The Status of Women in Sociology, 1968-1972

The present status of the women in sociology is a matter of rising contrast to their circumstances in the very recent past—though not as striking as the women think it should be.

... what rankles and humilliates most are the recurrent attacks of a policy of equal pay for equal work.

Women sociologists in their student days present on a whole a record full of bright promise, frequently excelling their male fellow-students as they prepare for their careers. Then their outlook dims.

It is a common conviction among women students in sociology that they have to be "better than men" to be accepted as graduating students.

There are also men who like to please women and to give them high grades. And at the same time there is a species of faculty male that is afraid of women and happiest when the department looks like the clubby, even the monastic. However they are rationalized, attitudes giving rise to the differential treatment of women students enter perhaps most fateful of all into decisions as to sponsorship.

In 1971-72 women were 12 percent of the faculty in graduate departments of sociology in universities, colleges and research institutes, but 5 percent of the full professors.

The above is a sample set of statements pertaining to the advent in academic circles of a new ASA report on The Status of Women in Sociology. The 60 page booklet, consisting of 30 chapters, contains one figure and twenty-two tables summarizing and interpreting information based mainly on data collected by an Ad Hoc, now a Standing, Committee of the Association. Helen McGill-Hughes served as editor of the publication which, in its opening paragraph, states that "It is addressed in particular to women considering entering a career in sociology, to alert them to certain realities. But its intended audience is also women already in the field, to help them reach a more comprehensive view of their situation than their personal experiences afford, and university administrators, especially deans and chairmen of departments, in order to inform them about current reactions to practices and policies which have long been taken for granted."

The Russell Sage Foundation provided support for the production and distribution of the publication. Twenty-thousand copies have been sent, without charge, to all members of the ASA and to all subscribers to the ASR. Additional copies are available at $1.00 per copy, prepaid to the American Sociological Association, 1722 17th Street, N.W., Washington, D.C. 20009.

How Far From Providence?... PARTICIPATION IN THE ANNUAL PROGRAM: PRELIMINARY REPORT

It all began in Providence, Rhode Island. There, in 1966, the first meeting of the American Sociological Society was held. The program consisted of seven papers, including the Presidential Address by Lester F. Ward. At that point, the Society had 115 members: 14 of these were women (12.1%). Jane Addams of Hull House was a charter member. One of the seven papers was presented by a woman sociologist.

Now, sixty-eight years later, final arrangements have been made for the 1973 program in New York. Preparations began two years ago when two women and five men sat down to begin to plan for this year's Annual Meeting. Shortly, the members of the ASA will receive as accounting of their labors when the Preliminary Program will appear in the mails. What will the program be like? The logistics of the enterprise are starting: from a committee of 7, through 74 organizers of sessions, 940 persons will participate in the program of the 68th Annual Meeting of the ASA.

From the seven-person Program Committee, headed by President Mirra Komarovsky, there was an explosive growth of involvement. First, three special committees were deputized to develop parts of the program: A sub-committee on Seminar Sessions organized 35 seminars for New York (papers will not be read at these sessions). Another committee organized a record number, 135 of Lunchon Roundtable Sessions (up from 97 in New Orleans). A sub-committee on Symposium Sessions organized 11 sessions. In addition, the Program Committee organized 3 Plenary Sessions, 1 series of 10 Refresher Lectures, and a series of 5 sessions under the label "What Have We Learned?"

However, the bulk of the program was initiated when the Program Committee selected 70 persons (30 per cent women) to organize panels and regular sessions where papers are presented and discussed. A total of 401 papers will be presented at the 1973 New York. While this is down from the number read in New Orleans (N=561), the total number of papers being presented is 940 (N=940). These figures reflect a greater emphasis normally in the structure of the New York program, i.e., more panels and more Lunchon Roundtables and fewer formal presentations of papers.

Careful inspection of the Preliminary Program also reveals an increased involvement of women sociologists in the scheduled sessions. This year, 187 of the 940 participants in the program are women. The upsing in the participation by women is reflected in the following figures:

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Participants</th>
<th>Per cent Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>1970</td>
<td>622</td>
<td>10.7</td>
</tr>
<tr>
<td>1971</td>
<td>790</td>
<td>13.2</td>
</tr>
<tr>
<td>1972</td>
<td>940</td>
<td>15.4</td>
</tr>
<tr>
<td>1973</td>
<td>940</td>
<td>20.0</td>
</tr>
</tbody>
</table>

This year, again, careful readers or zealous students of the "Sociology of Trinity," can go through the program and register the names of participants to find, for example, that, from ABEL to ZYLMAN, sociologists have names beginning with every letter of the alphabet save one—"X." Once again, readers will discover that names beginning with "Z" (SALLAG to ZSCHIA-MANSKI) lead the alphabet pack (N=186) followed again, last year, by "M" (N=94: MACAULAY to MERRY).

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Footnotes

Ida Harper Simpson to Edit Rose Monograph Series

The new editor has a deep commitment to sociology that began with an A.B. and M.A. in the University of Alabama. She received her Ph.D. in sociology at the University of North Carolina in 1968. Before joining the University of Duke, Professor Simpson served on the faculty of the College of William and Mary, Pennsylvania State University, and the University of Illinois, Chicago.

Professor Simpson is an experienced author and editor of research papers and research volumes. Among her publications are numerous journal articles dealing with a variety of problems concerning occupations, professions, and organizations. She is also the co-author or co-editor of four books: Patterns of Psychiatric Nursing, Social Organization and Behavior, Social Aspects of Aging, and Learning or Becoming: Professionalization of Collegiate Student Nurses.

The Rose Series provides an opportunity for Members and Student Members of the ASA to publish short research monographs in any subject matter field in sociology that normally are not the scope of publications of regular academic journals. Contributions may send manuscripts (100 to 300 typed pages; three copies) to Professor Ida Harper Simpson, Department of Sociology, Duke University, Durham, North Carolina 27706.

