



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

Footnotes

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

Editorial . . .

FOOTNOTES, ONE YEAR LATER

There will be no coverup at FOOTNOTES. We confess our shortcomings, or shortfalls, as they are known in the nation's capital.

1973 was a banner year for the major press in Washington. Investigative reporters won Pulitzer Prizes. Despite inoperative pleas, the unlocked door at Watergate led to a cascade of revelations. But where was FOOTNOTES? We failed even to be the first to note that Spiro T. Agnew was not a sociology major in college. What's more, our ace reporters somehow neglected to uncover any irregularities involving our President. Thus Peter Blau came through the year with his computer tapes unchallenged and completely intact, insofar as we know.

True, FOOTNOTES is only in its infancy. And as we look back over the nine issues of Volume I, we can see that some efforts were made to expose the fads and foibles, and even the achievements, of those who labor under or near the label of sociology. However, to do better we need your response.

This publication must do some things. It can do others. Choices are made within limits of time, space, and other resources and are shaped by suggestions, demands, and contributions from ASA members.

At present, FOOTNOTES is the organ for the official reports and proceedings of the Association. Such reports attempt to convey essential information about policies, budgets, resolutions, elections, appointments, etc. By gathering such information here, our major journals are spared the necessity of cluttering their galleys with organizational matters. Thus they can proceed with the prime task of seeking out and presenting the best that sociologists produce in their scientific and scholarly work.

The policies for these journals, as well as for all other operating elements of the ASA, are ultimately set by the elected officials of the Association.

Their decisions, in turn, are made in response to knowledge of resources and judgments about values and priorities that may or may not be shared by the membership. How they in fact act and respond is recorded in various ways in FOOTNOTES, including the formal mode of official reports and proceedings.

Accordingly, FOOTNOTES, as a ledger of official acts, could become more of a lever for implementing the aspirations of members. Our fine print, then, is a challenge. A close reading of it might spark action to prompt the ASA to do what it does do better, to retreat from perceived failures, or to advance on new goals.

As we enter Volume II with this issue, we solicit your aid in shaping this publication. We shall continue to try to alert you to opportunities and problems in the discipline and in the society and to provide a means for open expression of professional concerns, complaints, innovations, and irritations.

The energy crisis of 1974 will not turn around material resources alone. For the ASA, it will call for intellectual and organizational effort to decide what the Association should or should not try to do about such matters as the state of undergraduate education, the future employment of sociologists, the status of women and minorities in sociology, the linkage of sociology to social policy, alternative modes of graduate training, broadening the world perspective of American sociology, and adding to the knowledge base of the discipline.

This is not a full agenda. It merely reflects some of the items revealed as FOOTNOTES held a mirror up to the pluralistic enterprise of persons, groups, and organizations concerned with sociology last year. That mirror can be turned in other directions. We invite you to take your turn to help provide a sharper reflection in the months ahead.

Plan Ahead . . .

1975 PROGRAM COMMITTEE SOLICITS SUGGESTIONS FOR SAN FRANCISCO MEETING

Now that the 1974 program for Montreal is firmly structured, it is time to act if you have suggestions for shaping the sessions being planned for San Francisco in August, 1975.

President-Elect Lewis A. Coser and his Program Committee will meet February 9-10, 1974, to organize the 1975 Annual Meeting whose theme has been tentatively identified as DISSENSUS; CONTEMPORARY AND HISTORICAL PERSPECTIVES. Suggestions for sessions, participants, etc., are invited from all members and should be sent to the ASA office by early February.

In addition to President-Elect Coser, the membership of the 1975 committee includes J. Milton Yinger, William H. Form, Raymond W. Mack, Suzanne Keller, James F. Short, Jr., Kai T. Erikson, N. J. Demerath III, and Joseph Himes.

Program Committees of the ASA must work on a long lead-time schedule. This means that members also must plan ahead if they want to be effective in helping to organize what has become a very complex operation. Suggestions received by February will be given full consideration by the committee. After that date, it is virtually impossible to alter the basic plans.

Task-Groups Take Off After . . .

SOCIOLOGISTS FLY-IN FOR WORKSHOP ON UNDERGRADUATE EDUCATION

In mid-November, seventeen jet-age sociologists met at a Chicago airport inn for an intensive 24-hour workshop that probed the problems of undergraduate programs in sociology.

The workshop, supported by a grant from the ASA, was organized by Hans Mauksch, Chairperson of the Section on Undergraduate Education. The majority of the participants were Council members of that Section who are elected with equal representation from community colleges, four-year institutions, and universities with graduate departments.

The program included three workshop segments that produced lively discussion of position papers prepared by designated participants. These were followed by a business meeting of the Council that led to the formation of three Task-Groups designed to advance the work of the Section.

From the outset, participation in the workshop was so animated that little heed was paid to the noise from the nearby runways. The opening session ranged across a variety of topics. The need for identifying the essential objectives of sociology in the curricula soon came to the fore as did the failure of the discipline to provide rigorous education or status and rewards for a teaching career in sociology.

The problem of how to provide motivation and meaning for the variety of students who enter sociology was probed in depth. It was noted that few students develop a commitment to the discipline from exposure to undergraduate courses, many take sociology as part of a general education requirement, and an increasing number are vocationally oriented and thus dip into sociology in the hope that it links to an occupation or a profession.

This mix, coupled to the varying theoretical predilections of teachers who serve up great varieties of substantive materials, raised questions about the need to explore sets of common educational objectives pertaining to the "perspective of sociology," which all participants agreed was something unique and valuable. There was also agreement that the failure of graduate schools to approach preparation of teachers with intellectual rigor and sophistica-

tion was a prime problem. Considerable enthusiasm was expressed for the few emerging programs that seek to prepare teachers of sociology, notably the program conducted by Everett Wilson and Charles Goldsmid at the University of North Carolina.

Another session of the workshop focused on special challenges found in the various types of undergraduate teaching sites. The community colleges, for example, have some unique characteristics and problems. In this site, the professions, such as pre-medicine, pre-law, engineering, social work and nursing, have clout based on accreditation and the posting of formal standards. Faculties can use these requirements as justification to command new courses, FTE faculty positions, library holdings and other resources. The basic disciplines, notably sociology, are not only without such clout, but, in a finite money market end up getting fewer resources because scarce dollars go to where professional pressure is mounted.

The opportunities for teaching in community colleges will continue to rise. However, the trend is to fill sociology positions with graduates of schools of education who have a social science minor since their orientation appears more compatible with the expressed aims and present administrative strategies of community colleges. How might this picture be changed? One element in particular was stressed. Communication must be established with sociologists in community colleges. Some means must be developed to include such persons in the full range of ASA and other professional activities.

The Council meeting which followed the workshop sessions served to translate talk into a commitment and a means for action. The Section on Undergraduate Education now has three units assigned to develop specific programs.

The first unit, headed by Charles A. Goldsmid of the University of North Carolina, is a **Task-Group on Training of Teachers of Sociology**. It is charged with organizing and disseminating information about programs, resources and requirements concerning the training of teachers of

See UNDERGRADUATE, p. 3

Roster of Sociologists Available . . .

460 NEW PHD'S SEEK EMPLOYMENT IN 1974

A total of 460 newly-minted PhD's from 84 graduate departments of sociology (80 American and 4 Canadian departments reporting) have indicated that they will be available for employment in 1974. Upon request to the Executive Office of the ASA, a 28 page roster containing these names and other pertinent information will be sent without cost to prospective employers. Copies of the roster have already been mailed to more than one thousand graduate and undergraduate departments of sociology as a service to the profession.

Information for the roster was collected by the ASA via questionnaires sent to all PhD-granting departments of sociology in the United States and Canada in October, 1973. Data were collected from individuals on a standardized form signed by the grad-

uate student and the head of the department. Responses to items on sex and minority status were posted as optional. Approximately one third, or 151 out of the 460, of the new doctorates are women. The roster also identifies 19 black sociologists, 12 of whom are women, 10 Asian or Asian-American sociologists, and one each who are identified as Cuban, Mexican-American, Chicano, and Puerto Rican.

The information is presented by degree-granting institution, with department head and address indicated, and includes for each PhD entry specific items in the following order: name, dissertation title, principal reference, two major fields, sex (optional), minority identification (optional).

See EMPLOYMENT, p. 5

Certification Requirements for Teaching Psychology, Sociology, and Anthropology in the Secondary Schools*

Margo Johnson; American Psychological Association

Certification requirements are one way in which the professional societies can influence the teaching of the behavioral sciences in secondary schools. While some state departments of education may be less receptive than others, generally speaking, the state departments are interested in what the professional societies have to say about teacher training and certification in the subject-matter areas. In fact, through their national organization, the National Association of State Directors of Teacher Education and Certification (NASDTEC), they have jointly sponsored several projects with professional societies to prepare guidelines for training (e.g., AAAS, 1970; AAAS & NASDTEC, 1971; Modern Language Association of America, 1967).

I chose to work with the three disciplines generally agreed to be at the core of the behavioral sciences—psychology, sociology, and anthropology. Of the three, only anthropology appears to be relatively new to the high school curriculum. Indeed, the 1972-73 U.S. Office of Education survey, yet to be published, will mark the first time that anthropology's incidence in the schools has even been recorded by that office. Psychology dates back to 1900 and sociology to 1922, but they have only recently begun to grow apace. In 1970-71 about 509,000 students were enrolled in high school psychology courses, over 3.5 times the 1960-61 enrollment; and 798,000 students were enrolled in high school sociology courses, about 2.8 times the 1960-61 figures. Even anthropology enrolled 130,000 students.

Estimates based on the National Science Teachers Association's 1972 registry figures put the number of psychology teachers in fall 1971 at about 8,800, the number of sociology teachers at 14,100, and the number of anthropology teachers at 3,200. Growth has far outpaced both teacher training and teacher certification in these three fields; thus teachers who were trained, certified, and teaching in other fields have been tapped for the behavioral science assignment.

Certification used to involve close examination of the transcript of each applicant, with officials counting credits and looking for certain required courses or their equivalents.** That procedure has now been largely replaced in 46 states by the approved-program approach to certification and occurs now only in those instances where a person trained out of state is seeking certification. The approved-program approach essentially allows the states to be more flexible in their standards because they are looking at whole programs, not individual products. Thus, in many states,

required subject-matter preparation can be expressed simply as "a major," the actual requirements for which will differ from institution to institution within the state. Thus, also, some states are already moving away from standards expressed as required preparation toward standards expressed as competencies. Minnesota is among these states. Following is a [condensed] sample of its tentative competency statements for social studies:

... Knowledge of all the social sciences as disciplines, including ways of structuring, types of analytical questions, methods of advancing knowledge, major competing theories, the changing nature of fields, and ways of keeping current with developments in the fields, together with the ability to integrate and apply this knowledge to the development and evaluation of curriculum and instructional materials and to the candidate's work in the classroom. . . .

... Knowledge of ways of using community resources in teaching, of promoting good relationships between the school and the community, and of the professional role of the teacher beyond the classroom situation, together with the ability to apply this knowledge to work within the school. (Minnesota State Department of Education, 1973)

The range of specific required semester hours for sociology is from 12 to 34. The District of Columbia and New Hampshire have no legal provision for teaching sociology. Neither of these units indicated any impending change in this situation or gave any evidence of other mechanisms to encourage standards; although, the District of Columbia did indicate that "in some instances, a certified teacher of social studies might be assigned . . . to teach some classes in sociology."***

What are the implications of these certification requirements for the interrelationship of teaching, certification, and training generally? Often when new subjects are introduced into the schools, certification requirements and training programs follow when evidence builds that these are more than just a passing fancy and take hold in more and more schools. Put another way, colleges are reluctant to train teachers in a particular subject if the states have no certification provisions for it, and the states are reluctant to certify teachers if there are no jobs for them in the schools. The number of schools offering psychology and sociology nearly doubled from 1960-61 to 1970-71 and the number offering anthropology from negligible to 900 in that same decade. If the improvements in certification requirements for psychology since 1967 are any gauge, state departments of education have been alert to the growth and have begun to introduce standards.

