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Footnotes

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1975 Program Supplement

The August FOOTNOTES contained the list of session topics and organizers for the Annual Meeting to be held in San Francisco, August 25-29, 1975. Listed below is supplemental information which was not available at that time. Please refer to the August issue for the rules governing participation and submission of papers.

Social Change in Education: Elizabeth S. Cohen, School of Education, R&D Center, Stanford, California 94305

Sociology of Developing Societies: Roy Bryce-Laporte, 1413 Floral Street, N.W., Washington, D. C. 20012

Social Theory and Social Action: Anti-theoretical or Inseparable, Samuel W. Byuarm, Department of Sociology, Johnson C. Smith University, Charlotte, North Carolina 28216

Sociology of Work: E. William Noland, Department of Sociology, 329 Graham Building, University of North Carolina, Greensboro, North Carolina 27412

Sociology of Sport: Stanton Wheeler, 232 Yale Law School, Yale Station, New Haven, Connecticut 06520

Sociology of World Conflicts: Joseph W. Elder, Department of Sociology, University of Wisconsin, Madison, Wisconsin 53706

Family and Kinship in American Society: Bert N. Adams, Department of Sociology, University of Wisconsin, Madison, Wisconsin 53706

Occupations and Professions: Elliott Krause, Department of Sociology and Anthropology, Northeastern University, Boston, Massachusetts 02115

Policy Research and the Minority Community: Robert B. Hill, National Urban League, 733 Fifteenth St., N. W., Suite 1020, Washington, D. C. 20005

In addition to the above regular sessions on the ASA Program, each Section of ASA will be organizing its own program. For information on these sessions, contact the following:

Community: Terry N. Clark, Department of Sociology, University of Chicago, Chicago, Illinois 60637

Criminology: Alfred Lindesmith, 515 South Rose Avenue, Bloomington, Indiana 47401

Sociology of Education: Robert Dreeben, Department of Sociology, University of Chicago, Chicago, Illinois 60637

Family: Ira Reiss, Department of Sociology, University of Minnesota, Minneapolis, Minnesota 55455

Medical Sociology: Renee Fox, Department of Sociology, University of Pennsylvania, Philadelphia, Pennsylvania 19104

Methodology: Leo Goodman, Department of Sociology, University of Chicago, Chicago, Illinois 60637

Organizations and Occupations: William M. Evan, Department of Sociology, University of Pennsylvania, Philadelphia, Pennsylvania 19104

Theoretical Sociology: Dennis Wrong, Department of Sociology, New York University, New York, New York 10003

SEE PROGRAM P. 5

ASA LAUNCHES STUDY TO IMPROVE UNDERGRADUATE PROGRAMS IN SOCIOLOGY

A nationwide study of undergraduate sociology is being conducted by the ASA through the Section on Undergraduate Education in an attempt to assess and improve the quality of sociology at the undergraduate level.

The study will concentrate on developing information and guidelines on three aspects of the undergraduate problem: curriculum content, teacher training for sociologists, and the institutional context required for undergraduate sociology programs in universities, four-year colleges and community colleges. Experimental and evaluational phases are also incorporated into the project design.

The study was launched in September after ASA received \$99,760 from the Fund for the Improvement of Postsecondary Education, HEW, to finance the first year effort of the proposed three-year project.

Hans O. Mauksch, University of Missouri, Columbia, is serving as Project Director. Mauksch said, "Considering the capabilities of the discipline, considering the opportunities and needs, the undergraduate student and the discipline itself are being shortchanged by the currently prevailing conditions." He continued, "There is a serious gap between the capabilities of the discipline and what is actually taught in undergraduate courses."

Persons interested in participating in the project should send Mauksch a statement that specifically states their interest in the project and outlines their competence. Participation in the project requires membership in the Section on Undergraduate Education.

Task groups have been formed to concentrate on each of the major areas of concern. The groups and their leaders are: curriculum development, Sharon McPheron, Florissant Valley Community College, St. Louis, Missouri; teacher training for sociologists, Charles Goldsmid, Oberlin, Ohio; institutional context, Joseph Zelan, director of research and evaluation at the University of California Consortium for the Extended University in Berkeley.

The curriculum task group is charged with (1) developing criteria by which to examine curriculum content for its appropriateness as sociology; (2) collating a core of common concepts which could describe the major organization of the discipline; (3) considering the nature and purpose of first courses in sociology; (4) establishing criteria for levels of knowledge and expected educational outcomes that will specify ways by which the undergraduate curriculum can incorporate the variety of purposes which characterize the undergraduate scene; and (5) producing material which would provide the impetus for experimentation in the teaching program.

Mauksch said, "The products of our study should not become prescriptive directives for undergraduate sociology, but rather form a reference system for standards, rigor and the state of the discipline." See UNDERGRADUATE, p. 9

First 20 ASA Fellows Start Training. . . .

APPLICATIONS OPEN FOR SECOND ROUND IN ASA MINORITY FELLOWSHIP PROGRAM



Seated (L to R) Dennis J. RedElk, Eleanor E. De Almeida, Gene B. Jimenez, Jess M. Carrillo, Gerald H. Foeman, Alma H. Garcia, Yvonne M. Lau, Joseph Mesquita, Majorie K. Hom. Standing (L to R) Darryl P. LeDuff, Gary D. Sandefur, Joseph S. Martinez, Atlas J. Jones, Clarence H. Thornton, Jr., Patricia Ann Bell, Karen D. Johnson, Wandra V. Jordan. Not pictured: Charles M. Snipp, William R. Velez, Donald Cunneen.

As the first ASA Fellows begin their studies under the federally funded minority fellowship program, applications are being sought for the second cohort of Fellows which will enter the program next fall.

William A. Anderson, Director, ASA Minority Fellowship Program, said the application deadline for the 20 1975-76 academic year awards is January 10.

The program is open to entering or continuing graduate students in sociology who are American citizens or permanent visa residents and are Black, Spanish-speaking, Native American or Asian American.

Anderson said, "We hope our members around the country will call the minority fellowship program to the attention of eligible students."

Fellows receive up to \$7500 per academic year to cover education and living costs. Awards are made for one year, but renewable for two additional years.

The program is funded by the Center for Minority Group Mental Health Programs of the National Institute of Mental Health and the National Institute of Education.

Applications and further information can be obtained by writing Anderson at ASA headquarters in Washington.

Before beginning their studies on 17 campuses scattered across the country (see Table I) the initial group of 20 Fellows attended the annual meeting in Montreal.

During the meeting an orientation program presented the Fellows with a history of the program and a description of how the program will function. In addition, a reception was held to introduce the Fellows to many members of the Association.

Anderson indicated that steps have been taken to maintain an ongoing relationship with the Fellows in order "to provide encouragement and support for the students and to let them know that the ASA is interested in their development and success."

Anderson said he and members of the Committee on the Minority Fellowship Program will make campus visits during the year to talk to the Fellows, their department chairpersons and their advisors. In addition, attempts will be made to provide the Fellows with research opportunities.

Anderson hopes that departments in which the Fellows are enrolled will "supply any special assistance they may need." Each student will submit a report on his experiences in graduate school at the end of each year.

The Fellows come from 12 states, Puerto Rico, and the District of Columbia. California claims four Fellows; Oklahoma three; and New Jersey two. The following states claim one Fellow each: New York, Texas, Maryland, Missouri, Florida, Pennsylvania, North Carolina, Ohio, and Louisiana. See FELLOWSHIP, p. 5

1975 ASA Election

The slate of nominees for the 1975 election prepared by the Committee on Nominations will be announced in the November issue of FOOTNOTES. Voting members of the ASA will then have until January 6, 1975 to submit additional names. Rules governing "open nominations" for all elective positions will be re-stated with the November announcement. The final official ballot is scheduled for distribution in March.

Open Forum

Colony Hutterites As Research Subjects

S. C. Lee
Ohio University

In a research proposal submitted to the Division of Research Grants, National Institute of Health (HEW), I suggested the comparison of Prairie and Colony Hutterites in North America to test the hypothesis that social cohesion and stability characterized by the life of the Hutterite colony is not, as many may have assumed, achieved through communal living and organization alone but primarily through its religiosity. This proposal, submitted in 1973, was not approved. I then requested a resume of the reviewers' comments on this proposal. This was done for my own education and for the purpose of submitting a revised version of the proposal.

The requested resume arrived in January, 1974. While I was revising the proposal, a letter addressed to an official of Ohio University was brought to my attention. This letter, written by a bureaucrat (who shall be nameless) of the Division of Research Grants, suggested that I should be dissuaded from undertaking an empirical study of Colony Hutterites as subjects because such research would involve the invasion of their privacy. Research could not be justified unless this invasion produced "research findings of very considerable importance." The author insisted that his writing to a university official was not "intended in any way to direct either the institution's or the investigator's research program," but to convey the concern expressed by the reviewers. The request for making public his letter and my reply was rejected. For present purposes, then, we must be satisfied with this brief summary and a few directly quoted phrases.

Others might read the agency letter differently. I found its content extremely disturbing. It clearly was an attempt by the Washington bureaucracy to interfere with research. Since it was addressed not to the investigator but to a university official, it was obviously aimed at notifying an institution of higher learning to sponsor certain research projects and to discourage others. Since it came at a time when I was preparing a revision of the original proposal, it was meant, as I viewed it, to tell me to stop working on the proposal. Its objections were not only directed to my research program but also to the use of Colony Hutterites as subjects. Even though I could revise the proposal to satisfy scientific criticisms, I could in no way meet the latter objection.

I favor and support the basic principle that human subjects should not be treated as guinea pigs, as done in certain medical and psychological research, with or without governmental funding. However, it is difficult to see how the same harm could possibly be inflicted on human subjects in empirical studies in sociology which go no further than informative conversation (interview) and the filling out of questionnaires. To equate the methods employed in sociological research with those used in medical and some psychological studies is to distort the issue and abuse an otherwise sound principle. Take, for example, the issues raised in this bureaucrat's letter: Any visit by a researcher on a colony is regarded as an infringement of human rights, any contact with a Hutterite is an invasion of privacy, any question addressed to a Hutterite is a stressful "probing on mental health issues." If these prescriptions were to be followed, it would amount to building stone walls around the colony to ensure its complete isolation, a situation which may or may not be desired

by the Hutterites themselves. Suppose we accept and respect these interpretations as appropriate, then I feel we would have to extend the same privileges to other groups of people in American society, including students in our classes. This, as everyone in our profession would know, would make any empirical study in sociology virtually impossible. Furthermore, granting that assertions about protecting the Hutterite privacy were sincere and made on good faith, is this agency and all others sharing the same view prepared to stop the Census Bureau from sending enumerators into the colonies and collecting census data?

The following is the essence of a letter I wrote in reply to this bureaucrat. Aside from eliminating dates and names, the basic argument is presented for the reflection of empirical-minded researchers:

... In formulating the research proposal submitted, I had given a great deal of thought to the methods used and to the nature of the Hutterite subjects themselves. Nevertheless, I had failed then and still am unable to see the necessity for raising a spectre with regard to the study of Hutterites as subjects. The Hutterites are human just as everybody else is.

I can visualize the concern expressed by the reviewers and people in your office. Before any remarks are directed on this matter let me, first of all, mention some of the basics concerning a research proposal. When trained scientists decide to undertake an empirical study in an area of specialization, they must know what has been proposed and what the prospects are for success. Furthermore, researchers would never want to devote time and endeavor to a project the findings of which are not at all important and worthwhile. It seems entirely superfluous for a layman to prattle on what study is important or unimportant.

Since you have chosen to address yourself on the issue of the Hutterite study, I venture to assume that you have sufficient information or empirical knowledge on this group of people as subjects. Based on my own 1964-65 experience with the colonies in South Dakota, Minnesota, and Canada, I can say that the Hutterites are not the world's easiest subjects, but certainly they are approachable. Reticent? Yes, if the Hutterite is confronted with a stranger. But if you as an interviewer can gain their confidence (to establish rapport in our professional jargon), Hutterites are willing to share private information with you. No one, the Hutterite included, wishes to be interrogated by an impulsive inquisitor; yet, it is equally inconceivable that anyone would mind having a friendly exchange of information with a person whose attitudes are apparently sympathetic, amiable and decorous.

According to our experience, only in such colonies which were at the time involved in internal tension, or plagued by defection, and where leaders were desperately making all out efforts to try to cover it up, were inquiries by outsiders stubbornly resisted. Other colonies often extended their welcome hands to us without the slightest scruple and reluctance. My assistants and I spent a very fruitful year and made many good friends among the colony Hutterites. For exactly this reason, I have proposed in my project the method of selecting a certain colony from each of the three branches for intensive study rather than sampling a large number of them. In fact, the colonies which are suffering from strain and defection are generally non-representative anyway. Needless to say, a competent scientist would know that any information ob-

tained through the coercion of subjects is not reliable information. Still there is the question: What mysterious power of coercion does a researcher have in order to force an unwilling subject, Hutterite or non-Hutterite, to answer a question or to fill out a questionnaire?

I tend to agree with you that in such a study it is rather difficult, if not impossible to conceal the identity of the colonies studied, and within a colony it is equally difficult to prevent individual identification. Be that as it may, one has to bear in mind the basic fact that a researcher does not go into a colony or any other community, to nose around only looking for flaws and secrets. A gleaning of plain facts and the presentation of them later in a meaningful and systematic fashion with scientific objectivity and empirical verifiability would offend no one in his right mind. If the Hutterites are so strongly and hypersensitively opposed to publicity, as you seem to suggest in your letter, I wonder how you reconcile this notion with the facts based on my own pilot study, and the reports on individual colonies without any attempt made to cover up the names of the colony and its individual members. To mention only a few widely circulating items in the more popular realm: A color film running about 20 minutes concerning a Canadian colony has been shown in the classrooms of many colleges and universities all over North America; an article dealing with the life of a colony in Montana, with photographs, has appeared in *The National Geographic* (by William Albert Allard, "The Hutterites, Plain People of the West," Vol. 138, No. 1, July, 1970 pp. 98-125) and another one on colonies in South Dakota in *The Atlantic Monthly* (by Jon Swan, "The 400-year-old Commune," Vol. 230, No. 5, Nov. 1972, pp. 90-100). Finally, coverage of individual colony activities is frequently printed in local newspapers.

Inside The Corps of Engineers

E. Jackson Baur
University of Kansas

The Corps of Engineers of the U.S. Army needs sociologists, and they know it. They don't have very many yet, but they have a few and they will be hiring more and more, as time passes and the pressure mounts for adequate analysis of the social impact of their projects. I found this out after spending 1972-73 in Washington with the Corps while on leave from the University of Kansas.

My sojourn in government bureaucracy came about after I read an announcement in the placement section of ASA FOOTNOTES that the Board of Engineers for Rivers and Harbors of the Corps was accepting applications for the position of Resident Scholar. At the time, I was completing a term as department chairman. The position in Washington gave promise of a welcome change of pace and an opportunity to enjoy the excitement of a year of big-city living. It more than fulfilled my expectations.

Impact Analysis

My year with the army engineers came at a time that was especially opportune for a sociologist. The staff members of the Corps were confronted with a directive to formulate procedures for analyzing the impact of water resource development projects. During the subsequent months I was involved in intermittent conferences and consultations on this problem; and I undertook as the formal project of my residency a review of the problems of assessing the social effects of public works activity (see "Assessing the Social Effects of Public Works Projects," Resident Schol-

ar Program, Research Paper No. 3, on sale at NTIS, Springfield, VA 22151).

By an amendment (Sec. 122) to the River and Harbor Act (popularly known as the pork-barrel bill) of 1970, Congress required that adverse social, as well as economic and environmental, effects of projects be fully considered. The need for analyzing social impacts was earlier set forth in a 1969 task force report on multi-objective planning of water and land resources for the Water Resources Council, an interagency coordinating body.