Undergraduate Education Assists That... "The Best is Last"—On ASA New York Program

Every year someone has to appear on the program during the last day of the Annual Meeting. In 1973 the rotation system for Sections placed the offerings of the new Undergraduate Section on the 30th. Undaunted, the leaders of the Section, following the timetable, the new Section invites full participation in their activities with the following message:

The best is last; the section day for Undergraduate Education is Thursday, November 30, concluding day of the 1973 ASA annual meeting at the New York Hilton. The theme of the day of roundtable discussions, panels and papers, is "Learning and Teaching Introductory Sociology."

The program, planned by Frank Wendell, Martin Danzig and William Curtis, maximizes participation of a wide spectrum of talented people and interests. After a 7:30 A.M. meeting of the council, the program day begins at 10:30 A.M. with three roundtable discussions.

The first, at 10:30 A.M., is "What Do We Teach?" Table topics are: fundamental Theory and Methodological and Historical Philosophy; Utilizing Empirical Research; Practical Applications of Sociological Practitioners; and Dynamics of Stability in Change, the Role of Radical Sociology.
LETTERS RECOMMENDATION

As one who writes and receives hundreds of “letters of recommendation” annually, I am concerned by the recent actions of Professor Warshon on the nature and purpose of such letters (Footnotes, April 1973). While his position does have a degree of humanity and mercy, it could result in deranging research and in the placement of persons in positions for which they are not qualified, resulting in a series of regrettable errors, with subsequent event results in cruel and prolonged punishment for all involved.

To distinguish between a “letter of recommendation” and a “letter of recommendation” and a “letter of recommendation” is therefore necessary. It is necessary that we define precisely those materials in which we can communicate specific information about a candidate. Thus, it is clear that only one of these letters can be used for this purpose, and that it is the letter of recommendation which is most important in this regard.

1. A letter from a midwestern university to a candidate of non-technical information, and the letter of recommendation which is most important in this regard.

2. A letter from a midwestern university which focuses on the skills and qualifications of the candidate for the position.

Therefore, it is clear that all of the letters of recommendation in question are important, and that we should write carefully to ensure that each letter is written with care and consideration.

3. A letter from a midwestern university to a candidate of non-technical information, and the letter of recommendation which is most important in this regard.

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UNDERGRADUATE SECTION NEWSLETTER

I have just received the first issue of the Newsletter of the newly-formed section on Undergraduate Education/Sociology, and I want to express my appreciation for the effort on the part of the early leaders of this section for this forward step. The latent friction, so long in existence, over the issue of the attention of numerous other sociologists who, for years, have devoted a greater part of their time to the basic task of teaching and sociological insulation in the budding of an educational organization.

Also, it is gratifying to see women taking a lead in this new effort. While, it is an established fact that women are behind the times in such fields as ourselves and in our profession, this is probably wrong. The men who are leading in the past in this new field are not now and it's not rhetoric. It's happening, and when it comes, it's not happening for happenings' sake. And friends, and to distant acquaintances.

It is time to hand over to others to help such other, and to seek help from sympathi-
tic others. Sociologists for Women in Society, and the sociologists and other professional groups in the broad sense (linguists, political scientists, natural sciences, etc.)

It is interesting that we now seek help from those very groups which are, as it were, still opposed—Blacks and women—but now there is influence, in the ASA, and to whom white radicals now turn for help.

We supported your demands in the past; now we need your help. I am assuming that being radical/Marxian cuts across race and sex lines, and I am asking all those who are concerned with education and renewal of their sociological concerns to monitor the current paper and to contribute to the ASA's understanding of the issues.

Ironically, the junior sociologists, who are not as well-versed in the literature as the senior sociologists, may be the ones who are most willing to contribute to the discussion. It is a challenge that we all must face.

Melvin J. Williams
East Carolina University

RESPONSE TO BLALOCK

Adding a few lines to the article, "Thoughts on the Development of Sociology" by M. Blalock, I would like to propose that some sessions of the annual ASA meetings should be dedicated to the education of sociologists.

Suppose a problem in society is to be delineated by a sociologist. I propose that the solutions the sociologist presents in his/her articles, the conclusions drawn by sociologists, should be presented to the general public in a clear and understandable manner. This would help to create a better understanding of sociological issues, and would make sociology more accessible to the general public.

The purpose of the meeting is to resolve the problem. The resolution of the problem, accepted by a majority in that session, should be printed in some American Sociological Association publication.

What is proposed here is to develop expanded pamphlets or pamphlets of some sort. If we can have pamphlets that are readable, that are easy to understand, that are easy to distribute, then we can hope to reach a large portion of the population. If we can have pamphlets that are readable, that are easy to understand, that are easy to distribute, then we can hope to reach a large portion of the population. If we can have pamphlets that are readable, that are easy to understand, that are easy to distribute, then we can hope to reach a large portion of the population.

Jill Kolaja
West Virginia University

PURGE OF RADICAL SOCIOLOGISTS

We are in the midst of widespread "purges" of radical and Marxist sociologists and sociologists who have been in contact with them. This is not new, and it's not rhetoric. It's happening. It is a new form of purging or happening for happening's sake. And friends, and far distant acquaintances.

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cics. Sociologists for Women in Society, and the sociologists and other professional groups in the broad sense (linguists, political scientists, natural sciences, etc.)

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Melvin J. Williams
East Carolina University

IMAGINATIVE FEE STRUCTURE

I was quite surprised to learn in Footnotes ([Footnoted] 3) that universities have taken out ads in your PERSONALS column. I had thought that imaginative fee structures ($10 per word, with a $1 minimum) would prove more attractive than this.

