R & D Funding at State Level Quadruples

State sociological associations and individual sociologists may find it profitable to turn their attention to state government agencies for research funding and employment, for state R & D expenditures have quadrupled between 1963 and 1973.

MOSAIC, a bi-monthly published by NSF, reports that total R & D expenditures by state government agencies rose from $77 million in 1964 to $323 million in 1973.

In 1963 state R & D expenditures were aimed chiefly at social services, income security, health, natural resources, education, transportation, communications, and the environment.

State government agencies performed the largest share, 63 percent, of R & D work in 1973 with their own personnel, universities and colleges accounted for another 12 percent while private industry, nonprofit institutions and local governments performed 25 percent of the work.

State agencies employed approximately 13,500 full-time equivalent personnel in 1973 in the performance and support of R & D activities.

1976 RANN OBJECTIVES OUTLINED

An estimated RANN budget of $79.5 million for fiscal year 1976 provides sociologists with an opportunity to do research applied to national needs in such areas as private and public sector productivity, the social impact of natural hazards and disasters, technology assessment, and problems of post-industrial economy.

Sociologists should find research opportunities participate in the competitive program which has a requested funding level of $20 million, but they should also play a role in the Environment program, $27 million, Exploratory Research and Problem Assessment, $10.5 million, and the Energy program, $22 million.

Proposals solicited through RANN program solicitations and requests for proposals must be submitted by the deadlines set in the announcements. Unsolicited proposals related to RANN programs may be submitted anytime. The submission of preliminary versions of unsolicited proposals is advised.

For complete information on the programs cited below contact your institution's office of research or the Office of Program and Resources, Research Applied to National Needs, National Science Foundation, 1800 G Street, N.W., Washington, D.C. 20550. Phone: (202) 334-5292. Request a copy of the Fiscal Year 1976 Budget Book.

PRODUCTIVITY

The general objectives of research in productivity are:

- To design and test management techniques, organizational structures, and technologies (including social) and examine alternatives among them to improve the economic effects of the public sector.
- To assess the benefits and costs of alternative public policies affecting productivity in both the public and private sectors.
- To evaluate the human resources impacts and implications of productivity change.

Some specific areas of concern are advanced urban technology, the social, legal, and environmental aspects of excavation, communications technology and public services; productivity measurement; service productivity and intergovernmental structures; government regulation and economic productivity; problems of the post-industrial economy; public policy and the disadvantaged particularly the aged; and consumer market policy.

ENVIRONMENT

The objective of the Environment most relevant to sociologists is the analysis of the ecological, economic, and social consequences of public decisions affecting the environment.

Two particular areas of concern are the regional environmental management and the social impact of natural hazards and disasters.

Objectives of the regional environmental management element include the investigation of methods for predicting land use and other secondary consequences of environmental control, the synthesis and testing of regional environmental management strategies, and the examination of the applicability of selected technologies to regional environmental management problems.

Objectives of the social impact of natural hazards concern the costs and benefits of alternative policies for dealing with natural hazards and to increase the analytical base for dealing with low probability, very high risk events. A comprehensive investigation is to be made of the Assessment of Research on Natural Hazards by Gilbert F. White and Eugene Haas.

EXPLORATORY RESEARCH PROBLEM ASSESSMENT

Research in technology assessment seeks to systematically investigate the social, economic, and on effectiveness of new technologies before they are introduced or widely adopted. Work in exploratory research and technological opportunities focuses on the identifying and pointing to the potential applications of emerging natural problems and on the feasibility and desirability of major efforts to develop selected technologies to avoid or ameliorate these problems.

Technology assessment will focus on 8 to 12 specifi...
One explanation points to the facts of the structure of power in the discipline. The least important and sometimes ignored is the power of the editor, and granting agencies, or when evaluations of the merit of a sociologist’s work made by tenure and hiring committees. The position of power lies in others than those in which these issues are of concern. Why does the editor’s “voice” echo in this explanation, or feel unconsciously, or there is a recognition that the props of their image and reality, as they are understood, are out if they were addressed. Their relations with their grantees would be jeopardized if there were acknowledge serious un- reported intellectual works. Is it possible that developments have somehow served to dry up this echo? In this way, the system of systematic thinking on what is no longer necessary? Can we find no foundational issues comparable to those Durkheim and Weber in their connection with the Sociology of today?

