FOOTNOTES

Discussion Group Summary, . . .

CARAMEL CONFERENCE PONDERs GRADUATE TRAINING OPTIONS

(Following is a summary of a discussion group session that was held on December 8, 1972, as part of the conference on New Directions in Graduate Training: Policy Implications of Sociological Research sponsored by ASA and NIMH in Carmel, California. Participants in this discussion group were: Kurt Birk, Louis Biddick, Bernice Cohen, Herb Costner, Jay Demerath, Doris Ensworth, David Edwards, Bob Hall, Al Reiss, Karl Rosen, Howard Shott, Paul Siegel, Dick Simpson, Ed Swanson, and Ruth Usenstein. This summary was written by Herb Costner.)

1. Although the academic market for sociologists does not seem to be expanding as rapidly as the production of new Ph.D.'s, there may be a market for academic sociologists outside of department in-service training in schools of education, social work, public affairs, etc., estimates of new positions for sociologists take such possibilities into account, to the extent possible. This would presumably entail, for example, attempting to cover potential employment opportunities in the area of anticipated positions.

2. The non-academic market for sociologists is not known in great detail, but the impression is that this group anticipated that such a demand was likely to take the form of positions for staff members in government and in identifying the nature of some of these potential opportunities. It was also suggested that the ASP be able to list the names of Executive Office or the ASA Committee on Employment could provide department with non-academic positions for locating such opportunities.

3. The skills that non-academic sociologists will need to have been identified and that, as with academic sociologists, it cannot be anticipated that any degree certifies a "finished product," an important kind of training for academic sociologists will inevitably occur "on the job" rather than in graduate school.

4. The general kinds of skills that non-academic sociologists will probably need will be those that enable them to be effective research consumers, knowledgeable "intelligence givers," or efficient producers. As research producers, non-academic sociologists may be expected to produce research reports for government, foundations, etc., rather than to be "intelligence givers" and evaluation researchers than is common among academic sociologists, but some sociologists in non-academic positions may be expected to produce creative research not readily distinguished from the expectations for academic sociologists—

but perhaps with more time and better resources for producing it.

5. This discussion group emphasized that the provision of training for non-academic sociologists who have been trained to do the kind of training standards for the discipline generally. The feature of training for non-academic sociologists that was given greatest attention was the provision of "important" through which such training would become familiar with the kind of role they would be expected to fill after their training period is completed. In addition, it was placed on giving such trainees the own and methodological background that is important to all graduate training in sociology. Some examples of kind of training program that would seem to be especially appropriate for non-academic sociologists are already in operation in the process of being initiated. The examples cited were:

(a) The Michigan program enrolling cooperation between the School of Social Welfare and other departments, including sociology.

(b) A program recently started at the University of California at San Francisco, that is designed to train sociologists for non-academic positions.

(c) A recently initiated NIMH-funded training program in evaluation research at the University of Chicago.

(d) A program recently started at the University of Pittsburgh by Burkholder Holzer (details not described).

It might be useful for the ASP to provide interested departments with some information about these programs to serve as models or at least be suggested for departments wishing to establish training programs specifically designed to train sociologists for non-academic positions.

5. In a post-session (after the discussion group as a whole had adjourned), there was a brief discussion of the potential training of "para-professionals" in sociology, e.g., specialists in computer science whose training is geared especially to social research needs, specialists in social science writing for reporting research to policy making audiences, and social research technicians who would function in non-academic settings.

6. The Graduate Organizing Committee has also taken a role in identifying possible research projects in academic settings. No general discussion of this subject was included, but the ASA Committee on Employment may wish to examine these possibilities further.

ANNUAL MEETING UP-DATE

TEN ROADS TO REFRESHMENT IN 1973

What's going on in Exchange Theory, Sociolinguistics, Computer Simulation, Formal Organization, and System of Analysis? What's the changing concern in Development and Modernization, in Ethnomethodology Cognitive Theory, in Deviance and Disorganization? What are the empirical and theoretical trends in these areas as well as in fields as various as Social Psychology and the Design of New Environments?