But I wonder if you are aware of the possibilities for feuding these fee structures open up. Suppose the following case. Some thrifty sociologist wants to take an ad consisting of the letter F and, he wants to pay no more than the money he will receive from the sale or less of the word in the advertisement.

So he proposes to be a demagogue and tell Footnotes that the F is an abbreviation for the first letter of the word "freedom." Accordingly, you charge him $1.

But in reality, he is a demagogue and tell Footnotes that the F is an abbreviation for the first letter of the word "prison." Thus he should pay $1.

I realize $0 may seem a trivial loss. But multiply that by the many thousands of letter ads that are now being sold, the loss over the years.

I think you will see what worries us. We are standing up for the challenge of our free speech.

My suggestion is that you take a firm stand and not allow anyone to run a ad which would be absurd or pejorative. Your rule no doubt will outright many of the members of the ASA who have been Inchcapped for running personal ads for less than $10, and you no help for it. (In fact, I am tempted to suggest that you advertise for a price, at least a sentence long. But this, I can see from your own discussion, is not yet just some time, let us say, a year."

David R. Culinn
Regis College (Editor’s Note: The actual fee is per Word, with a $1.00 minimum).

Methodology Section Sponsors Training Institute

Sociologists who feel the need for a ref-
ter course in methodology may be able to refresh themselves in one of the training institutes being sponsored by the Methodology Section this spring and summer. Conceived as a service opera-
tion primarily for graduate college and university students in the immedi-
ate area of each institute locale, these training sessions will be conducted without outside funding (fiscally speaking), but members giving the institutes the cre-
tion of their time and expertise. The UA is providing the space, and participants will be expected to pay their own expenses, or arrange for reimbursement from their employing institu-
tions. For some seminar, admission is by application to the coordinator(s) of the seminar and applicants should indicate their knowledge of their training previ-
ses and relevant background.

This initial effort for the spring and summer is a trial run to test the demand for training institutes of this kind. If the demand appears to warrant additional seminars, an attempt will be made to offer additional institutes on other cam-

If the demand is not as large as anticipated, the UA will consider the possibility of offering an alternative format for the institutes.

Princeton University

Date: April 28 and May 8

Coordinator: Robert Althaus

Duke University

Date: May 7 and 8

Coordinator: Robert T. Campbell

University of Washington

Date: April 28 and May 29

Coordinator: Herbert M. Blalock Jr.

University of North Carolina

Date: Summer, 1973

Coordinator: Richard C. Rockwell

GRANTSMASTERS & OTHER MATTERS

NSF officials specify scientific merit as the key determinant in selecting research proj-

egs, but researchers concede that considerable influence from political factors can af-

The following are examples from conversations with Foundation executives:

"Neo-liberalism has been a constant theme in political philosophy, both in the US and around the world. In some cases, this has led to a decrease in funding for research on social issues, such as poverty and inequality, which are often seen as politically sensitive. In other cases, it has led to an increased focus on research that is seen as more in line with the political agenda of the time." (From a conversation with Foundation Executive Director.)

Federal Service Entrance Examinations

Announcements and applications for the Federal Service Entrance Quick Career Service are obtained from the U.S. Civil Service Com-mission. The examination can be obtained at offices of the Department of Labor in the region.

The examination is a multiple-choice test of general intelligence and is designed to test the applicant's ability to reason and to solve problems. The examination is usually given at a specific time and place, but may vary by location. It is important to check with the nearest office of the U.S. Civil Service Commission for details.

Most, but not all, jobs in the Federal Government are filled by people who pass the examination. Candidates who score high on the examination are invited to attend interviews with Federal agencies for employment. Candidates with an interest in particular agencies and their programs should make direct contact with the agencies for more information. The examination is usually given at a specific time and place, but may vary by location. It is important to check with the nearest office of the U.S. Civil Service Commission for details.

Princeton University

Date: April 28 and May 19

Coordinator: Robert Althaus

Duke University

Date: May 7 and 8

Coordinator: Robert T. Campbell

University of Washington

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Backlash Mounts for Women and Minorities . . .

Reverse Bias Alleged in College Hiring*  

By Earl Barnes

"It is only honest to say that Jewish faculty view numerically goals for affirmative action as a thinly veiled revival of anti-Semitism. Hillman, Columbia's Presidential Committee on Women, Executive Vice President William J. McGill told a B'nai B'rith dinner early this winter.

"Now that university faculties far out of proportion with their representation in the population. National affirmative action programs or quotas or whatever one calls them... can only... convince anti-affirmative action forces that it is... once more to exclude them from universities and that's simple excellence no longer results in... matters of university appointments."

McGill, whose university faces as intense pressure as any in the nation to hire and promote more women and minorities, is trying to counter a strong backlash that has developed nationwide against these pressures.

Like other universities holding large governmen contracts, Columbia has been required within the last year to develop an affirmative action plan setting aside a percentage of positions for women and minorities. McGill met with protests that the purposes of higher education would be pervaded and threatened by the name of a racial and sexual balance.

So strong has been the dissonant that high officials of some of the nation's leading universities have gone out in a concerted effort to close the whole issue of affirmative action at colleges and universities... in the name of saving the institution or avoiding the accusation of the name of a racial and sex balance.

Among male faculty members and particularly from Jewish organizations such as the B'nai B'rith and the National Legal Defense Fund, the reaction against affirmative action is meeting with a force that... connotes the name of a racial and sexual balance.

The majority of recent committees on affirmative action have split on two basic themes: (1) whether the state of being informed enough on the science and social dimensions of such developments. The state of being informed not only the current, but the future, of a development is for problematic. Now the... of the two needs stated at the beginning: the first need is to be devoted to this end.