A short list of glaring difficulties with the dominant positions in qualitative sociological work have to suffer in order to support a rejection of such an explanation. Paul Meehl, a scholar whose competence is beyond dispute, in an important article entitled “Nuisance Variables and the Ex Post Facto Design” has pointed out problems with the standard research designs in sociology that he considers to show that they are so “reasonably deceptively simple” as to be in principle incapable of elimination. He states that the theoretical questions which typically give rise to their use. He makes special note of the incapacity of multidetar techniques to resolve these designs. In some areas in which monumental difficulties occur in the reflection of the theory of explanation that is typically cited by advocates of techniques, a conventional account of the actualities of the techniques. Hempel and Oppenheim’s formulation of this theory requires that a “general law” occur essentially in the explaining by the experimenters. Typically, however, the con- ceptual terms in which the sociologist’s causal model is stated are not general, but can be in principle related to a partic- ular society or social group and therefore the formulations could not qualify as general laws. Hempel and Oppenheim insist that the explanation is a logical consequence of expectations which are “verifiable in principle.” Causal models seem to be a part of the theoretical questions. In those instances which are not “verifiable in principle.” The well-known reasons for all things are essentially ignored in the Sociological literature.

So the problems are there. What de- mands explanation is the fact that for these issues, in qualitative and quantitative, in- vestigations, in sociologists, there does not exist an investigating literature that attempts to deal with them. Durkheim and Weber thought that the analogous issues of their time required their attention. What is different today?

That explanation is rather conspiratorial for my tastes. Another explanation is that we have an essentially universal and not a simple expediency. The business of So- ciology, at least at the top, has now be- come the business of obtaining grants. Funding agencies are not interested in these issues, and by their nature, they can not run in very large sums. Nor does the quality of the work of granting agencies. When careers are made in this way, it should be expected that the research will be neglected.

Could sociologists really so intellec- tually irresponsible as such an explana- tion suggests? A more charitable explana- tion is that there is no reason why Durkheim and Weber, training did not neglect those aspects of the western intellectual tradition, and that they presented one for an exer- cise of these issues. Where Durkheim and Weber would be expected to have a grasp of Mill’s philosophy of science, and an appreciation of the issues involved.

A GLOSSARY OF SOCIOLOGICAL TERMS

Arthur E. Nadelman, Old Dominion University
Donald H. Smith, Old Dominion University
Barbara E. Nadelman, Tidewater Commu- nity College (Portsmouth Campus)
James B. Haug, Old Dominion University

American Sociological Association—A professional organization of honoraries and academically insecure sociologists. (American Sociological Association, 5555 Alta Vista Drive, San Diego, CA 92111)

American Sociological Review—the for- runner of the American Sociological Asso- ciation (q.v.).

A sociologist—a person who studies social issues (q.v.).—the only scientific term for “person.”

Factor analysis—the major technique used by sociologists to obviate the necessity of thinking, theorizing, and other un- scientific procedures.

Family—an institution that legitimates the proper behavior of people in society and the men who claim they are conducting a sci- entific inquiry.

Grants—(1) the primary goal of soci- ologists and a means of subsistence which is being pursued further such goals. (2) that which a sociologist gets when he is appointed as a sociologist wants to get when he is down.

Hypothesis—a post hoc explanation of observed relationships, formulated to appear to be testable in accordance with the sociologist’s for which is to impress with the erudition of the agent of sociology. Sociological subdisciplines and methodological matters which lie beyond, having yet having to attain their legal majority and assume adult roles, with all rights and obligations thereunder, as well as to be able to independently of higher education and undergo advanced formal socialization.

Minority group—a person who de- fined “women’s liberation” (q.v.).

Methodology—a study of scientific techniques by which alone are data (q.v.) on social life and social animals (q.v.) are being obtained and analyzed (see “analy- sis”).

Sociology—a social science that deals with the value of which varies inversely with its intellec- tual “minority group.”