Many staff members in the Civil Works Directorate of the Corps, including those in positions of authority are sensitive to the trend of the times toward greater concern with environmental and human values, including the demand for more public involvement in decision-making. They are aware of the growing political clout of the environmentalist movement as well as of its success in blocking specific projects.

The Corps' activities are also undergoing changes which have more obvious social consequences for larger numbers of people. The Chief of Engineers, among others within the agency, has observed that the era of big dam construction is drawing to a close and the Corps should enter the field of urban water-management problems. In cooperation with regional councils, its district offices are working on comprehensive planning of water supply, storm drainage, flood protection, sewage treatment, pollution control, flood-plain usage, and water-related recreation facilities.

To cope with the human aspects of their work, the Corps is increasingly relying on social scientists. A few are permanent civil servants on the staffs of field offices and in Washington. Some, like myself, have held temporary appointments, several have been retained as consultants on specific projects, a number have been invited to lecture to Corps personnel and participate in workshops for in-service training, and others have conducted research or pilot demonstrations under contract. In 1968-70 the Environmental Simulation Laboratory and the Institute for Social Research of the University of Michigan designed, executed and evaluated an experiment in public involvement in water resource planning in the Susquehanna River Basin. Additional social scientists have been employed, either permanently or temporarily, by consulting firms who have served the Army Engineers. Not all of these social scientists, by any means, have been sociologists. Other fields that have been represented, to my knowledge, are anthropology, geography, psychology, and history.

Shortly before completing my assignment with the Engineers, a Colonel in the Chief's office asked me to write him a memo on how to go about recruiting sociologists. He recognized the advantages of employing their own social scientists rather than depending on temporary appointees and consultants. It was his intention to encourage their forty-seven division and district offices to recruit qualified personnel.

Obstacles

Let me give the impression that the Corps of Engineers is the answer to the employment gap for professional sociologists, I must emphasize that there are numerous obstacles to the effective employment of competent sociologists by the Corps. A budget squeeze on both funds and personnel severely limits the number of new people who can be employed. The cost of carrying out even a minimally adequate analysis of social impacts, and a program of public participation in the planning of a project, is substantial. I heard Corps planners estimate that it requires 15-20 percent of the total planning budget; but throughout the agency there is pressure to keep

See FORUM, p. 5

MONTREAL, 1974: Plenary Sessions and Panels Focus on Social Structure



Plenary II: Presidential Session. Vice-President Matilda White Riley, President Peter M. Blau



Plenary I: (L to R) Seymour Martin Lipset, Lewis A. Coser, Everett C. Hughes, Thomas Bottomore

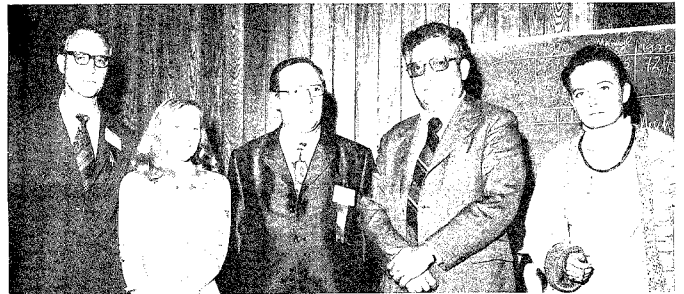


Plenary III: Robert Bierstedt, Harold Garfinkel, Gerhard Lenski, Mirra Komarovsky



Plenary IV: William J. Goode, Rose Laub Coser, Robert K. Merton, George C. Homans

The 69th Annual Meeting of the ASA resulted in the second largest turnout ever recorded with 3,616 sociologists registered for the five-day meeting (1973 in New York holds the record with 3,804 registrants). Included in the number were 370 "International Guests" from 44 countries. Later editions of FOOTNOTES will carry additional photographs from what has generally been termed "a very successful scholarly, professional meeting."



Special Closing Panel Session on "Occupational Structure of the USSR and the USA: Work Conditions and Social Mobility" (L to R) Gennadyi Slesarev, Janet Schwartz, Vadim S. Semenov, Allen Kassof, Andrea Tyree



Audience Scene: Over 1,200 persons attended each of the five plenary sessions in Montreal.



Plenary V: James S. Coleman, Wilbert E. Moore, Talcott Parsons, Walter Wallace

SOCIAL FORCES Marks Golden Anniversary



FOUR EDITORS OF SOCIAL FORCES—Left to right: Kenan Professor Guy B. Johnson, Professor Katherine Jocher, Kenan Professor Rupert B. Vance, and Professor Richard Simpson.

Four editors of "the most significant periodical the South has ever seen" were honored in a ceremony at the University of North Carolina at Chapel Hill in the presentation of a 50-year index to all articles published in *Social Forces* from 1922 to 1972.

Editors from the early 1920's up to 1972 who received personalized copies of the index are Kenan Professors Rupert B. Vance and Guy B. Johnson, Professor Richard L. Simpson and Professor Katherine Jocher. Unable to attend the ceremony was Gordon Blackwell, former director of the Institute for Research in Social Science, and now President of Furman University.

Social Forces, published by the University of North Carolina Press, was begun in 1922 by the late Dr. Howard W. Odum, a Kenan Professor of Sociology. Dr. Odum served as the first editor.

Professor Everett K. Wilson who has

served as editor of the publication since 1972, presented copies of the index to Vance, Johnson, Simpson and Jocher.

Named *The Journal of Social Forces* when it first began, the publication achieved early recognition and respect. In 1925, Professor L. R. Wilson, then the University Librarian, wrote: "Twice within the past two months, H. L. Mencken, editor of *The American Mercury* and contributor to the *Baltimore Evening Sun*, has proclaimed *The Journal of Social Forces*, now beginning its third volume, the most significant periodical the South has ever seen."

In the first 50 years, *Social Forces* published 3,200 articles. There were 2,200 authors. In the subject index are 8,000 entries in 664 categories, 5,500 book reviews and 138 review essays.

Title of the volume, copies of which were presented, is *Social Forces, Cumulative Index, Volumes 1-50, 1922-1972*.

COMPUTER-BASED UNDERGRADUATE CURRICULUM MATERIALS EXCHANGE

A mechanism for the discovery, review and distribution of computer-based educational materials pertaining to undergraduate teaching has been established by a project called CONDUIT. It maintains an advisory committee to coordinate activity in the social sciences. This committee of specialists in the combination of social science and computing serves as a review board: searching for materials, reviewing them, and recommending whether or not they should be disseminated.

The CONDUIT project, funded by the National Science Foundation, emerged in response to a situation where numerous computer based teaching materials were found to be utilized only in their originating locations. Beginning with five regional computer networks, a consortium was established to experiment with alternative techniques for improving exchange. CONDUIT is now creating a model for a national, self-supporting organization to provide services that will facilitate exchange of computer based instructional materials. Only a few curriculum packages have been developed, but those initially identified and placed under review include:

- 1) *Laboratory Manual for Introductory Sociology* by R. Sokol, Harper & Row Publ. Co., 1970.
- 2) *Population Dynamics*—(From E. van de Walle and J. Knodel, "Teaching Population Dynamics with a Simula-

tion Exercise." *Demography*, 7, 4 (Nov. 1970), pp. 433-448.)

- 3) *Economic Demography*—(From David Holmes, "A Simplified Approach to Economic-Demographic Simulation." *Population Council Bulletin* (Dec., 1972), pp. 297-305.)
- 4) *ExperSim*—Computer Simulation for Teaching Research Designs in Psychology. (From Professor Dana Main, Dept. of Psychology, University of Michigan, Ann Arbor.)
- 5) *Citizens and the Political System* by G. R. Boynton, Harper and Row Publ. Co., 1971.

Members of the CONDUIT Social Sciences Review Board are as follows:

Ronald E. Anderson (Chairman)

University of Minnesota

Edmund D. Meyers, Jr.,

Dartmouth College

G. R. Boynton, National Science

Foundation and University of Iowa

Joseph Denk, University of North

Carolina, Greensboro

N. John Castellan, Indiana University

The review board seeks additional packages and welcomes any useful leads. Written materials such as exercise sets, student manuals, computer program descriptions are desired. Any available information or materials should be sent to Ronald E. Anderson, c/o CONDUIT, Box 388, Iowa City, Iowa 52240.

PRESTIGIOUS ACADEMIES ELECT SOCIOLOGISTS TO MEMBERSHIP

Honor was recently bestowed on a number of sociologists as they were elected to membership in two of the most prestigious scientific organizations in the United States.

The National Academy of Sciences, established in 1863, this year elected 96 new members in "recognition of their distinguished and continuing achievements in original research." Added to their roster are the following sociologists:

Ronald Freedman, Professor of Sociology, University of Michigan, and Director, Population Studies Center.

Leo A. Goodman, Charles L. Hutchinson Distinguished Service Professor of Statistics and Sociology, University of Chicago.

Paul F. Lazarsfeld, Distinguished Professor of Sociology, University of Pittsburgh.

Theodore M. Newcomb, Professor of Sociology and Psychology, University of Michigan.

The American Academy of Arts and Sciences, the second oldest learned society in the United States, founded in 1780, elected 117 outstanding scholars, scientists, artists, and public figures to membership this year. Included were the following sociologists:

James G. March, David Jacks Professor of Higher Education, Political Science, and Sociology, Stanford University.

Eleanor B. Sheldon, President, Social Science Research Council.

Ezra F. Vogel, Professor of Sociology, Harvard University.

The American Academy also elected Seymour Martin Lipset, Professor of Government and Social Research at Harvard, to serve as Vice-President for the Social Sciences.

INVITATION FOR RESEARCH ON TV AND SOCIAL BEHAVIOR

The Social Science Research Council has a committee trying to gather and develop good ideas for research on "TV and Social Behavior." This rather loose topic does not specify particular TV technology or content, information or entertainment, one or another kind of social behavior of children or adults, but refers to the broad consequences of television on various viewers as well as the impact on society of TV in its various organizational and institutional forms. A number of past studies have focused on commercials, educational programs, news coverage and violence. Research strategies have varied from production research and controlled experiments to content analysis, audience panels and field surveys. Considered consequences have varied from incidents of imitators of "TV crimes" to widespread political climates and the people's picture of the world. It is difficult to study such a pervasive phenomenon but the committee is considering what the best research ideas and strategies might be that would improve our understanding of TV and its consequences for human affairs. People who are interested in these problems are in various disciplines and settings so in order to try and canvass current thinking and broaden its sources of input, the committee is soliciting ideas, big or little, from anyone who cares to contribute them. The invitation is open but the committee is not doing or supporting any research projects; it is merely trying to develop, organize and report good ideas about research approaches. Ideas should be sent to Stephen Withey, P.O. Box 1248, The University of Michigan, Ann Arbor, Michigan 48106; or to Ronald Abeles, Social Science Research Council, 605 Third Avenue, New York, New York 10016.

NEW SOURCE OF INFO ON PERSONALIZED INSTRUCTIONAL METHODS

Are lectures necessary? Can students learn even better without them? Such questions are being asked with increasing frequency as more college teachers become interested in new ways of teaching and learning.

Several of the popular new methods are examples of *personalized instruction*. Courses are divided into units of work and students master each one before going on to the next, each moving at his own pace. Students can get immediate verification of their work as well as assistance with the subject matter from a large staff of paraprofessionals, frequently volunteer undergraduates. Enthusiasm for this approach runs very high among college students who have taken a well-managed course of this kind. (See *Science*, 1 Feb. 1974, pp. 379-383.)

Information and assistance for interested teachers is available from The Center for Personalized Instruction, recently established at Georgetown University. The Center, staffed by Drs. Fred S. Keller, J. G. Sherman, Ben A. Green, and Robert S. Ruskin, holds conferences and workshops, distributes reprints of important articles in the field, and publishes the *PSI Newsletter* (PSI = the Personalized System of Instruction, also known as the Keller Plan or self-paced study).

The Center has the general purpose of helping teachers with the technical side of personalized instruction—writing instructional materials, managing the course, eliminating logistical problems, motivating students to work hard without getting tough, what records to keep, etc. The Center also acts as a clearinghouse for research results as more and more studies are made of elements of the methods.

For information write to The Center for Personalized Instruction, Georgetown University, Washington, D.C. 20007. The *PSI Newsletter* is available at \$3 per year.

BOYS TOWN CENTER FOR YOUTH DEVELOPMENT AT STANFORD

For several decades, Father Flanagan's Boys Town has been widely known for its care and education of neglected youth. Since the problems of neglect and its unhappy outcomes seem to be perpetually with us, the Trustees of Boys Town have decided to broaden the scope of their work with youth by initiating research aimed at prevention of these problems. The planned program involves establishment of three research centers, one at Boys Town itself, in Omaha, and two others, by contracts, at Stanford University and at the Catholic University of America in Washington, D.C.

Stanford's contract calls for primary emphasis on research and graduate training in the social and behavioral sciences and in such relevant professions as education and law.

The contract has been written for a period of 25 years, subject to the mutual continuing satisfaction of both parties. It will provide approximately \$450,000 a year for salaries and research expenses. In addition, Boys Town has agreed to provide up to \$1,500,000 for construction of permanent research space.

In accord with the University's general policy, new appointments to the Faculty will be minimal. Only the full-time research director will be incremental. A search committee, chaired by Professor Alberta Siegel, has been appointed.

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costs down. Agency executives take a dim view of new and expensive activities, especially if they complicate and prolong the planning process.

Although much of the initiative for the Corps to take a more humane perspective has come from the central office, the bulk of the new personnel will have to be employed in the district offices. In only a few of these is there a wholehearted commitment to the implementation of the new policy. In fact there is general resistance in the field offices to any new directives from Washington. Most of the older employees, especially the uniformed contingent, are inclined to take a strictly engineering approach to their problems and to see solutions largely in terms of physical structures.

Throughout the Corps there is inadequate understanding of the high level of expertise and the variety of skills needed to carry out an assessment of social effects. There is a disposition to retrain engineers already on the payroll to fill new personnel needs, as was done when the Corps was under pressure to prepare environmental impact statements. Among the 400 "environmentalists" on the Corps payroll, not a few are ex-engineers. I have a hunch, too, that there may be resistance from a few powerful Corps officials toward bringing in new people with idealistic, liberal values who might upset the delicate balance of the cozy relationships with political figures and informal power wielders.

Outside the Corps there is pressure from the Office of Management and Budget to justify new projects on the basis of hard, economic data. Corps personnel told me that OMB reviewers are only impressed by factors expressed in dollars or at least in numbers, and ignore qualitative factors. They took the view that though there is a need for considering social effects, why bother if it will be ignored at OMB.

I believe these sources of resistance will be overcome, but not until external pressure is strong enough to persuade the government, through Congress and the White House, to demand a thorough consideration of the human consequences of public works projects. It will only come through organized, citizen action, the way the environmentalist movement succeeded in getting formal consideration of the impact on plants and animals.

New Publications

THE REVIEW OF SOCIAL THEORY is a new journal of theoretical issues in social science. The publication is of interest to all scholars in the areas of sociological theory, the history of social thought, philosophy of science, theory construction and the sociology of knowledge. Issues appear in September and April. All disciplines are encouraged to submit papers relevant to topics in social theory. Those interested in subscribing (\$3 for individuals/\$5 for institutions) write to the Editor, *The Review of Social Theory*, Department of Sociology, University of Missouri, Columbia, Missouri 65201

FELLOWSHIP, cont. from p. 1

The group includes nine Blacks, six Spanish-speaking, three Native Americans, and two Asian Americans. The group is composed of 13 men and seven women. The Fellows range in age from 21 to 43.

The Fellows are no strangers to awards and honors, for they include three honor graduates; numerous dean's list members; scholarship holders; honor societies members including Alpha Kappa Delta; and listees in Who's Who in American Colleges and Universities and Outstanding College Athletes in America.