Approaches of this aspect of research and practice is being advanced... some of the area in the depth, but they seldom address problems today's students will face. The sociological aspects of science are dealt with in a few sociol... science courses, but these emphasize the sociological concerns of science as a profession and generally do not attract science students. The development of a science-society course would provide a unified exploration of the social, political, and economic dimensions of science and the technologies it generates. Such a course would provide a... view of the contributions of science to society.

Blue-ribbon science committees are asking for charges that can come only from a new and recurring working on the profession of scientists and the social-scientific character of science. A social-scientific-society program designed specifically for undergraduates... to orient students in the... of science. A program that reflects a faculty's knowledge and... will help students to... a crisis in the sciences.

While agreeing that these goals are... few scientists... have been shown to be doing what is required to... There is little hope that... in society. The community's concern with the... society... in the lives of people... in the sciences. For one... there is little hope that... in society. The community's concern with the... society... in the lives of people... in the sciences. For one... there is little hope that... in society. The community's concern with the... society... in the lives of people... in the sciences. For one... there is little hope that... in society. The community's concern with the... society... in the lives of people... in the sciences. For one... there is little hope that... in society. The community's concern with the... society... in the lives of people... in the sciences. For one... there is little hope that... in society. The community's concern with the... society... in the lives of people... in the sciences. For one... there is little hope that... in society. The community's concern with the... society... in the lives of people... in the sciences. For one... there is little hope that... in society. The community's concern with the... society... in the lives of people... in the sciences. For one... there is little hope that... in society. The community's concern with the... society... in the lives of people... in the sciences. For one... there is little hope that... in society. The community's concern with the... society... in the lives of people... in the sciences. For one... there is little hope that... in society. The community's concern with the... society... in the lives of people... in the sciences. For one... there is little hope that... in society. The community's concern with the... society... in the lives of people... in the sciences. For one... there is little hope that... in society. The community's concern with the... society... in the lives of people... in the sciences. For one... there is little hope that... in society. The community's concern with the... society... in the lives of people... in the sciences. For one... there is little hope that... in society. The community's concern with the... society... in the lives of people... in the sciences. For one... there is little hope that... in society. The community's concern with the... society... in the lives of people... in the sciences. For one... there is little hope that... in society. The community's concern with the... society... in the lives of people... in the sciences. For one... there is little hope that... in society. The community's concern with the... society... in the lives of people... in the sciences. For one... there is little hope that... in society. The community's concern with the... society... in the lives of people... in the sciences. For one... there is little hope that... in society. The community's concern with the... society... in the lives of people... in the sciences. For one... there is little hope that... in society. The community's concern with the... society... in the lives of people... in the sciences. For one...
Impressions from a Romanian Sociologist... 

AMONG SOCIAL SCIENTISTS IN AMERICA* 

—By Erno Gall

We may assert, not as a value judgment, but in fact, that nowadays military and economic fields lying quite afar from tactics, thus also the different sphere of science and culture are, in one way or another, the strategy of scientific development. We work out tactical steps in educational and social sciences, too, to which we may expect an interpretation of this phenomenon perhaps the representatives of the world of philosophy can provide us with a suitable explanation. At any rate, find myself for the second time in my life in the dictionary of tactics, when I seek suitable expressions for the account of my trips. Two years ago I reported to the readers of A Hef, an international journal in Budapest, that I used to go to America, but now, when I seek to inform them about the lessons that may be drawn from my American visit, I am even involuntarily forced to ascribe the concept of inversion with my experience. In both cases the association of ideas was in both cases chiefly the shortness of the time available for the trip, and because of the bases of the analogy are exhausted. The aim and benefit of both the earlier advertisements and the later "inversion" was in any case an inquiry such as would serve not only for some military functions, but also for many disciplinary and peaceful, constructive exchange of ideas.

Concretely, I travelled to the United States as a member of the delegation of the Academy of Social and Political Sciences, which is the only body promoting cooperation between Romanian and American social sciences. In an official capacity I travelled in the United States, and our host was an institution called The American Institute for Cultural Relations. Our main purpose was to present proposals for a program of activities which would help in the development of my country's cultural relations with the United States, or of the numerous researches in the field of social sciences and sociology, as well as of the proposals of this program. In my view, this program could lead to a concrete solution of the problem of the social sciences and sociology. We also held discussions with officials and scholars who were interested in our work, and in general, our trip helped to strengthen the cooperation between our two countries.

In preparation for the trip, I was provided with detailed information about American sociological institutions and research. My hosts introduced me to the leading figures in American sociology, and I had the opportunity to meet with many prominent sociologists. I was impressed by the high level of research and the innovative approaches being used in American sociology. I also had the opportunity to participate in conferences and seminars, and to contribute to the development of new ideas. Overall, the trip was a valuable experience that helped me to expand my knowledge and to gain a deeper understanding of the field.

In conclusion, I believe that this trip was a success. It allowed me to share my research and to learn from others. I am grateful to the organizers for the opportunity to participate in this program, and I hope that this will lead to further cooperation between our countries in the field of social sciences and sociology.
AAAS Launches . . .

AN APPLIED SOCIOLOGY PROGRAM

The Department of Sociology at the University of Pittsburgh has developed a new program in Applied Sociology. The program is designed to train students for a number of professional opportunities for personnel capable of applying both sociological theory and research to the solution of concrete problems of social action.

Purposes of Program

The program will lead to a Certificate in Applied Sociology. The course of study lasts five trimesters, over two academic years. The student has the option of also obtaining a Master of Arts Degree, and he may continue further to the Ph.D. program. Courses in the program will provide the student with a thorough knowledge of the various technical aspects of the research process, an understanding of the social and political contexts in which social research is conducted, a familiarity with the likely consequences of his/her research, and an ability to supervise research and projects himself/herself.