Such questions will be addressed in an innovative series of REFRENSH LECTURES to be presented by distinguished sociologists at the 1973 Annual Program in New York City. While attendance in numbers will not be restricted, pre-registration will be required and registration forms will be distributed with the Annual Meeting materials to be sent out from the Executive Office this spring. The registration fee will be $3. Participants will receive a bibliography or the subject matter being discussed.

Since the initial announcement of the REFRESH LECTURES (TAS, April, 1972), an update is required since a seminar has been added and a few changes have been made in the roster of lecturers and discussants. As announced by President Mirra Komarovsky, the following ten REFRESH LECTURES will be available:

1. SOCIOLOGISTS

   Lecturer: William D. Labov, University of Pennsylvania
   Discussant: Michael Heiman, University of Pennsylvania

2. DEVIANCE AND DISORGANIZATION

   Lecturer: Edward S. Schur, New York University
   Discussant: Clarence Schrag, University of Washington

3. ETHNOMETHODOLOGY AND COGNITIVE THEORY

   Lecturer: Aaron Go IEntity, University of California (San Diego)
   Discussant: Abram A. Schlegof, Rockefeller University

4. FORMAL ORGANIZATION

   Lecturer: Burton R. Clark, Yale University
   Discussant: James D. Thompson, Vanderbilt University

5. SYSTEMS ANALYSIS

   Lecturer: Robert Boguslaw, Washington University
   Discussant: Anil Rapoport, University of Toronto

6. TRENDS IN SOCIAL PSYCHOLOGICAL THEORY

   Lecturer: Sheldon Stryker, Indiana University
   Discussant: Milton Yinger, Oberlin College

7. EXCHANGE THEORY

   Lecturer: Richard M. Emerson, University of Washington
   Discussant: Philip Stone, Harvard University

8. COMPUTER SIMULATION

   Lecturer: Hugh F. Cline, Russell Sage Foundation
   Discussant: Daniel Lerner, M.I.T.

9. DEVELOPMENT AND MODERNIZATION

   Lecturer: Fred Wason, Michigan State University
   Discussant: Daniel Lerner, M.I.T.

10. NEW ENVIRONMENTS

    Lecturer: Robert Cutman, Rutgers University
    Discussant: Samuel Klausner, University of Pennsylvania

Five Areas to Be Probed for . . .

WHAT HAVE WE LEARNED?

Over the years, research reports have multiplied in are studies and inquiries into poverty, violence, disasters, and the military. But, what have we learned?

To codify knowledge in these five selected areas of sociological concern, President Mirra Komarovsky has organized a series of special sessions open to all who attend the 1973 Annual Meeting in New York.

If you plan to attend the 11th annual ASA session, and have an appetite for WHAT HAVE WE LEARNED?, keep an eye open for the following five entries in the program:

1. ARISE STUDIES—Organizer and presenter, Richard D. Lambert, University of Pennsylvania

2. STUDIES OF THE MILITARY—Organizer and presenter, Robin M. Williams, Jr., Cornell University

3. THE STRUCTURE OF POWER—Organizer and presenter: Jeffrey M. Page, University of California (San Diego)

4. STUDIES OF VIOLENCE—Organizer and presenter, Lewis A. Coser, SUNY, Stony Brook

5. STUDIES OF DISASTER—Joint Organizers and presenters: George W. Baker, National Science Foundation and Eugene Haas, University of Colorado

LAST CHANCE . . .

MARCH 1 DEADLINE FOR DIRECTORY ENTRY

The 1973 edition of the ASA DIRECTORY OF MEMBERS is now being processed for publication. If you are a member, you will receive by mail material to permit you to revise the present Directory listing under your name. All revisions must be in the Executive Office by March 1. If you are not a member but want to be listed in the 1973 Directory, you must join the ASA by March 1 to qualify. Send your application to the Executive Office for an application.

ASASS ON AWARD . . .

METHODOLOGY SELECTION COMMITTEE ANNOUNCED

The membership of the Selection Committee for the new Samuel A. Stouffer Award has been appointed by the ASA Council as follows:

Chairperson: John A. Clausen, UC, Berkeley

Professor: Bruce K. Eckland of the University of North Carolina has had to withdraw his name from consideration because of illness. Following action by the At-Large Members of the Council, Professor Charles U. Smith of the University of Arizona is the new nominee and his name will appear on the ballot for the position along with that of Professor James D. Thompson of Van- derbilt.

