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Footnotes

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Discussion Group Summary . . .

CARMEL CONFERENCE PONDERES GRADUATE TRAINING OPTIONS

(Following is a summary of a discussion of the question "How does training for non-academic positions differ from training for academic positions?" held on December 8, 1972, as part of the conference on *New Directions in Graduate Training: Policy Implications of Sociological Research* sponsored by ASA and NIMH in Carmel, California. Participants in this discussion group were: Kurt Back, Bruce Biddle, Bernie Cohen, Herb Costner, Jay Demerath, Doris Entwisle, Frank Edwards, Bob Hall, Al Reiss, Karl Schuessler, Jim Short, Paul Siegel, Dick Simpson, Ed Swanson, and Ruth Useem. This summary was written by Herb Costner.)

1. Although the academic market for sociologists does not seem to be expanding as rapidly as the production of new Ph.D.'s, there may be a market for academic sociologists outside of departments of sociology, e.g., in schools of education, social work, public affairs, etc. It was proposed that estimates of new positions for sociologists take such possibilities into account to the extent possible. This would presumably entail, for example, attempting to cover such potential employment opportunities in the ASA survey of anticipated positions.

2. The non-academic market for sociologists is not known in great detail, but the members of this discussion group anticipated that such a demand was likely to take the form of positions for staff assistants to legislative committees (state and federal), staff assistants in administrative departments at various levels of government, in assorted non-governmental associations seeking social change and social reform, and in organizations doing contract evaluation research.

The need for graduate departments of sociology to be informed about such openings was evident in the discussion. It was suggested that a study of "drop-outs" from Ph.D. programs in sociology and the occupations they have entered might be informative in identifying the nature of some of these potential opportunities. It was also suggested that it would be helpful if the ASA Executive Office or the ASA Committee on Employment could provide departments with some guidelines for locating such non-academic opportunities for their graduates.

3. The skills that non-academic sociologists will need evidently depend on the nature of their positions. This discussion group stressed that, as with academic sociologists, it cannot be anticipated that any degree certifies a "finished product;" an important kind of training for academic sociologists will inevitably occur "on the job" rather than in graduate school.

The general kinds of skills that non-academic sociologists will probably need will be those that enable them to be effective research consumers, knowledgeable research "commissioners," or efficient research producers. As research producers, non-academic sociologists may be expected to serve more as "intelligence gatherers" and evaluation researchers than is common among academic sociologists, but some sociologists in non-academic positions may be expected to produce creative research not readily distinguishable from the expectations for academic sociologists—

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

4. This discussion group emphasized that the provision of training for non-academic sociologists must not be allowed to dilute the training standards for the discipline generally. The feature of training for non-academic sociologists that was given greatest attention was the provision of "internships" through which trainees would become familiar with the kind of role they would be expected to fill after their training period was completed. In addition, stress was placed on giving such trainees the kind of conceptual and methodological background that is important to all graduate training in sociology.

Some examples of the kind of training program that would seem to be especially appropriate for non-academic sociologists are already in operation or in the process of being initiated. The examples cited were:

- The Michigan program entailing cooperation between the School of Social Welfare and other departments, including sociology.
- A program recently developed at the University of Pittsburgh by Burkhardt Holzner (details not described).
- Recently initiated NIMH-funded training programs in evaluation research at Minnesota and Berkeley (details not described).

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

5. In a post-session (after the discussion group as a whole had adjourned), there was a brief discussion of the potential training of "para-professionals" in sociology, e.g., specialists in computer science whose training is geared especially to social research needs, specialists in social science writing for reporting research to policy making audiences, and social research technicians who would function in non-academic settings much like graduate research assistants function on research projects in academic settings. No general discussion of such positions was included, but the ASA Committee on Employment may wish to examine these possibilities further.

Last Chance . . . MARCH 1 DEADLINE FOR DIRECTORY ENTRY

The 1973 edition of the ASA DIRECTORY OF MEMBERS is now being processed for publication.

If you are now a member, you will receive by mail some material to permit you to revise the present Directory listing under your name.

All revisions must be in the Executive Office by March 1.

If you are not a member but want to be listed in the 1973 Directory, you must join the ASA by March 1. Contact the Executive Office for an application.

Annual Meeting Up-Date . . .

TEN ROADS TO REFRESHMENT IN 1973

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

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

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

- SOCIOLINGUISTICS**
Lecturer: William D. Labov, University of Pennsylvania
Discussant: Hugh Mehan, University of Indiana
- DEVIANCE AND DISORGANIZATION**
Lecturer: Edwin M. Schur, New York University
Discussant: Clarence Schrag, University of Washington
- ETHNOMETHODOLOGY AND COGNITIVE THEORY**
Lecturer: Aaron Cicourel, University of California (San Diego)
Discussant: Emanuel A. Schegloff, Rockefeller University
- FORMAL ORGANIZATION**
Lecturer: Burton R. Clark, Yale University
Discussant: James D. Thompson, Vanderbilt University
- SYSTEMS ANALYSIS**
Lecturer: Robert Boguslaw, Washington University
Discussant: Anatol Rapoport, University of Toronto
- TRENDS IN SOCIAL PSYCHOLOGICAL THEORY**
Lecturer: Sheldon Stryker, Indiana University
Discussant: J. Milton Yinger, Oberlin College
- EXCHANGE THEORY**
Lecturer: Richard M. Emerson, University of Washington
Discussant: Carl W. Backman, University of Nevada
- COMPUTER SIMULATION**
Lecturer: Hugh F. Cline, Russell Sage Foundation
Discussant: Philip Stone, Harvard University
- DEVELOPMENT AND MODERNIZATION**
Lecturer: Fred Waisanen, Michigan State University
Discussant: Daniel Lerner, M.I.T.
- DESIGNING NEW ENVIRONMENTS**
Lecturer: Robert Gutman, Rutgers University
Discussant: Samuel Klausner, University of Pennsylvania

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

7) EXCHANGE THEORY
Lecturer: Richard M. Emerson, University of Washington
Discussant: Carl W. Backman, University of Nevada

8) COMPUTER SIMULATION
Lecturer: Hugh F. Cline, Russell Sage Foundation
Discussant: Philip Stone, Harvard University

9) DEVELOPMENT AND MODERNIZATION
Lecturer: Fred Waisanen, Michigan State University
Discussant: Daniel Lerner, M.I.T.

10) DESIGNING NEW ENVIRONMENTS
Lecturer: Robert Gutman, Rutgers University
Discussant: Samuel Klausner, University of Pennsylvania

Five Areas to be Probed for . . .

WHAT HAVE WE LEARNED?

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

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

If you plan to attend the 68th annual ASA session, and have an appetite for WHAT HAVE WE LEARNED?, keep an eye open for the following five entries in the program:

- Area Studies**—Organizer and presenter, Richard D. Lambert, University of Pennsylvania
- Studies of the Military**—Organizer and presenter, Robin M. Williams, Jr., Cornell University
- The Structure of Power**—Organizer and presenter, Lewis A. Coser, SUNY, Stony Brook
- Studies of Violence**—Organizer and presenter, Jeffrey M. Paige, University of California (Berkeley)
- Studies of Disaster**—Joint Organizers and presenters, George W. Baker, National Science Foundation and Eugene Haas, University of Colorado.