Although still in training, several Fellows already have teaching and research experience. Two Fellows have taught sociology on the college level. One Fellow has co-authored two papers which have been submitted for presentation at professional meetings.

Since the awards are based, in part, on financial need, it is not surprising that the Fellows have a diverse occupational background that includes warehouseman, cook, bank teller, airline reservationist, disc jockey, semi-professional baseball player, waitress, dishwasher, truck driver, counselor, tour guide, social worker, teacher, and research assistant. Also in the group are a published poet and an amateur actor.

Their research interests include cultural differences in the perception of mental stress and the relationship between mental

stress and physical illness; comparative political research in Latin America and the U.S.; the mental health problems encountered by residents of rural communities; the problem of gang warfare; the relationship between religious music and legal culture in nonliterate societies; the causes and correlates of mental illness; family structure among minorities; the mobility of minorities; the educational problems of minorities; and the problems of Chicanos and Chinese.

Some areas of specialization named by the Fellows are race and ethnic relations; social stratification; social deviance; political sociology, mental health, demography; social psychology; juvenile delinquency; sociology of education, knowledge and religion; and urban sociology.

The Minority Fellowship Program has developed from an idea initially advanced by the Caucus of Black Sociologists in 1969. Its fruition is largely due to the efforts of Maurice Jackson, former ASA Executive Specialist for Minorities and Women, and Mary S. Harper, Assistant Chief of the Center for Minority Group Mental Health Programs, NIMH, and more recently, John C. Egermeier, Senior Research Associate of NIE.

Since the ASA program was funded, NIMH has expanded the program to the American Psychological Association, the American Psychiatric Association, the Council on Social Work Education, and the American Nurses Association.

Other Organizations

□ **THE CONSORTIUM FOR INTERNATIONAL STUDIES EDUCATION**, in conjunction with the International Studies Association, announces two Learning Package Development Conferences on Transnational Policy Problems to be held during the winter on the East Coast and West Coast. Participants in the conferences, supported by a \$66,587 grant from the National Science Foundation, will be drawn from several disciplines and are to be chosen on the basis of Learning Package proposals submitted in a national competition (November 1 deadline). For further information, contact J. Martin Rochester, Center for International Studies, University of Missouri-St. Louis, St. Louis, MO 63121.

□ **THE SIXTH ANNUAL MIDWESTERN BEHAVIOR MODIFICATION WORKSHOP/INTENSIVE PRACTICUM WORKSHOP** will be held at the McCormick Inn in Chicago, Illinois, November 3-6, 1974. For information contact: Joan F. Bassinger, M.D., P.O. Box 597, Libertyville, Illinois 60048. (312) 367-0606.

□ **THE COLLEGE ON ORGANIZATION OF THE INSTITUTE OF MANAGEMENT SCIENCES** is assembling a special issue of *Management Science*. The overall theme of the issue will be "Prescriptive models of organizations." Manuscripts are solicited on at least four sub-themes: (1) general philosophical orientations toward the design process, (2) abstract models specifying the properties organizations should have, (3) diagnostic tools for identifying defects in existing organizations, and (4) methods of installing or implementing changes. However, all manuscripts ought to be data-based to the extent that they document observed problems or actual attempts at organizational engineering. Limit articles to 6000 words.

Manuscripts must be in the hands of the referees by March 1975, and revisions must be completed by December 1975. Submit manuscripts to: Paul C. Nystrom and William H. Starbuck, Editors, *Management Science* Special Issue, School of Business Administration, University of Wisconsin-Milwaukee, Milwaukee, WI 53201.

□ **THE VERMONT SOCIOLOGICAL ASSOCIATION** held its annual meeting at the Bardwell Hotel, Rutland, on Sunday, August 4, 1974. The main business of the meeting was reorganization of the Association, in an attempt to broaden the basis of membership in the region. Membership had, to this point, been concentrated in the Southern Regions, with only one member in the Northwest Kingdom. By invitation, participants arrived from the University of Vermont, Castleton College, St. Michael's College, and Middlebury College in Vermont, and members with material interest also participated from colleges in other states and as distantly as from the University of Paris.

Current officers of the VSA are Samuel F. Sampson, President, Annabelle Siegel, Treasurer, and Edgar F. Borgatta, Secretary and also editor of the newsletter. The newsletter, *The Vermont Sociologist*, having gone through 11 volumes, began a New Series, Volume 1, to commemorate the reorganization of the VSA.

A list of sociologists in Vermont, either at colleges or having some material interest, will be compiled, and all such are invited to membership. Sociologists of adjacent states and adjoining Canada are also invited, with the traditional exclusion of Yorkers, of course. To facilitate carrying out of the business of the VSA, semi-annual meetings were voted, one in January and one in mid-summer. Dues were doubled. Persons eligible for membership should correspond with: Professor Edgar F. Borgatta, Rupert, Vermont 05768.

TABLE I: ASA Minority Fellows, Degrees Held, Awarding Institutions and Current Enrollment

FELLOW	DEGREE	INSTITUTION	CURRENT ENROLLMENT
Bell, Patricia Ann	BS MA	Oklahoma State University Oklahoma State University	University of Texas, Austin
Carrillo, Jess M.	BA MA	University of California, Riverside University of California, Los Angeles	University of California, Los Angeles
Cunnigen, Donald	BA	Tougaloo College	University of New Hampshire
De Almeida, Eleanor E.	BA	Temple University	Duke University
Foeman, Gerald H.	BA	Lincoln University (Pa.)	Ohio State University
Garcia, Alma M.	BA	University of Texas, El Paso	Harvard University
Hom, Marjorie K.	BA	Barnard College	Columbia University
Jimenez, Gene B.	BA	California State University, Los Angeles	University of California, Los Angeles
Johnson, Karen D.	BA	Oberlin College	University of Chicago
Jones, Atlas J.	BA	Lincoln University (Mo.)	University of Massachusetts, Amherst
Jordan, Wandra V.	BA	Howard University	American University
Lau, Yvonne M.	BA	Cornell University	Northwestern University
LeDuff, Darryl P.	BA MA	Louisiana State University Ohio State University	Ohio State University
Martinez, Joseph S.	BA	San Fernando Valley State College	University of California, San Diego
Mesquita, Joseph	BA	State University of New York, Stony Brook	Yale University
RedElk, Dennis J.	BA	University of Oklahoma	New School for Social Research
Sandefur, Gary D.	BA	University of Oklahoma	Stanford University
Snipp, Charles M.	BA	University of California, Davis	University of Wisconsin, Madison
Thornton, Jr., Clarence H.	BA M.P.R.	Southern University Cornell University	University of North Carolina, Chapel Hill
Velez, William R.	BA	University of Puerto Rico	Yale University

PROGRAM, cont. from p. 1)

Sociology of Sex Roles: Pamela Roby, Department of Sociology and Communications, University of California, Santa Cruz, California 95060

Social Psychology: James C. Kimberly, Department of Sociology, University of Nebraska, Lincoln, Nebraska 68508

Undergraduate Education: Sharon McPherron, Florissant Valley Community College, 3400 Pershall Road, St. Louis, Missouri 63135

People

Joseph H. Fichter, S.J., Professor of Sociology at Loyola University New Orleans received the honorary Doctor of Laws Degree from Marquette University at its spring commencement on May 19, 1974. The citation included the following statement: "Against bureaucratic blunders, threats, and censorship, his one-man research on Catholic parishes, priests, and paro-

chial education has won international acclaim, demonstrating that social science research can be simultaneously theoretical and applied and can succeed without major financial subsidies." His prophetic sociology revealing gaps between norms and behavior led him into action to eliminate injustice in religious, educational, economic, and criminal justice institutions long before such action was popular. Believing that the noblest human activity next to the pursuit of virtue is the search for truth, Father Fichter has proved that truth can be revealed through social

research and implemented in programs of social betterment.

James A. Stengena, Purdue University political scientist, has been named Book Review Editor of *Society* magazine, edited by Irving Louis Horowitz and published by Transaction, Inc., headquartered at Rutgers University.

Masako Tanaka, University of Rochester, was awarded the Yonina Talmon Prize for 1974, for her paper "Categories of Okinawan 'Ancestors' and the Kinship System."

Letters

WHAT IS THE USE OF STATISTICS IN SOCIOLOGY?

Reading letters in the ASA FOOTNOTES gives one an impression that confusion reigns in the present state of affairs in sociology over the use and abuse of statistics and quantitative method.

The confusion does not seem to be limited to the statistics and quantitative method alone, but the entire field labeled "methodology" is under attack from both camps, the sticklers for figures and numbers and those conservative "radicals" who are *out for vision, not method*.

The visionists (?) are those who claim that the social and the quantitative have produced a sort of "mesalliance sociale" and that it is something of an academic scandal that statistics and methodology (they, however, do not touch on the qualitative side in the methodology) have been transplanted into the field of sociology.

All these pros and cons on methodology are getting heated debates, since the strange incus, the quantitative, is encroaching upon not only sociology but the sanctum sanctorum of political science (polimetrics).

The basic question as to the use of quantitative method in sociology has to do with whether we treat statistics as a means of research rather than something else. Then, the problem is to go down to the root of the matter from where the present debates originated.

Broadly, one can categorize three groups of sociologists according to their attitude towards quantitative methodology. Those who insist on the primacy of statistical analysis over the theoretical conceptualization, that is, those who regard that theoretical conceptualizations are for the statistical analysis, not vice versa. However, I personally doubt whether there are any sociologists who are of this attitude, besides the ones who have just started a course in statistics (undergraduate). But even one sociologist constitutes one category.

The second group comprises the middle-of-the-roaders who are "fully" aware of the importance of statistical analysis, but at the same time, they recognize the importance of the intuitive and theoretical approach. They are willing to place statistics on a par with the logico-theoretical approach, but they are not prepared to make room for statistics in place of the theoretical conceptualization.

The third, the *trouble-makers* who fish in the troubled waters of sociology, are those visionaries whose theories are permeated with all kinds of teleological and functional preconceptions. They are allergic to the numbers and figures. They are against the ordinal variables, path analysis, and whatnot.

Except for the middle-of-the-roaders, all the other sociologists seem to regard the quantitative and the qualitative theoretical approaches as antithetical with each other.

However, within the middle-of-the-roaders, there are those who see statistics as a *means of research* and those who regard it as a *method of presentation*. Treating statistical method as a method of presentation does not necessarily mean that one belittles the importance of statistical analysis in sociological research. Those who remember Carl Menger's aversion against the use of mathematics to gain greater precision in economics (Austrian school) would not fail to understand the difference that would come about when we treat statistics as a means of research rather than a method of presentation in sociology.

Carl Menger in his later years, probably in reaction against the mathematical economists, even denied that mathematics can be a method of presentation in economics, contending that even the best mathematicians lack "our insight into the role of mathematics with regard to extra-mathematical objects." (*Carl Menger and the Austrian School of Economics* (1973), p. 52).

The period was the 1880's and the place Austria when Menger made this remark. He was referring to mathematics in economics, while we are talking about statistics in sociology in the United States in the 1970's.

But still, I find Menger's remark about mathematics relevant to the present state of affairs of sociology in this country, with a minimum amount of qualification. With Carl Menger we could, with a reasonable amount of assurance, answer undergraduate students' question

("What is the use of statistics in sociology?") in the following manner: statistics is a method of presentation, nothing less. Probably, statistics can be a useful means of research, and for this we will have to wait for the advent of a Carl Menger in sociology.

Hung-tak Lee
Queens College, CUNY

RESPONSE TO RANN

The article entitled "No Run on RANN by Sociologists . . . Small Turnout Yields Large Grants For Research Applied to National Needs" in the March 1973 issue of FOOTNOTES was certainly eye-catching (who wouldn't be dazzled by the ten illustrative grants arrayed which averaged something approximating \$ 3/4 million each).

In essence, three simple points were made in the piece. First, as the title suggests, large grants have been made by the RANN program simply because so few have heretofore submitted proposals for research. Is this really how RANN in NSF works? The title suggests that this is indeed the case. Imagine the joy on the faces of those funded when they found out that they were to receive larger sums of money than they had asked for simply because RANN had to spend its allotted funds. Or were those funded lucky enough to hold inside information that the time was "ripe" for large scale research efforts? The title suggests, at least to this reader, that one of these two conclusions must be the case; was it an oversight that this issue (so inadvertently made in the title) was actually never addressed in the text of the piece? Should I thank the overseer of sociological research who gave the piece its title for this salient cue?

The second point made was that sociologists are slow in responding to the availability of these funds. Another question is left in the mind of this reader. Is the discipline really comprised of professionals without the creative ideas or motivation to do research when funds are available almost for the asking?

Then the directive of the RANN program was cautiously inserted a few sentences before the dazzling array of grant sizes, almost at a place where the size of the figures were cause to skip the rest of the article to look at a display of figures staggering to the imagination of any researcher who also happens to be a social scientist. Namely, that research under this program is eligible for funding "when it helps . . . in the solution . . . of social problems." Coupled with a review of the names of those social scientists currently funded for such research (for example, Gilbert White, J. Eugene Haas, and Allen Barton, to name only a few) understanding immediately set in and all the questions the article previously raised seemed answered. RANN is funding "relevant" research not "theoretical" research (using both concepts in the connotative sense without imposing my own bias that "relevant" research need not have an a-theoretical bent or that "theoretical" research need not exist without some practical application).

The issue is simple and not amazing at all as one might have first suspected. Large-scale social problems may require large-scale funding if meaningful results are to be expected; those funded did not receive gifts because they were among the few to submit proposals, they are addressing large-scale social problems. Alas, there is no gravy bandwagon to climb on. But why have there been so few social scientists involved in the RANN program? Perhaps it is because figures such as White, Barton, and Haas have established themselves in their respective disciplines by making mainstream theoretical contributions and addressing social problems (regardless if their efforts now do or do not have theoretical relevance) will now not be detrimental to their stature in social science. Has the article revealed an hypothesis for the sociology of science?

As the "mainstream" stature of a social scientist increases, the probability of getting "dirty hands" by doing applied research decreases (or at least becomes irrelevant).

Hats off to those social scientists doing problem-relevant research who have as yet not attained the mainstream stature of a Barton (in sociology) or a White (in geography). I would like to think that any upsurge in grant proposals to RANN which might result as a result of the publicity of the program in FOOTNOTES is an indicator of a maturing discipline (where theoretical and applied research can be combined without fears of researchers about getting reputations of ill-repute) rather than my original

misplaced impressions that there is a "goody" bandwagon to climb on.

D. S. Mileti
University of Colorado

AFFIRMATIVE ACTION

As a senior majoring in sociology with expectations of pursuing graduate study, I was disappointed in seeing the results of Affirmative Action. This program is directed toward alleviation of discrimination, but from the December issue of FOOTNOTES it seems that Affirmative Action has not made the impact it should have made. I find it extremely depressing that there is such a low percentage of minorities attending graduate school. Perhaps even more disturbing is the fact that the two reports dealt solely with ethnic groups and women. I suggest that a more useful approach would consider the socio-economic class from which the graduate student originates along with other variables.

The question should be posed as to where these minorities who apply to graduate school derive from. If the majority of them are from a middle class background I cannot see the relevance of accepting them into graduate school on the basis of ethnic origin. Another point of interest is where these minorities receive their baccalaureate degrees. Whether the degree is awarded from a predominantly white middle class university instead of one of the predominantly black universities or one in which a substantial proportion of the student body has a lower class background seems to be an important question.

Affirmative Action proposes serious questions in regard to the admissions policies of graduate departments of sociology. Do the graduate schools want students with the best qualifications or do they desire a diverse student body, one in which geographical location, class, ethnic origin, and sex play an important part? If the former is deemed more favorable, then I suggest that the questions in regard to ethnic origin, sex and age be eliminated from the application form. Thus, a purely unbiased choice can be made pertaining only to the applicant's qualifications. If the latter choice is seen to be more desirable, these questions should be retained and more questions added, such as indicators of socio-economic class.