There is increased demand, but it is for teachers who can teach more than just psychology, sociology, or anthropology. Here are some pertinent comments from state department of education officials:

Colorado—"Jobs teaching anthropology are . . . hard to find . . . Endorsement [in sociology] will hinder [a teach-

er's] employment in Colorado, since there are no full-time sociology teachers in the state's secondary schools . . . There are no full-time psychology teaching jobs in Colorado secondary schools."

Missouri—"We rarely certificate in the area of Psychology only. The reason is that it is next to impossible for a college graduate to find a full-time teaching job in Psychology. Many of our schools offer a one-semester one-half unit course in this. Then the question becomes: What can you teach the other five periods of the day?" (This situation applies to sociology in Missouri, too.)

In short, psychology, sociology, and anthropology are typically 11th and 12th grade electives taken by less than 5% of high school students. And psychology, sociology, and anthropology teachers usually have other teaching assignments . . . Although high school courses in psychology, sociology, and anthropology have expanded considerably in the last decade, we can't blithely assume that the growth will continue. As the newest subjects in the high school curriculum, they may be the first to go, come the budget crunch.

The implications are: First, preservice training programs should provide multi- or inter-disciplinary subject-matter preparation in the behavioral sciences—that is, in psychology, sociology, and anthropology—rather than single-discipline training. Such training would give teachers more

* * *

Civil Service Ratings Affected by Membership . . .

SOCIOLOGY HONOR SOCIETY INVITES CHAPTER APPLICATIONS

The United Chapters of Alpha Kappa Delta, the national sociology honor society, invite interested departments to apply for chapter charters. Charters may be granted to institutions where (a) at least ten semester courses or 30 semester hours in sociology, exclusive of summer and extension programs, are offered; (b) at least one course in theory and one course in research methods are required; (c) there are at least three full-time faculty members with the PhD in sociology or equivalent who teach courses in sociology; (d) there is evidence that recent graduating seniors have been accepted in programs leading to the PhD degree in sociology in other institutions; and (e) there is present already an active sociology club.

Departmental benefits deriving from an active AKD chapter include enhancement of student-faculty communication, collaborative research and community-service projects, and opportunities for scholarly colloquia and research symposia. Individual membership benefits include the honorific citation, a one-year subscription to *Sociological Inquiry* (as part of the \$12 initiation fee; subscription renewable at reduced rate), and eligibility for the Civil Service Commission's GS-7 grade rather than the GS-5 grade normally applicable to the bachelor's degree.

For further information and chapter application forms, contact Lawrence E. Hazelrigg, Secretary-Treasurer, AKD, Department of Sociology, Indiana University, Bloomington, IN 47401.

options as far as the employment situation goes.

Second, we must recognize the finite limits of preservice preparation and invest equal if not greater time and effort in in-service programs that allow for both multi- and inter-disciplinary study and greater depth in the individual disciplines. The large number of states that still have no provision at all for teaching psychology, sociology, and anthropology or have provision under social studies but with no further requirements, suggests that many now teaching need expanded opportunities to study the behavioral sciences and methods of teaching them.

How do we improve preservice and in-service training? One avenue is to enlist the cooperation of the state [and regional] professional associations, and through them, the locals. (Their greater proximity to high school teachers permits more contact at less cost.) We want to know about what is being done in the states and we want the states to know what we in the national organization are doing so that we can coordinate efforts. We'd like to see the day when the state associations and individual members are working cooperatively with high school behavioral science teachers to develop programs of all kinds—workshops, seminars, institutes, courses, etc.—to improve training and instruction.

* * *

The Sociology Semester: CLASP . . .

A Year of Experience in Undergraduate Innovative Learning

Using an Open Systems Model as a theoretical guide, the Sociology Department at Brigham Young University instituted in 1973 a Semester Program in Applied Sociology (CLASP), for undergraduate majors and non-majors.

Thirty students take all of their credits during an entire semester from a team of sociology professors. These student and faculty form a "Learning Community" characterized by intensive interaction throughout the semester on a total community and small-group basis.

Students are given autonomy and stewardship to define learning objectives and appropriate learning activities in sociology. Heavy emphasis is placed upon experiential learning and the acquisition of skills in inter-personal relations. "Content" varies according to individual choices. The lock-step of one hour classes gives way to an integrated sociological learning effort which provides freedom for experimentation by students and faculty in developing new learning relationships and activities.

Included in the semester is an initial two-week "retreat" to an isolated desert location where staff and students mutually attempt to organize a new society on a consensual basis.

Intensive small-group laboratory learning is experienced with immediate application of skills in inter-personal relations to the resolving of "community-level" problems. Societal simulation games are also utilized for initial sensitizing of students to the complexity of social relationships.

Students seek information both on and off campus, utilizing faculty, non-faculty and each other as resources. Field experiences opted for by students include first-hand contact with social problems in urban areas, ghettos, on Indian reservations, etc. extending from California to Virginia (and Mexico).

* An extended version of this paper was presented at the annual meeting of the APA in Montreal, Canada, August, 1973. This brief account presents excerpts of special interest to sociologists as selected and edited by Dr. Helen MacGill Hughes. The ASA is grateful to the author and the APA for permission to reprint this edited version. The original paper may be received by request from the APA, 1200 17th St. N.W., Washington, D.C. 20036.

** At this point in the full version of this paper there is reference to Table 1 which gives, state by state, the requirements for certification in the three disciplines, as of spring 1973. The data are the number of semester hours of the basic requirement (BR-comparable to a "major") for certification to teach a subject "full time, for a major fraction of the school day, or in the highest classification of schools;" and of the minimum requirement (MR-a "minor"), for teaching a subject part time, for a minor fraction of a school day, or in the lowest classification of schools. In sociology the BR ranges from 39 semester hours in Georgia (27 in sociology and six in each of psychology and anthropology), to 24 in Maryland. MR ranges between 12 and 24.

*** At this point in the full version of this paper, there is reference to Table 2 where the states are classified under five rubrics of requirements for teaching each of the three disciplines. For sociology, 26 states have separate provisions for sociology; two have no legal provisions; 9 stipulate social studies certification, and 13 more add to that certain specific requirements, while Georgia is alone in requiring behavioral science certification plus specific requirements.

Twelve Sociologists Among . . . 500 FULBRIGHT-HAYS FOREIGN SCHOLARS IN U.S. DURING 1973-74

Approximately 500 senior lecturers and research scholars from 67 foreign countries representing a wide range of disciplines are in the United States during 1973-74 under the sponsorship of the Fulbright-Hays program, the Committee on International Exchange of Persons announced recently. The scholars are listed, with brief biographical data, in the 1973-74 DIRECTORY OF VISITING LECTURERS AND RESEARCH SCHOLARS, just off the press and now available free of charge on request to the Committee.

The numbers of scholars in the different disciplines are as follows: medical sciences, 82; biological sciences, 66; chemistry, 51; physics, 35; engineering, 33; animal and plant sciences, 31; mathematics, 24; earth sciences, 7. There are 84 in the humanities, 42 of whom are in language and literature, 70 in the social sciences, and 19 in education.

During their stay in the U.S., many of the foreign visitors will be available for lectures or attendance at special conferences, providing they can arrange for brief absences from teaching or research assignments at their American host institutions. Institutions and individuals interested in further information about any of the scholars listed in the Directory or desiring additional copies of the publication may write or telephone the COMMITTEE ON INTERNATIONAL EXCHANGE OF PERSONS, 2101 Constitution Avenue, N.W., Washington, D.C. 20418 (Area Code 202-961-1647).

(Editorial note: The word around Washington is that the Committee will soon have a new name—the Council for International Exchange of Scholars).

Included in the Directory is the following information about persons with sociological affiliations:

Name, Home Institution, and Country	Host Institution, Duration of Stay	Project in the U.S. (L-Lecturing; R-Research)
ADAMSKI, Wladyslaw, Asst Prof Sociol, Polish Acad of Sci, Warsaw, POLAND	U Chicago, Dept Education 9/73-6/74	(R) Sociology of youth
ALAPURO, Risto, Research Assoc Sociol, U Helsinki FINLAND	U Michigan, Dept Sociology 8/73-5/74	(R) Methodology achievements of historical sociology
BANERJEE, Bhavani, Lect Sociol, Central C, Bangalore, INDIA	U Arizona, Dept Anthropology 9/72-6/74	(R) Acculturation effects on an American Indian Community
CASTEL, Robert, Asst Prof Sociol, U Vincennes, Paris FRANCE	U Cal Berkeley, Inst Human Dev 8/73-1/74 Columbia U, Sociol, 2/74-7/74	(R) Sociology of psychiatry, psychoanalysis, social control
HANBY, Victor J., Lect Pol Sociol, U Stirling, UNITED KINGDOM	Michigan State U, Dept Political Science 9/73-8/74	(L/R) American & comparative politics
KIBUKA, Eric, Lect Social Admin, Makerere U, Kampala UGANDA	U Wisconsin, Dept Sociology 3/74-6/74	(R) Study of organized crime
LANDAU, Simha, Instructor Criminology, Hebrew U, Jerusalem, ISRAEL	U Penn, Ctr Studies Criminology 9/73-8/74	(R) Delinquency and correctional programs
LEE, Hyo-Chai, Prof Sociol, Ewha Women's U, Seoul KOREA	Fisk U, Dept Sociology 1/74-5/74	(L/R) Urban life and social change
McKENZIE, Herman, Lect Sociol, U West Indies, Kingston, JAMAICA	U Chicago, Dept Anthropology, 9/73-7/74	(R) Plural society theory
ORJOL, Michel, Asst Prof Sociol, U Nice, FRANCE	Cal State U San Diego, Dept Sociol, 9/73-2/74	(L/R) History of sociological doctrines
SCHEUCH, Erwin, Prof Sociol, U Cologne, GERMANY	Inst Adv Study Princeton, N.J. 9/73-4/74	(R) Comparative social structure
WILSON, Paul, Actg Head Anthro & Sociol, U Queensland, AUSTRALIA	Battelle Inst, Seattle, Wash. 1/74-12/74	(R) Police-community relations; criminal justice innovation

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sociology. This task-group hopes to develop pilot models of programs that would demonstrate to the graduate sector of our discipline the intellectual and substantive justification for committing a portion of the graduate curriculum to the objectives of educating effective teachers.

The second unit, headed by Sharon M. McPherron of Florissant Valley Community College, St. Louis, is a **Task-Group for Developing Model Curricula Sequences in Undergraduate Sociology**. It is charged with examining concepts and objectives in various course arrangements in an effort to produce concern with criteria for assessing undergraduate sociology programs. In addition, a sub-committee of this task-group will analyze the structure and impact of the first course in sociology.

The third unit, to be convened by Joseph Zelan of the University of California, Berkeley, is a **Task-Group on Educational Resources in Sociology**. Its mission is to develop material and guidelines to assist

departments to meet needs for facilities, personnel, library holdings, and other educational resources that are components of the educational environment in which sociology is taught.