Socialization—the process by which a socializa- tion—(1) a set of attitudes toward social categories, which attitudes sociolo- gists have been trained not to analyze (q.v.). (2) unconscious belief in psychological reductionism.

Social role—a sociological concept that explains the behavior that is to be explained by the concept of attitude (q.v.).

Sample—an aggregate of sociological categories whose characteristics are generally restricted to “strongly agree,” “agree,” “disagree,” “strongly disagree,” and “no opinion.”

Social role—the only other scientific term for “person.”

Social facts—things—such as university professors, politicians, and other social roles that are not sociologists and other social roles. (q.v.).

Social stratification—the division of society into a hierarchy of (avidly dis- tinct, as follows: undergraduates, in- structors, graduate students, assistant profes- sorial. (1) a social role which is employed by one social animal (q.v.) for the purpose of inducing conformity in other social animals who are but marginally associated with but not in direct participation in the profes- sional sociology. (2) a technical term for manifest function of which is to impress with the erudition of the agent of sociology. Sociological subdisciplines and methodological matters which lie beyond, having yet having to attain their legal majority and assume adult roles, with all rights and obligations thereunder, as well as to be able to independently of higher education and undergo advanced formal socialization.

Social structure—the primary concern of sociology. The sociology of the social roles (q.v.) are being obtained and analyzed (see “analy- sis”).

Sociology—a social science that deals with the value of which varies inversely with its intellectual “minority group.”

Sociology of education—a term for sociology whose function is to prove the intellectual superiory of the Ph.D. to the Ed.D. sociology of medical care—the familiar term for sociology whose function is to prove the intellectual equality of the Ph.D. and the M.D.

Statistical significance—the practical value inherent a correlation coefficient (q.v.) of .16, but not in one of .15.

Theory—a prescientific form of sociolo- gical explanation which is trained not to be socially useful according to the concept of attitude (q.v.).

Verstehen—understanding and insight based on the personal experience of the investigator. Does not neces- sarily vertical except when used by soci- ologists for whom it does not work.

Women’s liberation—a movement that is dying since most men now permit their wives to do most of the things they want to do.
New Social Indicators Edition
Scheduled to Add Three Areas

Tentative plans call for the addition of three new areas to Social Indicators, 1976 which is scheduled to be published next spring.

The areas—family, social welfare and security, and social mobility—are being added as a result of a national public opinion poll in which the public expressed interest in learning more about these topics. The principal investigator is Dr. John D. Johnston, Director of the Social Indicator Project, the Statistical Policy Division, Office of Management and Budget.

The additions raise the number of areas to be covered in the new report to 11. These areas will be presented in the following sequence: population; the family; housing; and the community; social welfare and security; health, and nutrition; public safety and legal justice; education and training; economic activity; income, wealth, and expenditures; leisure; recreation and cultural activity; and social mobility and stratification.

Johnston said the family chapter is being added because the family is seen as the basic unit of social organization. Statistics which show trends in family formation, dissolution, size and composition will be included.

The chapter on social welfare and security will be concerned with the interaction of different protective service structures and programs. It will look at the effectiveness of different protective service structures and programs in reducing poverty, child abuse, family breakup, etc.

The chapter on social mobility and stratification will examine trends in the "rigidity and openness of society" through the use of data on occupational mobility, participation in voluntary associations, voting, etc.

Johnston said each chapter will include a list of sources on data and public opinion polls in order to include the "perception of well-being" in each area in the report.

Johnston said the report will probably be geared toward use by policy makers rather than social scientists and the general public.

In addition he said an attempt will be made to combine tables in the report, so there will be only one column in the table, a column for size and cost, a column for number of people, and a column for percentage of people.

"This method will allow the reader to see trends in a number of different areas in a single column," Johnston said.

Johnston emphasized that the report will not only present the facts but will also discuss the implications of the facts.

Johnston said the report will be published in the fall of 1977.

NSF Programs Provide Support For Student Research Projects

Five federal student aid programs including one that may provide faculty members with undergraduate or graduate students for long-term or short-term research activities as colleagues or members of a research team.

In addition, the program supports investigations conducted independently by students, with faculty advice and supervision, on a topic not already covered by another program.