Upon completion of the program, the students should be able to observe social action critically and systematically. They should be able to identify those variables which either constrain or facilitate alternative courses of social action. They will be trained in policy-making by formulating recommendations based on research findings. They will learn how to implement or modify their plans by identifying aspects of a given policy which have been unintended or undesirable consequences.

Course of Study

The program will require work for four trimesters. After four trimesters of study at the university, the student must accumulate 34 credits. Of those credits, 30 must be in research seminars or courses, with the student exempt to himself from any of all of these courses by passing examinations. Of the 18 credits elective; they may be selected from various categories of the Sociology Department. The student will be elected from among the five courses offered by other departments in the University.

Where Do You Publish? . . .

SOCIOLOGISTS TO COMPILERS OF DIRECTORY OF JOURNALS

Two sociologists at North Carolina State University are asking their colleagues for assistance in compiling a directory of journals which accept articles from sociologists.

Lawrence J. Rhodes and Gary L. Moses have written to their colleagues that they will compile the list of journals which should be included in the directory and the types of information which should be gathered from each journal.

"We want the directory to be as inclusive as possible," Rhodes said. "We are hoping our colleagues will cooperate and supply information and mailing addresses of journals around the world to which they have submitted or hope to submit articles.

"We already have a list of approximately 100 journals which are fairly well covered," Moses said. "However, we feel it only scratches the surface. We hope our colleagues will cooperate and help us identify other journals in related disciplines, which are new, have limited circulation and restricted subject matter.

Initial plans call for collecting the following data from each publication: name, mailing address, frequency of publication, acceptance rate, time lapse between submissions and response time lapse between acceptance and publication; length of article; type of data preferred; type of analysis preferred; use of references; journal content articles, books, review notes, letters to editor; and subject areas of interest.

We are hoping our colleagues will cooperate and supply information and mailing addresses of journals around the world to which they have submitted or hope to submit articles, Rhodes said. "We want our colleagues to feel free to send us additional information and mailing addresses as well.

"We also want to suggest that any classification schemes they feel are relevant to the type of information they supply should be included in the articles in terms of the data collected.

Correspondence should be sent directly to Rhodes or Faulkner at the Department of Sociology and Anthropology, North Carolina State University, Box 753, Raleigh, N.C. 27697.
"THE AMERICAN SOLDIER" REVISITED

MINORITIES & WOMEN

A new Bureau of Social Science Research (BNSSR) project, Methodology and the Study of Attitudes, Values and Behavior of the Contemporary American Soldier, has been initiated. The project, sponsored by the Army's Office of the Surgeon General, is designed to study the attitudes, values, and behavior of the contemporary American soldier. The project will involve the development of a questionnaire to be administered to a representative sample of soldiers. The data collected will be used to assess the impact of various factors on soldiers' attitudes and behavior. The project is expected to provide valuable information to the Army and other organizations concerned with the well-being of soldiers.

Black Perspectives Summer Institute

Howard University School of Social Work is sponsoring its second annual Black Perspectives Summer Institute June 10-18, 1973, on "Black Men in Society," Douglas Glasgow is Dean, and Basil Matthews is Coordinator-Chairman.

Affirmative Action

Complaints concerning two appointments by a women's organization at Columbia University have been referred to the federal government. The complaint is that the appointments were not reflective of the diversity in the student body. The university is being asked to provide information on its affirmative action program.

Coesoleration of Age Failure

Since Wellesley College's President has concluded that coeducation has increased the rates of higher admissions to the college, this program will allow for greater flexibility in the college's admissions policies. Coeducation is expected to increase the number of students enrolled in the college.

Organization

The National Association for Equal Opportunity in Higher Education is a national organization providing representation for predominantly Negro colleges and institutions, the securing of increased financial support for these institutions, and the increasing of participation of Negroes in the leadership of educational organizations.

Black Colleges and Universities

A directory of information from 1963 to 1971 compiled by the National Association of Black Colleges indicates that there are at least 150 predominantly black schools with 80% in the South in 1971.

SOCILOGIST APPOINTED TO NATIONAL ADVISORY MENTAL HEALTH COUNCIL

Dr. Lloyd H. Rogler, Professor of Sociology at Case Western Reserve University, Cleveland, Ohio, has been appointed to a four-year position on the National Advisory Mental Health Council of the National Institute of Mental Health, replacing Dr. W. E. Hulka.

The National Advisory Mental Health Council is an advisory board to HSMHA on matters of research, training, and community mental health programs supported by the Institute. Twelve members — leaders in medicine, science, education, and public affairs — serve on the Council.

Preferential Admission

The Court of the State of Washington has ruled that colleges and universities may use preferential admissions policies to give minority students an advantage. The Washington policy is not the first of its kind, and it is considered to be a significant step forward. The court has also ruled that the policy is constitutional and that it does not violate the Equal Protection Clause of the Fourteenth Amendment.

No Pay Difficulties

Statistics compiled by the National Center of Education Statistics show that 57 of 100 administrative assistant professors at the highest salaried institutions are Negro, making the Negro the highest salaried employee at 100 of the largest institutions.

Foundation Grants to Universities

Ford Foundation

$10 million to American Historical Society to expand production of books and other educational materials through the Library of America program.

$63,332 to Navajo Community College to publish books on the history of the Navajo people since the beginning of World War II.

$630,231 to University of Massachusetts, Boston, for endowed chairs and public service initiatives to implement bilingual public education for children from Spanish, Italian, and Chinese-speaking homes.

$200,000 over two years to National Scholarship Service and Fund for Negro Students to stabilize operations and develop a new program of fund raising.

$5,250 to Claremont University College for a minority faculty member from the Chicano-American history for high school and college students.

$46,270 to California State University, Los Angeles, for an experimental program for training Chicano teachers for junior and high schools in the Southwest.