Armed with these task-groups, the Section on Undergraduate Education plans to engage in work that will stir a new level of consciousness and concern about the challenge of teaching in sociology.

The success of the Chicago workshop has encouraged the Section to expand the use of this form of communication. At the 1974 meetings in Montreal, the Program Committee of the Section, headed by David Booth of the University of Windsor, has organized four workshops inviting participants to exchange ideas on the following topics: Mass Teaching, Using the Computer, Simulation, and Teaching Strategies. Further information will be offered in the Section newsletter and in announcements about the Annual Program of the ASA.

Note on Non-Academic Employment . . .

15 SOCIOLOGISTS WORK IN AGENCY FOR INTER- NATIONAL DEVELOPMENT

Professors of sociology have been remarkably adept at reproducing themselves. Over the past several decades, graduate training in sociology has led primarily to employment in colleges and universities. Thus it is estimated that at least 85% of sociologists work in institutions of higher learning. *But what is the other 15% doing?* This question becomes of interest as the demographics of supply and the realities of demand are forcing graduate departments of sociology to re-examine admission procedures and training strategies as opportunities for academic employment diminish in the period ahead.

To date, the question concerning the 15% cannot be answered in any systematic way. The ASA Committee on Employment, headed by John W. Riley, Jr., is monitoring the situation in an effort to aid the discipline in developing programs to meet the challenge of preparing for the increased employment of sociologists in non-academic settings. Among these efforts will be an attempt to identify activities and career lines of non-academic sociologists.

Some of these inquiries will of course be directed toward agencies of the federal government. To illustrate, FOOTNOTES has discovered that among the approximately 5,000 American employees of AID in the Department of State are 15 persons who have either an MA or a PhD in sociology (another 15 list their highest degree as a BA with a major in sociology).

What do sociologists do in AID? Without further study, the best indicator available is the position title under which they work. Incidentally, the title "sociologist" is not part of the occupational code for AID employees.

There are seven persons who hold MA's in sociology employed at AID (one of them is a member of the ASA). These MA's work under the following titles: Program Analyst (2), International Cooperation Specialist, Community Development Advisor, University Relations Officer, Technical Information Specialist, and Supervisory Statistician.

There are eight persons who hold PhD's in sociology employed at AID (five are members of ASA). Their titles are as follows: Population Advisor for Social Science (2), Education Officer, Rehabilitation Advisor, Social Science Analyst, Population Officer, Statistician-Demographer, and Technical Assistance Methodologist.

From a glimpse of one agency, it is clear that, occupationally, sociology is spelled in a variety of ways.

It is also clear that the future of the discipline hinges to a considerable degree on whether graduate departments come to recognize this fact and how they respond to legitimate the pursuit of non-academic employment for their students.

Sociologist Elected to Council American Association for the of the Advancement of Science

The ASA representative to the AAAS, Professor Harrison White of Harvard, has been elected to a two-year term on the AAAS Council starting January 1, 1974. White was elected by the Section Committee on Social and Economic Sciences (Section K) in accord with procedural changes included in a new constitution adopted by the AAAS last year.

The AAAS is divided into Sections (twenty-one at this writing) which correspond to broad subject matter areas. Each Section has as members both affiliate organizations and persons. The ASA is an affiliate of Section K.

SOCIOLOGY AND FOREIGN POLICY

Peter Blau, President of the American Sociological Association, and Edward Tiryakian, Chairman of the Committee on World Sociology, represented the ASA at a State Department Conference on U.S. foreign policy, held in Washington, D.C., September 18-19, 1973. The purpose of these conferences is to acquaint leaders of nongovernmental organizations with the workings of the Department of State on major foreign policy areas, as well as to provide the Department of State with perspectives from a variety of domestic voluntary associations.

The two-day conference had over 800 registrants. In addition to plenary sessions and workshops devoted to specific areas of the world (Europe, Latin America, East Asia, the Middle East, Africa), other topics dealt with world aspects of population growth, narcotics control, and changing women's roles.

INNOVATION: CALL FOR RESEARCH PAPERS BY UNDER- GRADUATES

Immediately preceding the 1974 meetings of the Pacific Sociological Association in San Jose, California (March 28-30), a special one-day conference has been organized for the presentation of undergraduate research papers. The conference will be held at the University of Santa Clara (one mile from the PSA meeting site) on March 27. The intent of the conference is to stimulate interest in original research at the undergraduate level and to provide a mechanism by which this interest can be maintained and rewarded.

To participate, a one or two page summary of the proposed paper including the student's name and faculty sponsor should be submitted by February 15, 1974 to: Professor Joseph R. DeMartini, Department of Sociology/Anthropology, University of Santa Clara, Santa Clara, California 95053.

NEW POST- DOCTORAL FELLOW- SHIP PROGRAM ANNOUNCED

PhD's in sociology now have an opportunity to extend their academic and research training through an Individual Research Fellowship Award sponsored by the Research Manpower Programs of NIH and ADAMHA.

Awards, which will be made for one, two, or three years, and which involve stipends at the rate of \$10,000 for the first year beyond the PhD, will be made to individual applicants for specified training proposals and selected as a result of a national competition for research training in specified health and health-related areas.

Priority areas in which awards will be made are defined in terms of areas of research for which research manpower is needed. The announcement of the program illustrates areas of priority to include research on alcoholism, drug abuse, child mental health, depression and suicide, schizophrenia, crime and delinquency, aging, minorities, program evaluation, and mental health services management.

Deadline dates for applications are set at January 15 and May 1. Inquiries for further information should be directed to: Dr. Kenneth G. Luterman, Chief, Social Sciences Section, BSTR, DMTP, Room 9c 18, Parklawn Building, 5600 Fishers Lane, Rockville, Md. 20852.

A Modest Proposal (Et tu Sociology?)*

John Condry
Cornell University

Presumably if we had known the effects of the communication explosion on the discipline of academic psychology we would have done something about it before it got out of hand. But we didn't, and we got what we deserved. The journals are full to the point of overflowing with dull, tedious articles researched and written months, even years, before they are published. The average publication lag—the time between the acceptance of an article for publication and the public display of the article—is now 12-18 months in many APA journals (far beyond the attention span of most psychologists), and it is that short due only to an 80% rejection rate.

But what is to be done? People must publish in order to survive in the academic jungle. It is all a very basic part of "edubusiness." One must publish because that is how one gets grants, supports students, and takes some of the immense burden of the cost of education off the backs of those already overburdened in a (probably) misguided attempt to better the lives of their offspring (Jencks et al., 1972). Except when it may bring adverse publicity, the content of what is done is of little import, at least to those primarily concerned with the business end of "edubusiness." The demand for publication, then, is really secondary to the necessity of bringing in grant money. In short, we find the market flooded with a product of dubious utility produced by many people who have little interest in doing so other than to obtain grant money, secure their careers, and support their students.

With this preliminary analysis before us, we can begin to envision the outlines of a solution. It is a solution already envisioned, in fact practiced, by our colleagues in "agribusiness": subsidy payments. What is good enough for cotton pickers should be good enough for psychologists.

The logic of the proposal is simplicity in itself; the precedent is well established and the potential unlimited. We start with the undeniable assertion that the government wants to help wherever possible to improve life in these United States. The best thing the government could do for academic psychologists would be to provide grants to them *not* to publish. The grant, just like a cotton or soybean subsidy, would be based on the actuarial advantage of publishing. Professors and graduate students would be supported for a period of time, provided they agreed not to publish anything they did during the time of the grant. They must do something, of course, since it would not do to be paid for not doing anything. Further, of course, they would not be allowed to collect twice for not doing two things at the same time. These two principles are already well established in "agribusiness" subsidies, where a farmer cannot collect money for not planting anything—he must not plant something—nor can he collect for not planting cotton and not planting soybeans in the same ground. For these reasons the grants will have to be competitive with demonstrated incompetence in the form of a long line of dull published research as the primary criterion of judgment. A professor with 20 publications, all of which report small parametric changes in a well-known research paradigm, would be the first in line for grants.

The advantages of such a system would be very great indeed. First and foremost, it would reduce the congestion and pollution already evident in the journals, while at the same time allowing many to survive and even prosper in the world of "edubusiness." It is likely that the quality of articles published in the journals would improve as the quantity decreased, since those who continue to publish will be those who forsake a subsidy payment in order to do so. To publish under these circumstances will require a considerable faith in the value and importance of one's own research. People would be publishing because they felt they had something important to say, and not for a variety of reasons

having to do with the necessity of staying alive in a dog-eat-dog world.

In addition, the publication lag should decrease. This would mean that when one writes an author about a piece of just published research, there would be some likelihood that the author is still working on this type of research. All in all, it seems an idea worth considering. The journals would become more readable, the articles would be more thoughtful, and people would be able to survive and prosper even if they were not especially interested in publishing what they were doing. If during a period when he was receiving subsidy a person stumbled across an interesting idea, he could give back the subsidy, apply for a "work" grant, do the research, and publish it.

In a general way, then, government subsidies for nonpublication should reduce the quantity and increase the quality of published research, increase communication among psychologists about work they are *now* doing, provide support for many who would retire for reflection from the rat-racing demand to publish (i.e., to get research grants), and support graduate students to boot.

Once the above is established, some additional consequences seem inevitable, even desirable. A journal of unpublished titles would undoubtedly spring up, wherein the author would publish his title, perhaps a short abstract, and give credit to the government agency (most likely the "Department of Edubusiness") supporting the project. Reprints would be sought, of course, but if the author of an unpublished title got more than 10 requests for reprints his reputation as an unpublished author would be in serious jeopardy.

The *Journal of Unpublished Titles* (weekly, 300-400 pages/week) would be sent to all members of the APA. Recipients of the journal would pay not to receive it, in keeping with the logic of the argument presented herein. The titles of published unpublications would be included in one's vita, of course, since a string of unpublications would have essentially the same meaning as a string of publications does now. Conventions would be held so the authors of unpublished research could have an opportunity to travel. At the convention, people would read their titles to audiences of other unpublished authors. Any author receiving more than two minutes of sustained applause, however, would automatically be barred from taking part in the next year's convention. Needless to say, the proceedings of the convention of unpublished titles would be published in *Journal of Unpublished Titles*, giving the convention paper the status of an unpublished title.

All in all, the proposal for government subsidies for unwritten research would have a beneficial effect not only on the current state of the journals but also would provide an outlet for publication, travel, and support of students. People would publish in the other journals only when they felt they had something important to say, and the strength of their desire to say it would be indicated by the fact that they had given up a subsidy in order to do so. Publication by desire would replace publication by necessity; there would be fewer, more readable journals, and the trees would be a little safer from psychologists.

REFERENCE

- Jencks, C., Smith, M., Ueland, H., Bane, M. J., Cohen, D., Ginitis, H., Heyns, B., & Michelson, S. *Inequality: A reassessment of the effect of family and schooling in America*. New York: Basic Books, 1972.

Section News

Undergraduate Education Section is collecting course outlines to be used to stimulate discussion at the next convention. A syllabus, reading list, and comments on how you handle any undergraduate course would be helpful. Mail to: Robert Kernish, Department of Sociology, Temple University, Philadelphia, PA 19122.

A TRIBUTE TO MAURICE: KEEP ON KEEPING ON!

The Caucus of Black Sociologists wishes to extend its sincerest thanks to Maurice Jackson who, as most of you know, has completed his job as ASA Executive Specialist and has returned to his academic position at the University of California, Riverside. Maurice leaves behind him a long list of impressive accomplishments. His was a demanding job, and he performed it exceedingly well, which was by no means any surprise to those of us who know Maurice.