The five programs which may assist students to meet the rising costs of postsecondary education are: Educational Opportunity Grants, Supplemental Educational Opportunity Grants, Work-Study Student Loans, Guaranteed Student Loans, and Guaranteed Student Loans.

Undergraduate or graduate assistants for faculty members are available through the College Work-Study programs at 3,250 institutions in this country. Each year, it is estimated that 240,000 students will be employed in this program.

The Supplemental Educational Opportunity Grant program provides funds available to eligible students attending approved postsecondary education programs. To apply for a Basic Grant, a student must complete a form called "Application for Determination of Eligibility." These forms are available at postsecondary institutions or public libraries. Last academic year, 1,040,000 of the eligible students applied for these grants.

The Guaranteed Student Loan program is designed to provide low-cost, fixed-rate loans directly from a bank, credit union, savings and loan association or similar lender which is willing to make the educational loan to the student.

For more information on these programs, it is advisable to talk to your financial aid officer at your institution or write to the Office of Education, Dept. of Health, Education, and Welfare, Washington, D.C. 20202.
SUGGESTS CAREER OPTION: MGT CONSULTANT

Submissions to recent issues of FOOTNOTES have considered employment for sociologists. One area which appears underdiscussed, if not totally neglected, is management consultants. My educational background is in math and sociology, plus approximately a year of graduate work.

It is not unusual for sociologists to serve as consultants. Frequently, consulting is performed on a part-time, short-term basis in conjunction with academic employment. However, full-time consulting engagements are less common, especially in the area of management consulting.

What do management consultants do? They perform analyses and make decisions, often without the need to make alone or cannot make because of lack of information or professional training. Solid backgrounds in social science research methodology, statistics, and some specific area of sociology, i.e., sociology of transportation, medicine, organizations, demographics, etc., provide basic foundation for sociologists to become management consultants.

To this area of employment sociology, the benefits of a sociological perspective by identifying and examining the influence of sociological variables in the organization market and management decisions. They can analyze problems not only from an organization's perspective but also from a social perspective. Sociologists with the appropriate background can contribute to and expand the horizons of management consulting. They can perform their consulting assignment as a basis of the importance of sociological variables and hence, impact on final managerial decision-making.

Linda Pappas
Maya Associates
Washington, D.C.

TALMON COMPETITION WANTS MANUSCRIPTS

Articles concerned with the sociology of religion are being solicited for the sixth Yonina Talmon Prize competition. The award carries a stipend of $350.

A manuscript may be submitted in either English, French, or Hebrew. The manuscript must be appropriate for publication in a social science journal. Published manuscripts are not acceptable. Junior scholars will be given preference.

Candidates should submit an copy of their manuscript and curriculum vita by November as follows:

Hebrew manuscripts: The Yonina Talmon Prize, Chm., Dept. of Sociology, The Hebrew University, Jerusalem, Israel.


For further information contact the secretory of the Dept. of Sociology at the Hebrew Univ. or Mrs. Schwartz.

QUANTIFICATION NEEDED IN SOCIOLOGY AS WELL

Charles P. Flynn’s description of quarks in the April issue of FOOTNOTES as “physical phenomena for which there are no known linear-model explanations” is misleading and the point he seeks to make, confusing. The quark is a theoretical construct intended to account for certain phenomena among the interactions of the strongly interacting particles. To date, no empirical evidence for their existence has even been found. Quarks may not exist, and for that reason should not be described as physical phenomena. If they do exist, one would have to worry about how to explain their existence. Here a number of theoretical strategies could be pursued. None would be expected to violate the principle of causality, although non-linearities might well appear. It is important to distinguish these models: non-linearities are a mathematical phenomenon with social world—this is not the same as saying the relations are acausal.

The real flaw of Flynn’s comments is that he misinterprets mathematics. Mathematics is not a God-given language, but a humanly constructed language for expressing ideas with extraordinary precision and clarity. Like any other language, it can be learned by those who wish to invest the effort. It is certainly no substitute for insight, but why is that a criticism? Sex is not a substitute for food, but it would be perverse to hold that against sex. Quantification can be an important source of insight.