Change in Nominees . . .

SMITH for ECKLAND versus THOMPSON

There has been a change in the listing of nominees for District 3 for the forthcoming election to the Nominations Committee of the ASA.

Regretfully, Professor Bruce K. Eckland of the University of North Carolina has had to withdraw his name from candidacy because of illness. Following action by the At-Large Members of the Council, Professor Charles U. Smith of Florida A&M University is the new nominee and his name will appear on the ballot for the position along with that of Professor James D. Thompson of Vanderbilt.

ASA on SAS Award . . . METHODOLOGY SELECTION COMMITTEE ANNOUNCED

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

Chairperson: John A. Clausen, UC, Berkeley; George W. Bohrnstedt, Minnesota; Edgar F. Borgatta, Queens College; Travis Hirschi, UC, Davis; Kenneth C. Land, Russell Sage; Eleanor Sheldon, SSRC; Neil J. Smelser, UC, Berkeley; Seymour Spilerman, Wisconsin; Robin M. Williams, Jr., Cornell.

To grant the award, this new Standing Committee of the ASA will consider a work or a series of works published during

See METHODOLOGY page 4

OPEN FORUM

Editor's Note: Recently the ASA Council incorporated an "Open Forum" into its regular agenda. This provides the governing body an opportunity to depart from routine chores to probe general issues concerning the future of sociology and possible courses of action by the ASA. Council has found these discussions to be provocative and instructive. We now invite Council, and all members of the ASA, or readers of this publication, to bring comments on issues to this printed "Open Forum" which we plan as a regular feature of this publication. Send your statements, essays, comments (up to 600 words) on topics of concern to the discipline or profession to the Editor for inclusion in this column.

To initiate this forum, we open with some responses to the NIMH-sponsored Carmel Conference (see *The American Sociologist*, December, 1972) by sociologists who participated in the three-day meeting concerned with policy implications of sociological research and new directions in graduate training.

The issues discussed at Carmel are of vital concern to all sociologists. Since it will take some time to prepare and possibly publish the full proceedings from the five seminars organized around fifteen working-papers, we will use this forum to communicate a sampling of reactions to the conference. What follows are excerpts from statements by participants recording, in informal fashion, their impressions of the proceedings, their perceptions of issues, and their proposals for action. The forum is open!

Introduction to Alien Research

... I found the meeting a valuable one, certainly above average in content as well as setting. Reading all 15 papers, many in areas I knew nothing about, was illuminating. A couple of the papers were quite provocative, and even the inferior ones were useful as introductions to alien research. Some of the general conference discussion was also good, though I was disappointed at its lack of connection to the papers or even their areas. As I noted at one point, an attempt to match a taped recording of the five session discussions from the audience with the panels at those sessions would have been a real challenge. No doubt this was in part due to the sheer size of the group and the conflicting definitions of its purpose. ...

—Howard Schuman
Michigan

Squeeze on Discipline

... It became very clear at the conference that at least some segments of sociology have to move toward more policy oriented research and training. The mechanisms through which this will take place seem to be the primary issue. In other words, what are the immediate goals in this area and specifically how do we move toward more policy involvement? It appears that there will be very little concerted effort until specific institutions, departments, and individuals are caught in some type of financial (or other) squeeze. Since most of the participants in the Carmel Conference are fat and happy, there are probably few prospects for specific action at the moment from these individuals. If we are to move ahead, perhaps we need to locate some young professionals who have some real concern in the area of social policy and let them forge ahead with whatever action they can get initiated. The Executive Office could probably play a facilitating role in locating and bringing together such groups. By the time the discipline wakes up to its problems and needs maybe there will be some small foundation for them to build upon. ...

—Lois B. DeFleur
Washington State

Scratch a Sociologist

Although I was aware of the broad range of meanings that social scientists give to "policy research", I was disappointed to hear the same hackneyed phrases bandied around once again—from the purely muckraking conception of policy relevant research voiced by Laura Nader to the evaluation research position represented by Howard Freeman and Pete Rossi to the "theory comes first" stance of Elton Jackson and Bernie Cohen. Although I am not really ambivalent about these three polar types (I lean towards Bernie Cohen's position, see social but not sociological utility in the Freeman position, and believe that journalists are much better equipped than sociologists to be muckrakers—and should remain so), I would still like to have had the conference structured so that the contrast between these three polar positions would have been highlighted and discussed more directly. Such a discussion would, I believe, provide an interesting session for a future ASA meeting.

As I assessed them, the prepared papers ranged from appalling to very enlightening. With some admirable exceptions, discussants and critics-at-large seemed to have misperceived their function; instead of concentrating their remarks on the papers assigned and providing elaborations and criticisms of them, many discussants seemed to think they were expected to present their own ideas on the topic of the conference without reference to the papers supposedly being discussed. While the idea of prepared papers and assigned discussants represents the time-honored conference format, the coherence of a conference with this format depends heavily on grouping papers into closely related sets and having discussants who truly fulfill that role. This conference was not notable for implementing either of these desiderata.

Given the theme of the conference, it will be no surprise that these discussions strengthened my conviction that if you scratch a sociologist you find beneath the surface a genuine concern for the human condition—although you may have to scratch some sociologists deeper than others to see evidence of humane concern. In this respect, then, the differences between sociologists do not seem to pertain so much to whether sociology should be useful, but rather how to maximize its social utility. That is still an open question.

—Herb Costner
Washington

"Hardnosed" Journal

As the discipline is presently constituted, publishing in the area of social policy has little effect on one's recognition as a sociologist. If the ASA is serious about wanting to increase the impact of sociology on public policy, and wants to train sociologists who are skilled in this area, then it becomes apparent that the ASA should sponsor a "hardnosed" journal which focuses on social policy.

—Walter R. Gove
Vanderbilt

Is Anyone Listening?

... From the listener's perspective, I found it usually interesting though not always enlightening. One of the difficulties was that it was not always clear what the focus of the various sessions was. As the preparer of a paper for the Conference, I felt a good deal of frustration. Aside from informal comments, I received very little feedback. I was not alone in that position. If this is the case, the person preparing a paper may feel he or she has received little intellectual compensation. This comment addresses itself to the fundamental issue of the conference and to all our work in sociology: Is anyone listening?

—Joan Aldous
Minnesota

Skills, Commitments, Capacities

... First, since sociology is an applied discipline, when conducted well and centered on sociologically important problems, sociological research is by its nature policy-centered. So, a main question is how applicable a given piece of research is to matters of policy, which is another way of asking how sociologically significant the problem of the research is.

Second, this means, subject to the proviso of the next paragraph, that good sociology will be the most applicable sociology because it provides valid and reliable knowledge.

Third, there is, however, an important question of emphasis when one seeks to make his research as applicable as possible. This is an emphasis on "manipulable" variables and, I think more important, on the use of designs that allow us to look at the working through of social processes (which suggests longitudinal studies of various length and scope), and on the selection of micro-level settings, which is where I think these processes most often can be observed. This suggests that training programs must seek to develop not only skills but also the commitments necessary for over-time work, work in field settings, and high levels of capability in the measurement of change.