The Executive Specialist position was recommended to ASA by The Caucus of Black Sociologists in 1970 and recruitment for it began in the Fall of 1971. The only guidelines that Maurice had to go on were those established in a brief proposal written by Jay Demerath, then ASA Executive Officer, where it was established that the new position would focus upon the accomplishment of several major goals, among them the obtaining of funds for and the administration of a fellowship program for minorities; serving as some sort of liaison between the ASA Executive Office and various minority caucuses; and assisting in the process of recruitment of minority persons into professional jobs in sociology.

The briefest possible glance at events over the last year or so show that Maurice not only accomplished these preliminary goals, but in fact substantially modified, extended, and defined the very nature of the new position of Executive Specialist. It is encouraging to note how much he was able to accomplish in so short a time, and this despite the near-impossible task of coordinating the activities and interests of his office, the Caucus of Black Sociologists, the Sociologists for Women in Society, and other interest groups. One of his major accomplishments was playing an integral role in the establishment of a one-million dollar, six-year grant for a fellowship program for minority persons to pursue graduate study. Maurice, working in close collaboration with Mary S. Harper of NIMH, helped to see this program through to its final realization. The program provides for the selection of 30 minority persons, the first ten of which will enter graduate study immediately. Each person receiving the grant will be eligible for up to \$7,500 per year for three years of graduate training in sociology. The program is designed to develop the capability of minority persons to conduct research in sociology and the broad area of mental health, and it is intended that the program will ultimately increase the funding of other minority individuals from other sources. This major grant, the result of a 1970 CBS recommendation to ASA, is now a reality, due to Maurice's consistent efforts.

As part of his activities, Maurice prepared an important report on the status of minorities and women in sociology, the results of which were published in the October, 1972 issue of *The American Sociologist*. The paper represents a relatively detailed analysis of proportions of minorities and women by prestige of department and by faculty rank. Maurice concluded in this report that the picture was quite bleak. Yet, due to his own efforts as Executive Specialist, one can see a change here and there which makes the whole picture a bit more promising. The fact that Maurice was able to get a close look at the "whole picture," and the fact that he did something about it, is a further credit to his talents.

At New Orleans (ASA, 1972) The Caucus of Black Sociologists presented a resolution in "total support of the Executive Specialist." Sociologists for Women in Society (SWS) more recently stated they had a "very pleasurable experience in working together with Maurice." The Committee on the Status of Racial and Ethnic Minorities also formally acknowledged the assistance given it by Maurice in drafting 16 major resolutions presented to the Council of ASA in 1972. (See *The American Sociologist*, August, 1972, p. 30.)

In sum, it would appear that Maurice has truly come to shape the position of Executive Specialist in a way which enables some degree of coordination between and among the interests of black sociologists, the policies of ASA, both formal and informal, and the interests of women and other minorities. In the case of the Caucus of Black Sociologists, he was able to assure at least some degree of useful communication between CBS and the ASA Executive Office. Something in the way of an Executive Specialist was, indeed, badly needed, and Maurice filled the role well. We wish Maurice continued success for his role in our struggle as professional sociologists and as black scholars; we wish him continued success in his role as a teacher and researcher; and we extend to him our warmest thanks for a very difficult and demanding job well done. And we say to him what we often say to each other anyway: "Keep on keepin' on!"

From The Caucus of Black Sociologists
James E. Conyers, Chairperson

Awards & Grants

The Rockefeller Foundation announced today that a grant in the amount of \$21,400 has been awarded to the Center for Migration Studies of New York, Inc. The grant, a first by a major American foundation, will permit the Center to make its archival collections on Italian culture and heritage available to scholars, researchers, and students. The Center is a non profit, educational institute committed to the study of sociological, demographic, historical, legislative aspects, and pastoral concerns of human migratory movements, as well as ethnic group relations.

The Izaak Walton Killam Memorial Scholarships 1974-75.

Value: Fellowships valued at \$8,800, plus travel allowances, are tenable for one year at Dalhousie University in most fields of study. Applications for extensions may be considered. **Qualifications:** Applicants should not be more than thirty-five years of age and should possess a Ph.D. degree from a recognized university, or expect to obtain a degree before taking up an award. Fellows may engage in teaching or other similar duties in the University.

Application: Application forms may be obtained by writing to: The Office of the Dean, Faculty of Graduate Studies, Dalhousie University, Halifax, Nova Scotia, Canada. Please quote code #455 in your application.

The Izaak Walton Killam Postdoctoral Fellowships 1974-75.

Value: Scholarships valued at \$4,500-5,000 and renewable on evidence of satisfactory performance in a Master's or Doctoral program in the natural sciences, social sciences and humanities, are tenable at Dalhousie University.

Qualification: Eligibility is based on a First Class undergraduate degree in the field of study the student wished to pursue. No remission of fees accompanies the scholarships but travel assistance to Dalhousie is available. Scholars may perform instruction or demonstration duties at the discretion of the department for which additional remuneration is given.

Application: Candidates are not required to submit application forms for the Killam Memorial Scholarships, but should apply for admissions to the Registrar, Dalhousie University, Halifax, Nova Scotia, Canada, as early as possible.

On the basis of the information supplied in the application, the graduate department concerned will nominate the scholar to a selection board for consideration and nomination for a Killam award.

Please quote code #455 in your application.

ASA FOOTNOTES

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

Editor: Otto N. Larsen
Assoc. Editors: Alice F. Myers
Joan R. Harris
Advertising Mgr.: Sue Gorman

Send communications on material, subscriptions and advertising to:

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

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*The author is deeply indebted to two colleagues, Nicholas Tavuchis and Ulrich Neisser, who contributed substantially (if not intelligently) to the ideas contained herein.

*Sub-title added by FOOTNOTES. Article reprinted by permission from *American Psychologist*, June, 1973.

Does Your Department Have One? . . .

**WASHINGTON UNIVERSITY, ST. LOUIS,
LAUNCHES DEPARTMENTAL
NEWSLETTER**

This week's mail brought a lively and attractive four-page newsletter (in the same size format as FOOTNOTES) from the Department of Sociology at Washington University, St. Louis. Edited by Paul Picone and Nicholas Demerath, the newsletter is called FROM OLD McMILLAN after the building that houses the department whose graduate program was founded in 1933.

The first edition contains a variety of items describing departmental activities, plans and programs. Included are profiles of the faculty, information on a visiting scholar program, news of former students and colleagues, lists of papers read recently by departmental members at conferences, and the announcement that Professor Alvin Gouldner will return to the campus in September and will co-edit a new journal, *Theory and Society: Renewal and Critique in Social Theory*.

The front page also introduces the new head of the department, Murray L. Wax, who concludes his assessment of the department's present and future by indicating that his goal "is not to move this department toward a routine conventionality, but to enlarge its vitality, its pluralistic excellence, and its spirit of educational innovation."

While the specific content of the newsletter is of concern mainly to "Old McMillanites," the intent of the publication and the techniques and skills employed in launching it may strike a responsive chord in other departments.

In introducing the new publication, the editor's outline their intent in terms that might well characterize needs in many sociology departments. For example, they

note that "One of the paradoxes of our time is that, although spaces have shrunk, distances have increased. Thus it is not uncommon for students in the department not to know what some member of the faculty is doing and even for some members of the faculty to be unaware of the scholarly activities of their colleagues."

To share information, reinforce a sense of community, and build a collective identity, the editor's assert that, given the pluralistic nature of the department, it is important to have a vehicle where methods, results and interests can be exposed to the critical scrutiny of colleagues with qualitatively different perspectives. Here they conclude that "The best long-term guarantee for an intellectually dynamic department is the creation of an active community of scholars permeated by a spirit of mutual collegial respect and criticism."

In private correspondence the editor's indicate that they have had to deal with a number of unexpected problems and, as a result, have developed techniques and skills that may be of interest to other sociology departments should they plan to undertake a similar project. Particularly relevant is the question of cost which they have kept at a low level by locating facilities that will permit continuous publication in the face of severe budgetary restrictions. Any departments interested in such details may contact Professor Paul Picone, Department of Sociology, Washington University, St. Louis, Mo. 63130.

The editors of FOOTNOTES would be pleased to be placed on the mailing list for departmental newsletters, new or old.

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**NUTRITION AND THE
BEHAVIORAL SCIENCES**

During the past decade, increasing emphasis has been given to the interdependence of nutrition and behavior. Nutritional and behavioral scientists are actively attempting to explain and understand the interactions between nutrition, behavior and development. Although much of the early work in this interdisciplinary area related to severe malnutrition, an extension of this work to other segments of the population is underway. Obesity represents one such problem; food distribution and supplementation is another.

Investigators in these areas are drawn from many fields of nutrition and the behavioral sciences. Currently, there is an urgent need for these individuals to exchange experiences and information so as to offer mutual support for their research in this interface which impinges so heavily on nutrition. The American Institute of Nutrition has offered its assistance to explore means of increasing the interaction between nutritionists and behavioral scientists. To this end, it will sponsor a symposium on behavioral aspects of nutrition at the April meetings of the AIN to which behavioral and social scientists are cordially invited.

Anyone interested in joining other individuals interested in the interrelation of nutrition and behavior, either in conjunction with the AIN or as an independent group, are cordially invited to contact either Dr. David J. Kallen, Department of Human Development, Michigan State University or Dr. Olaf Mickelsen, Department of Food Science and Human Nutrition, Michigan State University, East Lansing, Michigan 48824.

Meeting Calendar

March 27-30, *Southwestern Sociological Association*. Annual Meeting, Statler Hilton, Dallas, Texas. Charles M. Tolbert, Dept. of Sociology, Baylor University, Waco, Texas 76703.

March 28-30, *Pacific Sociological Association*. Annual Meeting, Hyatt House, San Jose, California. Leonard Gordon, Dept. of Sociology, Arizona State University, Tempe, Arizona 85281

April 5-7, *Eastern Sociological Society*. Annual Meeting, Sheraton Hotel, Philadelphia, Pennsylvania. Margaret E. Donnelly, CUNY, Herbert Lehman College, Bronx, New York 10468.

April 18-20 *Southern Sociological Society*, Annual Meeting, Sheraton-Baltimore, Atlanta, Georgia. George A. Hillery, Jr., Virginia Polytechnic Institute, Blacksburg, Virginia.

May, D. C. *Sociological Society*. Annual Meeting, Washington, D.C. Gene B. Petersen, Bureau of Social Science Research, Inc., 1990 M Street, NW, Washington, D.C. 20036.

May 2-4, *North Central Sociological Society*. Annual Meeting, University of Windsor, Windsor, Ontario, Canada. Dean Knudsen, Dept. of Sociology, Purdue University, West Lafayette, Indiana 47907.

May 10-11, *Contemporary Film and the Behavioral Sciences*, two-day interdisciplinary Film Institute. Hofstra University, Hempstead, New York 11550.

May 31-June 2, *Cheiron*. 6th Annual Meeting, University of New Hampshire, Durham, New Hampshire. Dr. Elizabeth S. Goodman, 115 West Royal Drive, DeKalb, Illinois 60115.

July 28-August 2, *International Association of Applied Psychology*. 18th International Congress, Montreal, Canada. Gerard DesAutels, Secretary General, P.O. Box 242, Youville Station, Montreal, Quebec, Canada.

Does Your State Have One? . . .