When I enter graduate school I would like to believe that I will be exposed to people from diverse social backgrounds and experiences. This seems to be an important part of education, especially in the field of sociology which is dedicated to achieve a deeper understanding of man in society. If all the graduate students are going to be just like me, what is the use of going to graduate school?

Kenneth R. Tremblay, Jr.
University of Alaska, Anchorage

AFFIRMATIVE ACTION WITHOUT AFFIRMATIVE RESULTS: THE IRONY OF AFFIRMATIVE ACTION IN ACTION.

"Affirmative Action in Action" appearing in December 1973 issue of ASA FOOTNOTES displays a lack of sensitivity to the traditional victims of discrimination. More than that, the author, Edgar F. Borgatta, fails to recognize the inherent biases in his research. The readers of FOOTNOTES are entitled to an exposure of hidden assumptions implicit in what appears to be, on the face of it, objective research.

The central conclusion of Borgatta is that "in a large proportion of academic institutions Affirmative Action has meant giving preference to women and minorities." While I cannot speak for women, the fact is that Borgatta's sample included chairmen, females, and males, but no minorities. Yet Borgatta reaches a conclusion that he finds equally applicable to minorities. The common error of lumping minorities and women together has caused unnecessary mischief. Females can be non-minority or minority. If non-minority males have been traditionally preferred for academic employment, could it not be that the same people doing the hiring will find non-minority females the lesser of two evils when confronted with having to consider minority applicants? I think it is imperative that all future data be clearly differentiated as to non-minority females, minority females, and minority males. Maurice Jackson's report appearing in the same issue of FOOTNOTES bears out the suspicion many of us have had. It is the non-minority females who have most benefited from progress in affirmative action, increasing

their portion of academic employment from 9 to 15 percent between 1970 and 1973 while the proportion of minorities has remained relatively the same (Blacks at 3%, Asian-Americans at 2%, Chicanos from 0.5% to 0.6%, and others from 0.2% to 0.3%), to say nothing of the concentration of employed minority in lower ranks.

The implicitly biased nature of Borgatta's data is further apparent in his inclusion of department chairmen in his sample. Of the total 198 responses, 65 were from chairmen, 38 from females and 34 from males. Aside from the one-sidedness of the sample, to ask department chairmen to evaluate affirmative action is similar to asking the victimizer about the health of his victim when the affliction of the victim is in part caused by the past practices of the victimizer. Borgatta assumes that the department chairmen are the best judges of their prejudices. Had the sociologists in positions to employ not discriminated but rather courageously taken affirmative action through the years, there would be no urgent need for affirmative action now. I also think that insofar as department chairmen are viewing affirmative action as preferential hiring, they are consciously or unconsciously misinterpreting the requirements of affirmative action. Having to give the same consideration to minority applicants, especially since this represents departure from past employment practices, may well be perceived as preferential treatment. Traditionally, by definition, minority applicants have been thought to be inferior and less qualified. In order for minorities to be seen as equals in this habitually discriminatory context, they had to be more than equal. Far from being welcomed with open arms, any attempt to alter long established discriminatory habits is likely to be resented and misinterpreted. Quotas and preferential hiring are to an extent code words for assuming the inferiority of minorities and for setting up strawmen to arouse hostility. Borgatta assumes too much. Besides, it is a doubtful proposition at best that the department chairmen took seriously what they understood as their administration's clumsy effort to implement affirmative action through preferential hiring of minorities. Jackson found as much: "Departmental professional practices do not reveal strong support of affirmative action, as evidenced by results."

There is one other thing. The very idea of quotas and preferential hiring is an insult to all those minority sociologists who are highly qualified but happen to be minority. With all this talk of quotas and preferential hiring, all minority employment is suspect. If one is employed and minority, it must be for preferential hiring, perhaps even as a token. It is guilt by association.

Let us evaluate the performance of institutions by their success in implementing affirmative action rather than by the sum of wasted motions and biased judgments of department chairmen and non-minority males and females.

Bhagwati P. K. Poddar
Environmental Quality Branch
Corps of Engineers
Portland, Ore.

SCOLDED

In the December, 1973, issue of *The American Sociological Review*, Peter Y. DeJong, Milton J. Brawer, and Stanley S. Robin, defending themselves against criticism of their work on "Patterns of Female Intergenerational Occupational Mobility" (*ASR*, Dec., 1971), complain that they are being unreasonably "scolded" (p. 808). Would they have used this term if their critic had been a man? Dudley Duncan instead of, as in this case, Natalie Rogoff Ramsay?

Jessie Bernard
Washington, D.C.

CONSTRUCTING SOCIAL SYSTEMS

I would like to organize sessions at future ASA meetings around the topic, "Constructing Social Systems," and I would like to invite anyone interested in planning or participating in such sessions to correspond with me.

What I have in mind is related to a number of ideas: Etzioni's concept of the active society, Lewin's notion of action research, Campbell's view of the experimenting society, Dunn's perception of the evolutionary learning society, Moore's concept of the responsive environment, the Berger and Luckmann idea of the social construction of reality, Gouldner's image of a reflexive sociology, Polak's approach to imaging
See LETTERS, p. 7

AAAS Seeks College Teachers for Short Course Program

The American Association for the Advancement of Science (AAAS) has launched a nationwide search for 2500 college teachers to participate in a series of short courses covering a wide variety of scientific and related fields. The program is called NSF Chautauqua-Type Short Courses for College Teachers after the turn-of-the-century Chautauqua concept of traveling cultural and educational events. The selected teachers of undergraduate students will work at 12 different field centers around the United States. More than 6000 teachers over the last five years have taken part in the program.

Participants attend two days of classes in the late fall, work on individual projects at their home institutions for about three months, then return for a final class session of two days.

Subjects to be offered include genetics and societal problems, holography, human sexuality, ecology, astronomy, public policy analysis, water pollution, operations research, and a course entitled "Thermodynamics, Art, Poetry and the Environment."

The 12 teaching centers are at Hampshire College, Syracuse University, University of Maryland, Clark College (Atlanta), Miami University, University of Wisconsin, University of Missouri-Kansas City, Louisiana State University, Oregon Graduate Center for Study and Research, Stanford, Harvey Mudd, and the University of Texas at Austin.

Instructional aspects of the program are developed and administered by the AAAS through a grant from the National Science Foundation.

Copies of the announcement which includes descriptions of the courses and class schedules can be obtained by writing to Project Director, NSF C-T Short Courses, AAAS, 1776 Massachusetts Avenue, N.W., Washington, D.C. 20036.

* * *

MATERIAL SOUGHT FOR EXHIBITS OF EXEMPLARY SOCIAL GRAPHICS

The Graphic Social Reporting Project at the Bureau of Social Science Research is attempting to organize exhibitions of exemplary graphic treatments of social data at 1975 annual meetings of social scientific associations. It invites submittals of superior examples of visual displays of social data that might figure in continuous slide, videotape or film shows, or in poster exhibits. The project can assume the work of reproducing selected material in the format suitable for its exhibition and will guarantee return of originals to submitters, if requested.

Particularly desired are charts, graphs and maps that will be useable in a self-contained single-frame poster display with a maximum of two additional accompanying frames for credits, technical and explanatory information; or material useable in segments of under ten-minute length in continuing 35-mm slide or 8 and 16mm cinematic formats.

Exhibits are one of several means by which the Graphic Social Reporting Project seeks to further the innovation and adoption of graphic techniques for improving social indicator analysis and communication. It is supported by a grant from the Social Sciences Division of the National Science Foundation.

Please mail submittals, recommendations or inquiries to: Dr. Albert D. Biderman, Principal Investigator, Graphic Social Reporting Project, Bureau of Social Science Research, Inc., 1990 M Street, N.W., Washington, D.C. 20036.

PROTECTION OF THE SUBJECTS OF SOCIAL RESEARCH

In the preamble to the recently published HEW guidelines on the *Protection of Human Subjects** it is noted that "policies are under consideration that will be particularly concerned with . . . the subject of social science research." The guidelines themselves, applicable to all HEW sponsored research (medical, psychological or social), define research subjects at risk as those "who may be exposed to the possibility of injury, including physical, psychological or social injury," and *informed consent* as "knowing consent [so that the subject may] exercise free power of choice without undue inducement or any element of force, fraud, deceit, duress, or other form of constraint or coercion." It requires HEW-approved assurances that grantee institutions will follow prescribed review procedures in proposing and conducting studies, as was the case in previous guidelines. The institutional review committee must now represent more than one professional group and must include at least one member not connected with the institution. Related provisions are contained in Title II of the *National Research Act*, recently signed by the President as an amendment to the *Public Health Service Act*. The Title establishes a National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research which will, among other things, conduct an investigation "to identify the basic ethical principles which should underlie the conduct of biomedical and behavioral research involving human subjects."

In pursuance of HEW's concern with the special problems of social science research, NIMH has sponsored a one-year study by the Bureau of Social Science Research (1990 M Street, N.W., Washington, D.C. 20036) to investigate the practices and ethical issues involved in social science studies of normal, noninstitutionalized populations with a view to recommending guidelines for such studies to HEW. The project includes a review of the literature, an investigation of policies of research sponsoring agencies and of policies and practices of research conducting institutions; a survey of the activities of professional associations and an exploration of the concerns of citizen groups. A task force will be formed to consider new guidelines. Robert Bower and Albert Biderman are directing the project for BSSR.

*Federal Register, Vol. 39, No. 105, Thursday, May 30, 1974 (Part II).

Conference on Transnational Problems

The Consortium for International Studies Education, in cooperation with the International Studies Association, is sponsoring two one-week Learning Package Development Conferences on Transnational Problems, one of which will be held in Florida during the week of December 15 and the second of which will be held on the West Coast during the week of January 5. The exact sites will be announced shortly. The purpose of these conferences is to generate a set of *interdisciplinary* Learning Packages which (1) focus on specific "transnational" problems (e.g., world economic development and stability, management of world energy supplies and resources, control of violence, population), (2) combine the highest standards of scholarship with the most sophisticated and imaginative educational technology available, and (3) have promise of widespread dissemination and usage in undergraduate curricula throughout the United States. The two conferences are supported by a \$66,587 grant from the National Science Foundation.

The Learning Package developers invited to attend these conferences will be drawn from several disciplines and are to be chosen on the basis of proposals submitted in a national competition. Awards will consist of a stipend along with travel and living expenses to attend one of the one-week conferences. Modest funds are also to be made available to support the travel of instructors who are attending for training purposes and who are willing to field test the materials in their classrooms. Developers and field testers will be brought together on a set of panels at ISA meetings later in the year to facilitate final revision and dissemination. Those materials that successfully undergo this process will ultimately be published in the Consortium's Learning Package Series.

Individuals interested in developing a Learning Package should submit a two-page proposal along with a *vita no later than November 1, 1974*. The proposal should specify (1) the transnational problem focus of the package, (2) the educational objectives, (3) the learning "media" to be employed (data sets, A-V, simulation, etc.), (4) evaluation mechanisms, and (5) the anticipated length and cost of the package. Proposals and inquiries about the conferences should be sent to the Project Director, D. J. Martin Rochester, Center for International Studies, University of Missouri-St. Louis, St. Louis, Missouri 63121.

Sociologist Named Executive Director of NRC's Assembly of Behavioral and Social Sciences

David A. Goslin has been appointed executive director of the Assembly of Behavioral and Social Sciences of the National Research Council, effective July 1, 1974. He succeeds Henry David, who retired from the post on June 30.

Dr. Goslin received his bachelor's degree in psychology from Swarthmore College in 1958 and his doctorate in sociology from Yale University in 1962, at which time he became a member of the staff of The Russell Sage Foundation in New York City.

Dr. Goslin's research at The Russell Sage Foundation has been devoted primarily to the sociology of education and to socialization theory, and his current interests include a study of education and child rearing in China. He directed two of the Foundation's earlier studies of the social effects of standardized testing and is responsible for its more recent work on record-keeping practices in schools and colleges.

During his tenure at the Foundation, Dr. Goslin also held teaching posts at

New Programs

Southern University in New Orleans' Training Program for the Control of Drug Abuse has begun a Community Involvement Center. The operating belief of the Center is that delinquency, drug and alcohol abuse, and other forms of sociopathology are symptomatic of social, personal and medical problems unique to each affected individual.

The target population are the youth, 10-16, undergoing economic strain, living in inadequate housing, experiencing unresponsive education, exposed to severe familial stress and having chronic health conditions for they are particularly vulnerable to non-productive and often destructive modes of behavior suggested by their peers.

The Center will offer on-site experiences for trainees especially for those students concerned with the prevention and intervention stages of deviancy control. The Center is student-managed under the directorship of Professor Tom Lief, Department of Sociology, Southern University in New Orleans, 6400 Press Drive, New Orleans, LA 70126.

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LETTERS, cont. from p. 6

the future, and so on. Actually, the idea is old as well as new, going back at least as far as Auguste Comte's vision of a science of society which could be a tool for reconstructing society.

As I see it, efforts at integrating theory and opening up methodology to be oriented to discovery as well as verification are leading to the kind of sociological framework which can produce the kind of feedback loop which many of us have envisioned: a social system which continues to modify itself on the basis of scientific knowledge about its performance. It is the Enlightenment ideal in modern dress.

In my view, we might do well—initially—to focus on those social systems over which we have some measure of control, such as teaching situations, annual meetings, applied settings, and administrative contexts. The central idea I am putting forward is that, if we are willing to do so, we can design such structures so that they can be reconstructed and then reconstructed again and again on the basis of information feedbacks. As a matter of fact, if our theoretical and methodological framework is broad enough, any idea that a group puts forward can have specific implications for altering the social structure of that group, provided we learn to see the framework of assumptions or paradigm in which the idea is nested. The individual interested in setting up such a structure must be willing to subject all of his ideas to pragmatic testing procedures. This approach can, I believe, be extended to large-scale systems.

Bernard Phillips
Boston University

ASA FOOTNOTES

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Obituaries



F. STUART CHAPIN
1888-1974

F. Stuart Chapin was born in Brooklyn on February 3, 1888 to a family of attorneys, clergymen and businessmen; he died in Asheville, North Carolina on July 7, 1974. The son of a Presbyterian clergyman, Chapin was steeped in the household's puritan ethos, tempered by a love of nature, which he shared with his father, and a love of poetry and painting, which he shared with his mother. He was educated in his grandfather's academy, the Chapin Collegiate School, the Rochester, New York high schools and the University of Rochester, where he enrolled in a pre-engineering program. Upon receipt of a scholarship, Chapin transferred to Columbia, where he earned a BS in science (1909) and continued on to earn the MA (1910) and PhD (1911) in sociology. He brought to his studies and to his later professional life the ethos of a highly developed Protestant work ethic, placing them in service of secular education, professionalism and research science. The results were a remarkably productive career.

As teacher and lecturer: Chapin taught mathematics part time in the New York City schools to help finance his undergraduate education at Columbia (1910); he taught economics at Wellesley College (1910-1911) to finance his graduate education; he accepted an instructorship in sociology at Smith College in 1912 and rapidly rose to full professor by 1922; he was professor of sociology at Minnesota from 1922 to 1953; along the way he accepted numerous summer appointments at various colleges and universities; in retirement he gave a series of lectures on the scientific method at Cologne, Geneva and Utrecht and the R.I.A.S. lectures at the University of the Air (Berlin) of *The Voice of America* in 1957.

As editor: Chapin opened a long and varied editorial career as editor-in-chief of *The Campus* at the University of Rochester in 1908; he became contributing editor to *Sociology and Social Research* (1923-1961); as editor of *Harper's Social Science Series* he developed one of the world's most distinguished social science series; he was pioneer editor-in-chief of the *Social Science Abstracts* (1928-1932) until its initial career was interrupted by the great depression; he was advisory editor of the *American Journal of Sociology* (1934-1954); he served as co-editor of the *American Sociological Review* (1944-1946).