Fourth, and perhaps most important, training must be centered on developing in sociologists the capacity to maintain both ideological and analytical distance from the phenomena that they study. Often sociology, whether policy-centered in an explicit sense or not, carries with it certain implicit commitments to prevalent value positions in the society. What is required is capability to analyze multiple consequences of given programs or organizational arrangements with respect to alternative values and to construct alternative pathways to given objectives. This would suggest that training in sociology should have a substantial component of social philosophy.

... It seems to me that because processes are subject to controls and constraints, their analysis must lead one into the organizational and political contexts in which they occur and therefore into the analysis of social control. This is a point made from a somewhat different perspective later in the discussion by Al Reiss. It also occurred to me after the conference that we gave very little explicit attention, at least during the time I was in Carmel, to the implications of various forms of training and organization for "policy-research," for academic freedom and for the autonomy, especially the moral autonomy, of sociology and sociologists. Perhaps certain organizations of the kind we discussed in the last session would, by serving as buffers, facilitate this autonomy and freedom, but the point, I think, needs very extensive consideration. ...

—Charles E. Bidwell
University of Chicago

Social Value of Science

... One impression that remains from the whole discussion and which was not sufficiently stressed was the fact that science itself has a social value, and therefore, the training in sociology which may not have immediate policy implications would still be valuable. I would even go further than that. Most of the government policies about which we were talking were really remedial actions which were to repair some injustices, dysfunctions or casualties of the society. This is, of course, a legitimate aim but could hardly be the ultimate aim of society. For instance, it is nice to provide people with sufficient education or to prevent delinquency, drug addiction or alcoholism or to help people who are physically or mentally sick. However, this alone does not make for a good life or an aim which people in the society would be excited about. The values which lead to that would be

different and they would certainly include the intellectual and the aesthetic values which derive from understanding the world, including one's social work, and which are the values which probably most of us derive from our profession. Increased affluence in society and success in dealing with social problems probably make these values more important for a greater group of the population, and enhancement of the satisfaction of these values is a legitimate social purpose. In fact, some of our social problems, especially those connected with middle class youth, may derive exactly from the neglect of this kind of experience and this frustration is then called boredom or alienation.

What has this to do with the meeting? I feel that we are not doing our part if we accept completely the pressure for some immediate solution to current problems without looking at the wider perspective which I have outlined. The function of the academy in society is exactly the preservation and enhancement of these values, and we should talk about a way in which that can be preserved while we deal with practical problems. A certain compromise and bargaining has to be reached. If the general intellectual values are shown to be legitimate in their own right, we can promote policies for the furthering of sociology and other sciences as a good in itself. On the other hand, if universities and real life are not put into the extreme contrast, then it will be easier to encourage students to look for a career outside the university and make it possible for them to integrate the academic training which they have received with application of the sciences for a whole range of problems. ...

—Kurt W. Back
Duke University

Let A Hundred Flowers Bloom

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

1. *Assumption.* There is no proven "one best way" to educate policy analysts, evaluation researchers, or any other kind of social scientists. At the same time, the great majority of conference participants seemed to agree that in educating students for possible new roles we should not water down the "academic" elements of the curriculum. A broadly educated sociologist can readily adapt his skills to a variety of problems but a narrow specialist in some policy or social problem area may be unable to transfer his skills to any other area. This raises the questions, to what extent and in what ways can we teach policy analysis or knowledge of specific policy-related problems while continuing to teach the basic theory, empirical substance, and method of our discipline. In the absence of convincing evidence of the superiority of any one method of sociological education it is impossible to specify any ideal form of curriculum.

2. *Implications.* (a) Do not encourage departments to abandon their traditional emphases on the basic fundamentals of sociology. When internships and the like are incorporated into curricula, do not do this at the expense of broad sociological education. (b) Let a hundred flowers bloom. Encourage a variety of types of programs. Turn out a variety of types of sociologists. Do not restrict financial support to any single type of program, explicitly policy-related or otherwise, intradisciplinary or interdisciplinary, theoretically or empirically or methodologically focused. Financially encourage different departments and programs within them to do what they are best equipped to do. There will be a corresponding variety of jobs for their products.

—Richard L. Simpson
North Carolina

See OPEN FORUM page 3

OPEN FORUM Continued from p. 2
More Time for Doctoral Study

... The volume of papers prepared for the Conference, and the discussions in Carmel provided rather useful insights into the way in which sociologists assess the policy significance of their research. On the whole, it appears to me now that the assessments of policy relevance made by the Carmel authors seem to ignore larger political and social contexts. Instead, there seems to be a tendency to look for research that uncovers very specific facts which, it is felt, should influence policy in fairly specific ways. Some of the comments made in these papers look to me now, in retrospect, rather naive. For example, Kasarda argues in a rather fine paper that the Hawley-Zimmer paper is of major policy importance because of its discovery of resistance to metropolitan government in America's great urban regions. Of course, this would be true if the fact had been newly discovered—but actually it had been known to mayors and county executives across the nation for a long time. Or Rossi praises the paper by Duncan for documenting with some specificity patterns of discrimination against Blacks, and holds it up as a model of policy relevant research. Davis, by contrast, takes a paper by Wayne Gordon and associates which is in several ways similar to Duncan's work and uses it as a model for the policy irrelevance of this type of research. I could go on with the examples but I think these suffice to argue that an assessment of the policy relevance of sociological research should be made by people knowledgeable about the forming of policy. An illustration of the kind of broad view necessary for such assessment may be James F. Short's essay on sociology and social policy with respect to juvenile delinquency. Such exceptions, of which there are several, aside, it seems the Carmel Conference made it quite clear that we sociologists know rather little about the way in which policies are shaped and the many direct and indirect ways in which sociological findings can influence it.

The fact seems to be, somewhat contrary to the basic assumption of several authors writing for Carmel, that sociological research and theory are having major impacts on policy formation. With regard to the current reappraisal of the social legislation enacted during the Kennedy-Johnson era, this impact seems to be felt largely from negative findings of several evaluative researches conducted by sociologists. Indeed, as some of the conference participants put it, one might speak of a crisis of negative findings—it sometimes seems, to put it in an exaggerated form, that neither school reform nor other social reforms "make any difference." Surely, the fact that sociological research has given rise to this popular impression means that it is having a major policy impact—albeit an impact hardly congruent with the values and intentions of the researchers.

In a good part of the discussions at Carmel, it seems to me we tended to fall back on two rather different responses—either holding up very specific sociological research that answers an administratively significant request for information or a rather exhortative stance admonishing sociologists to deal with relevant issues. Neither, I think, are very helpful.

With regard to graduate education, the impression arose that it would become better if it were narrower and more technical. I am rather doubtful about that.