**SOCIOLOGICAL ORGANIZATIONS ON
THE INTRA-REGIONAL LEVEL**

"I don't know what sociologists do," said the man on the street, "but they seem to hold a lot of meetings."

A recent survey by Professor Lawrence Rhoades of North Carolina State University has revealed an emerging organizational structure for sociologists that may in part account for casual observations of the kind noted above. The survey shows that at least twenty-four state or intra-regional sociological associations can now be identified. (Professor Rhoades has prepared an analysis of these organizations for presentation elsewhere).

Just how far the growth in the number of such associations is likely to proceed is open to speculation. National policies such as revenue-sharing could encourage growth to the extent that sociologists get engaged in linking sociology to grass-roots social policy while pursuing non-academic employment opportunities. The mounting size of the annual meetings organized by both the regional societies and the ASA may also promote interest in smaller units where sociologists could again capture professional primary group relationships.

Whatever the outcome, FOOTNOTES would like to monitor the development to keep readers informed of who is doing what at the local level. To that end, we present below a list of current organizations and we invite corrections in the information as well as new data on what's going on in your state.

**STATE AND INTRA-REGIONAL
SOCIOLOGICAL ASSOCIATIONS**

Alabama-Mississippi Sociological Association

Dr. Donald R. South, President; Univ. of Southern Mississippi; Southern Station, Box 74; Hattiesburg, MS 39401

Arkansas Sociological Association

Dr. Haridas T. Muzumdar, Past President; Univ. of Arkansas at Pine Bluff; Pine Bluff, AR 71601

The Florida Conference of Sociologists

Dr. Gerald Leslie, 1974 Chairman, University of Florida.

The Georgia Sociological and Anthropological Association

Dr. Paul Kelley, President-Elect; Univ. of Georgia, Athens, GA 30602

Illinois Sociological Association

Dr. Shailer Thomas, President; Illinois State Univ., Normal, IL

Sociology Section of Indiana Academy of the Social Sciences

Professor E. M. Shull, Senior Director; St. Francis College, Fort Wayne, IN

Iowa Sociological Association

Dr. Max Burchard, Secretary-Treasurer; Iowa Wesleyan College; Mt. Pleasant, IA 52641

Kansas Sociological Society

Dr. Lewis A. Mennerick, The University of Kansas, Lawrence, KS 66044

Anthropologists and Sociologists of Kentucky

Dr. Cara Richards, President; Transylvania University, Lexington, KY

Maine Sociological Society

Frank Branceley, President, Nasson College; Springvale, ME 04083

Maryland Sociological Association

Dr. George Kranzler, President; Towson State College, Towson, MD 21204

Massachusetts Sociological Association

Jack Levin, President-Elect, Northeastern Univ.; Boston, MA 02115

Michigan Sociological Association

Dr. Christopher Sower, President; Michigan State University, East Lansing, MI 48823

Sociologists of Minnesota (See North Dakota)

Professor J. KLARK Laundergan, Chairperson-Elect, University of Minnesota, Duluth, MN 55812

The Missouri Society for Sociology and Anthropology

Donald Cowgill, President, Univ. of Missouri, Columbia, MO

New York State Sociological Association

Professor Murli Sinha, President; Eisenhower College, Seneca Falls, NY 13148

North Carolina Sociological Association

Selz Mayo, President-Elect, North Carolina State Univ., Raleigh, NC

North Dakota: Tri-College Anthropology/Sociology Association

Coordinators: Eldon Schriener, North Dakota State Univ., Fargo, ND; Christopher Smith, Concordia College, Moorhead, MN; Anne Brunton, Moorhead State College, Moorhead, MN

Oklahoma Sociological Association

Lloyd Taylor, President, Phillips Univ., Enid, OK

Pennsylvania Sociological Society

Eugene Schneider, President-Elect, Bryn Mawr College, Bryn Mawr, PA

Sociology Section of South Dakota Social Science Association

Harlowe Hatle, Section Head, Univ. of South Dakota, Vermillion, SD

Vermont Sociological Association

Edgar F. Borgatta, Secretary-Treasurer, Rupert, VT 05768

Sociology Section of Virginia Social Science Association

J. Kenneth Morland, Box 301, Randolph-Macon Women's College, Lynchburg, VA 24503

Wisconsin Sociological Association

Marilyn Schmit, Secretary-Treasurer, Marquette University, Milwaukee, WI 53233

The following states do not have sociological associations:

- Alaska
- Arizona
- California
- *Colorado
- Connecticut
- Delaware
- Hawaii
- Idaho
- Louisiana
- Montana
- Nebraska
- Nevada
- New Hampshire
- New Jersey
- New Mexico
- Ohio
- **Oregon
- ***Rhode Island
- South Carolina
- Tennessee
- Texas
- ***Utah
- Washington
- West Virginia
- *Wyoming

* May belong to the Rocky Mountain Social Science Association.

** Held informal meetings for several years but these meetings were discontinued a few years ago.

*** May join the Massachusetts Sociological Association. Membership in state associations frequently is not limited to sociologists who live and/or work in the state.

**** In the process of organizing an association.

* * *

EMPLOYMENT, from p. 1

The University of North Carolina, Chapel Hill, with 13 names listed, has the largest number of new PhD's available followed by the University of Chicago, University of California at Santa Barbara, Johns Hopkins University, and the University of Oregon with 12 each.

Despite the apparent decline in the number of academic positions available (see FOOTNOTES, November, 1973, p. 4) the response to the roster questionnaire indicates that there has been little change in the number of PhD's being turned out. One year ago, the 1973 roster reported the availability of 456 new doctorates from 81 graduate departments.

Committee Case Load Reveals . . .

HOW ASA RESPONDS TO THREATS AGAINST FREEDOM OF RESEARCH AND TEACHING

The present Committee has been in existence almost six months. We are now at the point where we want to request some action on the part of the Council and also to report to you on what we have managed to accomplish (or not accomplish, as the case may be).

The history of our Committee has been a troubled one. Before April of this year the Committee had been quite inactive for some time. When I inherited the files of the Committee there were many untreated cases (and presumably some unsatisfied constituents). We spent the first month or so trying to ascertain which of the cases were still alive and worthwhile investigating and which were quite dead. We also developed a *modus operandi* which left a great deal of discretion in the hands of the Chairperson with clear directives to that person to keep members of the Committee informed. The operating rules of the Committee are described in detail below.

The Committee has met four times during the period from April 1973 to date, its last meeting being held in Chicago on November 9th.

Our Operating Rules

Complaints are filed with the Committee in a variety of ways, but mainly through the mails. The Chairperson makes an initial judgment whether or not a complaint falls within the jurisdiction of the Committee, a judgment which is later subject to review by the Committee in case of a negative judgment. The criterion applied is a broad one: If the complaint appears to involve an alleged infringement on freedom of research or teaching, then the case obviously falls within the jurisdiction of the Committee.

Examples of cases clearly falling within the Committee's mandate are as follows:

1. Dismissal of an untenured faculty member allegedly on the grounds of political beliefs, style of teaching, personal behavior short of moral turpitude, etc.
 2. Withholding of rights customarily given to researchers or teachers; e.g., refusal of a university to transfer research grant when the researcher moves to another institution, refusal of an agency to relinquish copyright on a research monograph to researcher for the purpose of reprinting monograph, insistence of contractor to have basic protocols of interviews with respondents, etc.
 3. Discrimination against a member on the grounds of race or sex, e.g., refusal to renew appointment, charges of sex discrimination in comprehensive examination of graduate student.
 4. Attempts to pre-censor research projects on the part of non-professional groups.
- Examples of cases that we have either turned down or referred to another committee of the ASA.

1. Dispute between an author and publisher over contract fulfillment.
 2. OMB clearance requirements (referred to another Committee).
 3. An inquiry concerning the confidentiality rules governing the observing of illegal behavior (referred to Ethics Committee).
- An "Informal" tabulation of the cases we have handled, classified into "old" (those before the Committee when it started up again in April) and "new" (acquired since April 1973, and their disposition is shown on the following table.

**Cases Handled by Committee
 (April - November 1973)**

	"Old"	"New"
Still being handled through investigation	3	4
Closed without action of ASA Council	5	5
Inaction (no active complainant)	2	2
Action Recommended to Council	2	0
Referral to other Committee		2
Refused Jurisdiction	0	1
Totals	12	14 = 26

A total of 26 cases have been brought to the attention of the Committee. Of these 26, we managed to close out 10 without bringing any recommendation to the Council. Some of these cases were so old that the complainants were no longer interested in pushing the complaint. Others were handled as best we could (e.g. negotiating with the holder of a copyright to attempt to obtain release for author). Still others were ones in which we found through investigation by mail that there were no substantial grounds for the complaint.

We are bringing two cases before the Council recommending action be taken.

In seven cases, we are still conducting investigations. An investigation consists in the first stage of mail inquiries to the complainant and to other parties involved to provide detailed accounts of the disputed events and reasons for actions taken. Letter inquiry has turned out to be quite effective as an information gathering device. For example it was possible to investigate the case of a non-renewal of an assistant professor at a West Coast school by mail inquiries to the parties concerned and to receive replies which convinced the members of the Committee that the complainant had no grounds for his complaint. The unanimity of the replies—including those from persons designated by the complainant as persons sympathetic to his viewpoint—convinced the Committee that there was no substance to the complaint.

In only one case has it been necessary to consider a site visit. A site visit committee has been assembled in that case with the aid of a regional society's counterpart committee and will hold a site visit sometime in January. Of course, some of the other cases still under investigation may also require a site visit. Nevertheless, the Committee is impressed by how much can be done relatively inexpensively by mail.

A Classification of Cases

The cases appear to be a miscellaneous lot. Yet there are certain types of cases which appear often enough or are of special significance that they are worth singling out for special attention. A classification of our case load appears below:

1. Persistent Discrimination Against a Tenured Faculty Member: These are apparently rare cases. Only one of the cases before the committee appears to fall into this category. This is the case of a woman member of a department who was denied promotion, salary raises, and otherwise punished over a number of years. She claims discrimination on the grounds of sex, a viewpoint which has been upheld in half a dozen independent investigations. She is currently suing the University in question in court and has asked the ASA to volunteer to appoint a panel of eminent persons who could judge her qualifications. The Committee has agreed to do so and has volunteered this help to the courts, to the university administration and to the department. She has also asked for funds to help her court case, a request which we have turned down.

It is clear that these cases will continue to be very rare. The tenured faculty member is someone in a position to which the AAUP will respond, whose causes the courts are willing to hear, and for whom adequate grievance machinery usually exists in the university. In cases of this sort we are the court of last resort, used when everything else appears to be failing or not moving fast enough.

2. Disguised Dismissal or Non-Retention of Untenured Faculty: These are cases in which a University has acted within its procedures to dismiss or not retain an untenured faculty member and in which there is some substantial reason to believe that the action was taken on non-professional grounds, i.e., political ideology, personal behavior, or perhaps teaching or research style.

These cases arise because the status of non-tenured people in the university is so poorly surrounded by safeguards against the arbitrary and prejudiced behavior of senior department members or administrators. Ordinarily a non-tenured person can be terminated without presenting the reasons for the action. Hence the procedures for evaluating the professional competences of such individuals are very poorly developed and subject to abuse.

A very good case in point is presented for you

to consider later in this report. A university demoted a person from department chairman and dismissed four assistant professors, explicitly admitting that no evaluation was made of the professional competences of the persons involved. It appears to be no accident that the five are radicals.

These cases come to the Committee because there is very little that the AAUP or the courts can do for them.