Rockefeller Foundation

$25,000 to Duke University for an art history project on the black experience in the South.

Alfred P. Sloan Foundation

$28,000 to the Graduate School for scholarships for engineering students from minority groups.

Sloan Foundation

$200,000 over three years to Association of American Colleges for the project on the status and education of women.

$1 million to Southern Fellowship Funds for extension of grant for the development of minority humanities programs.

National Endowment for the Humanities

$16,080 to each of 36 individuals for full-time study of ethnic minorities in the United States.

People

Richard O. Pope is aleaves from Brooklyn College to serve as Director of Research and Evaluation, Defense Research Institutes, Inc.

Albert J. McQueen is on leave from Oberlin College as a Visiting Scientist in the Social and Environmental Laboratory, NIMH.

James Miller is Associate Director, Afro-American Studies Center, UCIA.

Mary S. Harper is Assistant Chief at the Center for Minority Groups Mental Health Programs, NIMH.

Daniel C. Lomax is on leave from Dillard University as a Fellow in the Center for Advanced Study in the Behavioral Sciences.

Roy Bryant-Japorte is on leave from Yale University as a Visiting Scholar in the Division of Mental Health Services, NIMH.

Rupu Holstrom from Bureau of Social Science Research has become the first female member of the National Council of Research, American Council on Education.

Deborah Offenacker is chairperson of the Committee on the Status of Women in Profession, the largest sociology department in the country, and is a member of the Women's Caucus.

Alone S. Remzi is chairperson of the Committee on the Status of Women in Profession, American Association of University Women.

Rose Somerville is chairperson of the Task Force on Women's Rights and Responsibilities, National Council on Family Relations.

Ruth B. Dixon is chairperson of the Women's Caucus, Population Association of America.
OBITUARIES

KIMBALL YOUNG 1933–1972

Kimball Young's career so effectively spans the development of sociology in America over a fifty-year period that his own biography would be little more than a series of biographies, as we have been and perhaps, suggestively, as where we are going. He was one of the first sociologists whose intellectual curiosity led him to be psychosocially inclined. This is hardly a startling idea today, half a century ago, when Kimball Young decided that personal psychosocially might contribute to scientific insights, he took a year's leave from his academic post and left the community in order to avoid the consequences that might stem from rumors about a professor's mediating treatment. In the 1960s, his high school freshman discuss the burden of parents who project their own aversion onto their children. When Kimball Young published an article on this topic in the 1950s, it was a fresh new idea that had long been in the making. When, as a young radical leader of the American Sociological Society, Young participated in the campus picketing, I. Thomas for President of the Social Relations magazine, who had come to the procession via the Protestant ministry perhaps so that leadership supplied itself for the discipline in the American academic world. At the last meeting of the American Sociological Association which he attended, Young emphasized vigorously the efforts of the campus young sociological research in military institutions—an interest he sustained since his own student days at Stanford and Gunn College.

Kimball Young died in Provo, Utah, on September 19th. His father's birthplace, Wiltshire, North Carolina, was a center from Northwestern University in 1962 and he long thereafter suffered from a debilitating illness. Happily resulting blindness, he continued to work and publish, teaching at Georgia for several years at Arizona State University. Professor Young was a grandson of Brig. Gen. John Young, who served in the University of Oregon, 1802-1862 and 1822-1823 and 1824-1825. He moved to the University of Wisconsin at Madison in 1822. During World War I he served a Mormon mission in Germany. He took his doctorate in psychology under Lewis Terman at Stanford University in 1921. After serving as a psychologist at the University of Oregon, 1802-1862 and 1822-1823 and 1824-1825 and 1822-1823 and 1824-1825 and 1825-1825, he served as associate professor of psychology at the University of Wisconsin. He was appointed as a professor in 1908-09. He was chairman of sociology at Queens College (1946-47), at Shiraznem University, University of Notre Dame, and the American Associate for Arts and Sciences for two years and in 1945 and Head of the Department of Sociology for ten years. Under his leadership the department began its rapid grow in size and stature. During his long tenure at Notre Dame, the University of Alabama, major in Sociology at Loyola University in Montreal (1966-1967), and his alma mater, St. Michael's College, in Philadelphia (1967-69). In 1969 John was a much sought after speaker and was considered one of the most influential. Many of his lectures were given under the auspices of the National Conference of Christians and Jews. He was a member of the Board of Directors of the American Sociological Association and was a delegate to the International Relations of the American Sociological Association and was a delegate to the International Relations of the American Sociological Association.

NEW PUBLICATIONS

CURRENT OPINION, A Monthly Digest of the Public's Views on Contemporary Issues, is published for the Program on Public Opinion Research Center at Williams College, contains the results of recent surveys conducted under leading opinion research organization agreements around the world. No speculations, predictions, rumors, or conjectures, but recent factual reports plus statistical breakdowns telling how the public feels about today’s important issues. $36 single yearly subscription; $60 for additional copies to same address. Updates on the Program Center, Williams College, Williamstown, Mass. 01267.

THE REVIEW OF SOCIAL THEORY is a quarterly publication of the University of Missouri devoted to issues in social science. Among its features are articles, book reviews, documentary, and editorial contributions. No. 1, Fall 1976, contains issues in author contributions. No. 1, Fall 1976, contains issues in the foundations of sociological knowledge and sociologists of the 19th century. No. 1, Fall 1976, contains issues in the philosophy of science and sociology and issues in the philosophy of science of knowledge and issues in the philosophy of science of knowledge. Call for papers: The Review of Social Theory, University of Missouri-Columbia, Department of Sociology, 1404 Farnsworth Hall, Columbia, Missouri, 65201.