What I do think might be helpful will appear, at first as a typically academic response to a problem: further study. I do believe it would help a great deal if we had systematic sociological investigations of the many ways in which organized knowledge, including sociological research findings and theoretical propositions enter into the decision environment of policy makers and either do influence policy formation or fail to

do so for reasons which it should be possible to understand. For example, for some time now Paul Lazarsfeld and his collaborators have worked towards a theory of knowledge applications. In their empirical work in this area they have applied the case study method in order to gather information about the varying contexts of knowledge applications. In their theoretical work there begins to emerge a convergence with the efforts of sociologists of knowledge resulting in at least an attempt at the systematic study of knowledge applications.

As far as graduate education in sociology is concerned, it may well have to become both more technical and broader so that future sociologists are not only capable of technically proficient performance in the processing of information, but are also sensitive to the broad political and historical contexts of their work. Actually, it is a sense of history that may well be most important in improving the policy significance of our discipline. This could well lead to the unpopular conclusion that doctoral study in sociology should take more rather than less time.

—Burkart Holzner
University of Pittsburgh

New Organizational Forms

... In my view, the most useful topics for discussion and action were raised (characteristically) in the final half hour of the conference. It seems essential to me that we give a great deal of consideration to the development of new organizational forms if we are to successfully meet the challenge of producing timely and effective policy oriented research. Universities can't and probably shouldn't attempt to do the job. These anarchic structures are already overburdened by the number of demands placed upon them, and Lipset is probably correct in his assertion that more attention to policy matters can only lead to the further politicization of the university—a consequence that I, at least, abhor. Other structures better suited for the task must be created, and it would be nice (although the job would probably be done without us) if sociologists could have a hand in their development. It is premature to attempt to delineate the precise characteristics of these structures; careful study is required in the design of new organizational arrangements. Many competing models suggest themselves: Rand type institutions, research and development centers such as those sponsored by the Office of Education, or by the Center for Health Services Research, or more prestigious independent units such as is represented by the Brookings Institute. Each of these or other forms would have both assets and liabilities and they should be weighed before rather than after structures are proposed. I would recommend that a number of papers be commissioned by the Association, inviting selected sociologists to propose arrangements which they would on balance favor. Such a series of papers could provide the basis for an interesting and focused consideration of the many issues posed by the emergence of policy research as a major new undertaking.

My proposal may seem to neglect many of the other concerns raised at the Carmel conference, for example, the matter of undergraduate student training and employment, but in my mind there is a close connection between my proposal and these problems. It seems to me to be irresponsible to consider the structure of new training programs without taking into account the types of careers and more importantly, the types of settings in which such "new sociologists" are to be employed. Training for "what" includes in my mind not only training for what kinds of research, but also training for what kinds of careers in what kinds of employment settings...

—W. Richard Scott
Stanford

Create C.A.S.S.

We seem not to want to face up to the problem of organization implicit in so much of what we say. In the course of the conference many people have made comments in passing about failures of organization, including at least the following examples:

- (1) Sociologists' lack of any organized way to respond to national problems, in contrast to lawyers, who are well organized to respond quickly in such matters;
- (2) Sociologists' lack of any organized way to place our Ph.D.'s in positions outside universities;
- (3) Our lack of any organization to use the projected surplus of sociological talent;
- (4) Our lack of any organization to assess the effectiveness of graduate training.

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

In those rare instances where we have talked about organization, it has been organization within departments of sociology. What we appear to need for the kinds of purposes that we have been expressing is some form of organization that cuts across departments and universities, and perhaps also includes other non-university groups.

In an effort to force some discussion of needed organization, I am going to propose one particular form, though I acknowledge that there may be even better options. My proposal is modeled, in part, after the I.C.P.R. (Interuniversity Consortium for Political Research).

I propose the creation of C.A.S.S. (The Consortium for Applied Social Science). It would be a loose federation of universities which are interested in helping one another make better use of social science knowledge and develop stronger applied social science within universities. Such a Consortium could: (1) help to find qualified academic manpower for research and/or consultation about urgent contemporary problems; (2) develop training programs which draw upon faculty of several universities to provide applied training, not only for young students, but for old retirees as well, and this could include supervised experience in agencies; (3) recruit some leading sociologists on leave for a year or two for applied research teams and place some young sociologists in research teams under supervision; (4) serve as a clearing house for information about university-based applied programs and make member universities aware of new models for applied training; (5) serve as a clearing house for information about positions for new Ph.D.'s in applied work.

Whether we follow this plan or not, the important point is that we need to plan some form of organization that cuts across universities and other organizations to serve some of the purposes we have been discussing.

—Robert L. Hall
Illinois

A Plurality of Themes

... Running through the papers—though not by unanimous consent—was a theme that there were very few propositions in sociology that would be useful for the formation of policy. Jim Davis contributed the interesting interpretation that probably this resulted from the fact that sociologists tended to use variables that were largely non-manipulable. A few objected to this, but it is my impression that there was a fair degree of consensus that sociologists tend to give most of their attention to variables that are non-manipulable at least in the short

range. Despite this formulation there seemed to be a preponderant sentiment that sociologists should move into policy-relevant positions, presumably not as policy maker, but rather as adviser.

As we consider the foregoing paragraph, we are confronted with the apparent paradox that we are determined to undertake a job we don't know much about. Presumably, we arrived at this position through the following considerations:

- (a) Our belief that there is an impending surplus of sociological personnel.
- (b) Our institutional resistance to reducing our productive facilities enough to meet the anticipated reduction in demand.
- (c) The evidence that the support for graduate training is becoming contingent upon the relevance of that training to policy.
- (d) Our awareness that policies will be put in motion whether sociologists participate or not, and our ethnocentric conviction that the results will not be worse and conceivably will be better if sociologists do participate.

Left unresolved in our discussion was the orientation of the participating sociologist from the viewpoint of the conflict of social classes. Both Laura Nader and Maurice Jackson criticized sociologists for being downward-looking, for having most of our concepts based upon an acceptance of elites and a condemnation of the poor (e.g., crime, prostitution, delinquency) although of course the exception of white-collar crime was noted. We might note also that Karl Schuessler's model of the sociologist-in-practice seemed to place the sociologist as a staff officer in the service of the establishment as in his examples of their being employed in banks and power companies.

Other noteworthy observations included Nader's criticism of the studies being cited as restricted to American culture, Jackson's additional remark that the studies concerned white American culture, and Brandl's allegation that we know less than we thought we did a decade ago.

Now I shall attempt to summarize my own reactions to the conference:

1. I believe those persons are wrong who allege that the distinction between pure and applied research is meaningless. It seems to me that dependent upon whether the purpose is basic or applied, there will be some difference in the statement of the problem and in the design of research. This is not, of course, to deny that basic and applied research reinforce each other.
2. I prefer to think of sociology as a pure science and to have some institutionalized way of distinguishing sociologists as pure scientists from people who are engaged in policy, in tasks of social amelioration, etc. It is in this tradition, of course, that schools of social work broke off from departments of sociology.
3. I agree with Brandl and others who emphasize that we have relatively little knowledge that is directly usable in forming a policy. Accordingly, I am sorry to see us risk putting ourselves in the exposed positions where the sparseness of our talent may lead to disastrous results. It takes only a small crystal ball to foresee sociologists replicating the sorry spectacle of psychiatrists offering expert testimony on both sides of criminal trials, i.e., testifying that the defendant is or is not criminally insane depending upon the side of the psychiatrist's client.
4. After these observations I am reminded of Ogburn's observation that it was futile to buck a social trend. Given the tenor of the times.
See OPEN FORUM page 7

**On to Montreal . . .
1974 PROGRAM COMMITTEE
MEETS**

Preliminary plans for the 69th Annual Meeting of the ASA to be held in the Queen Elizabeth Hotel, Montreal, Canada, August 26-29, 1974, were thrashed out in a meeting of the 1974 Program Committee held in New York City on February 3-4.