To grant the award, the new Standing Committee of the ASA will consider a work on a material published during the year.
Editor's Note: Recently the ASA Council incorporated an "Open Forum" into its regular meeting to give members an opportunity to depart from routine chores to probe general issues of policy, sociological and pedagogical courses of action by the ASA. Council has found those discussions to be of substantial value, so we now invite Council, and members of the ASA, or readers of this publication, to submit their comments on topics of general interest as they see them. We invite printed "Open Forum" which we plan as a regular feature of this publication. Select your statements for comment (up to 500 words) and submit them to the editor for inclusion in this column. To initiate this forum, we open with some responses to the NIMH-sponsored Carnegie Conference [see The American Sociologist, December, 1972] by sociologists who participated in the three-day meeting concerned with policy implications of sociological research and new directions in graduate training. The ASA Council are of vital concern to all sociologists. Since it will take some time to prepare and post publish full reports, we will print these in the next several issues. The three seminars organized around fifteen topics are designed to foster open discussion of the implications of sociological research and to encourage studies of the specific issues faced by participating participants, reporting in informal (that is, their impressions of the proceedings, their reactions, and their proposals for the forum. The action is open. 

Introduction to Alien Research

I found the meeting a valuable one, certainly above average in content as well as in participation by all 155 sociologists from 30 states and areas. I knew nothing about, was illuminating. A couple of the papers were provocative and, even the inferior ones were useful as introductions to alien research. Some of the general conference discussion was also good, though I was disappointed at its lack of connection to the papers or even of its areas. As I noted at one point, an attempt to trap a taped recording of the five session discussions from the audience. Unfortunately, at those sessions had been a real challenge. No help, partly due to the sheer size of the group and the conflicting definitions of its purpose.

- Howard Schuman

Michigan

Squeeze on Discipline

It became very clear at the conference that even though some segments of sociology have moved toward more policy-oriented research and training, the mechanisms through which this will take place seem to be the primary issue. In other words, what are the immediate goals toward which we are working generally how do we move toward more policy involvement? It appears that there are very different levels of bureaucratic and individual specific interest, institutions, departments, and individuals are caught in some type of bureaucratic or individual no one is talking about the people who are doing the work. The participants in the Carnegie Conference are fat and happy, there are probably few problems of education. I was surprised to find no mention of these individuals. If we are to move ahead, perhaps we need to locate the informal, the non-private area of the discussion. The Executive Office could probably lead the way, though its members are obviously bringing together such groups. By the time the discipline wakes up to their problem and needs, there will be some small foundation for them to build upon.

- Lois B. DeFleur

Washington State

Scratch a Sociologist

Although I was aware of the broad range of issues brought to bear on "policy research," I was disappointed to hear the same hackneyed questions bandied around once again. From the purely muckraking conception of policy relevant research voiced by Howard Freedman and the theoretical perspective presented by Howard Freedman and Peter Rossi to the "there is no there there" perspective of Elton Hackett Cohen. Although I am not really amiss about these three polar positions, one can make a case for each. In my opinion, the contrast between these three polar positions would have been higher. Such a discussion would, I believe, provide an interesting session for a future ASA meeting.

As I assessed them, the prepared papers ranged from appealing to very enlivening. With some admirable exceptions, discussions and criticisms are a large number of papers, 8 or so, which I found to be rather disappointing. Instead of concentrating their efforts on the papers assigned and in others, many discussions seemed to think they were expected to present their own views on the topic. It is, of course, without reference to the papers specifically discussed. While the idea of prepared papers and assigned dis- cussions represents the time-honored conference format, the coherence of a conference with this format is only dependent on groupings of heavily on grouping papers into closely related sets and having discussions which will fulfill that role. The extent to which any of these papers an their discussion would be able to analyze multiple consequences of given programs or organizational arrangements will be up to the people who have chosen to interpret their work. Given this objective, we would suggest that the sociology should be substantially a component of social philosophy. It seems to me that because processes are subject to analysis and control and their analysis may lead to the organizational and political canons in which they occur and therefore into other social control. This is a point made from a somewhat different perspective earlier in the discussion by Allen, who holds that a conference can reach a decision that if conference if we gave very little emphasis at all, but to have the questions of discussion elaborated and to consider all kinds of forms of training and organization for "policy research," for academic and for the autonomous, for the moral autonomy, of sociology and sociologists. Perhaps certain arrangements we discuss we may not like; the last session would, by serving as buffers, facilitate this autonomy and freedom, but the point, I think, needs very extensive consideration.