As professional: Throughout his life Chapin worked to strengthen professional sociology in America and the world. He served as member of the Executive Committee of the American Sociological Society (1915-1920); he was a member of the Board of the American Council of Learned Societies (1919-1920); he was a member of the board of the nascent Social Science Research Council (1923-1928); he was President of the American Sociological Society (1935), President of the Sociological Research Association (1936) and Vice President of the American Association for the Advancement of Science (1942); he was consultant to UNESCO (1951), President of Consumer Behavior Incorporated (1952) chairman of the Seminar on Experimental Method at the World Congress of Sociology (1961) and consultant on Housing and Mental Health for the World Health Organization (1961).

As public servant: From time to time Chapin

undertook public service activities of one sort or other. He was secretary, later chairman, of the Hampshire County (Mass.) Chapter of the American Red Cross (1917-1921); he was chairman of the Twin City Chapter of the American Association of Social Workers (1932); he served as consultant to Community Research Associations of New York (1954-1964); he was appointed to the governor's Commission on Higher Education in North Carolina (1962).

As administrator: Chapin became director of the newly founded Smith School of Social Work in 1918, serving until 1922; he served as Director of the Minnesota School of Social Work from 1922-1949; he was chairman of the Minnesota Department of Sociology from 1922 to 1951.

As author: Chapin wrote ten books and one hundred seventy articles.

But the statistics on a man, however formidable, give no very exact indication of the quality of his mind and character. When as assistant professor at Minnesota, shortly after Chapin had hired me, I was asked by the graduate students who were close to my own age at the time, what I thought of him I summed up my first impressions that "he was moved by a powerful drive toward order and rationality that was manifest in a formality in his personal relations and the demand for empirical, particularly statistical, evidence in his scientific concerns." "That sounds right," the graduate students told me insouciantly, "when Chapin goes to bed at night he files himself under 'C.'" Chapin was not attractive to the type of student who seeks charismatic leadership from his teachers. In fact, when the waves churned by the charisma of others broke over the department and receded, Chapin was always still there, solid, immutable, rock-like. But it had not always been so.

Chapin's formative years (1900 - 1912) coincided with a turning point in American life and thought. At the turn of the century the frontier had closed while it simultaneously became evident that the centralizing force of American capitalism had shattered the old domestic economy, shifting the tides of life from the small town to the city. It was the time of the muckrakers and of a great surge of American liberalism as intellectuals in a variety of disciplines reviewed the documents and experiences of the founding fathers and laid down the positions which were to dominate so much of 20th Century American thought: the new history, sociological jurisprudence; instrumentalism; pragmatism and critical realism. At Columbia Chapin studied with two social scientists who were deeply immersed in the new intellectual ferment: Franklin Giddings in Sociology and Franz Boas in Anthropology. From Boas' seminars Chapin took over the drive for empirical, particularly statistical, evidence; from Giddings he took over that form of elementaristic social theory which Giddings at one point described as Pluralistic Behaviorism.

Chapin's early writings were imaginative and global in scope. From the beginning he undertook to develop and bring into synthesis the various aspects of the Pluralistic Behavioral point of view. To 1920 his writings were dominated by the notions of progress and biological evolution. In the 1920s he addressed himself to problems in the theory of change and proposed to take over the culture lag theory of change resetting the concept of the linear development of material culture in a framework of the cyclical change of non-material culture. Also in the 1920s Chapin showed increasing concern with the synthesis of methods and the development of scaling procedures for social measurement. In the 1930s he turned attention to the place of the theory of institutions and the possibilities giving it more adequate empirical grounding; in the 1940s and 1950s he undertook to give decisive integration of procedures for the conduct of experimental research under field conditions. In the course of these labors Chapin quietly introduced ideas (such as the conflict in institutions between professional and organizational role requirements and the contrast between latent and manifest functions) which were to elicit major interest by later scholars.

Comparable to the increasing demand for rigorous proof which characterizes Chapin's writing and research, was an increasing inclination toward formality in his personal relations. From his original relaxed informality and permissiveness (reported by all persons who remembered him from the 1920s), Chapin increasingly moved toward a ceremoniously formal style of administrative control which many persons viewed as "cold," "unfeeling" and even "tyrannical." In his long years as an adminis-

trator, Chapin had come to look with increasing scepticism both on the endless adolescent bickering that tends to characterize academic types and charisma which tends to wipe away all common sense limitations on experience. Empiricism of scientific method, thus, and formalism of administrative procedure moved to the forefront of these respective spheres of Chapin's behavior. Both were instruments of rational control.

These traits permitted Chapin to turn out, during his tenure at Minnesota, a remarkable number of outstanding scholars including: George A. Lundberg, Carle Zimmerman, Robert Murchie, Conrad Taeuber, Irene Barnes Taeuber, Charles A. Anderson, T. Lynn Smith, Paul Landis, Raymond Sletto, William Sewell, Louis Guttman, Theodore Caplow, Llewellyn Gross, Arthur Johnson and David Moberg. Under Chapin's guidance the Minnesota Department of Sociology was rated by a variety of scholarly evaluations as 4th—never less than 5th—in the United States.

However these traits—the drive toward empiricism of method and formalism of personal relations—were also correlated with an increasing sense of isolation and alienation. The abandonment of the adventurous speculation of his younger days for the controlled experimental study and the avoidance of the hurly burly of interpersonal relations for ceremonious formality, left him, to some degree, unfulfilled, isolated and misunderstood. He turned with new intensity to poetry and painting. He was an avid reader of detective stories. He went fishing almost as a religious ritual. He brought his drive toward empiricism and formalism to his hobbies. He indexed and cross referenced every detective story he ever read. In his tackle box he carried a battered set of statistical tables and when he caught a bass at one of his favorite spots he carefully set down the lure, time of day, temperature, barometric pressure and phase of the moon. He wet his hand and removed the hook gently to do minimum damage to the fish. He held it a moment spellbound by its jewel-like beauty before slipping it into the water to dart away.

Chapin's achievements have now been entered into the statistical tables and, indeed, few men have done so much to transform our discipline into a science and a profession. But perhaps for a brief moment fate held him in its hand to gaze one last time upon his qualities—the drive toward rationality in an irrational world, the integrity, the naive delight in the beauty of wild things, the loneliness and reaching out across the unbridgeable barriers of empiricism and formality—before unhooking him gently from the snares of the world to slip away into the unfathomed depths.

Don Martindale
University of Minnesota

CARL MAYER 1903-1974

After a brief illness, Carl Mayer died in May 1974 in Brissago, Switzerland. A native of Pforzheim, Germany, Mayer studied at Heidelberg during the period when its university was the center of German sociology and received his doctorate from there in 1929. He left Germany shortly after the Nazis' coming to power, joining the Graduate Faculty of the New School for Social Research (originally organized as the European University in Exile) in 1934. He taught there until his retirement in 1967, after which he made his home in Brissago. His wife Trude predeceased him by about a year.

Mayer was a scholar of classical stature, in all likelihood the foremost recent expert on Max Weber. However, fortunately for his students but unfortunately for posterity, he was a teacher rather than a writer. Only one book bears his name: *Sekte und Kirche—Ein religionssoziologischer Versuch* ("Sect and Church—An Essay in the Sociology of Religion"), Heidelberg 1933. In the earlier period of his American years he published a number of articles, mostly in the sociology of religion, in *Social Research* (the quarterly journal of the New School). His keen concern for problems of ethics in political life found expression in some articles in the journal *Christianity and Crisis*. He retired from teaching before the mandatory age with the intention of devoting himself to writing, particularly on the subject of Weber. The time for this was not given to him. A number of friends and former students in Europe have made tentative plans to publish some posthumous papers. One article on Weber and Marx, completed shortly before Mayer's death, will soon appear in Germany.

In the words of Weber, though, most of Mayer's work took place "within the smallest

and intimate circles, in personal human situations, in *pianissimo*—that is, in the classroom and in face-to-face conversation. Throughout his teaching career, Mayer's interests revolved around Weber's. In addition to courses directly devoted to Weber, he taught on general problems of theory, on the sociology of religion, and on social history. His major course on Weber, rewritten and reworked over the years, had a profound influence on successive generations of students. In the 1950's Mayer inaugurated a series of seminars on Wilfredo Pareto (he was particularly interested in the differences between the Paretian and Weberian concepts of rationality), and a research project on the relation of religion and politics in post-World War II Germany. A number of doctoral dissertations written under Mayer's supervision reflected these same interests. At the invitation of Thomas Luckmann, a former student and now professor at the University of Constance in Germany, Mayer was a frequent visiting lecturer at that institution in the last few years. Only a few months ago, at Constance, he took a leading role in the resurrection of Weber's old journal, the *Sozialwissenschaftliche Archiv*. It will be in its pages that some of Mayer's posthumous writings are to be published, in all likelihood including transcripts of some of his course lectures.

One of Mayer's most frequent statements in the classroom was this: "Some sharp distinctions must be made here." The quality he conveyed most dramatically to his students was that of clarity. He was a man of incorruptible intellectual integrity. He was also a man of great personal kindness. His accessibility to his students was close to limitless (to the detriment, alas, of his own work). His example will continue to encourage those who had the good fortune to know him.

Peter L. Berger
Rutgers University

IVAN VALLIER 1927-1974

Ivan Vallier was born in 1927 in Weston, Iowa, and after serving in the Marines in the Pacific obtained his B.A. from the University of Utah. After studying at Hebrew University in Jerusalem for a year he obtained his Ph.D. from Harvard in 1959. First a tutor at Harvard College, he became in 1958 an instructor at Dartmouth, then Assistant and Associate Professor at Columbia University, (1959-1965), from where he went to Berkeley to become Associate Director of the Institute of International Studies and later Chair of the Department of Sociology at the University of California in Santa Cruz, until his untimely death. I remember him as a colleague at Columbia conveying to his students the enthusiasm for research in a field methods course that took away their attention from other courses. He was a successful teacher and administrator and a researcher that combined an interest in central theoretical problems with a concern for methodology and the collection of systematic comparative data. His first research was with Israeli Kibbutz, but soon his interest would turn to sociology of religion and Latin America. His book, *Catholicism, Social Control and Modernization in Latin America* has become a minor classic in the field of comparative studies and has already stimulated the work of younger scholars in the area. He contributed with his wife Vivian the article on South American society to the International Encyclopedia of the Social Sciences, but his comparative interests would soon lead him to initiate a study of Roman Catholic laity in France, Chile and the United States, in addition to intra-Latin American comparisons of the institutional role and ideology of the Church in Argentina, Brazil, Chile, Colombia and Mexico. His comparative work on the role of the laity led him to formulate a sophisticated research design for the study of the Catholic Church that reflected his deep knowledge of the institutional and normative aspects as well as the importance of the national context, the historical and social setting in which it was active. His interest in methodology led him to edit a book of essays with a distinguished list of contributors that is, without question, the best guide for social scientists interested in comparative research. His own lengthy chapter on "Empirical Comparisons of Social Structures: Leads and Lags" is a unique contribution to a better understanding of the difficulties and pitfalls in macrostructural sociological analysis. Throughout the last painful months, he hoped for six weeks to complete a book that had been titled, tentatively,

"The Erosion of Caste in the Church" but that he apparently wanted to title later "Catholicism in Three Societies: Structures, Contexts and Processes." Those two titles reflect well the dual forms of the work. That opportunity was denied to him but it is to be hoped that his wife Vivian and a former student will be able to publish the parts of the manuscript completed.

His work constitutes the most serious intellectual reflection by any sociologist of the changes taking place in the Catholic Church around Vaticanum II and particularly in Latin America as the result of social and political change. Others have written descriptive accounts, some journalistic others scholarly, but only Ivan applied to those phenomena a theoretical perspective and a methodologically sophisticated search for indicators and data, linking the institutional analysis with his knowledge of the social context. [Few sociologists combine so well an institutional analysis with the use of micro-data including survey data. Let us not forget that one of his first studies in Latin America was a research report based on sample surveys for the Bureau of Applied Social Research.] It is impossible in this brief note to present his fruitful paradigms for the conceptualization of change in the Church, of the role of the laity, the hierarchy and the clergy in different social and political contexts. No one in the field will ignore them. His developmental model: from monopolies of influence to political missionary, social development, and cultural pastoral; and the corresponding roles of the laymen as ritual client, faithful follower, hierarchical auxiliary, participating colleague and Christian citizen, is only one example. On issues on which others express their enthusiasm or their condemnation he manifested tolerance and understanding. I do not know what his personal feelings were in religious matters, but like Max Weber his work shows a deep respect for religion and an ear attuned to religious reality.

Not only was he an outstanding scholar and teacher who enjoyed his calling, but a man of great personal and moral qualities. I shall never forget my correspondence and telephone conversations with him in connection with the planning of the session on Religion and Politics at the forthcoming World Congress in Toronto. Affected by his fatal illness, he found time and energy to organize the session and shortly before his death in a moving letter gave up his Chairmanship. As a common friend wrote me: "He seems to have felt the shadow of death for many years—but he did not flinch and did his 'darn duty'—true to science as a vocation—until his body failed his spirit." The work he unfortunately left unfinished will be continued by his students and others inspired by his work. Comparativists, Latin Americanists, and particularly the sociologists of Catholicism, and above all his friends, will miss him.

Juan J. Linz
Yale University

JAMES M. REINHARDT
1894-1974

There are few lives among sociologists that have been more varied than that of James M. Reinhardt. He was born in a two-room box house near Dalton, Georgia on October 5, 1894. His mother died when he was two years old; and his father, when he was four.

Until the age of eleven or twelve, he lived with his maternal grandfather and stepmother. The young lad attended country school about five months a year until he had finished the "fifth reader" and then worked in cotton mills, talc mines, saw mills, and on farms until he was eighteen. At that time he entered high school by examination, in Grandview, Tennessee.

During World War I he served in the Infantry in France and Belgium, and was awarded the Silver Star.

After the War he enrolled in Berea College and was graduated in 1923. He continued his education with two summer sessions of graduate work at the University of Chicago and then went to the University of North Dakota where he earned his M.A. and Ph.D. degrees (1925, 1929).

His academic teaching career between 1924 and 1931 included the University of North Dakota, the University of Oregon, and the College of the City of Detroit. In 1931 he became a member of the Sociology faculty of the University of Nebraska-Lincoln where he remained until his retirement in 1963. During the years that followed, as Professor Emeritus, he devoted his time to writing and to various short-term teaching and consulting activities.

In addition to several collaborative textbooks in Sociology, he wrote *Social Psychology, Sex Perversions and Sex Crimes, The Murderous Trail of Charles Starkweather, Nothing Left But Murder, The Psychology of Strange Killers*, and a book of short stories.

Throughout his career he published some seventy articles, mostly in professional journals, including *The American Journal of Sociology, the American Sociological Review, International Journal of Offender Therapy and Comparative Criminology, The Journal of Criminal Law and Criminology, F.B.I. Law Enforcement Bulletin, Journal of Educational Psychology, Traffic Digest and Review, Federal Probation, Character and Personality, Police, Postgraduate Medicine, Medical Care, and International Journal of Individual Psychology.* His last contribution, "The Dismal Tunnel: Depression Before Murder", appeared in the *International Journal of Offender Therapy and Comparative Criminology*, 1973.

Dr. Reinhardt was active in many types of local, state, and national programs. Locally he was a member of the Board of the Lincoln (Nebraska) City Library and the Nebraska Labor Advisory Council. He served as consultant to the State Board of Pardons and Paroles, helped to establish a police officers training school for the City of Lincoln, and on frequent occasions gave advisory assistance to local and state law enforcement agencies. He represented the Governor's Office at an Attorney General's Conference in Washington, D.C. and was visiting lecturer on the Sociology of Crime at the F.B.I. National Academy over a period of fourteen years.