Flynn derogates the use of mathematics by describing the “misinterpretations” of “its O-Mighty theorems” in mathematics. Obviously, no scientist wants to misinterpret phenomena; given the choice between erroneous mathematical formulations and “generally perceptible conceptualization,” the choice would not be difficult to make. But it would require a serious awareness of the past, and most improbable forecast of the future to assume that quantification can never be used without distortion. Relationships that require intuition—intuitive concepts, qualitative analysis failed to disprove, and that it will never bear fruit in the future. Even mathematical developments that seem to be quite remote from any application may turn out to be precisely the language through which some new social application can best be expressed, just as differential geometry provided the language for general relativistic theory.

David F. Greenberg
New York Univ.

Invitation for Submission of Project Proposals ON TEACHING UNDERGRADUATE SOCIOLOGY

This is a call for the submission of preliminary proposals for demonstration projects in undergraduate sociology. These proposals are being solicited by a national project on teaching undergraduate sociology sponsored by the American Sociological Association. These proposals will be linked to the ASA Section on Undergraduate Education. This project, in its second year, is supported by the Fund for the Improvement of Postsecondary Education.

The ASA project involves the development of guidelines and resources for undergraduate sociology curricula, objectives of sociology in undergraduate education, preparation of teachers of undergraduate sociology, and conditions and requirements for undergraduate sociology programs in universities, colleges, and community colleges.

The ASA project seeks to encourage the development of demonstration, innovation, and evaluation in undergraduate teaching of sociology. This invitation solicits the submission of proposals reflecting innovative approaches to selected issues in undergraduate sociology. These proposals may address a number of relevant issues. The areas of specific concern to the ASA project are:

1. the institution of educational objectives for undergraduate sociology as general education, as education for majors, as pre-professional education, and as components of curricula in other fields;
2. the differentiation of subject matter coverage as sociology from that of other disciplines, from social studies or current events;
3. the exploration of concepts and content previously taught in an undergraduate sociology core;
4. the issues of progression and accretion of knowledge in undergraduate sociology curriculum;
5. the first course in sociology as a single entry into the discipline, or as a program of a variety of offerings with choices for different audiences and different objectives;
6. the identification of requisite understanding, knowledge and skills to develop teaching competence in undergraduate sociology;
7. to explore the relationship between institutional conditions and contexts, and the teaching of sociology.

The preliminary proposal will be examined by the Steering Committee of the ASA Project on Teaching Undergraduate Sociology. The Steering Committee will select proposals which combine the best qualities of design, proposed methodology, and the significance of the issues to be explored. These projects must involve innovation. The proposals selected will then be jointly submitted by the originating institution or investigator and the principal investigator of the ASA project to an appropriate funding agency. Those submitted to the Fund for the Improvement of Postsecondary Education will be judged by the agency on each project’s own competitive merit. The jointly submitted projects, if funded, will be included in the common comparative evaluation program built into the ASA project.

Other proposals examined by the Steering Committee will be returned with comments and suggestions. These projects judged by the Steering Committee to be worthy of submission directly and independently to the Fund for the Improvement of Postsecondary Education, other government agencies or selected private funding agencies will be identified. The staff of the ASA project will be available to offer assistance to all project investigators.

Preliminary proposals must be submitted no later than October 20, 1975. They should not exceed five double spaced pages (approximately 1,000 words). They should include an identification of the issues to be explored, the program to be planned, the methodology to be used, and the criteria by which they are judged. The proposals should include project objectives, required resources, the institutional conditions affecting the proposed project, and any other information that can be presented in tentative and summary form. On Submissions should be made in triplicate:

Project on Teaching Undergraduate Sociology
The American Sociological Association
O. Mauk, Project Director
1722 N Street N.W.
Washington, D.C. 20036

A project of the American Sociological Association.
Meeting Calendar

South Asian Sociologists in the United States will meet in New York City on 16-17, 1977, for the annual meeting of the American Sociological Association. The meeting's theme will be "The Internationalization of Development: Human and Natural Resources," and the keynote speaker will be President Nelson A. Rockefeller.

New Programs

The Department of Epidemiology in the School of Public Health at the University of North Carolina offers a program leading to a special certificate in social epidemiology. This program prepares students for a career in epidemiology at the local, national, and international levels, as well as in the medical and public health professions.