3. Mischievous Litigation: At first glance, there are cases that are difficult to differentiate from 1 and 2 above. They consist of cases in which someone has been rightfully (according to procedures and according to professional criteria) dismissed, but who brings charges in order to hit back at those who have dismissed him or her.

We begin to suspect that we have a case of mischievous litigation when the complainant produces a list of "horrors" (e.g. being called up in the middle of the night by his department chairman) but is unable to give specific details (e.g. any dates, times, witnesses, etc.). In two cases the complainant has refused to answer any detailed questions about his complaint. In another case, the mischievous litigation did not come to light until his colleagues all agreed that certain accounts of his case were contrary to fact (e.g. he was given reasons for his dismissal contrary to his claim that he was never told the reasons for his dismissal).

Unfortunately, these cases are more frequent than one would desire. We know that two of the cases are of this sort, and suspect that two additional cases, not yet fully investigated, may turn out to be of the same genre. For individuals who have injury, we provide an opportunity to cause trouble for their perceived tormentors.

There is little we can do except to detect these cases early and put an end to the investigation, apologizing to all who have been plagued by our inquiries. We doubt whether it is wise to try to turn off complaints: We just have to put up with the false positives.

4. Graduate Student Grievances: Although we have only one such case, it is worthwhile to consider this as a potentially important category. The particular case is one in which a woman complains that sex discrimination in her department is so strong that it is not possible for her to take her special field examinations without becoming very agitated and that the examiners have tried especially hard to flunk her out.

We have just begun our investigation into this case and so far there is evidence from a former faculty member that her charges have some substance behind them.

The position of graduate students is about as perilous as that of untenured teachers. Few schools have worked out standard grievance procedures or clearly defined student rights. Instances of unequal treatment or abuse of students easily come to mind. Although some of these potential abuses (e.g. plagiarism of student papers) are covered by our Code of Ethics, there are others, especially discrimination on the basis of race or sex, that are not explicitly covered.

5. The Unprivileged State of the Non-Faculty: Although only one case has come to our attention so far, we suspect that there may be many more potential cases out there in the world. The problem stems from the fact that persons in research non-faculty positions within universities, research institutes, or research corporations have few well defined rights with respect to job tenure, or concerning the conduct of their research activities. The complaint brought to the Committee's attention, concerns a person employed in a university connected research organization who alleges that he was arbitrarily demoted and in effect forced to resign his position. The Committee did not conduct an investigation into his case because the events in question had occurred so long ago (1966) that it seemed to be too difficult to conduct a reasonably accurate assembly of the "facts."

However, the Committee feels that there are substantial issues involved in such and is making a recommendation to the Council to develop a set of principles which would extend some degree of protection to such positions.

6. Research Grants and Contracts: Several cases were brought to the Committee which involve relationships between a professional researcher and a contractor or grantor. In one

case, the contracting government agency insisted on the researcher turning over to them the protocols of interviews on which information identifying respondents was not deleted. (This case was settled independent of our effort to the satisfaction of the researcher).

In another case, a university refused (for a time) to allow a researcher to transfer his grant to his new university affiliation. (This too was settled independently of Committee action).

We suspect that there are more cases out there in the real world and that the Committee (and the ASA) could play an important role in providing backing to researchers in their efforts to protect confidentiality promises made to respondents and informants, or in protecting the rights of researchers to present their findings according to their interpretations.

It is true that such cases come under the Code of Ethics. However, the Code primarily addresses itself to the conduct of our members and not to the conduct of other parties to the research process. We believe that the Committee can play an important role in backing our members in disputes with contractors and grantors in issues such as these. In cases of unresolved disputes, we can envisage recommending action to the Council amounting to the censure of contracting or granting agencies.

7. Miscellaneous Troubles: This is a residual category that contains everything else.

The Committee feels that its major efforts should be directed toward handling cases 1 and 2. These are cases which clearly come under the mandate given to us by the Council, with the remaining types of cases being primarily an extension of the mandate.

However, with respect to these cases, we are primarily a court of last resort. By the time a case is brought by a complainant to the Committee, the injury sustained has by and large become a fait accompli. The main benefit that we can attain is to stir up enough malaise in the consciences of the malefactors to make it less likely that such an offense against freedom of research and teaching will happen again. While this is an important role, it is also a frustrating one. The Committee would like to develop procedures that would bring cases to its attention earlier in the game, so that its intervention in the form of a "fact-finding investigation" may aid the complainant before his case is completely decided in his home institution. To this end the Committee has engaged in a limited amount of negotiating activity, and we will suggest to the Council below that it extend the mandate of the Committee to endorse more in the way of negotiating activity. We have in mind, offering the services of the Committee to help review judgments made in the case of faculty members or graduate students, to raise questions with administrators concerning the reasons why faculty members were dismissed, etc.

Finally, it should be noted that the business of the Committee is not a light load. The files on one university case alone are about six inches thick. The correspondence involved in Committee work amounts to a half time load on the Chairperson's secretary and he spends about four hours a week on Committee business. It should also be noted that we have picked up more cases in the last six months than the Committee inherited from its predecessor. If the case load increases, as it may well do when the word diffuses more widely that the Committee is really active, then doing the staff work of the Committee will have to be shifted from the donated labor of amateurs to the compensated labor of professionals. In other words, depending on the case load of the future, it may be necessary to add a staff member to ASA headquarters to handle the paper shuffling and letter writing that may become necessary. We have not yet reached that point, but it is easy to extrapolate from current trends to a point in the not-so-distant future when we will have reached the point of either going professional or restricting activity.

(Editor's Note: This memorandum then concludes with some specific recommendations for Council action to be reported in the official minutes of the December, 1973 Council meeting.)

Peter H. Rossi, Chair

Committee on Freedom of Research and Teaching

Other Organizations

□ **THE ASSOCIATION FOR THE SOCIOLOGY OF RELIGION** is soliciting papers for the 1974 Montreal Meeting.

Considering how often religious leaders and laity in the last ten years have been urged to be prophetic critics of the major social problems of North American Society, e.g., militarism, racism, maldistributed incomes, the program chairman is interested in papers which show the extent to which religious bodies or individual leaders, clerical or lay, have heard the call to be prophetic, have responded or failed to respond, with what degree of success, etc.

Considering, as one 1973 ASA panelist put it, that sociological theory at present is in a state of transition between Parsonian functionalism, Marxist theory, structuralism and existentialism, the program chairman would give serious consideration to papers dealing with theory as relevant to the Sociology of Religion.

Considering that many members of the Association may have completed or are in the process of completing sound and interesting empirical work not falling easily into the two prior foci, the program chairman will also welcome other papers of an empirical nature.

DEADLINE FOR PAPERS: No paper submitted after 15 March 1974 will be considered.

LENGTH OF PAPERS: Papers should not exceed 1,500 words. Papers that have been read at meetings of other professional societies or that will be published prior to September 1974 are ineligible for inclusion in the program.

WHERE TO SEND PAPERS:

Dr. Robert E. Moran C.S.P.
3015 4th St., N.E.

Washington, D.C. 20017

□ **A NATIONAL CONFERENCE ON EVALUATION IN ALCOHOL, DRUG ABUSE AND MENTAL HEALTH** sponsored by the National Institute of Mental Health and organized and administered by the Division of Community Psychiatry, State University of New York at Buffalo, will take place in Washington, D.C., April 1-4, 1974. The conference will include major presentations in areas of definition and philosophy of program evaluation, policy and administration, training for evaluation, the technical state of the evaluation art. For further information, contact: Berna Koren, 462 Grider Street, Buffalo, New York 14215; Telephone: (716) 831-8320.

□ **THE AMERICAN COUNCIL OF LEARNED SOCIETIES**, a federation of leading national organizations concerned with humanistic scholarship, has announced that its President, Frederick Burkhardt, will retire in the summer of 1974, and that he will be succeeded by Robert M. Lumiansky.

Dr. Burkhardt will have completed seventeen years as President of the Council, during which time its constituency grew from twenty-nine to thirty-nine scholarly societies, which have over 200,000 individual members. (ASA has been a constituent member since 1919.)

Dr. Lumiansky is Avalon Foundation Professor in the Humanities at the University of Pennsylvania and he has been Chairman of the Board of Directors of the Council since 1959.

□ **THE CHRISTIAN SOCIOLOGISTS' PRAYER GROUP** held its first meeting during the ASA Annual Meeting on August 27, 1973. The group consists of sociologists coming out of a variety of Christian groups and backgrounds who share a personal commitment to Jesus Christ and who are seeking answers to common problems of mankind. Persons interested in further information or in receiving occasional newsletters may communicate with Dr. George Hillery, Jr., Department of Sociology, Virginia Polytechnic Institute and State University, Blacksburg, Virginia 24061.

□ **THE INTERDISCIPLINARY CLEARINGHOUSE OF GAY RESEARCH** has been established by the Gay Academic Union. It will serve as a means of communication between scholars in the humanities and social and behavioral sciences involved in research on any aspect of homosexuality. A newsletter will be published to disseminate this information. Descriptions of ongoing projects should be sent to Steven Weinstein, Coordinator, ICGU, Dept. of Anthropology, Franklin and Marshall College, Lancaster, PA 17604.

□ **THE SOCIETY FOR RESEARCH IN CHILD DEVELOPMENT** will sponsor an interdisciplinary research institute from June 17 to July 12, 1974 at the University of Delaware on the topic of reading and child development. The emphasis of the institute will be upon research hypotheses and strategies that will contribute to an understanding of the reading process. Applications for participation in the institute are invited from advanced doctoral students and young faculty in the behavioral sciences, education and pediatrics. Travel and living expense support is provided. Dr. Frank B. Murray, College of Education, University of Delaware, Newark, Delaware 19711.

□ **DISTRICT OF COLUMBIA SOCIOLOGICAL SOCIETY** is trying to encourage the participation of all sociologists in the greater mid-Atlantic states region. Membership in the Society is open to all persons interested in sociology, without regard to geographic location. The membership year for the payment of dues is July 1 to June 30. Regular membership is open to all persons (including students). Regular members enjoy all the privileges and benefits of the Society. Dues are \$5.00 per year. Student Membership is open to both graduate and undergraduate students who do not have full-time employment (any student, however, may elect regular membership). Student members are constitutionally enjoined from voting and holding office in the Society. Student dues are \$2.00 per year. Inquiries regarding membership and other activities of the Society should be directed to Gene B. Petersen, Bureau of Social Science Research, 1990 M Street, N.W., Washington, D.C. 20036.

□ **THE SOCIOLOGY OF EDUCATION ASSOCIATION AND THE NATIONAL INSTITUTE OF EDUCATION** announce that sociology of the school and schooling, will be the theme of a conference to be held at the Asilomar Conference Center, Monterey, California, February 1-3, 1974. The conference, open to interested social scientists, will focus upon the sociology of the school, both in its organizational aspects and as the locus of formal and informal, cognitive and affective learning processes. Participants will engage in the identification of key policy questions related to elementary and secondary education, examination of the status of research which might inform these questions, and the specification of items for the research agenda.

Among sociologists addressing conference sessions will be Charles Bidwell, University of Chicago; Elizabeth Cohen, Stanford University; Hugh Meehan, University of California, San Diego, and William Spady, NIE.

For reservations write: Dr. Audrey J. Schwartz, School of Education, University of Southern California, University Park, Los Angeles, CA 90007. Registration fee \$7.50. Conference fee, covering two nights accommodation and six meals; \$50 for single, \$42 for double occupancy, per person. Checks payable to Sociology of Education Association.