- Herb Comsher

Washington

"H匡ncized" Journal

As the discipline is presently constituted, publishing in the area of social policy has little effect on one's recogni- tion as a sociologist. If the ASA is seri- ous about wanting to increase the im- pact of sociology on public policy, and wants to train sociologists who are skilled in this area, then's become ap- parent that the ASA should sponsor a "policy focused" journal which focuses on social policy.

- Walter R. Cove

Vanderbilt

Social Value of Science

One impression that remains from the whole discussion and which was not touched upon was the fact that if science itself has a social value, and therefore, the training in sociology may not have immediate policy implications would still be valuable. I wish it were further than this if the government policies about which we were talking were really remedial ac- tions, or if there was a way to repair the injustices, dysfunctions or casualties of the society. This is, of course, a legiti- mate aim of society. It is, nice to provide people with sufficient information to prevent death from drug addiction or alcohohol or to help people who are physically or mentally incapacitated, this alone does not make for a good life or an air which people in the society would be excited about. The values which lead to that would be different and they would certainly include the theoretical and aesthetic values which derive from understanding the world, including one's social work, and which are probably most of us derive from our profession. Increased affluence in society and suc- cess in doing problems probably make these values more impor- tant for a greater group of the population, and the satisfac- tion of these values is a legitimate social purpose. In fact, some of our social prob- lems, especially in the middle class young, may derive exactly from the neglect of this kind of experience and this frustration is then called boredom or alienation.

What has this to do with the meeting? I feel that we both did a part if we accept completely the pressure for some immediate solution to current problems without a broad perspective which I have outlined. The function of the academy in society is in my opinion, the legitimation of these values, and we should talk about a way in which that can be preserved within the framework of practical problems. A certain compromise and bargaining has to be reached. If the gen- eral impetus is to be legitimate in its own right, we can promote policies for the furthering of sociology and for the good in itself. On the other hand, if universities self and real life are under ex- treme pressure, then it will be easier to encourage students to look for a career outside the university and to identify students for these reasons. For example, I think students who graduate... for a whole range of problems. ...

Kurt H. Back

Duke University

Let A Hundred Flowers Bloom

Two principal kinds of ideas with which I left the conference concerned [1] an assumption emanating from the discussions, and [2] its implications for social planning and direct support of graduate education in sociology.

1. Assumption: Theorized in no proven "one best way" to educate policy analysts, evaluate researchers, or any other kind of worker. At the same time, the great majority of confer- ence participants seemed to agree that educational values, or educational rules we should not water down the "academic" elements of the curriculum. The idea seems to be that we should not try to adopt his skills to a variety of problem and narrow specialist in some policy or some way be able to transfer his skills to any other area. This raises the questions, what to do in such extend and in what trying to transfer the academic or social policy analysis or knowledge of specific policy-related problems while continuing to teach the basic theory, empirical substance, and method of our discipline. In the absence of convincing evidence of this superiority with what we deal in the field of educational sociology is it impossible to specify any ideal form of curriculum.

2. Implications: To encourage departments to abandon their traditional emphasis on the basic fundamentals of the discipline, as long as we are not sure that the whole of the discipline is so integrated into curriculum, do not do this in such a way that they would change the sociological education.

- Charles H. Birdwell

University of Chicago

Skills, Commitments, Capacities

- First, since sociology is an applied discipline, we are interested in sociological problems, sociological research by its nature is not more likely to be given piece of research is to matters of policy, which is not the case. I think, however, the major problem is the problem of research is... investigation of all these values is a legitimate social purpose.