The agenda of the meeting, chaired by President-Elect Peter M. Blau, included consideration of (1) a theme for the meeting, (2) types of special sessions, (3) topics for regular sessions, and (4) selection of session organizers. Special attention was given to the fact that the 1974 meeting will be held in Canada a few days after the 8th World Congress of the International Sociological Association closes in Toronto. Details of arrangements will be carried in later editions of ASA FOOTNOTES.

Participating in the meeting were the following members of the Program Committee: James S. Coleman, Lewis A. Coser, Sheila Klatzky, Raymond W. Mack, Matilda W. Riley, William J. Wilson and J. Milton Yinger.

METHODOLOGY *Continued from p. 1*

ing the past five years which has notably advanced the methodology of sociological research. The award carries a stipend of \$500.

To be eligible for consideration for the 1973 award, nominations must be received by April 1. The same deadlines hold for the Sorokin Award made for outstanding contributions to the progress of sociology. Nominations for either award may be sent by members of the ASA, or interested persons, to the selection committees in care of the Executive Office.

MINORITIES & WOMEN

Selected Statistics from 1970 Census show:

LABOR FORCE

. . . 73.8 percent of white men, 64.9 percent of black men, 44.5 percent of black women and 38.9 percent of white women were in the labor force.

. . . 72.9 percent of all men and 39.6 percent of all women were in the labor force.

. . . 37.2 percent of the total labor force were women.

OCCUPATION

. . . 45.7 percent of government workers (federal, state, and local) were women; 51 percent of private household workers were white women.

INCOME

The median income in 1969 was \$9,961 for white families, \$6,308 for white individuals, \$4,160 for families of black and other races, and \$2,043 for individuals of black and other races.

Men had median incomes of \$6,446 and women \$2,330.

49.7 percent of white families and 28.0 percent of families of black and other races had incomes of \$10,000 or more. 24.9 percent of all men and 3.2 percent of all women with incomes in 1969 had incomes of \$10,000 or more. 8.1 percent of all black men and 2.7 percent of all black women had incomes of \$10,000 or more.

POVERTY

Using \$3,388 as the average poverty income threshold for all families, 29.8 percent of all black families were poor as were 20.4 percent of all families of Spanish heritage, and 8.6 percent of all white families.

There were 14.0 million persons in poor white families, of whom 6.2 million (44.6 percent) were children and there were 6.8 million persons in poor black families, of whom 3.9 million (57.7 percent) were children.

. . . 34.8 percent of poor black families, 30.4 percent of poor families of Spanish heritage,

and 18.4 percent of poor white families received public assistance.

EDUCATION

Both white males and females (25 years old and over) completed a median number of 12.1 years of school, females from black and other races 10.2 years, and males from black and other races 9.7 years. All males and all females had completed 12.1 years of school.

11 million whites were college graduates as were 655,000 blacks and other races.

7 million men and 4.7 million women reported they had completed at least four years of college.

1.3 million young white men, 344,870 black and 138,653 of Spanish origin were classified as school dropouts. 25.4 percent of youths (16 to 21 years old) of Spanish origin in urban areas were school dropouts, compared with 25.1 percent of black youths, and 12.5 percent of white youths.

NEW OFFICERS FOR SOCIOLOGISTS FOR WOMEN IN SOCIETY

Current officers of SWS are: President, Joan Huber, University of Illinois; Executive Vice-President, Shirley Nuss, University of Colorado; First Vice-President, Helen MacGill Hughes, 27 Shepherd, Cambridge, Massachusetts; Second Vice-President, Janet Saltzman Chafetz, University of Houston; Treasurer, Dawn Day Wachtel, 1202 Hemlock, NW, Washington, D.C.; and Secretary, Betty Kirschner, Kent State University.

SWS JOB MARKET

Roberta Satow, Department of Sociology, Brooklyn College, Brooklyn, New York, 11210, is chairperson of SWS's new job market committee. Anyone interested in the job market, either as employer or employee, should contact her.

Honor Roll of Donors

During the month of December, the following persons volunteered financial contributions to the ASA. These donations are gratefully acknowledged.

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ASA FOOTNOTES

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**RESOCIALIZATION:
AN AMERICAN EXPERIMENT**

by DANIEL B. KENNEDY, Ph.D., Campbell-Ewald Co. and the Univ. of Detroit and AUGUST KERBER, Ph.D., Professor of Educational Sociology, Wayne State Univ.

This is the first critical, thorough examination of all programs aimed at altering human behavior and accomplishments. Specifically, this exceptional work considers and investigates resocialization in three institutional areas in which literally billions of dollars and rigorous efforts by hundreds of thousands of individuals are expended in both public and private institutions:

- Compensatory education
- Criminal rehabilitation
- Training for the hardcore unemployed

The conclusions are dramatic: compensatory education programs have failed to significantly improve reading levels. Criminal rehabilitation has not reduced the 70% recidivism rate of the criminal population; and even after intensive training courses, the hardcore unemployed generally remain unemployed.

Each form of resocialization is considered separately and analyzed in research fashion. Definitions, history, extent and theories of resocialization in each institutional area are presented, followed by an analysis of their over-all efficacy.

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REFERENCE GROUP THEORY AND DELINQUENCY

by ROBERT E. CLARK, Ph.D., Pennsylvania State Univ.

Dr. Clark presents a social psychological explanation of human behavior in terms of two sets of variables: (a) the status aspect—how and why individuals maintain the social relationships they do, and (b) the normative aspect—the efforts of most individuals to hold to values and norms that are internally consistent as well as consistent with that of others.

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by STUART PALMER, Ph.D., Univ. of New Hampshire

This book deals directly with preventing crime and delinquency in the United States. The nature and causes of criminal law violations are discussed first; and then specific, practical proposals are made for effective prevention on three levels: (1) Actions that can be taken to change the social system and the individual before crime occurs; (2) Actions that can be taken during police and court processing to decrease further crime; and (3) Rehabilitation of convicted offenders.