He was a Fellow of the American Sociological Association, of the American Society of Criminology, and other professional organizations. Among honors received were the Holmes-Weatherly Award for distinguished contributions to the cause of Justice; election to the Hall of Fame, National Police Officers Association; and an honorary membership, International Association for the Psychiatric Treatment of Offenders.

After a long and productive life, both professionally and in the realm of personal relationships, Jim Reinhardt died on April 23, 1974. He is survived by his wife, Cora Lee (Cook) whom he married in June 1922, a daughter (Madge) Mrs. Roland R. Ritter, and three grandchildren.

Otto G. Hoiberg
University of Nebraska-Lincoln

EDMUND desCHWEINITZ BRUNNER
1889-1973

Edmund deS. Brunner who died on December 21, 1973 was the complete sociology professor, making significant contributions in all of the basic aspects of that role. He was a dedicated teacher, a productive researcher, an able research administrator, co-author of a very widely used basic text in rural sociology, leader in the professional organizational aspects of his chosen field, and an effective consultant to leaders in governmental and private agencies in this country and abroad.

Brunner received his doctorate in sociology from Moravian College in 1914. After a short period in the ministry during which time he was actively engaged in making rural surveys, he was made director in 1919 at the age of 29 of the Town and Country Survey Division of the Interchurch World Movement. In 1921, he became director of Town and Country Studies of the newly established Institute of Social and Religious Studies and continued in that position for ten years, on occasion serving as acting director of the Institute. His tenure as Professor of Education at Teachers College, Columbia University began in 1931, including a joint appointment in the Department of Sociology of the Graduate Faculty of Political Science at Columbia University. He was in effect the Professor of Rural Sociology for Columbia University. On his retirement from Teachers College in 1955, he continued teaching in the Department of Sociology until 1958. His service included the chairmanship of the Board of the Bureau of Applied Social Research at Columbia from 1951 until his final retirement in 1963.

Brunner had two related interests—rural sociology and applied social research. Within rural sociology, his focus was on community studies and one of his major legacies to the field of sociology was the panel study which he directed of 140 American villages in 1924, 1930, and 1936. The national perspective on American rural life developed at this time, complemented

by foreign experience including village studies in Korea in 1927 and visits to other Asian countries and Egypt, was reflected in the basic rural sociology textbook, *A Study of Rural Society*, which he co-authored with John H. Kolb. This text, issued first in 1936 and in four revised editions, was one of the most widely used texts in that field for a generation.

Brunner became identified with rural sociology early in his career. In 1912, while a graduate student, he was one of a small group that planned the formation of a rural sociology section of the six year old American Sociological Society. On occasion, Brunner served as the representative of the section on the executive committee of the American Sociological Society. He was also one of the major figures in the creation of the Rural Sociological Society in 1936 and in the founding of its journal. In 1946, he was elected president of that Society.

Throughout his career, the basic orientation of his work was applied social research. This was reflected in the focus of his research activities, in the content of his twenty-eight books and sixty articles, in his identification with the Institute for Social and Religious Research and the Bureau of Applied Social Research, in his choice of a professional school of education as the setting of his professional work, and his extensive consultation with national leaders on policy issues involving rural life. He believed strongly in the potential of research findings for informing decisions on important social issues and his life was dedicated to the greater realization of that potential.

Those of us who had the privilege of working with Brunner were enriched by the humane personal qualities of this complete professor. Struggling graduate students responded to his evident concern for their personal development and his colleagues looked to him for guidance and leadership in working through those special strains characteristic of a prominent graduate school.

Sloan R. Wayland
Teachers College
Columbia University

WILLIAM HENRI HALE
1914-1974

William Henri Hale, assistant to the vice president for student services and professor of sociology, Utah State University, Logan, Utah, died May 2nd at the age of 59. He was a graduate of Langston University, the land grant institution for Negroes in Oklahoma. He took his Ph.D. in sociology at the University of Chicago presenting a thesis on the Negro lawyer in Chicago (1949). He taught at Morehouse College in Atlanta and later was president of his Alma Mater, Langston University, from 1960-1969. He went to his position at the Utah State University in Logan in 1971. His wife went also as a professor of accounting. She survives him. A son, Walter, is professor of international studies at Smith College.

Some years ago he took a train from Chicago, where he had been studying, to Atlanta, Georgia, where he was teaching. He bought a through ticket. When the train got to Evansville, Indiana, some railroad people came through and suggested that he move back into another car before the train crossed into Kentucky. As Hale told this story to me, he said he had got his fill of Jim Crow and was not going to put up with it again. When they got down to Kentucky at some station, it was again suggested to him that he might be more comfortable in another coach. He again insisted that he was comfortable where he was. When they got to Nashville, two large men came on and were rather insistent in suggesting that he would be more comfortable back in another coach. He said he stiffened himself to resist any attempt to pull him out of his seat. They, then, asked to see his ticket. He had learned that it is not wise for a Negro to give up his ticket so he held tightly to it showing them only the tip. He stayed on the car all the way to Atlanta.

In the account of his death in the *Herald Journal*, Logan, Utah, it is noted that "for some of our students, it was their first opportunity to associate with a black person."

Everett C. Hughes
Boston College

MARK BENNEY
1910-1973

Mark Benney, sociologist and writer, died in Florida on December 30, 1973, leaving his wife, Sophia, a concert pianist. Born in London in 1910, he attended the London School of Eco-

nomics as a protege of Harold Laski. He engaged in various research projects in Britain before and during the war; his book, *Charity Main, a coalfield chronicle* (London, 1946) reports work done for the Ministry of Fuel and Power. After the war he attended, in Chicago, an international seminar on methods of conducting social surveys. Not long after, he taught for some years in the social science course in the College of the University of Chicago; and later at Shimer College (Mt. Carroll, Illinois.)

He took part in a number of research ventures; one of them led to a much quoted special issue of the *American Journal of Sociology* (LXII, Sept. 1956) on "The Interview in Social Research" edited jointly by Mark Benney and David Riesman. His writings comprise a number of books and many articles: reports of research, scripts for films, literature and autobiography.

How People Vote (London, 1954) soberly reports the results of a British sample survey. His early autobiography, *Low Company*, (London), renamed *Angels in Undress* for publication in New York by Random House, tells of boyhood and youth among the "wide people" in the almost "under" world of London. That book was one I read when seeking literature for Robert E. Park about the underworlds of the "highway of the world," the route of ocean liners on their way around the globe. Thus when Benney turned up in Chicago, the name clicked, and I introduced him to David Riesman. The later autobiography, *Almost a Gentleman*, (London, 1966) tells of his social metamorphosis into almost a professor in America. The latter part is a brilliant account of the Hutchins General Education enterprise at Chicago in its hey-day, interwoven with autobiography that outdoes Simone de Beauvoir at her most brutally frank, —for she always protects herself a bit.

Everett C. Hughes
Boston College

UNDERGRADUATE, from p. 1

The teacher training task group is primarily concerned with the process by which sociologists become teachers of sociology. Its mission is (1) to develop guidelines for graduate programs in sociology relating to the conditions under which future graduates can be prepared to be effective teachers; (2) to make suggestions for incorporating relevant content from the field of education into a model program for training teachers of sociology; and (3) to seek to launch several pilot workshops and programs which will apply these models to graduate students in sociology and to current teachers of sociology.

Mauksch said, "This group will be concerned not only with the constituency of undergraduate teachers, but also with the feasibility of incorporating the deliberate training for excellence in teaching into doctoral curricula."

The institutional task group is concentrating on the organizational placement of the discipline, laboratory and library resources, and budgetary requirements and policies.

Mauksch said, "This task group is not expected to produce criteria which resemble standards for accreditation. Rather, this task group will produce guidelines which can serve as resources to faculties and to institutional administrators." He added, "This task group will also incorporate into these guidelines, issues of professional standards to guide the question of who should teach sociology in undergraduate programs."

The project is based on plans developed by the Council of the Section on Undergraduate Education. The work of the Council was assisted by an ASA grant which financed a workshop in Chicago last November.

Larry Rhoades, ASA Executive Associate, has been assigned to provide central office support to the project as part of the Association's commitment to the study. In addition, ASA is committed to organizing an ongoing information and dissemination service for the undergraduate constituency.

SOCIO-CROSTIC #3

GERALD MARWELL
 UNIVERSITY OF WISCONSIN

Directions: Fill in the dashes with the proper words. Transfer each letter to the corresponding square in the puzzle. As you proceed, you will find you can solve the puzzle in reverse by recognizing partially completed words and transferring the missing letters back to the defined words. Dark squares indicate the ends of words. Words may carry over to the following line.

Upon completion, the puzzle should give you a quotation from a sociological work. The first letter of each defined word will spell the name of the author and title of the work from which the quotation is taken.

Solution will be published in the next issue.

c	1	j	2	t	3		j	4	o	5	d	6	i	7	e	8		l	9	d	10	m	11	y	12	w	13	f	14	t	15		p	16	s	17		h	18	r	19	h	20	n	21		
i	22	l	23	y	24	x	25	e	26	u	27	r	28		p	29	i	30	q	31	d	32	r	33	w	34		c	35	o	36	u	37	n	38	j	39	f	40	v	41		x	42	i	43	
g	44	n	45		t	46	x	47	r	48	y	49		i	50	m	51		q	52	g	53	z	54		f	55	a	56	p	57		b	58	d	59	v	60	r	61	q	62	a	63			
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q	83	e	84	u	85		y	86	h	87	x	88	p	89	i	90	q	91	w	92	r	93	n	94	e	95		z	96	s	97	h	98	u	99	d	100	l	101	x	102	i	103	q	104	n	105
	d	106	r	107	c	108		e	109	w	110		b	111	i	112	z	113	p	114		n	115	r	116	q	117	u	118	s	119		l	120	t	121	p	122	n	123			h	124			
z	125		g	126	h	127	e	128	d	129		a	130	s	131	r	132	t	133	v	134	w	135	c	136	k	137	b	138		p	139	t	140	f	141	v	142	q	143	n	144	s	145	m	146	
	t	147		d	148	n	149	v	150		w	151	m	152	y	153	i	154	t	155	h	156	p	157	r	158	d	159		a	160	q	161		p	162	r	163	o	164	n	165	s	166			
y	167	p	168		f	169	z	170	e	171	i	172	z	173	r	174	w	175	v	176		n	177	m	178	g	179		e	180	a	181	x	182	z	183		o	184	v	185	i	186	b	187		
k	188	p	189	c	190	l	191	f	192		u	193	z	194		m	195	h	196	p	197		i	198	d	199	f	200	r	201	c	202	l	203	h	204	n	205	k	206	o	207	y	208	t	209	
	c	210	f	211	q	212	n	213																																							

- a. Class, Status and _____
 130 160 56 181 63
- b. The coefficient for a direct path between two variables may be called an _____ parameter.
 65 82 187 138 58 111
- c. Frederick Wiseman's very sociological follies.
 1 202 190 136 35 210 108
- d. The rate of this is a major indicator of a nation's economic health: use.
 129 6 10 100 199 106 159
 59 148 32
- e. Senior author of *The Humanization Process* (initials and last name).
 171 26 84 67 128 180 95
 109 8
- f. Tributes to the popularity of a lecturer: seatless ones.
 211 55 141 200 192 40 14
 169
- g. A young sociologist who just had a paper accepted would be "feeling his _____"; Pre-Derby snack.
 44 53 126 179
- h. Something student members of A.S.A. used to be but are no longer (composite)
 87 124 20 98 196 204 127
 156 18
- i. Author of *Causes of Delinquency* (full name)
 22 186 7 172 50 66
 112 30 43 90 198 154
 103
- j. If his name had no Mc this word would define the situation.
 2 76 39 4
- k. Pennsylvania sociologist of formal organizations; my son's first name.
 188 137 70 206
- i. *The Journal of Social*
 23 120 203 101 191 9
- m. What non-replication can do to the theoretical importance of a finding: contradict.
 195 152 146 178 51 11
- n. Cartoon namesake of "undersocialized" sociologist (three words)
 213 205 123 38 144 115 80
 177 79 45 21 105 94
 165 149
- o. _____ Organization, by the man who tried harder (two words)
 5 184 207 36 164
- p. Central concept of *Symbolic Crusade* (two words).
 168 72 122 114 89 162
 139 57 29 157 197
 16 189 78
- q. For black youth in America, about this number don't have jobs; Orshansky's higher estimate of how many Americans live in poverty (four words).
 83 52 75 104 62 31 117
 161 91 212 143
- r. What we try to destroy through the use of multiple control groups (two words).
 132 93 174 48 33 116 28
 163 81 61 73 19 201
 107 158
- s. National _____ of Mental Health.
 64 145 17 71 166 119 131
 77 97
- t. New TV show romanticizing the way a minority of Americans live: Path of the Beatles' record company (two words).
 147 133 121 140 3 15 46
 155 209
- u. Goodman's models (two words).
 27 99 68 176 193 142 85
 37 118
- v. Recent research claims it would be bad for a community if absentees did this to its industry.
 134 150 60 185 41
- w. Author of *Individualism Reconsidered*.
 92 13 34 135 151 175 110
- x. Jane Jacobs sadly contemplated this for our cities if certain architectural styles held sway (two words).
 88 182 25 102 47 69 42
- y. Methodological approach of most contemporary research sociologists.
 167 153 208 74 24 49 86
 12
- z. What Queen Victoria might have called the subjects of a book by Clinard, Wolfgang, or Ohlin.
 96 170 194 125 173 113 183
 54

1975 PH.D. ROSTER

Forms for the roster to facilitate employment of new PhDs will be mailed to department heads November 1.

Department heads will be asked to distribute the forms to all graduate students who can reasonably be expected to complete their degrees by September 1975.

Graduate students who meet the above qualification should ask their department head for a roster form if they are not given one.

Awards & Grants

The American Council of Learned Societies, Joint Committee on Soviet Studies, the Joint Committee on Eastern Europe and the Social Science Research Council wish to draw attention to its grants program:

Soviet Studies:

Grants for Post-Doctoral Research

These are offered for research in the social sciences or humanities relating to Revolutionary Russia and the U.S.S.R. Weighted preference will be given to applications which bring to Soviet studies the insights of sociology, social psychology, cultural anthropology, economics, geography, and law. Special attention will also be given to problems in Soviet studies which cross disciplinary boundaries or which can profit from methodological advances in the social sciences. [Specialists on pre-1917 Russia are referred to the ACLS's non-area programs of fellowships and grants-in-aid.] Grants may range from small sums for domestic travel or research expenses for short periods of time, to a maximum of \$8,500 for maintenance in lieu of salary for six uninterrupted months of research.

Deadline for receipt of application forms: December 31, 1974

East European Studies:

(1) Grants for Post-Doctoral Research

These are offered for research in the humanities or social sciences relating to Albania, Bulgaria, Czechoslovakia, Hungary, Poland, Romania, Yugoslavia, East Germany since 1945, and modern Greece. The program supports research on East European cultures and populations regardless of their geographical locus. Such research should be problem-oriented and of theoretical relevance in the substantive scholarly disciplines and may be compara-

tive in nature. The program particularly invites such comparative research on social institutions and processes. The program also supports research of conceptual and theoretical focus and manifest disciplinary relevance, empirically based on immigrant groups or communities from Eastern Europe. Small grants are awarded for research-related travel, research assistance, and maintenance for short periods of time. Grants to a maximum of \$10,000 are also awarded for at least six months of uninterrupted research.