- Third, there is, however, an important quick question which we make our research as applicable as possible. This is an emphasis on "manip- ulating" variables and. I think more im- portant, on the use of designs that allow us to relate the work through social processes (which suggest longi- tudinal studies of various length and scope), and on the selection of micro- level settings, which is where I think sociologists must often can be observed. This suggests that training pro- grams must seek to develop not only skills but also the commitments neces- sary to some work, work in the right settings, and high levels of capability in the measurement of change.

- Perhaps, it may be important, training must be centered on developing in sociologists the capacity to maintain an open and analytical stance to the phenomena that they study. Often sociology, whether policy or a specific issue of practical interest, in its attempt to change the system in the formulation of agendas and to construct alternative pathways to given objectives. This would suggest that sociology should be a substantial component of social philosophy. It seems to me that because processes are subject to analysis and control and their analysis may lead to the organizational and political canons in which they occur and therefore into other social control. This is a point made from a somewhat different perspective earlier in the discussion by Allen, who holds that a conference can reach a decision that if conference if we gave very little emphasis at all, but to have the questions of discussion elaborated and to consider all kinds of forms of training and organization for "policy research," for academic and for the autonomous, for the moral autonomy, of sociology and sociologists. Perhaps certain organi...
OPEN FORUM Continued from p. 2

More Time for Doctoral Study

... The volume of papers prepared for the Conference, and the discussions in the sessions, provide new insights into the way in which sociologists assess the policy significance of their research. It appears to me now that the assessments of policy relevance made by the Carmel authors seem to be more convincing. As we look at the past, it is felt that influence policy in fairly specific ways. Some of the comments made in these papers are interesting. For example, Kauffman suggests that sociologists may indeed have a major policy importance because of its discovery of resistance to metropolitan government on the part of certain areas. Of course, this would be true if the fact had been newly discovered - but actually it had been known to many of us a long time before that. It does not seem that the paper by Duncan for documenting with some specificity patterns of discrimination, and holding it up as a model of policy relevant research. Davis, by contrast, takes a paper by Warsh and Strodtbeck which is in several ways similar to Duncan's work and uses it as a model for the policy treatment of information. It seems to me that we do give a great deal of consideration to the development of new, organized research. If, however, we are to accept the challenge of producing timely, and effective policy-oriented research, it will be necessary to have more than one attempt to do the job. These anarchy structures are already understood by the number of demands placed on them, and it is probably correct in the context that more sociological rea....

Burkert Holzer
University of Pittsburgh

New Organizational Forms
In my view, the most useful topic for discussion and action were raised (characteristically) in the final half hour of sessions. It seemed to me that we have a great deal of consideration to the development of new, organized research. If, however, we are to accept the challenge of producing timely, and effective policy-oriented research, it will be necessary to have more than one attempt to do the job. These anarchy structures are already understood by the number of demands placed on them, and it is probably correct in the context that more sociological rea....

Robert L. Hall
Illinois

A Plurality of Themes
Running through the papers - though not by unanimous consent - was a theme that there were very few proponents of the idea that sociology was useful for the formation of policy. Jim Davis contributed the interesting interpretation that this might have been because the fear that sociologists tended to use various means of policy interference, rather than being trained for what kinds of research, but also training for what kinds of careers in what kinds of institutional settings.

- W. Richard Scott

Create C.A.S.S.
We seem not to want to face up to the problem of organization implicit in so much of what we say. In the course of our work, many people might benefit from the following suggestions in passing about failures of organization, including at least the following:

1. Sociologists' lack of any organized way to respond to national problems. In other words, to organize to respond quickly in such matters:
- Sociologists' lack of any organized way to place our P.D.'s in positions outside universities:
- Sociologists' way of using the projected surplus of sociological personnel:
- Our lack of any organization to assess the effectiveness of graduate training.

I find it ironic that we, as sociologists, keep talking about what we need to try to pour into the heads of students, on what experiences we need to give students to assure that they individually fit into the conception of our desired product. We admit to all sorts of organizational failures but avoid almost completely any discussion of possibilities of organization. I sense a real tendency to distrust of organization.