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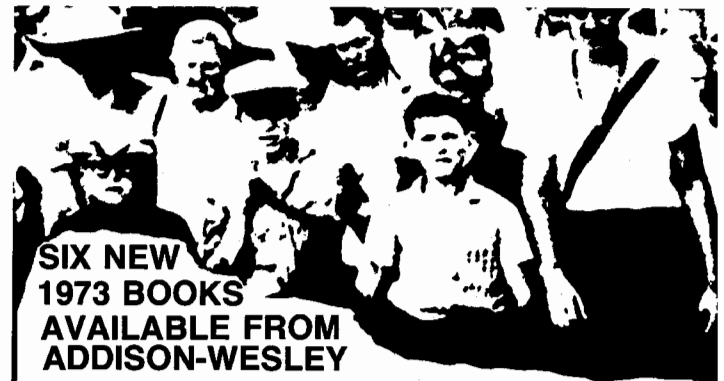
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**SIX NEW
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AVAILABLE FROM
ADDISON-WESLEY**

**FOCUS ON SOCIETY:
AN INTRODUCTION TO SOCIOLOGY**
By Norman W. Storer, Bernard M. Baruch College, City University of New York

Written for the student rather than the professional, this short paperback text is intended as an introduction to the field of sociology rather than an encyclopedic summary. Instead of sustaining a rigorously consistent theoretical scheme, Storer's goal is to lead the student into each topic as easily and persuasively as possible. Hence, the aim is to help the student acquire a confident familiarity with a sociological perspective.

This comprehensive text is divided into four major areas of concern: basic concepts, major institutions, types of groups, and social processes. Because of its size and price, it lends itself easily to use with supplementary materials.

UNDERSTANDING SOCIOLOGY THROUGH RESEARCH

Edited by Donald R. MacQueen, Southwestern College

This book of readings is intended as a supplement to an introductory sociology text. Among the subjects of the articles are education, poverty, social class values, social structure, student activism, race, the kibbutz, and birth control.

THE CHANGING FAMILY: ADAPTATION AND DIVERSITY

Edited by Gordon F. Streib, Cornell University

The 14 essays in this book were chosen to provide a breadth of information and a diversity of viewpoints about family structure and life styles. Streib champions no single viewpoint: instead, he tries to illustrate the positive

and negative aspects of the traditional family as well as some of the new forms, including group marriage and "swinging."

**SOCIOLOGICAL READINGS IN THE CONFLICT PERSPECTIVE
PROBLEMS OF INDUSTRIAL SOCIETY**

Both edited by William J. Chambliss, University of California, Santa Barbara

In both of these books of essays, Chambliss espouses the conflict perspective, by which society is seen as a composite of different groups whose interests, values, and behavioral patterns conflict rather than agree with one another, as the older structural-functional view maintained.

The first book introduces students to the central issues of sociology and instills in them a sense of the process by which it changes, grows, and develops.

Chambliss' second book is about recurrent problems of industrialized societies, such as economic crises, the distribution of wealth, fascism, militarism and war, race and racism, deviant behavior, and environmental problems.

SEXISM: SCIENTIFIC DEBATES

Edited by Clarice Stasz Stoll, California State College, Sonoma

This is an anthology of eight scholarly articles relating to sex differences and sex discrimination: their causes in nature and society, their effects on the individual female or male and on society, and debates about policies for changing the situation.

The main thrust of the book is to introduce students to the major theories in the field and to examine studies of these theories thoroughly.

Addison-Wesley
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THE SIGN OF EXCELLENCE

Interpersonal Rating Scale

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

PERFORMANCE LEVEL

PERFORMANCE FACTOR	OUT STANDING	HIGH SATISFACTORY	SATISFACTORY	LOW SATISFACTORY	UNSATISFACTORY
QUALITY	Leaps Tall Buildings With Single Bound	Needs Running Start To Jump Tall Buildings	Can Only Leap Small Buildings	Crashes Into Buildings	Cannot Recognize Buildings
TIMELINESS	Is Faster Than A Speeding Bullet	Only As Fast As A Speeding Bullet	Somewhat Slower Than A Bullet	Can Only Shoot Bullets	Wounds Self With Bullets
INITIATIVE	Is Stronger Than A Locomotive	Is Stronger Than A Bull Elephant	Is Stronger Than A Bull	Shoots The Bull	Smells Like A Bull
ADAPTABILITY	Walks On Water Consistently	Walks On Water In Emergencies	Washes With Water	Drinks Water	Passes Water In Emergencies
COMMUNICATION	Talks With God	Talks With the Angels	Talks To Himself	Argues With Himself	Loses Those Arguments
RELATIONSHIP	Belongs In General Management	Belongs In Executive Ranks	Belongs In Rank and File	Belongs Behind A Broom	Belongs With Competitor
PLANNING	Too Bright To Worry	Worries About Future	Worries About Present	Worries About Past	Too Dumb To Worry

Clarification . . . ASA Reprint Policies and Permission Fees

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

Requests for permission must be addressed to the Executive Office. When permission is granted, requestors are informed that written permission must also be secured from the author of the article. ASA charges a fee of \$100 for a complete article, \$15 per page, or \$8 per partial page for less than a full article. For any page containing a table, chart, or graph, regardless of the size, the charge is \$25.

When authors are contacted by the person requesting reprint permission, authors may charge whatever additional fee they wish. This contract is between the two parties concerned and ASA is not responsible for the terms or the collection of the fees negotiated. If the requester is unsuccessful in contacting the original author after a "reasonable search," usually within thirty days, the ASA will grant permission but will collect no fees on behalf of the original author.

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

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

- a. Where a really wayward puritan would never end up. 2 142 32 115 10 58
- b. If you're hip you dig "_____ lifestyles, cultures and institutions" 177 183 28 53 11 148 64
1 154 131 34
- c. SIMSOC inventor 136 61 41 106 24 158
- d. Subjects in Elkins' book 49 88 181 77 111 18
- e. Crashingly important phenomenon which was subject of recent social engineering in Sweden 105 79 15 25 123 99 45
- f. Expert on cohort analysis 30 12 120 132 155
- g. Something irresistible from someone in word H 124 68 180 20 110
- h. See word G; Phenomenon studied by LeBon and Smeiser, among others 163 92 38
- i. Action for people who can't shape up. (2 words) 23 152 73 35 139 29 102
- j. Gini's genie; also of reproducibility, regression, etc. 7 87 147 150 51 103 129
174 31 95 69
- k. Value-laden common description of totemism 91 4 37 141 167 66 125
109
- l. First name of Toward a General Theory of Action, editor and author 71 96 157 46 33 126
- m. Frequent source of subjects for social science research 26 159 9 80
- n. People "regulated" in book by Piven and Cloward (2 words) 151 70 3 19 130 170 118
- o. Usual practice in factor rotation 44 161 78 133 55 16 119