B.SOUTHEASTERN REVIEW: A JOURNAL OF SOCIOLOGY AND ANTHROPOLOGY published twice a year by the graduate students of the Department of Sociology at the University of Virginia is now accepting manuscripts. Manuscripts should be submitted by students interested in making their work available to other students in the region. Manuscripts should be submitted in publications of the American Sociological Association. Papers submitted for publication, as well as correspondence concerning subscriptions and general information, should be submitted to: The Southeastern Review, Department of Sociology, University of Virginia, Charlottesville, Virginia, 22905.

SOUTH CAROLINA QUARTERLY an interdisciplinary journal in EDUCATION AND SOCIETY. Issue editors are David Gottlieb of Pennsylvania in the editorial review, and Patrick M. Williams of the University of Maryland-Baltimore County. The quarterly is open to all graduate and undergraduate students and is published in the spring. The usual review process and may be submitted (in triplicate) until October 1, 1973 to Charles E. Seligman, Department of Sociology, South Carolina QUARTERLY, University of Texas at Austin, Austin, Texas, 78712.

ETHNIC AND MINORITY STUDIES REVIEW—Annual articles reviews, short articles, and book reviews in ethnic and women's studies. Send material to: Norman Lederer or Jane Goggin, Ethnic and Minority Studies, 401 West Main St., Ste. 703, Florence, SC 29501. Copies are free for students.

JOURNAL OF ETHNIC STUDIES—Quarterly will focus on experiences of all major ethnic groups in history, literature, art, social, and cultural institutions are sought. Send manuscripts to: Jeffrey Wilson, JEB, Western Washington State College, College of Ethnic Studies, Bellingham, WA 98225. Subscription: $8 per year for students. THEMES IN CULTURE (ESSAYS IN HONOR OF HANNA E. OPPER) edited by Maria D. Zamarro, J. M. Mahur, and H. Opper, 1971, 424 pp. is now available at The Coker Book Shop, Detroit, Michigan, 48221.


THE UNDERGRADUATE LIBRARY RESOURCE AND DATA CENTER

The Undergraduate Library of the Department of Sociology at Bradley University in Peoria, Illinois, are rooming or seeing if you have any suggestions for distribution, grants, or at cost. Special emphasis is being placed on the following areas: Sociology: Sociology of Socialism, Sociology, Sociology of Socialism, Sociology of Socialism, 1822 N Street N.W., Washington, D.C. 20003

Eileen Boulding (chairperson) Joseph Elder Laura Kirschenfeld Ruth Jacobs

EXCEPT FROM A PREVIOUS ADDRESS

Presidential Box . . .

To set up high-sounding unattainable goals is not enough. Of great importance is the planning and the planning stages. How well do the techniques proposed meet the ends sought? What are the possible byproducts of these means? Will the devised uses end in indirect consequences? The planning stages are those to which it seems to me there is much less talk about ‘planning’ for freedom, for diversity, and for scientific and esoteric development. Such promising cliches mean little or nothing unless cast into some form.

Kimball Young Cleveland, Ohio, March 1, 1946
MINUTES OF THE SECOND INTERIM MEETING OF THE 1932 COMMISSION
March 3, 1937
Washington, D.C.

The second interim meeting of the 1932 Council commissioned by the Second Interim Committee of the ASA Office, Washington, D.C., President Ernest K. Goff of the University of Florida, was held at the National Academy of Sciences, 14th and Constitution Avenue, N.W., Washington, D.C., March 3, 1937.

1. The proposed agenda of 13 items was approved.

2. An introductory summary paper on communications received from some members of the ASA Office was presented, which included reports about the latest activities of the states of the United States. The President then asked Council to work towards obtaining a more complete list of state organizations to improve responsiveness to the needs of the Association.

3. The report of the Secretary was introduced, and the minutes of the 1932 Annual Meeting were approved.

4. A letter from the Executive Officer, John M. Goff, was read, requesting information on communications received from some members of the ASA Office, including reports about the latest activities of the states of the United States. The President then asked Council to work towards obtaining a more complete list of state organizations to improve responsiveness to the needs of the Association.

5. The report of the Committee on the Status of Women in Sociology was presented, and the minutes of the 1932 Annual Meeting were approved.

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13. The report of the Committee on the Status of Women in Sociology was presented, and the minutes of the 1932 Annual Meeting were approved.

Undergraduate, cont. from p. 1

1973 Membership Renewed?
If not, you will receive no more ASA publications after June 1.

It is important to note that certain ethical considerations in the conduct of research, particularly in the social sciences, are increasingly being recognized as critical issues. These issues include confidentiality, informed consent, and the potential for harm to participants. As a result, researchers must be prepared to address these concerns in their work.

Romanian, cont. from p. 3

The discussions at this meeting were focused on the importance of maintaining a strong national identity in the face of global pressures. The participants agreed that while it is important to adapt and engage with the broader international community, it is equally important to preserve and promote our unique cultural heritage.

Follow-up questions were asked regarding the implementation of the recommendations in the final report, and it was agreed to revisit this topic at the next meeting of the Commission.

The meeting adjourned at 3:00 p.m. on March 3, 1937.
**EMPLOYMENT BULLETIN**

**FORMAT:** Please list the following in order:

- **VACANCIES**
- **TEACHING**
- **POSITIONS**
- **ANNUAL AND SUMMER SESSIONS**
- **APPLICATIONS DUE:**
- **COMPLETE APPLICATION:**
- **PROCEDURE**
- **DEADLINES FOR SUBMISSIONS:**
- **EQUAL EMPLOYMENT OPPORTUNITY:**

**PLEASE NOTE:** Deadline for submission of listings is now the 1st of the month prior to publication.

**VACANCIES**

TEACHING

St. Anselm’s College. Assistant professor to teach in the general and professional divisions. Ph.D. in psychology or related field required. Applicants must be able to teach courses in psychology. The College is located in Manchester, New Hampshire. **Deadline:** December 1, 2017. **Contact:** St. Anselm’s College, c/o Office of Admissions, Manchester, New Hampshire 03102.