In the instances when I have talked about organization, it has been organization within departments of sociologists. We appear to be the kinds of purposes that we have been expressing as some form of organization that cut across departmental and institutional boundaries, and perhaps also other non-university groups.

In order to force some discussion of needed organization, I am going to propose one particular form, which I think that there may be some better options. What I propose is modeled, in I.C.C.R., Interuniversity Centers for Political Research, and the National Institute for Education, the Consortium could help to find qualified academic manpower for research and for leadership of some people, based on a model of applied social science, and develop stronger applied social science within universities. Such a Consortium could:
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Robert L. Hall

1. I believe those persons are wrong who allude that the distinction between pure and applied research is meaningless. To the extent that it is dependent upon whether the purpose is basic or applied, there will be a need for the separation of the two and for some form of organization to guide the two.

2. I am not convinced that basic and applied research reinforce each other. But it would be difficult to buck a social trend. Given the tenor of the times, I suspect that basic and applied research reinforce each other.

3. I agree with Brandl and others who emphasize that we have relatively little control over the classification or categorization of sociologists who are engaged in policy, in tasks of social amelioration, etc. Rather, of course, that schools of social work broke off from departments of so....

4. After these observations I am reminded of Ogden's observation that "horrors that are only twinned to act in a given social role, I mean to say, to be the basis of social theory. Given the tenor of the times, I suspect that basic and applied research reinforce each other.

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RESOCIALIZATION: AN AMERICAN EXPERIMENT
BY DANIEL B. KENNEDY, Ph.D., Caroll Plantation, Camp Hill, Pa., and T. J. E. O. K., Ph.D., Professor of Sociology, Upsala College, Upsala, N.J.

This is the only authoritative comprehensive, systematic, and discriminating treatment of remarriage following divorce. In it, the author first presents a detailed analysis of the social, economic, and psychological factors that influence the decision to remarry. He then provides a comprehensive survey of the research on remarriage, including a critical examination of the various theories that have been proposed to explain the phenomenon. Finally, the author discusses the implications of remarriage for society. This book is essential reading for anyone interested in the sociology of family and marriage.
Interpersonal Rating Scale

This "scale" has been circulating informally through the vast bureaucratic structures in Washington, D.C. since the Fall election. It is not known whether this instrument is being employed in making decisions concerning personnel cutbacks in federal agencies. A copy was sent to the ASA with a request for information about its possible origin and history. If you know anything about it, please send information to the Executive Office in care of "Acting Director for Scale Development, Section on Qualitative Ratings, Research Division, Division of Research and Statistics, Bureau of the Census, Washington, D.C."

The following is an excerpt from a document titled "Sociocroistic No. 2" by Gerald Marwell, University of Wisconsin:

ASA Reprints Policies and Permission Fees

There has been some confusion about ASA's current policies on granting permission to reprint articles from its journals. Hopefully, this statement will clarify the issue for original authors of articles and those who wish to reprint or quote from articles in ASA journals.

Requests for permission must be addressed to the Executive Office. When permission is granted, requests are informed that written permission must also be secured from the author of the article. ASA charges a fee of $25 for a complete article, $15 per page, or $4 per page for less than a full article. For any page containing a table, chart, or graph, regardless of the size, the charge is $25.

When authors are contacted by the person requesting reprint permission, authors may charge whatever fee they wish. This contract is between the two parties concerned and ASA is not responsible for the terms or the collection of the fees negotiated.

If the requester is unsuccessful in contacting the original author after a "reasonable search," usually within thirty days, the ASA will grant permission but will collect no fees on behalf of the original author.

The above policies became effective on September 1, 1972 and abrogate all previous policies. Any agreements signed prior to that date will be honored under the old policies.

Note to authors of ASA journals: the terms stated above hold for reprinting of all ASA journal articles except for those involved with reprint publishers such as Warren-Medlar and Bobba-Merrill. In those special cases, permission to reprint your articles will be requested by the Executive Office and the contract will include full explanation of the terms of the contract.

Gerald Marwell
University of Wisconsin
Only a few things should not be improved.