Personals

Zipporah Films' documentary film "WELFARE," a powerful and award-winning film, is now available in major cities across the United States and also available for public screenings through local film societies. The film provides an in-depth look at the American welfare system and its impact on the lives of millions of Americans.
EMPLOYMENT BULLETIN

VACANCIES

TEACHING
American University. Department of English, Tenure-track Assistant Professor - Screening begins September 15, 1977. PhD or sub.
sequent training in a field showing evidence of continuing productivity in creative writing, secondary writing, and scholarship. F"r further information, write: Division of Undergraduate Studies, American University, Washington, D.C. 20016.

Teaching and Research Assistant, Wayne State University. Applicants should have a commitment to excel in both teaching and research. Information available through: Graduate School of Education, Wayne State University, Detroit, Michigan 48202.

Eastern Michigan University. Assistant Professor or Associate Professor positions in Educational Psychology. Application deadline October 1, 1977. Send CV and three references to: Chairman, Department of Psychology, Eastern Michigan University, Ypsilanti, Michigan 48197.

University of California, Berkeley. The Department of Architecture invites applications for a number of full-time, part-time, and temporary appointments at all levels. Appointment will be made upon recommendation of the search committee. Applications should be submitted to: Chairman, Department of Architecture, The University of California, Berkeley, California 94720.

University of California, Los Angeles. The Department of Communication invites applications for a number of full-time, temporary positions at the rank of Lecturer. Applications will be considered at all levels of instruction, including the highest level of tenured position. The starting date is September 1, 1977. Applications should be submitted to: Chairman, Department of Communication, University of California, Los Angeles, California 90024.

University of California, Santa Barbara. The Department of Anthropology is seeking one or more full-time, temporary Lecturers for the 1977-78 academic year. Applicants should be prepared to teach introductory courses in general anthropology. The starting date is September 1, 1977. Applications should be submitted to: Chairman, Department of Anthropology, University of California, Santa Barbara, California 93106.

University of Colorado, Boulder. The Department of Psychology announces a position at the rank of Associate Professor or Professor of Psychology, beginning July 1, 1978. Applicants should have an outstanding record of research and teaching at the university level, and a demonstrated potential for excellence. A Ph.D. degree is required. The successful applicant will be expected to contribute to the graduate and undergraduate programs in psychology. Applications are also invited for the rank of Assistant Professor. Further information available from: John B. Calhoun, Director, Graduate School, University of Colorado, Boulder, Colorado 80302.

University of Georgia, Athens. The Department of Psychology has one or more openings, beginning Fall, 1977. One position may be a Full Professor of Psychology, tenured or nontenured. The position is open to candidates in any area of research, with preference for those with a strong record of accomplishments in research or teaching. Other positions may be available at the Assistant level for persons with a Ph.D. degree in a related area (e.g., sociology, economics, or other social sciences). Further information available from: Raymond D. Smollon, Chairman, Department of Psychology, University of Georgia, Athens, Georgia 30602.

Chairman, Department of Psychology, University of Georgia, Athens, Georgia 30602.

University of Illinois, Urbana-Champaign. Two positions are available in the Department of Psychology, beginning Fall, 1977. One position is at the rank of Assistant Professor and the other at the rank of Associate Professor. Further information available from: James E. Rule, Chairman, Department of Psychology, University of Illinois, Urbana-Champaign, Illinois 61801.

University of Washington. The Department of Psychology seeks candidates for a position at the rank of Assistant Professor, beginning Fall, 1977. Applicants should have a strong record of research and teaching in the field of experimental psychology, and be particularly well suited to contribute to the graduate and undergraduate programs in psychology. Further information available from: Professor W. Keith Honig, Chairman, Department of Psychology, University of Washington, Seattle, Washington 98195.