Deadline for receipt of application forms: December 31, 1974

(2) Grants for Study of East European Languages

These are offered for study of the languages of Albania, Bulgaria, Czechoslovakia, Greece (modern Greek), Hungary, Poland, Romania, and Yugoslavia. Grants are for summer study abroad or for enrollment in intensive language courses in this country. Applicants are expected to take advantage of local facilities before applying for study abroad. Grants are offered (a) to scholars who are East European specialists and to non-East European specialists who intend to apply their discipline to the area, and (b) to graduate students who have completed at least one year of graduate study and for whom an East European language is essential for his doctoral dissertation. Grants range from \$300 to a maximum of \$1,000 and are intended for use only by the recipient.

Deadline for receipt of application forms: February 3, 1975

(3) Grants in support of Conferences

Grants ranging between \$2,000 and \$5,000 are made to meet part of the costs of conferences held in the United States and Canada for the advancement of research in the East European field, exclusive of Russian/Soviet studies. Normally, consideration is given only to small,

working conferences designed to elicit research papers written with a view to publication in a conference volume. A year's lead time for preparation of papers is considered desirable. Costs requested may include administrative expenses as well as travel and maintenance of participants, although it is normally anticipated that the host institution will defray all or part of the local expenses. These grants cannot defray publication costs and only in exceptional cases do they support payment of honoraria.

Applications should be submitted by February 15, 1975; those received later run the risk of depleted funds.

(4) Travel Grants to International Conferences Abroad

These are offered to social scientists who are specialists in East European studies to attend international meetings outside the United States, Canada, or Mexico which focus on East-Central Europe and the Balkan states. [Humanists (including historians) should apply to the regular ACLS travel grant program.] Applicants are required to have the doctorate or its equivalent as of the program deadline. Only persons who are to read papers or take some active, official part in the meeting are eligible. Awards do not exceed round-trip air fare; no allowance can be made for living or other expenses.

Application forms should be submitted prior to February 15, 1975 (in requesting forms, state the name, place, and dates of the meeting). Requests received after February 15 run the risk of depleted funds.

For details of eligibility and information which MUST be supplied in requesting application forms, request an announcement brochure

from: Office of Fellowships and Grants, American Council of Learned Societies, 345 East 46 Street, New York, New York 10017.

The Social Science Research Council and the American Council of Learned Societies under a joint program offer fellowships for 9 to 18 months of dissertation research on contemporary Western European affairs. Applicants may request support for up to six months of preparatory training in language or methodological skills essential to the dissertation research in Europe, but normal pre-dissertation requirements for the PhD are not covered. Fellows will be eligible to apply for a maximum of six months' support for the writing of the dissertation upon their return to North America. The program also encourages research on problems of public policy common to Western Europe and North America, particularly urban and regional problems as well as research on relatively neglected geographic areas of Western Europe.

Eligibility: Citizenship: Citizens or permanent residents of the United States or Canada.

Academic Status: Doctoral candidates enrolled at an American or Canadian university, who will complete all requirements for the PhD except the dissertation and be ready to begin the fellowship prior to January 1, 1976.

Requests for Application Forms and further information: Social Science Research Council, Western European Program, 605 Third Avenue, New York, New York 10016. The requests should contain the following information: age, citizenship or permanent residence status, current academic status and university affiliation, discipline, the date of completion of all requirements for the PhD except the dissertation, the proposed date for beginning the research, and a brief but explicit statement of the proposed research project.

Application Deadline: November 1, 1974.

EMPLOYMENT BULLETIN

FORMAT: Please list in the following order.

For vacancy listings:

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

For applicant listings:

- Type of position desired
- At least two areas of competence
- Highest degree
- Awards
- Experience
- Publications
- Location desired
- Other personal information (optional)
- 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 endorses equal employment opportunity practices, and we reserve the right to edit all copy and to refuse ads that are not in consonance with these principles.

FEES:

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

CONDITIONS:

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

Berea College. Associate or Full Professor; PhD with 7 years teaching/research experience. Possible areas include introductory, family, race and ethnic relations, American society, research methods, social movements, anthropology; 80% of student body drawn from Appalachia; financial need a prerequisite for admission; student labor program; no tuition, September 1975. Write to: John Crowden, Department of Sociology, Berea College, Berea, Kentucky 40403.

University of California, Los Angeles. Assistant Professor, Doctorate required, to teach courses emphasizing health behavior, family use of health services, evaluative methods, attitude and behavioral change. Appointment jointly in Behavioral Sciences and Family Health Divisions, School of Public Health, Affirmative Action/Equal Opportunity Employer. Send resumes, inquiries to: Leo C. Reeder, University of California, School of Public Health, Center for Health Sciences, 405 Hilgard Avenue, Los Angeles, CA 90024.

University of California, Los Angeles. One Professor and at least two Assistant Professors. Professor position requires proven intellectual and research excellence. Research and teaching skills primary. Fields of specialization open. Minorities and women are encouraged to apply. Vita should be sent to: Oscar Grusky, Chair, Department of Sociology, University of California, Los Angeles, CA 90024.

University of California, Riverside. Anticipate a position in sociology, rank open. Speciality in quantitative methods, plus at least one substantive area. Minority and women scholars are encouraged to apply. Salary range: \$12,600-\$30,000. Please contact: Marshall Meyer, Recruitment Committee Chair, Department of Sociology, University of California, Riverside, CA 92502.

University of California, San Diego. The Department

of Sociology and Third College invite applications for a regular faculty position for September, 1975 in the area of micro and/or macro communications. The position includes participation and teaching in the Communications Program. The Department is interested in Assistant Professor level candidates who have the PhD and some teaching and research experience. Applicants should be familiar with audio-visual equipment in communications research. Applications should be submitted to Chairperson, Personnel Committee, Department of Sociology, University of California, San Diego, La Jolla, CA 92037.

Carleton University. One or two appointments at the Assistant/Associate Professor level, either terminal or probationary, depending upon the candidate's qualifications and the Department's circumstances at the time of negotiation. Undergraduate and, possibly, graduate courses and supervision in one of the following: methods and statistics; ethnomethodology; urban sociology; demography and ecology; complex organizations; industrial sociology and stratification. PhD required, as well as record of teaching (preferably, with some graduate-level experience), research and publication. \$12,375/\$15,650 minimum, depending upon rank. Dr. Gordon Irving, Chair, Personnel Committee, Department of Sociology and Anthropology, Carleton University, Ottawa, Ontario, K1S 5B6, July 1, 1975.

John Carroll University. Two positions, Assistant/Associate Professor level; teaching duties include introductory sociology or social problems, plus some combination of the following: 2 semester sequence in research methodology, urban, demography, ecology, community; should have computer skills; semester plan with intercession and double summer session; typical course load is 12 hours per semester and 2 preparations; must have PhD by summer, 1975; location is suburb of Cleveland, Ohio; good opportunities for community/urban research and consultation, salary competitive with AAUP category II-B; equal opportunity Employer; closing date for applications, January 15, 1975; starting date August 1975. Write: John Klein, Chair, Department of Sociology, John Carroll University, Cleveland, Ohio 44118.

University of Delaware. University Professor or Professor of Urban Affairs. The Division of Urban Affairs requests applications for a senior staff position. The Division has had a research and service program for more than 10 years and has recently developed a graduate program on the MA and PhD levels. Applicants should have had experience in interdisciplinary programs in urban affairs or public policy and have been involved in applied urban research. A substantial publication record is expected and recent experience in a graduate program is preferred. Successful applicants will be expected to work closely with graduate students and to help develop and participate in a large scale research program with a national focus. The salary is negotiable and highly competitive. Available February, July, or September, 1975. Equal Opportunity/Affirmative Action Employer. Please write with curriculum vitae to: Dr. Francis X. Tannian, Chair, Recruitment Committee, Division of Urban Affairs, University of Delaware, Newark, DE 19711. Deadline for receipt of credentials is February 1, 1975.

Free University of Berlin. Applications are being accepted for the position of Assistant Professor (AH2) in Sociology open at the John F. Kennedy Institute for North American Studies. Area: Analysis of North American society. Possible area of concentration: class structure, formation of theory in light of social development, socialization, mass communication, the sociology of work or education, minorities. Requirements: PhD Teaching or research experience in the field mentioned above and possibly in the setting up of a new department of sociology. Further, it is required

that the applicant be ready to cover the academic part of the curriculum for future English teachers with an emphasis on the USA. German is used in class, but a high level of English is required. Send a vita and bibliography by December 31, 1974 to: Zentralinstitut, 2, John F. Kennedy-Institut für Nordamerikastudien, 1 Berlin 33, Lansstrabe 5-9.

University of Georgia. Anticipated opening for Associate or Full Professor. Applicant should have distinguished research achievements and possess strong background in quantitative methods and/or formal theory. Area of specialization open. PhD and sustained record of quality publications required. Affirmative Action/Equal Opportunity Employer. Send vita to Professor Robert A. Ellis, Head, Department of Sociology, University of Georgia, Athens, Georgia 30602. Starting date: September 1975.

University of Georgia. Two positions as Assistant Professor for persons with strong background in quantitative methods to teach advanced research methods in graduate program and at least one substantive area in sociology; PhD required and strong evidence of teaching and research competence. Publications and computer skills desirable. Affirmative Action/Equal Opportunity Employer. Send vita to Professor Robert A. Ellis, Head, Department of Sociology, University of Georgia, Athens, Georgia 30602. Starting date: September 1975.

Harvard University. The Department of Psychology and Social Relations has positions available, beginning 1975-76, in the following areas: (1) Personality-Non-Tenure; (2) Social Psychology-Tenure and Non-Tenure; and (3) Experimental Psychology-Tenure. Inquiries and current curriculum vita should be directed to: Office of the Chairperson, Department of Psychology and Social Relations, Harvard University, 33 Kirkland Street, Cambridge, Massachusetts 02138. Equal Opportunity Employer.

Humboldt State University. Two positions offering some combination of the following courses: medical sociology, grounded theory, research methods, deviance, sociology of women, sociology of religion, sociology of developing countries, sociology of awareness, and introductory courses. 12 hour teaching load. If qualified for Assistant Professor, \$10,800 and up. Affirmative Action Employer. Tenure after 4 to 6 years with doctorate or equivalent. Send vita to: J. W. Carroll, Chair, Department of Sociology, Anthropology & Social Welfare, Humboldt State University, Arcata, CA 95521.

Idaho State University. Assistant or Associate Professor. Teach upper-division undergraduate and graduate courses. Participate in and assist development of new graduate program. PhD required, prefer individual who has had at least three years teaching experience in a graduate program. Interested in candidate with primary emphasis in research and statistics with secondary area being some combination of community, demography or human ecology. Women and minorities urged to apply. Fill new position in Department of Sociology. Salary \$12,000 to \$14,000. Rank and salary dependent upon experience and qualifications. Send vita, letters of reference and other materials to: Dr. William A. Shields, Chair, Department of Sociology, Idaho State University, Pocatello, Idaho 83209. Effective January, 1975. Nine month appointment with summer teaching possible. Equal Opportunity/Affirmative Action Employer.

University of Kansas. Two positions at Professor or Associate Professor rank, beginning fall, 1975. Salaries competitive and negotiable. Applicants should have ongoing research with successful teaching at graduate and undergraduate levels. We are especially interested in those with specialties in social demography, urban

VACANCIES

TEACHING

Alfred University. Instructor or Assistant Professor to teach undergraduate courses in crime-delinquency, deviance, research methodology, and introductory. Opportunity to participate in criminal justice program. PhD or ABD. Salary competitive. Equal Opportunity/Affirmative Action Employer. Starting date, February, 1975 will be permanent position. Write: Dr. Robert Heineman, Chair, Division of the Behavioral Sciences, Box 545, Alfred University, Alfred, NY 14802.

The American University. Department of Sociology is seeking a senior faculty member for Fall 1975. Applicants must have a PhD, scholarly publications, and a strong interest in teaching and research. Salary is open. The Department of Sociology has an undergraduate and graduate program (MA and PhD). Special major areas are: Complex Organizations, Political Sociology, Social Psychology, Sociology of Work and Stratification, Theory and Research Methods with quantitative and qualitative aspects emphasized. American University is an equal opportunity employer and actively seeks minority and women candidates. Write: Muriel G. Cantor, Chairperson, Department of Sociology, American University, Washington, DC 20016.

Auburn University. Advanced Assistant Professor or Associate Professor. Salary negotiable depending on teaching experience, publications, etc. Must have PhD. Specializations open except for theory, minority relations, social psychology. Auburn University is a state university-16,000 students. Equal Opportunity Employer. Contact: B. Eugene Griesman, Department of Sociology, Auburn University, Auburn, Alabama 36830 (205-826-5049).

studies, and macro/comparative sociology, but not limited to these. Equal Opportunity/Affirmative Action Employer. Write: Professor Charles K. Warriner, Personnel Committee, Department of Sociology, University of Kansas, Lawrence, KS 66045.

University of Maine, Portland-Gorham. Assistant/Associate Professor of Sociology or Political Science—Coordinator of Criminal Justice Program. Minimum qualification: PhD or within a year of PhD in sociology, political science or related field. Some teaching experience. Affirmative Action Employer. Send resumes, letters of recommendation, and transcripts to: Dr. Konilyn G. Feig, Dean, College of Arts and Sciences, 113 Luther Bonney Hall, University of Maine, Portland, ME 04103. Application deadline: October 30, 1974.

Marquette University. Assistant Professor to teach sociological theory, sociology of religion, and other subjects. PhD required; experience and publications desirable. Location on edge of Central Business District of Metropolitan Area with 1,500,000 population gives excellent opportunities for research, use of community resources, etc. The Department is headquarters for ADRIS (Association for the Development of Religious Information Systems) and has established data archives for research materials from studies on religion. Salary dependent upon qualifications. An Equal Opportunity/Affirmative Action Employer. Send vita with names and addresses of at least three references to: David O. Moberg, Chair, Department of Sociology and Anthropology, Marquette University, Milwaukee, WI 53233. Fall, 1975.

University of Maryland, College Park. The Department of Sociology will fill five positions in the fall of 1975. We are seeking recent PhD's with teaching experience who have already demonstrated a strong professional orientation through research, scholarship, and publication. Appointments may be made at the Associate Professor rank for persons with proven qualifications. All specialties will be considered. Salaries will be competitive in order to get the right person for a building department. Affirmative Action/Equal Opportunity Employer. Send curriculum vitae to: Kenneth Kammerer, Chair, Department of Sociology, University of Maryland, College Park, MD 20742.

University of Melbourne. Lecturer in Sociology, Department of Education. Applications are invited from persons with a solid grounding in the mainstream of sociological theory and with teaching, research skills and interests in the area of home/school/child relationships. Preference will be given to applicants with a PhD and with school teaching experience. This position may be offered as limited tenure. Salary: \$9,002—\$12,353 per annum. Information, including conditions of appointment, is available from The Registrar, University of Melbourne, Parkville, Victoria, Australia 3052. Applications referring to Position Number F720029 should be addressed to The Registrar and close on October 31, 1974.

Memorial University of Newfoundland, Faculty of Medicine, Division of Community Medicine. Assistant Professor of medical sociology. PhD in medical sociology or MD plus additional training in sociology. Teach medical sociology to undergraduate, post-graduate and graduate students in medicine. Salary dependent upon qualifications and experience. Address inquiries to Associate Dean, Community Medicine, Faculty of Medicine, Memorial University, St. John's, Newfoundland, September 1, 1974.

Memphis State University. Assistant Professor of sociology with specializations in one or more of the following: urban sociology, family, adolescence criminology and/or sociology of education. Responsibilities include both teaching and research with a heavier emphasis on the former. One presently open position to be filled effective January, 1975. A second position probable and a third position possible effective fall, 1975. One of the appointments could be at the Associate Professor level. Salary competitive. Minorities and women are encouraged to apply. Contact: Jerry Michel, Chair, Department of Sociology, Memphis State University, Memphis, TN 38152.