William M. Kephart's THE FAMILY, SOCIETY, AND THE INDIVIDUAL, has been the best-selling textbook in its field since its initial appearance in 1961 - used at more than 500 colleges and universities.

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William M. Kephart, University of Pennsylvania

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Robert M. Hauser, University of Wisconsin

DEVIANCY, SELVES AND OTHERS
Michael Schwartz, Florida Atlantic University
Sheldon Stryker, Indiana University

OPEN FORUM Continued from p. 3

of funding sources, of the administration, the economy, the policy, etc., it seems advisable to initiate programs. I will be both the letter and spirit of the emphasis on policy. For example, I intend to encourage S. W. in conferences not only to analyze and criticize the theory and method of various studies, but also to consider their implications for policy and the political feasibility and social consequences of implementing such a policy.

Finally, a number of speakers observed that we did not know why we were there. This observation seemed to flow from a pluralism of themes. I suspect that it was this pluralism of themes that made the meeting stimulating. If we had had a clear conception of why we were there, we might have talked about single theme out of the course of a day and have bored each other for the balance of the period. As it was, we were constantly rediscovers interconnexions among the several themes, and this served for a most interesting interchange.

—Robert F. Wilch Northwestern
Macmillan's Authoritative Texts for 1973

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By Elgin F. Hunt, retired, Wilson Junior College (now the Kennedy-King Branch of the City College of New York)
This text surveys the most significant theories and methods of community research. It provides summaries of a number of sociological approaches to the study of villages, cities, and metropolitan areas are included. 1972, 288 pages, paper, $7.50

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Edited by Lewis A. Coser, State University of New York, Stony Brook, and Bernard Rosen- berg, University of the City of New York
This book surveys the concepts of social interaction, cooperation, power, and authority. The text begins with an overview of the main contributions of the sociological approach to the study of society. It then introduces the subsequent developments and current state of theoretical work. A chapter on social evolution and change has also been added to this edition.

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GUIDE TO HELP COMMUNITY LEADERS USE 1970 CENSUS DATA

A practical guide to use of 1970 census figures and a study to help community leaders utilize the data in solving community problems, has been published by the Bureau of the Census.

Entitled Census Data for Community Action, the new guide provides background material on examples of the application of data to community problems, and includes user guides as a minimum benefit from 1970 census reports.

The new booklet stresses the kinds of information found in the bewildering array of reports already published. It lists all items of information collected about the population and its housing in the 1970 census and reviews, briefly, the types of questions asked on the census questionnaire, including those asked in every U.S. household as well as the additional questions asked in every five-family household. The last, asked in only a 20 percent sample of all households in the Nation, are described and tabulated.

It points out that statistical results of the 1970 Census are well suited to reports for many geographic areas. Some of these areas—such as States, Congressional districts, counties, and wards—are political units. Others—such as Standard Metropolitan Statistical Areas, labor market areas, and Standard Metropolitan Statistical Areas, for example—are used for a variety of statistical purposes.

Special tabulations for tracts and blocks are most important for leaders addressing them, but generally the smaller the area the less information is likely to be available. For example, in most cases, tracts have known geographic boundaries, as do blocks, but smaller subjects as tracts because blocks are too small to have included information based on the sample query.

Several sections are provided of the types of community problems the solution of which begins with analysis of census statistics. In one, the census data are used to evaluate the impact of alternate routes for an expressway in various neighborhoods in the city. Another example shows how census data can aid in planning a community’s needs for day-care centers, income figures, households headed by a woman, and the like. It tells how the Censu

Selection of News

Medical News

The annual meeting of the American Social and Medical Association, held in New York City, was attended by the principal investigator, C. Richard Fletcher, PhD, currently of the University of New Mexico Medical School. The meeting was sponsored by the National Center for Health Statistics, U.S. Department of Health, Education, and Welfare, as a joint venture with the American Sociological Association on the purpose of discussing the current teaching practices in sociological research and recommendations for strengthening the teaching of medical behavioral science.

FAMOUS LAST WORDS (the Final Statement of a President)

"In other words, sociology, established as a pure science, is now entering upon its applied stage, which is the great practical intellectual wilderness." —Lester F. Ward

Providence, R.I., December 27, 1898