University of Wisconsin-Madison. Tenure-track positions in the Department of Psychology are available beginning Fall, 1977. Applicants should have a strong record of research and teaching in the field of experimental psychology. Further information available from: Professor Donald B.三角

ASHA FOOTNOTES

Published monthly except June, July, and December. Membership dues are payable to all persons with membership in the ASA. Annual subscriptions in the continental United States, single copy: $1.00. Contributions to Open Forum should be limited to 800 words; all contributions should be submitted to the editor, 400 words. Editor: Hans O. Machlesk Editor, Open Forum; Advertising Mgr.: Sue Gorman Smith; Circulation Director: John F. Sample, 6501 Montgomery Bwthway, Washington, D.C. 20014, Telephone: 301-966-1930, Copyright © 1973, ASA. Third class postage paid at Washington, D.C., and at additional mailing offices.

University of Wisconsin, Department of Knowledge requires two appointments in the areas of social psychology. One is at the assistant professor level (Salary $55,000); and the other is at the associate professor level (Salary $60,000). Applications should be sent to: Dr. John A. Scott, Department of Knowledge, University of Wisconsin, Madison, WI 53706.

Southwestern College, Department of English and Philosophy, seeks two full-time academic positions in the areas of social psychology. One is at the assistant professor level (Salary $28,000); and the other is at the associate professor level (Salary $33,000). Applications should be sent to: Dr. James C. Miller, Department of English and Philosophy, Southwestern College, 200 N. Park Ave., Memphis, TN 38122.

University of Wisconsin, Department of Social Work, seeks one full-time faculty position (Salary $32,000) in the area of social psychology. Applications should be sent to: Dr. John A. Scott, Department of Social Work, University of Wisconsin, Madison, WI 53706.

University of Virginia, School of Education, seeks one full-time faculty position (Salary $30,000) in the area of social psychology. Applications should be sent to: Dr. John A. Scott, School of Education, University of Virginia, Charlottesville, VA 22903.

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A Note From The New Editor Of The American Sociologist

In the initial issue of TASS (Talcott Parsons' editor), I identified the journal's focus as on "professional concerns of sociologists as a professional group," and its content was limited to "theoretical papers." Parsons also mentioned the journal as an "arena for the exchange of ideas," which I believe is still relevant today.

I have recently spent more time reviewing the published volumes of TASS (excluding Volume 7, which was published in tabloid form and included other segments not related to sociology). TASS has a reputation for its rigorous and challenging articles, which is a testament to its enduring value in the field of sociology.

It is disheartening, in my view, because of an increasing tendency under TASS's leadership to underrepresent the various perspectives and methodologies that are important in sociology.

I believe that TASS should continue to be a forum for diverse perspectives on social issues. As such, it is important to include articles that reflect the complex and varied nature of social phenomena.

Finally, sociology is, or should be, exciting. Sometimes sociologists have exciting ideas they can't express (because they don't have the right language or tools). We welcome, from anyone in our realm of concern, a variety of ideas and perspectives.

Guggenheim Grants Awarded to Nine Sociologists

Nine sociologists are among the 308 scholars, scientists, and artists awarded fellowship grants for 1975-76 by the John Simon Guggenheim Memorial Foundation. These grants, most of whom are affiliated with colleges and universities, were selected from among 2,839 applicants on the basis of "demonstrated accomplishment in the past and promise for the future." Fellow-ship grants in the $1,383,500 total follow is a list of sociolo-gists who won fellowships and their proposed studies:

- Aaron V. Cicourel, Univ. of California, San Diego, "Structural and Social Change in the United States.
- Charles Tilly, Univ. of Michigan, "The Social and Cultural History of Science in the United States.
- Solomon Asch, New York Univ., "The Sociology of Knowledge and Social Scientific Practice.
- Louis Wirth, New York Univ., "The Sociology of Knowledge and Social Scientific Practice.
- Howard Becker, Berkeley, "The Sociology of Knowledge and Social Scientific Practice.
- prediction is, or should be, exciting. Sometimes sociolo-gists have exciting ideas they can't express (because they don't have the right language or tools). We welcome, from anyone in our realm of concern, a variety of ideas and perspectives.

Social Deviance: A Substantive Analysis, Revised Edition

An innovative and comprehensive, interactional approach to the study of deviance. The book focuses on the social and cultural factors that contribute to the development of deviant behavior. Revised Edition includes new chapters and updated data.

Coming in December

Successful Marriage: A Principles Approach

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