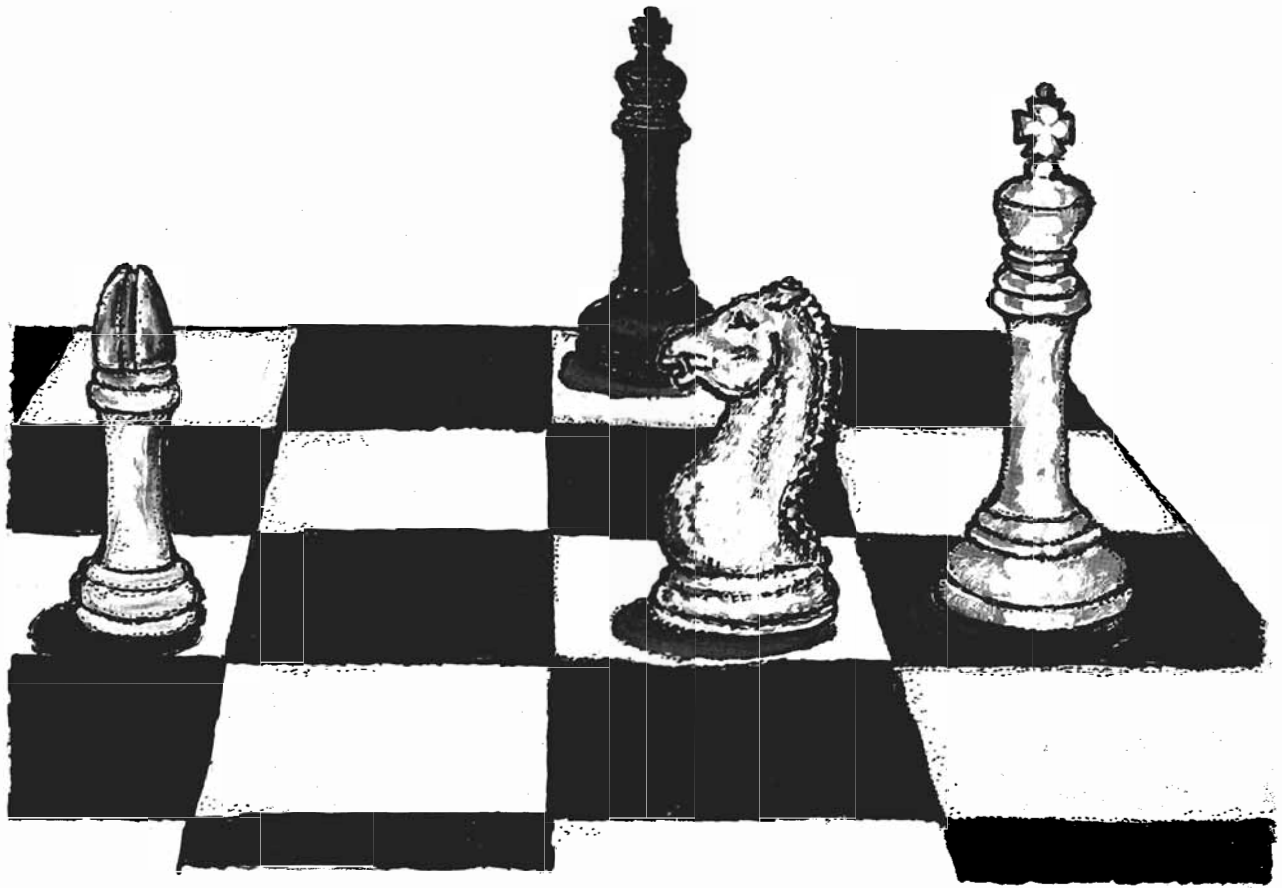
SOCIO-CROSTIC No. 2

- p. Proverbial provider of political provender (2 words) 82 108 22 56 42 165
- q. Szaz, Scheff and others might dispute "insanity" as a basis for judging this 121 176 135 76 21 40 93
98 145
- r. _____ Dynamics by Lang and Lang 112 8 171 39 85 117 52
127 146 162
- s. Not the Dewey Decimal System 75 182 59 43 113 65
- t. The bourgeoisie do it to the proletariat 81 164 137 60 116 6 97
- u. Author of The Organization of Society 143 175 13 122
- v. Johnson's partner in exploring sex 107 27 169 90 57 138 128
- w. Schnore, Greer, Moynihan and others 172 36 140 17 101 5 86
160 104
- x. Confirmed atheist's death bed plea (2 words) 54 156 63 176 149 100 166
83
- y. He uses Weber's type of research method 48 72 153 94 62 114 144
184
- z. Its fertility is part of the population dilemma (2 words) 168 84 179 74 67 134 47
- # _____ and Social Change, by Flacks 185 50 89 173 14

Solution will be published in the next issue.

b	1	a	2	n	3	k	4	w	5	t	6	j	7	r	8	m	9	a	10	b	11	f	12	u	13	#	14	e	15	o	16	w	17	d	18				
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w	36	k	37	h	38	r	39	q	40	c	41	p	42	s	43	o	44	e	45	i	46	z	47	y	48	d	49	#	50	j	51	r	52	b	53	x	54		
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d	88	#	89	v	90	k	91	h	92	q	93		y	94	j	95	i	96		t	97	q	98	e	99	x	100	w	101	i	102	j	103	w	104	e	105	c	106
		v	107	p	108	k	109		g	110	d	111	r	112	s	113	y	114	a	115	t	116		r	117	n	118	o	119	f	120	q	121	u	122		b	123	
g	124	k	125		i	126	r	127	v	128	j	129	n	130	b	131	f	132	o	133	z	134	q	135	c	136		t	137	v	138	i	139	w	140	k	141	a	142
u	143	y	144		q	145	r	146	j	147	b	148		x	149	j	150		n	151	i	152	y	153	b	154	155		x	156	r	157	c	158					
m	159	w	160	o	161	r	162	h	163	t	164	p	165	x	166		k	167	z	168		v	169	n	170	r	171	w	172	#	173	j	174	u	175	q	176		
b	177	x	178	z	179		g	180	c	181	s	182	b	183	y	184	#	185																					

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.



Only a few things should not be improved.

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

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Ask your Houghton Mifflin sales representative about it or write to the Houghton Mifflin sales office serving you and request an examination copy.

THE FAMILY, SOCIETY, AND THE INDIVIDUAL — Third Edition

William M. Kephart, University of Pennsylvania
628 pages/1972/\$10.25. An Instructor's Manual is available.

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*Effective March 1, 1973 — Pennington-Hopewell Road,
Hopewell, N.J. 08525



Sociologists on Board. . .

TV POLITICAL ADVERTISING TO BE COLLECTED AND CATALOGUED FOR RESEARCH

A new non-profit organization that will gather, catalogue, and make available to scholars political campaign materials used on television, has been established in New York City.

To be known as the Center for the Study of Television and Politics, the unit is affiliated with the New School for Social Research.

The Center will be governed by a non-partisan Board of Directors, whose chairman will be Dr. Harry D. Gideonse, Chancellor of The New School, President of Freedom House, and former President of Brooklyn College.

Beginning with the November, 1972, elections, the Center will gather from throughout the nation all televised political advertisements of candidates for key municipal and state offices, U.S. Representative, U.S. Senator, Governor, and President. In addition, the Center will collect television campaign materials for some key judicial races and those that focus on legislative matters or controversial issues that may or may not involve candidates.

"The Center for the Study of Television and Politics," Dr. Gideonse said, "represents the first organized effort to preserve what is clearly an important historical resource. Paid political announcements on television have emerged as the principal communications medium utilized by all candidates for major political office. This is reflected in the budgets for all such political campaigns in which funds expended for television time comprise, in most cases, more than one-half of all campaign expenditures.