Michigan State University. The Department of Sociology is seeking applicants for a position in medical sociology at the Assistant Professor level for July, 1975. The appointment is on a 12-month basis. It is expected that candidates will be able to teach and do research in the areas of medical sociology and one or more of the following: complex organizations, community and urban sociology, and to share in the teaching of students in the College of Human Medicine. Applicants must have completed the PhD prior to appointment. Salary and fringe benefits are competitive. Send vita, references, and statement of current projected research and teaching interests to: Jay W. Aris, Chair, Department of Sociology, Michigan State University, East Lansing, MI 48824. Equal Opportunity/Affirmative Action Employer.

University of Michigan. The Department of Sociology anticipates appointing at least one Assistant Professor of sociology. Applicants should either have their doctorate or receive it prior to September 1975. Applicants should be qualified to teach a range of large enrollment undergraduate courses including methodological courses and should be prepared to direct the research of graduate students. Special consideration will be given to applicants who are qualified in sociology of religion, social psychology, and urban sociology. Please refer curriculum vitae, letters of reference and supporting documents to Personnel Committee, Department of Sociology, University of Michigan, Ann Arbor, Michigan 48104. A non-discriminatory, Affirmative Action Employer.

University of Minnesota. Three types of positions are available for 1975-76. (1) we expect to have one or more regular Assistant Professor lines, the first to be in urban sociology with excellent candidates in other areas considered, (2) a senior professorship in family sociology for an established scholar who might also serve as the Director of the University of Minnesota Family Study Center, and (3) several one-year-or-less visiting appointments at any level in research methods, family, demography, theory building and evaluation—deviance and possibly other areas. Vita and other materials should be sent to the Department of Sociology, University of Minnesota, Minneapolis, Minnesota

55455. Women and minority candidates are encouraged to apply.

University of Pittsburgh. Applications are invited for the position of Professor of Sociology. This is a senior professorship; the Department expects to fill it with a scholar of distinction. The University is an Equal Opportunity Employer. Applications with supporting documents should be sent to: Burkart Holzer, Chair, Department of Sociology, 101 Mervis Hall, University of Pittsburgh, Pittsburgh, PA 15260.

University of Washington. Three positions anticipated for fall, 1975. One position tenured, rank to be determined. Fields of specialization open. Preference given to candidates with strong records of research publication and teaching excellence, especially with demonstrated success in graduate training. Second position, untenured Assistant Professor. PhD completed or near completion. Fields of specialization open. Applicants should show promise for teaching excellence and strong research productivity. Responsibilities will include teaching at both undergraduate and graduate levels as well as working with MA and PhD students on thesis and dissertation research. Third position, joint appointments, Sociology and Chicano Studies. Fields of specialization open but candidates should have interest and competence in research and in teaching some undergraduate courses related to the Chicano Studies program. Salaries competitive. Send vita and references to: Herbert L. Cosner, Chair, Department of Sociology, University of Washington, Seattle, WA 98195.

Willamette University. Full-time Instructor to teach undergraduates for one semester only, Spring, 1975. Must teach principles of sociology and stratification. May also teach urban or collective behavior. MA necessary, doctoral candidate preferred. Equal Opportunity Employer. Women and minorities are encouraged to apply. Salary competitive. Write: Chairperson, Department of Sociology and Anthropology, Willamette University, Salem, OR 97301.

University of Wisconsin-Madison offers opportunity to apply medical or occupational sociology to field of pharmacy. Recent PhD, to direct graduate program (in cooperation with Department of Sociology) and teach undergraduates. We are an equal opportunity employer. Contact: D. Perlman, Dean, School of Pharmacy, University of Wisconsin, Madison, Wisconsin 53706.

The University of Wisconsin-Parke has available two appointments for Assistant Professors of Sociology beginning late August, 1975. The PhD should be completed not later than June, 1975. The appointment is for three years at a starting salary between \$11,500 and \$12,500, depending upon experience, with review for reappointment for a second three-year term. We are seeking individuals with a strong interest in effective undergraduate teaching and preferably with teaching experience. Candidates must have adequate training in General Sociology; i.e., preparation adequate to teaching one or two semester surveys of Sociology, including general introductory materials and social disorganization. For one position, we are seeking doctoral specialization in Research Methodology and/or Social Psychology and related fields (e.g., Collective Behavior, Role Theory, Symbolic Interactionism). For the second position, we are seeking doctoral specialization in Deviant Behavior and one of the following areas of "policy-relevant": Sociology: Urban; Social Change and Development; Medical; Education; or Ethnic and Minority Relations. A strong background in Sociological Methodology is desirable for both positions. Applicants should submit a vita and an accompanying letter preferably by January 1, 1975. The vita should include the names of three or four references and their current address. After initial screening, we will request dossier materials from selected candidates and evaluations from their referees. Applicants should not send professional papers until we request them. University of Wisconsin-Parke is an Equal Opportunity Employer and adheres to affirmative action policies. We are eager to consider women and minority candidates and encourages them and others to apply. Applications should be sent to: Professor John Campbell, Chair, Division of Social Sciences, The University of Wisconsin-Parke, Kenosha, Wisconsin 53140, phone 414-533-2316.

University of Wyoming. Assistant Professor; teaching and research interests in the family. PhD required; salary competitive; Affirmative Action Employer. Write: Edwin G. Flittie, Head, Department of Sociology, University of Wyoming, Laramie, WY 82071. January or August, 1975.

RESEARCH

Institute of Southeast Asian Studies. Research Appointments. Applications are invited from suitably qualified Asian nationals for Research Appointments in the Institute. Candidates must have PhD or equivalent qualifications in the Social Sciences or Humanities with special emphasis on Southeast Asia. Total monthly emoluments range from about \$51,500—\$53,500 depending on qualifications, experience and level of appointment offered. In addition there are excellent leave, medical and other benefits. Apply to Director, Institute of Southeast Asian Studies, Cluny Road, Singapore 10, Republic of Singapore, giving curriculum vitae with full personal particulars and also the names and addresses of three referees.

University of Natal. Institute for Social Research. Applications are invited for the post of Senior Research Fellow in the Institute for Social Research. The Senior Research Fellowship is a permanent post on the University establishment carrying Senior Lecturer status. The scale is R6 600 x 300—R8 100 per annum plus a pensionable allowance of 15%. The scale is due for revision soon. Applicants must be highly qualified in one or more of the social sciences, be of proven research ability and have experience in teaching, organizing and administration. In addition to his or her research duties it is hoped that the Senior Research Fellow will take an active part in teaching his or her subject at undergraduate and postgraduate level and for this purpose might be attached to one of the teaching departments. The successful candidate will be expected to assume duty as soon as possible. A vacation savings bonus of up to R260 for married men; up to

R130 for women and single men is payable, subject to Treasury regulations. The vacation savings bonus is also payable for revision shortly. Application forms and particulars of the post and details of employment benefits are obtainable from the Registrar, University of Natal, King George V Avenue, Durban. Applications on the prescribed forms must be lodged not later than October 30, 1974.

Research Triangle Institute. Research Center Director in a not-for-profit contract research institute. Position involves: providing senior technical supervision for multiple research projects in such areas as substance use and abuse, crime and delinquency, organizational behavior, social policy research, consumer behavior and research methodology; project development activities, and supervision of a staff of 15 professionals, junior professionals and support staff. Personal research of interest to the individual may also be undertaken. PhD preferred in sociology, social psychology or related social science field; 5-10 years experience in research and/or direction of research projects in contract or a combination of contract grant research. Southeast—North Carolina. Minimum salary \$26,000—maximum salary dependent upon experience. Write: Dr. William C. Eckerman, Vice President, Research Triangle Institute, Box 12194, Research Triangle Park, NC 27709. Fall, 1974. Equal Opportunity/Affirmative Action Employer.

U.S. Commission on Civil Rights. Social Science Analyst. Skilled researcher in social change or social psychology. PhD or equivalent experience is required. Develop and conduct research in broad areas of civil and women's rights concerns. Interest and expertise in institutional change and conflict resolution both in theory/research and in practical application. Opportunities to influence social policy, work with small inter-disciplinary research group, initiate new directions for research, and academic liaison. Position will be career civil service with competitive salary; Equal Opportunity Employer. Send curriculum vitae, examples of written work, names of references, and a description of your substantive interests to: Director, Office of Research, U.S. Commission on Civil Rights, Washington, D.C. 20425.

University of Wisconsin, Milwaukee. Research positions. PhD degree, 1-3 years experience required. Immediate openings. A clinical-psychometrician to administer and develop tests of aptitude, performance and personality. Major emphasis on objective personality tests. Applicant should have extensive knowledge of tests data collection and analysis. A social psychologist with extensive knowledge of field research, methodology, measurement and scaling. Send complete resume to Khalil Khavari, The University of Wisconsin, Milwaukee, Wisconsin 53201. Equal Opportunity Employer.

ADMINISTRATION

University of California, Santa Barbara. The Department of Sociology invites applications for a possible vacancy for Department Chairperson beginning in the fall of 1975. Normal service in this post is three to five years. We seek a scholar of established reputation and creativity. Full Professorship with salary dependent on qualifications. Fields of interest are open. In addition, the department has openings in the sociology of law and in criminal justice level open, for the fall of 1975 and anticipates possible openings for the fall of 1976 for one which quantitative skills will probably be mandatory. All positions require ability to supervise graduate students as well as competence as an undergraduate teacher and PhD or equivalent. For higher positions, teaching experience and substantial publications are required. Affirmative Action/Equal Opportunity Employer. Address inquiries with current vita to Thomas P. Wilson, Chairperson, Department of Sociology, University of California, Santa Barbara, Calif. 93106.

Clemson University. Head of Sociology Department: 10 member staff, offering undergraduate work in a university with an enrollment of 10,000; Associate or Full Professor; position requires maturity, PhD, scholarly reputation with teaching and research experience and a preferably administrative experience; salary competitive. Write: Dr. R. J. Knapp, Chair of Search Committee, Department of Sociology, 1022 Tillman Hall, Clemson University, Clemson, SC 29631. July 1, 1975. Equal Opportunity/Affirmative Action Employer.

Pennsylvania State University. Division Director. The Division of Man-Environment Relations, a multidisciplinary, multi-professional unit of the College of Human Development, concentrates on (1) the study of effects of the man-made environment on biological, behavioral and social functioning, and (2) the development and teaching of improved methods for organizing environments to support biological, behavioral and social functioning. Its teaching, research, and service activities range from the theoretical to the applied. It prepares people for professional roles on the staffs of city, county, metropolitan, regional, and state planning organizations; renewal, development, and housing agencies; architectural and planning offices, consulting firms, and resource management agencies; public housing and food services, and social welfare agencies. We are seeking a Director of demonstrated and scholarly and professional competence to assume academic and administrative responsibilities for the activities of the Division. A key responsibility of the Director will be to create conditions for effective and creative research in a multi-disciplinary, multi-professional faculty. Inquiries to: Robert M. Griffin, Jr., The Pennsylvania State University, 5-126 Henderson Human Development Building, University Park, Pennsylvania 16802.

APPLICANTS

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

PHD WITH EXPERIENCE

A 400 Teaching, research, administration; qualitative

methodology, field research, participant observation; PhD (qualitative) MBA (public affairs), MA (psych), MBA (industrial relations); variety of awards; significant experience in federal government and nationally prominent foundation, including market research and congressional liaison; will travel and relocate anywhere; available immediately.

A 401 Teaching and research, possibly some administration; research methodology, social psychology, and knowledge; PhD from major university; proven teaching ability; extensive experience at undergraduate and graduate levels; book completed, another in preparation; papers; prefer to locate in or near metropolitan area. Available September, 1974.

A 402 Jordanian sociologist desires teaching position for summer of 1975 in U.S. university. Participation in relevant activities, e.g., lectures, seminars, etc., will be considered with interested universities. PhD; teaching and research experience, currently Associate Professor of Sociology at University of Kuwait. Courses: Middle East Societies and Cultures, Social Development and Change in the Middle East, Impact of Oil on Social Change in Arab Societies. Published over 30 articles, researches, and books on social structure and change of Arab society, impact of industrialization, social aspects of adult education, family planning, and social impact of cooperative societies. 39, married, 3 children. Detailed c.v. will be available upon request.

A 403 Teaching and research; research methods, stratification, social psychology, comparative, education, and medical; PhD; 6 years experience; taught at both major private and state universities; grants; articles in major journals; articles in progress; location open; available summer, 1975.

A 404 Teaching and research; sociology of education, theory, statistics, demography, political sociology; PhD; Phi Beta Kappa, Phi Kappa Phi, Woodrow Wilson and NSF fellowships; twelve years graduate and undergraduate teaching, large and small, public and private institutions; eight or nine articles in my major research area, plus assorted others; book recently completed; numerous convention presentations; ASR editorial experience; prefer West Coast; 36; available Spring or Fall 1975.

A 405 Teaching my primary interest, but some research also desirable; deviance, criminology, juvenile delinquency, political sociology, with considerable knowledge (and teaching) of sociology of education, minorities, and cultural anthropology; PhD; 6 years teaching, two journal papers (one reprinted in three readers, the other just published); only in the Northeast; I want to stress my interest and commitment to teaching. September 1975.

A 406 PhD with experience; Teaching and/or research; social psychology, culture and personality, ethnicity, medical sociology, social psychiatry/community mental health, social problems, social policy planning and evaluation; PhD; NDEA Fellowship; fluent Spanish; 5 years undergraduate and graduate teaching, supervised mba's theses; helped in the development of funded community mental health and police community relations training grants, papers in progress; location open; January or September, 1975.

A 407 Interested about equally in teaching, research, administration, but prefer a combination with teaching; 15 years teaching, more undergraduate than graduate classes; wide coverage of traditional core and specialized courses; taught both in very large public universities with auditorium-classes and in small denominational colleges; including 2 foreign universities; experienced with traditional and ultra-modern teaching techniques; heavy and diversified research background with universities, foundations, industry, government; fair success in grantsmanship; moderate assortment of publications, including monograph, contributions to readers, scholarly articles in second-class journals; 4 years intermittent administrative experience at departmental levels; above average range of consulting assignments.

A 408 Teaching or administration; methodology and statistics, social psychology, social institutions, theory; seeking appointment at senior level in academically dedicated Christian college or university; PhD, publications, research awards, cross-cultural experience; 37; 3 children; location open, 7 years full-time university teaching; available immediately.

NEAR PHD OR MA

A 417 Teaching and/or research; methodology including theory construction, statistics, deviance, criminology, social problems, community mental health, social psychiatry and general sociology. 2 MA's PhD in sociology (expected December, 1974). 2 years university teaching, excellent students' evaluations of teaching effectiveness, 5 years experience as psychologist; location open—US or Canada; 28, available January, 1975.

A 418 ABD seeking a teaching and/or research position in the New York City area. Have several publications in the area of the sociology of mental illness.

A 419 Teaching and/or research assistantship. First two degrees (BSc and MA) from prominent British universities. British citizen. Research papers for MA in police organizations, sociology of mental illness, content analysis and labeling and conflict approaches to deviance, reflecting general interests and areas of competence; 23, single. Want post for 9 or 12 months from October, when continuing work for PhD in Britain. Salary open.

A 420 Teaching and/or research in a junior college, college, university, or research organization; teaching undergraduate sociology and/or sociological research, scale building; MA; laboratory assistant, AKD; high school teaching, college lab teaching; publications; location open; 30, single; available September, 1974.

A 421 Teaching and/or research; rural developmental sociology (including processes of industrialization, food production and distribution), family, socialization and upward occupational mobility, theories of societal integration, purposive social change and deviance; cross-cultural and applied orientation. PhD expected by January 1, 1975. PKP; 34; college teaching experience, 5 years of graduate assistantship research; article, papers in progress; location open; 36; January 1, 1975.