, theory, function and roles of intellectuals, modernization and consciousness, past and present utopian communities, comparative revolutions, cross-cultural analysis of youth; BA in interdisciplinary social science; MA, ABD, PhD expected in June, 1975 (interdisciplinary degree in American Studies with secondary field in sociology); NDEA and University Fellowships; location open; 30, married, one child; available for fall, 1975.

A125 Full-time position (Instructor or Assistant Professor) in Sociology and/or Philosophy with some courses relating to social theory. In addition to a broad background in philosophy, specialization has been in Marx, Weber, Schatz, critical theory, foundations of social theory and social science methodology; critical and phenomenological sociology. Competences are in structuralism (Levi-Strauss, Foucault); Parsons; Marxism and the Sociology of Knowledge. MA in Philosophy at Boston College with final doctoral comprehensive passed with Highest Distinction (ABD, PhD expected in September, 1975). NDEA Title IV Fellow, editorial assistant, teaching experience; publications, convention papers. No location exclusions. Available September, 1975.



HOTEL ACCOMMODATIONS
70th ASA Annual Meeting
San Francisco, California
August 25-29, 1975

The San Francisco Hilton has been selected as the official headquarters for the 1975 Annual Meeting. All activities will be held at this hotel and at the Sir Francis Drake Hotel nearby. Numerous other hotels in the immediate vicinity have been selected in order to give a broad price range for the members attending. They are listed below.

The contract between these hotels and the ASA affords members and the Association many significant advantages including: (1) Discount rates for rooms along with the regular family plan arrangement (see below), and (2) No charge to the Association for the use of all the public rooms required for sessions, etc.

Persons attending the convention who want special accommodations should address all inquiries to the housing bureau.

Guidelines for Reservations at Official Hotels

- To make reservations use the attached form.
- Hotels will hold reservations only until 6:00 p.m., unless otherwise requested. If you are delayed in transit, phone ahead and advise the hotel of your arrival time.
- Reservations can be guaranteed to assure a room regardless of arrival time. If you do not pick it up or cancel it, you will be billed for one night's room rate.

- If you make a reservation, even a guaranteed one, it will be held only for that night. Thus, if you designate a Monday arrival and don't arrive until Tuesday, you will not have a room—unless you notify the hotel beforehand.

- All of the official hotels have a *family plan* whereby there is no charge for up to two children, under 12, when they occupy the same room as their parents (for more than two children, adjoining rooms may be booked).

- Cancellations: Notify the Housing Bureau of all cancellations up to August 10. After that date, make cancellations directly with the hotel.

- Changes: All other changes, such as arrival date or type of accommodations, should be made directly with the hotels at all times.

- **Do not send reservation form to the ASA or to the hotel.**

• Send your reservations to: **ASA Housing Bureau**
1390 Market Street
San Francisco, California 94102

----- Detach Here -----

HOTEL ACCOMMODATIONS
The American Sociological Association
August 25-29, 1975

To: **ASA Housing Bureau**
1390 Market Street
San Francisco, California 94102

Hotel: 1st choice _____ 2nd choice _____
 3rd choice _____ 4th choice _____
 5th choice _____ 6th choice _____

Hotel	Singles	Doubles	Twins	Suites	Notes
San Francisco Hilton	\$31	\$41	\$41	\$74 up	Dormitory rooms*
Hilton Tower	41	51	51	95 up	Deluxe rooms
Sir Francis Drake	28	32	32	112-158	Mini suite \$45-55
St. Francis	26	36	36		
Bedford		20-22	22-24	35-40	
Bellevue		26	26		\$5 added person
Beverly Plaza	16-18	19-22	21-24	36-40	
Californian	17-19	20-22	22-24	35-40	
Canterbury	20-24	24-35	26-35	45-60	
Commodore	20	26	28		
Golden State	14-15	16-17	19		
Holiday Lodge		30			
Manx	18-20	21-26	22-26		
Mark Twain	16.50-18.50	18.50-20.50	20.50-22.50	45	
Oxford	16-17	19-20	21-22		Quad (2 dbl.beds)\$24
Quality Inn	22	28	32		
Richelieu	12-18	14-22	16-22	24-40	
Stewart	18-22	22-30	24-34	40-80	
Sutter	17-19	21-26	22-26	24-29	

Type of room: single__ double__ twin__ Suite__ Rate requested: \$ _____

Arrival Date: _____hour:_____ Departure date:_____

List names and complete addresses of all persons who will occupy each room:

If rate requested is unavailable, one at nearest available rate will be reserved.

*The Hilton has set aside 100 dormitory rooms available only to students at \$20 for singles, \$20 for doubles (\$10 per person), and \$30 for triples (\$10 per person). If applying for these accommodations, all names of persons sharing room must be submitted on the application form.

Confirm reservation to:

Name: _____

Address: _____

City _____ State _____ ZIP _____