□ **MEDICAL CARE SECTION, AMERICAN PUBLIC HEALTH ASSOCIATION**, 1974 Meeting, New Orleans. Anyone wishing to contribute a paper to the Program of the Annual Meeting, October 20-24, 1974 may obtain standard abstract forms from Donald K. Freeborn, Assoc. Dir., Health Services Research Center, Kaiser Foundation Hospitals, 4707 S.E. Hawthorne Blvd., Portland, Oregon 97215. The deadline is March 15.

□ **THE RED FEATHER INSTITUTE** offers a syllabus on radical social psychology without charge for graduate students and graduate faculty. Manuscripts on conflict methodology, radical social psychology and other allied topics are also solicited. Box 97, Red Feather, Colorado 80545.

□ **THE SURVEY RESEARCH CENTER OF THE INSTITUTE FOR SOCIAL RESEARCH** at the University of Michigan will hold its twenty-seventh annual Summer Institute in Survey Research Techniques during July and August, 1974.

The Institute is designed to meet some of the educational and training needs of men and women engaged in business, government research and other statistical work, and also to meet the needs of graduate students and university instructors interested in quantitative research in the social sciences.

For further information write: Mrs. Helene Hitchcock, Administrative Associate, Office of the Director, Survey Research Center, Institute for Social Research, P.O. Box 1248, Ann Arbor, Michigan 48106.

□ **THE POPULAR CULTURE ASSOCIATION** is planning to devote an entire section to the sociological analysis of mass culture during their annual meetings May 2-4, 1974 in Milwaukee, Wisconsin. Papers for this section are now being solicited. The title of the section is "Contemporary Mass Culture and Sociological Theory." Papers in this section will be devoted to the implicit and explicit theoretical work of

such writers as Pitirim Sorokin, Karl Mannheim, Gabriel Tarde, Karl Marx, Georg Simmel, Max Weber, and others, as it applied to one or more manifestations of contemporary mass culture. Sociologists interested in submitting papers should write: R. Terry Furst, Department of Sociology, Staten Island Community College, Staten Island, New York 10301.

EMPLOYMENT BULLETIN

FORMAT: Please list in the following order.

For vacancy listings:

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

For applicant listings:

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

DEADLINES FOR SUBMISSIONS:

Deadline for submission of listings is the 1st of the month prior to publication. The Employment Bulletin is published monthly except June, July, and September.

EQUAL EMPLOYMENT OPPORTUNITY:

The American Sociological Association en-

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

FEES:

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

CONDITIONS

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

RESPONSES:

Replies to listings with box numbers should be individually addressed, stamped, and sent to the appropriate box number in care of the American Sociological Association, 1722 N Street, N.W., Washington, D.C. 20036. These replies will be forwarded, unopened, to the individuals, institutions, or organizations which have placed the listings. Responses must be received in the Executive Office within two months of the date of publication.

VACANCIES

TEACHING

University of Colorado, Boulder Campus. Chairperson, with four-year term, starting in June, 1974. Thirty persons on professional staff. Department has long tradition of democracy through all ranks, plus highly supportive intellectual diversity. Salary and rank open. Women and minorities are encouraged to apply. Write: Chairperson, Search Committee, Department of Sociology, University of Colorado, Boulder, Colorado 80302.

University of Colorado, Denver. One position, rank open. History specialist. PhD required. January or September, 1974. Salary competitive. Write: M. Jay Crowe, Division of Social Sciences, Sociology, University of Colorado, 1100 14th Street, Denver, Colorado 80202. Anticipated second position, rank open, fall, 1974. Urban oriented specialties required.

University of Iowa. Fall, 1974 opening for full professor with active research interest and a strong publication record. Would also consider productive associate professor to advance to professor rank. Areas of specialization are open. Liberal fringe benefits and salary competitive with major midwest universities. Direct inquiries to: Frank Kohout, Chairman, Personnel Committee, Department of Sociology, University of Iowa, Iowa City, Iowa 52242

University of San Diego. Assistant professor, PhD, one opening. Beginning September 1974, \$10,000 for nine months. Teach undergraduate courses in liberal arts college. Major areas of teaching: theory, methodology, and deviance. Contact: Chairman, Department of Behavioral Sciences, Box 5-287, University of San Diego, San Diego, California 92110. Affirmative Action Employer.

Teachers College, Columbia University. Assistant or Associate Professor to teach and direct research in the sociology of education, courses in urban sociology and social research methodology; interest in comparative studies of education and society is welcomed; PhD required in either sociology or sociology of education; write: Professor George Z. F. Bereday, Teachers College, Columbia University, New York, New York 10027; September, 1974.

California State College, Stanislaus. is looking for a sociologist to teach on the undergraduate level. Special interests and competencies needed in the areas of population, demography, urban, community. The Department is participating with other departments in the development of an urban and community studies program. It is anticipated the candidate would have the desire and ability to work with representatives of other disciplines in the development and operation of this program. Rank open, salary competitive. PhD required. Contact: Jack L. Dyer, Chairman, Department of Sociology, California State College, Stanislaus, Turlock, California 95380.

Texas Christian University. Anticipated opening for an assistant professor to teach on undergraduate and MA levels, beginning in the fall of 1974. Special consideration will be given to applicants with an interest in one or more of the following areas: Urban, theory, stratification, and criminology. Applicant should have PhD by fall of 1974. Minorities and women are encouraged to apply. Salary competitive. Send vita to: Chairman of Search Committee, Department of Sociology, Texas Christian University, Fort Worth, Texas 76129.

University of Illinois, Urbana-Champaign. Assistant, associate, or full professor; three or four positions: specialists in demography and demographic methods, formal organization, Chinese social organization, and medical sociology; PhD required and strong evidence of teaching and research competence; salaries open and competitive; send vita to: Professor Bernard Karsh, Head, Department of Sociology, University of Illinois, Urbana, Illinois 61801. August, 1974. The University of Illinois is an Affirmative Action/Equal Opportunity Employer; women and minorities are encouraged to apply.

Old Dominion University. Anticipated openings for fall, 1974; PhD required; salary and rank open; teaching and develop research in urban, minorities, methodology and statistics, cultural anthropology and North American archaeology. Urban state university with regional service emphasis. Affirmative Action Employer. Write: George M. Stabler, Chairman, Department of Sociology, Old Dominion University, Norfolk, Virginia 23508.

State University of New York, Albany. The James Allen Collegiate Center. Assistant professor or instructor with an orientation in social problems, social change, organizational theory. To teach in a small but growing experimental college within the SUNY system. Strong interdisciplinary approach. Emphasis on teaching. Must have PhD. Women and minorities are encouraged to apply. Send curriculum vitae to: Michael Parenti, Chairman, Personnel Committee, The James Allen Center, 135 Western Avenue, Albany, New York 12222.

Arizona State University. Assistant professor to teach courses related to Black experience and in area of own interest. Teaching load, two courses per semester. PhD strongly preferred. Send curriculum vitae to: Chairman, Department of Sociology, Arizona State University, Tempe, Arizona 85281.

University of Delaware. Assistant professor (PhD) with special competence in race and majority/minority relations; preference given to applicants who have an interest in majority/minority relations in a cross-national perspective. High competence in both teaching and research is expected. Department specialties include deviance, complex organizations, urban, theory, and methods. Minorities and women are encouraged to apply. Affirmative Action Employer. Write: Helen Gouldner, Chair, Department of Sociology, University of Delaware, Newark, Delaware 19711; enclose vita and credentials; September, 1974.

University of Minnesota. Teaching; assistant or associate professor to teach in interdisciplinary Criminal Justice Studies Department in College of Liberal Arts. Program has a broadly based law and social sciences orientation, not a police science curriculum. Assistant professor must have PhD by beginning of appointment. Special competence sought in evaluation research, women and crime, methods of criminological research, in addition to general criminology. Salary range \$11,000 to \$14,000 depending on qualifications; Affirmative Action Employer; applicants may write and send vita to: David A. Ward, Chair, Department of Criminal Justice Studies, University of Minnesota, Minneapolis, Minnesota 55455; September, 1974.

University of Montana. The Department of Sociology announces two vacancies to be filled beginning September, 1974. Position 1: Associate professor with competence in the areas of criminology and deviance. This should be a scholar with a demonstrated research and publication history who is capable of and willing

and graduate level teaching experience; excellent teaching rating and record; department chairman; 4 years U.S. Government Social Science Analyst; monographs, articles, applied research and consulting; prefer urban or near urban setting; will accept short-term foreign assignment; married; salary open; after March, 1974.

A 17 Teaching, will consider administration or research; racial and cultural minorities, methodological, social psychology, group dynamics, sociology; PhD; post-doctoral work in social psychology; 10 years experience in a liberal arts college, teaching excellence can be verified; visiting lectureship in India; awards and honors: book in progress; interested particularly in interdisciplinary and innovative programs; woman, early 40's; location open; June or September, 1974.

A 18 Teaching and/or research; methods, statistics, urban, political, education; PhD; fellowships and honors; 4 years teaching experience; articles and papers presented; West, Northwest preferred but open; 33, married, children; September, 1974.

A 19 Teaching and/or research; deviance, research design and methodology, mental health, poverty and social welfare, delinquency and crime; PhD from top ranked university; one year university teaching and research; employed one year full-time in state mental hospital, other experience; publications; prefer Northwest, West Coast, Midwest and East Coast; 26, married; summer or fall, 1974.

A 20 Any combination of teaching, research, administration; prefer but do not require affiliation with research unit (academic, applied, institutional) along with other duties; macro- and micro-comparative sociology, cultural change, political, problems of plural societies, occupations and professions, health sciences; empirical and social policy orientation; PhD; PBK, magna, fellowships, grants; broad experience; publications in academic sociology, applied fields, social policy; location a secondary consideration; comprehensive vita and references sent on request; available about June.

A 21 Teaching with some research; 4 years full-time teaching, taught in liberal arts undergraduate colleges, 2 years experience in research centers, have studied computer programming, strong interest in undergraduate education and Master's level, but will consider others, also interested in interdisciplinary work focused on socio-ethical questions with emphasis upon quality and innovative teaching; broad range of teaching experience in sociology of religion, urban, theories, introduction, statistics, research design, stratification, population, minorities, organizations, social psyche; specialities: religion, theories, urban; 4 articles, 4 under consideration, 17 book reviews, book under consideration, several manuscripts; 32, married, 2 children; location open, prefer urban setting.

A 22 Teaching (consider with research or administration); specialties include but not limited to: knowledge, methods, and deviance; PhD from major university; 20 years college and university teaching experience; book in preparation; location open; available June or September, 1974.

A 23 Teaching/research; thought, theory change, comparative, sociology of society, area studies, etc.; PhD, national and international awards; many years teaching experience in different countries; various professional experience; publications; willing to innovate critical, comparative, and internationally oriented courses at all levels; Canada or U.S.; summer or fall, 1974.

A 24 Teaching, consider administration; stratification, theory, social thought; PhD; 20 years university and college teaching; serving as chairman; articles, monograph, book in preparation; location open; married; June or September, 1974.

A 25 Teaching, scholarship; theory, social organization, education; PhD; NSF Traineeship, AKD; 3 years teaching; several papers, book in preparation; location open; research on relation between sociology and social work with two papers read at meetings and two others in preparation; 38; June or September, 1974.

A 26 Teaching; will consider limited term appointment; political sociology, social change in developing countries, social problems, introductory; also interested in interdisciplinary environmental impact analysis; PhD; 6 years teaching at the university level and 3 years full time research; awards, articles, papers, reviews; married; location open; March, 1974.