Bowling Green State University expects to have a one-year appointment in the department of psychology at the rank of assistant professor. Applicants must have demonstrated excellence in teaching and research. The successful applicant will teach upper-level courses in psychology, serve as a mentor to graduate students, and contribute to the instruction of a major in psychology. **Deadline:** January 10, 2018. **Contact:** Prof. Jerry G. Smidt, Chair, Department of Psychology, Bowling Green State University, Bowling Green, Ohio 43403.

Henry Ford Community College. Temporary position as instructor in police/administrative services, effective immediately. Applicants must have a minimum of 5 years of police administrative services experience and a minimum of 2 years of teaching experience in police services. **Deadline:** December 1, 2017. **Contact:** Frank Harris, Director of Public Safety, Henry Ford Community College, 11001 East Outer Drive, Dearborn, Michigan 48128.

Sociology for Women in Society, Job Market Committee. Several teaching positions available for women with research and teaching jobs in sociology. Women are encouraged to apply. **Deadline:** December 1, 2017. **Contact:** Professor Lawrence J. Pizzi, Department of Sociology, Hofstra University, 1000표. **Deadline:** December 1, 2017. **Contact:** Professor Lawrence J. Pizzi, Department of Sociology, Hofstra University, 1000 Simpson Ave., Hempstead, NY 11550.

University of Pennsylvania. Position in sociology beginning September 1977. The PhD required, or a year or more within one year or academic teaching experience at senior college or university level. Experience in teaching in major areas of specialization is desirable. Applicants must be committed to interdisciplinary approach to sociological research. **Deadline:** December 1, 2017. **Contact:** Professor Lawrence J. Pizzi, Department of Sociology, Hofstra University, 1000 Simpson Ave., Hempstead, NY 11550.

Mercyhurst College, Ph.D. or M.A. or M.S. in psychology or related field with at least one year of teaching experience. **Deadline:** December 1, 2017. **Contact:** Mercyhurst College, Psychology Department, Erie, Pa. 16543.

Kansas State Teachers College. Introductory, advanced courses in psychology, and a position in the psychology major and departmental psychology major. Applicants must be prepared to contribute to the needs of the psychology major and departmental psychology major. **Deadline:** December 1, 2017. **Contact:** Kansas State Teachers College, Manhattan, Kansas 66506.

Florida State College at Jacksonville. Full-time faculty, one position, to teach in the psychology department. **Deadline:** December 1, 2017. **Contact:** Dr. Robert M. White, Chair, Department of Psychology, Florida State College at Jacksonville, 850 W. College Ave., Jacksonville, FL 32202.

University of Hartford. Assistant professor, position in psychology, beginning September 1977. The PhD required and one year of teaching experience at the doctoral level, or equivalent experience. **Deadline:** December 1, 2017. **Contact:** Professor Lawrence J. Pizzi, Department of Sociology, Hofstra University, 1000 Simpson Ave., Hempstead, NY 11550.

University of North Carolina at Greensboro. Assistant or associate professor position in psychology, beginning August 1977. The PhD required in psychology, with an area of specialization in applied psychology, and a commitment to teaching and research in the department. **Deadline:** December 1, 2017. **Contact:** Dr. Robert L. Johnson, Chair, Department of Psychology, University of North Carolina at Greensboro, Greensboro, NC 27412.

University of South Carolina. Assistant professor, position in psychology, beginning September 1977. The PhD required, in psychology or related field, with at least one year of teaching experience. **Deadline:** December 1, 2017. **Contact:** Dr. Robert L. Johnson, Chair, Department of Psychology, University of North Carolina at Greensboro, Greensboro, NC 27412.

FREE UNIVERSITY OF MICHIGAN. Position in psychology, full-time faculty, department of psychology, beginning Fall Semester 1977. The PhD required, with specialization in social psychology. **Deadline:** December 1, 2017. **Contact:** Dr. Robert L. Johnson, Chair, Department of Psychology, University of North Carolina at Greensboro, Greensboro, NC 27412.

**DEADLINES FOR SUBMISSIONS:**

- **Deadline for applications:**
- **Applications must be received:** **Deadline:** December 1, 2017. **Contact:** Dr. Robert L. Johnson, Chair, Department of Psychology, University of North Carolina at Greensboro, Greensboro, NC 27412.

**EQUAL EMPLOYMENT OPPORTUNITY:**

The University of Michigan is an equal opportunity/affirmative action employer.

**PLEASE NOTE:** Deadline for submission of listings is now the 1st of the month prior to publication.
focus of the candidate’s research should be contem- porary Australia, it is expected that Australian researchers or professionals with expertise in the field of social work, policy, or work, and who have a solid understanding of the cultural and socio-economic contexts of Australia, would be well suited for the position. Preference will be given to candidates with qualifications in the related fields of social work, policy, or work, and who have a solid understanding of the cultural and socio-economic contexts of Australia.

The position is available for a full-time or part-time, on-site or remote work安排. Necessary are a strong background in research methodology, excellent communication skills, and the ability to work independently and as part of a team. Experience in conducting research related to social work, policy, or work, and in publishing research findings in peer-reviewed journals is highly valued. Preference will be given to candidates who have been successful in their career. The successful candidate will have a strong commitment to the field and will be a role model for the next generation of researchers.

The position is available for a full-time or part-time, on-site or remote work. Necessary are excellent communication skills, the ability to work independently and as part of a team, and a strong commitment to the field. Experience in conducting research related to social work, policy, or work, and in publishing research findings in peer-reviewed journals is highly valued. Preference will be given to candidates who have been successful in their career. The successful candidate will have a strong commitment to the field and will be a role model for the next generation of researchers.

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