A 27 Teaching and research; classical and contemporary theory; sociology of science, political sociology, methodology (undergraduate), gender roles, fellowships and research grants; good teaching award; 11 years postdoctoral teaching experience at undergraduate and graduate levels; publications, papers, book reviews; book in progress; location open but prefer coastal or Great Lakes regions; September, 1974.

A 28 Teaching; political, social movements, social change, deviance; PhD; NSF; 3 years teaching experience; location open; 28, married, 1 child; September, 1974.

A 29 Teaching or teaching and research; social psychology, small groups, methods, social organization; PhD; PHS and NDEA fellowships; 3 years of university teaching; articles submitted and in preparation; location open; 31, fall, 1974.

A 30 Teaching and/or research; modern debate in theory, demography and economics of poverty in Latin America, especially Mexico, evolutionary anthropology, patterns of culture, social institutions, sociology of knowledge, introductory sociology and anthropology; PhD; bilingual; wide range of teaching and research experience; numerous publications; middle sized urban community with stimulating creative academic setting; 43, married, 3 children; June, 1974 or 1975.

A 31 Teaching and research; race and ethnic relations, social stratification, political sociology, statistics; PhD; fellowships; several years university teaching and 2 years full-time research position; papers, book is accepted for publication; location open; spring, 1974.

A 32 Teaching, social organization, sociology of religion, criminology, theory, comparative (concentration in Latin America), industrial, community and others; PhD; 8 years of undergraduate teaching (departmental and divisional chairman); various publications,

published and in the process of being published; east of the Mississippi preferred; 39, married, 2 children; fall, 1974.

A 33 Sociology PhD and lawyer in late 30's seeking to relocate in Arizona, California, Florida, New Mexico or Texas. Ten years of university teaching of sociology, and law and society; associate professor level; many publications; able to teach a range of courses at high competence. Open to both junior and four-year college opportunities. Most concerned with a pleasant teaching environment and natural beauty of the college's location.

A 34 Visiting professorship in teaching and research; deviance, criminology, juvenile delinquency, socio-psychology; PhD and LLB, both degrees from major university in Northeast; research awards, Fulbright Professorship; 25 years teaching and research and 7 years department chairman, now holding visiting professorship at major Canadian university; 2 books, third forthcoming on delinquency, 15 professional articles, numerous papers delivered at professional sociology meetings; location open; have researched and taught in Philippines, Hong Kong, Canada, United States. Presently researching in juvenile court process (Canada and U.S.). Practiced law for 10 years in Boston. Seek one year appointment that meets department needs and does not impede department promotions.

A 35 Research and/or teaching; marriage and the family, deviant behavior; PhD; 7 years teaching experience; Canada Council fellowships; 14 journal articles, 7 other articles, monograph forthcoming; location open; 30, female; June or September, 1974.

A 36 Teaching and/or research; marriage and family, medical, small groups and social psychology; PhD, University of Wisconsin (Madison) social sciences scholarship; Phi Beta Kappa; graduation with high distinction and honors in sociology; NDEA fellowship; NIMH traineeship; executive board member in faculty association; 3 years teaching in one of top five departments; several publications in Progress; 3 papers delivered; Southwest, South, Southeast; any time between June, 1974 and June, 1975.

A 37 Teaching and/or research, interested in interdisciplinary program; social psychology, medical, ethnic studies, Latin American sociology; recent PhD; fluent Spanish; NDEA Fellowship; 4 years university teaching at undergraduate and professional (School of Public Health) levels, supervised Master's theses; location open but Southeast or Southwest U.S. preferred; 31; September, 1974.

A 38 Teaching or teaching and research; social psychology and deviancy, urban, research methods, theory, political, introductory; PhD from Big Ten university; teaching assistantships and fellowship; 6 years of college and university teaching; excellent teaching record; 8 publications in well-known social science journals; numerous papers at regional and national meetings; book on urban sociology submitted; location open; 32; married; September, 1974.

A 39 Teaching and/or research; German sociologist with teaching experience in Germany, England and the United States; scholarly interests: critical sociological theory, sociological and anthropological methodologies, political sociology and interdisciplinary work; seeks re-location in the United States. PhD; post-doctoral fellowships; research experience and publications. Will consider teaching outside the United States. 34, single; salary open; September, 1974.

MA OR NEAR PHD

A 50 Teaching and/or research; mass communication, collective behavior, race and ethnic relations, methodology; have taught other courses; MA, ABD (PhD expected June, 1974); N.D.E.A. and N.I.M.H. Fellowships; 3 years full-time and 3 years part-time teaching; publications; other articles and monograph submitted; prefer West Coast or Southwest but will consider others; 28; married, one child; September, 1974.

A 51 Teaching and research or research; social psychology, introductory, small groups, research methods, formal organizations; ABD, University of Chicago; PhD expected June, 1974 (cross-departmental in child development); 6 years teaching and 2 years research experience (part-time); papers presented and in preparation; prefer Chicago area, will consider other location; 30; autumn, 1974.

A 52 Teaching and/or research; formal organization, profession and occupations; ABD, PhD expected June, 1974; work experience in business and 2 years as personnel psychologist; research assistant, teaching assistant, and have taught introductory (2 semesters) and will teach formal organization (spring, 1974); papers in process; location open; 26, married; fall, 1974.

A 53 Teaching and/or research. Able to fill administrative position with associated research and/or teaching duties. Research methods; family sociology, political; MA, PhD candidate; 7 years teaching-research experience at university and college levels, completing 3 year term as chairperson of 6 person department; several publications including monograph; prefer New York City or Midwest area but will consider others. September, 1974.

A 54 Teaching; introductory, religion, bureaucracy, stratification; MA (sociology), MA (business administration). Two years research experience. Location open. Spring, summer, fall, 1974.

A 55 Teaching and/or research and/or administration; collective behavior, criminology/deviant behavior, social psychology, small groups, sociologies of the future, introductory; MA, ABD, PBK, outstanding teacher award; 2 years research, 7 years teaching experience; publications; prefer New England, Middle Atlantic, or North Central locations; 35, married, 2 children; September, 1974.

A 56 Research, some teaching desirable; population and demographic research, survey research and evaluation research; MA (psychology), MS (statistics); more than 20 years experience in social research, also some teaching experience at undergraduate and graduate levels, have worked in a number of developing countries; number of papers on methodology, empirical research; location anywhere in US or overseas; early 1974.

A 57 Teaching and/or research; medical sociology, social epidemiology, research methodology, statistics, urban and community health, social stratification and health behavior; BA (psychology), MPH, ABD (PhD expected in June, 1974); teaching assistant; research experience, publications in progress; location open; 26, single; fall, 1974.

A 58 Teaching and/or research; urban, human ecology, population studies, interest in interdisciplinary approach to urban development in U.S. and Canada; all requirements toward PhD completed except dissertation; have teaching experience and 3 years of experience with organization at university level involving computer applications to research design; qualified in computer package programs; several publications and conference papers; prefer West Coast, Mountain, Northeast, New England or Canada; 28; available June or September, 1974.

A 59 Teaching and/or research; methodology, urban, statistics, minorities; BA in math, MA, PhD expected June, 1974; 3 year PhD-NIMH fellowship; 1 year teaching experience in Eastern university; relocate San Francisco-Bay area; woman; September, 1974.

A 60 Teaching and/or research; demography, urban, human ecology, research, statistics, social problems, introductory, Middle East; near PhD (MA+); 4 years teaching experience at college and university levels; location and salary range open; 31; September, 1974 or earlier.

A 61 Teaching and/or research; deviance, religion, comparative, Soviet society, social movements, introductory; AM, ABD (PhD expected 8/74); 2 years teaching fellow; 2 years IREX preparatory fellow; location open; available August, 1974.

A 62 Social policy-oriented research, administration, teaching, complex organizations, adult and juvenile justice systems, poverty, race relations, social policy analysis, planning and evaluation, social services systems; PhD (Social Work and Sociology, University of Michigan) expected August, 1974; NIMH Predoctoral Traineeship, 3 years, Teaching Fellowship, U.S. Justice Department LEAA Dissertation Research Fellowship; survey research training (Detroit Area Study), research associate with National Assessment of Juvenile Corrections, 2 years; location open; fall, 1974.

A 63 Teaching and/or research; theory construction, methodology, deviant behavior and criminology, group dynamics, planned social change; MA, PhD expected December, 1974; 6 years college teaching, consultant in submitting proposals for funding (2 years), social programs design and program evaluation, programs for urban street gangs, city planning and corrections (8 years); several working papers in controlled change and in programming in community rehabilitation; some articles published in foreign journals, 2 articles in preparation; any location; 45; September, 1974.

A 64 Teaching and/or research; research methods, demography, urban sociology, human ecology, marriage and family; MA, PhD candidate (ABD); fellowship and internship to study demography and family planning; teaching and research assistantships; 5 papers (4 published and 1 presented at ASA); U.S. or Canada; 31, married; summer or fall, 1974.

A 65 Teaching; liberal arts; interdisciplinary orientation, social thought, social issues, social change, organizational behavior, socialization, values, small group behavior, educational foundations, philosophy and history of behavioral science, human relations, religious behavior, general sociology; 14 years in private college and university teaching and chairmanships; teaching awards, books and multi-media curricular materials in preparation; MDiv, MA, PhD (June, 1974); 38; location near camping and fishing preferred; summer or fall, 1974.

A 66 Teaching and/or counseling and/or research or administration; social gerontology, social problems, collective behavior, social change, minority groups and race relations, industrial sociology, introductory sociology and have also taught other sociology courses. ABD (PhD expected May or July, 1974), MS in sociology; MEA in guidance and counseling; NSF one year grant; 5 honor societies. Six year high school teaching in all of the social sciences; 3 1/2 year university teaching at large Midwest state university. Now on teaching/research assistantship. Publication on attitude study; presently working with state-wide attitude study. Presented paper 1973 Midwest Sociological Meeting. Location open. 33, married, 4 children. Available January, June, or August, 1974.

A 67 Teaching; introductory, family, urban, cultural sociology; MA+ (sociology), MA (5/74 anthropology); honors; 4 years junior college teaching; article, book reviews, papers presented; location open; 27, married, 2 children; June or September, 1974.

A 68 Teaching and/or research; political sociology, social theory, urban, social psychology, industrial, social change, social problems, social stratification, methodology; MA, ABD (PhD expected early spring, 1974); vice-president of graduate student association and representative to student council; 6 years teaching; prefer New England or Middle Atlantic location; 32, married; fall, 1974.

A 69 Teaching; social change, political, comparative and historical, industrial, social problems, introductory; MA, ABD (dissertation to be completed this month, PhD expected in June, 1974); assistantships, NSF fellowship; 5 years college and university teaching, 3 years sociological research experience, 1 publication; prefer New England location; September, 1974.

A 70 Research with some teaching; communication theory, urban analysis, social problems, organization theory, applied sociology; MS, doctoral dissertation defended, typing in progress; 4 years university teaching of undergraduate and graduate applied sociology; assistant director, settlement house; prior experience in information science applications; book review, paper presentations, proposals; Northeast or West Coast, Canada, Europe; 40, married; January, 1974.

A 71 Teaching and/or research and/or administrative; interested in teaching social psychology, deviance, urban, methods, social theory, medical sociology, community health and illness, suicidology, and introductory; ABD (PhD expected winter, 1973-74); 7 years teaching experience community college and university; publications in progress; male; married; location and salary open; available summer or fall, 1974.

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