"Ready access to such political materials is a critical need for the student of political science. However, at present it's not possible for scholars to study a campaign in depth, or to understand all of the factors influencing a candidate's results without a careful examination of his efforts to communicate through television. Because no systematic effort has previously been made to collect and study filmed and taped political materials, they have usually disappeared at the conclusion of a campaign."

The Center plans to convert film and video taped campaign materials into low-cost videotape cassettes. The cassettes will be catalogued by the candidate's name, the jurisdictional area in which he seeks office, the elec-

tion year, and key campaign issues, for example, taxation, foreign affairs, or inflation.

The Center will be equipped with viewing facilities at its New School headquarters, which will enable visiting scholars, students and professionals involved in the political process to study the materials. In addition, the Center will loan cassettes to such individuals and organizations around the nation on a fee basis.

All organizations and institutions utilizing the resources of the Center will be restricted from using the Center's video materials in any future political campaign (they will be asked to sign a statement agreeing to that condition prior to obtaining a cassette).

Dr. Gideonse said that the tremendous growth of television as a political advertising medium is underscored by the following facts: In 1968 the three national television networks reported political broadcasting charges totaling \$8.9 million for the Presidential primary and general election campaigns. This was more than twice the corresponding charges in the previous Presidential year of 1964, when they totaled \$4.1 million. Of the total network charges in 1968, \$4.7 million were expended for program time, and \$4.2 million for commercial network spots. A total of 36 hours and 35 minutes of program time was purchased by candidates and their supporters. However, these figures are for the Presidential campaign alone and do not reflect money spent for other political campaigns.

Among those who have accepted membership on the Board thus far are Bill Moyers, former Presidential Press Secretary and former Publisher of Newsday; William F. Buckley, Jr., Editor, National Review and nationally-syndicated newspaper columnist; Dr. Saul K. Padover, Distinguished Service Professor of Political Science at The New School's Graduate Faculty and former Assistant Secretary of the Interior under Harold Ickes; Stanley Kelley, Professor and Chairman of Political Science at Princeton; Don E. Stokes, Dean of the Graduate School, University of Michigan; Dr. Otto N. Larsen, Executive Officer, American Sociological Association; James David Barber, Chairman, Political Science Department, Duke University; and Ithiel de Sola Pool, Professor of Political Science, Massachusetts Institute of Technology.

Alternative Communal Housing

If there are enough interested, we will try to establish a communal housing alternative for the 1973 ASA Annual Meeting in New York City. Women, men and children who would be interested in a "bring your sleeping bag, sharing meals and childcare community" for the Meeting week write: D. B. Heller, 5615 S. Woodlawn, Chicago, Illinois 60637 by March 1.

Correction. . .

MIDWEST SOCIOLOGICAL SOCIETY MEETS IN APRIL, NOT MAY.

President Robert F. Winch of the Midwest Sociological Society calls our attention to an important change in the date and site of their annual meeting.

The Midwest Society will meet on April 26-28 at the Marc Plaza Hotel in Milwaukee (earlier announcements in our publications had the meeting posted for May 3-5 at the Hotel Pfister in Milwaukee).

Awards & Grants

Fulbright-Hays Program for Senior American and Foreign Scholars

Applications will be accepted this spring for more than 550 lecturing and advanced research awards during 1974-75 in over 75 countries under the senior Fulbright-Hays program, the Committee on International Exchange of Persons announced recently. U.S. citizens who have a doctorate or college teaching experience are invited to indicate their interest in an award by completing a simple registration form, available on request from SENIOR FULBRIGHT-HAYS PROGRAM, 2101 Constitution Avenue, Washington, D.C. 20418. Registrants will receive a detailed announcement on the 1974-75 program in May. July 1, 1973 is the deadline for applying for research awards and it is also the suggested date for filing for lectureships.

Applications from senior foreign scholars for temporary appointments at American colleges or universities are transmitted to the Committee each year by Fulbright-Hays agencies abroad. The scholars are eligible for a Fulbright-Hays travel grant upon receiving a lecturing or research appointment. An annual list of such scholars is issued in March. Also available is a directory of senior Fulbright-Hays foreign scholars who are in the United States this academic year. Many of them would be pleased to accept invitations to give some lectures or to participate in special conferences under the sponsorship of academic institutions and educational organizations.

Dalhousie University—The Izaak Walton Killam Memorial Scholarships 1973-74. Applications for admission are now being accepted for these scholarships. Value: \$4,500 in first year of study, \$5,000 in second year or subsequent years of study; Field of Study: Doctoral Programs in the natural sciences, social sciences and humanities; Qualification: First Class undergraduate degree in the field of study of the Graduate Program the student wishes to pursue; Duration: One calendar year; Renewals: Granted on evidence of satisfactory performance; Conditions: Travel assistance to Dalhousie available. Scholars may perform instruction or demonstrating duties at the discretion of the department for which additional remuneration is given. No remission of fees; Application: write, Registrar, Dalhousie University, Halifax, Nova Scotia as soon as possible. Please quote number 425 in your application.

The Latin American Teaching Fellowships program is now accepting applications for positions in Latin America from individuals in the social and natural sciences, engineering, business, law, and medicine who hold Ph.D.'s, professional degrees, or are Ph.D. candidates. Placement possibilities exist for the 1973-74 academic year. These opportunities are part of a service program designed to assist Latin American universities to develop more advanced programs. Salaries are thus geared to moderate subsistence level rather than being competitive with North American salaries. Inquiries should be addressed to: Latin American Teaching Fellowships, Fletcher School of Law and Diplomacy, Tufts University, Medford, Massachusetts 02155.

Other Organizations

• The American Foundation for Health Rehabilitation has been granted a charter to operate nationwide as a non-profit institution for the purpose of conducting research into the improvement of health care and the development of socio-psychological programs for residents and patients of nursing homes, convalescent centers, retirement communities, and other senior citizen facilities. The Foundation, established in December, 1972, is headquartered along with its Research Center at 2500 N. Wood Avenue, Colorado Springs, Colorado. Harvey K. Griffith, social researcher who devised and refined the Profile Evaluation Program (P.E.P.) which is used as a basic research process by the foundation, has been appointed to serve as Director of the Foundation.

• Dr. Jerome Davis, former Professor at Yale and President of the Eastern Sociological Society, is leading a Seminar to Europe this summer. They will see professors of sociology in each country visited. The group will leave New York by air July 3rd and visit Helsinki, Finland; Tallinn, Leningrad, Moscow, Kiev, Russia; Prague, Czechoslovakia and finally London. They expect to see the Prime Ministers in each country. The cost will be \$1,190 for everything, New York to New York. Since space is limited, anyone interested is urged to contact Dr. Jerome Davis, Friends House, Apt. C-25, Sandy Spring, Maryland 20860 as soon as possible.

OPEN FORUM Continued from p. 3

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

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

—Robert F. Winch
Northwestern

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Robert M. Hauser, University of Wisconsin

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

Macmillan's Authoritative Texts for 1973

INTRODUCTION TO CHICANO STUDIES A Reader

Edited by Livie Isauro Duran, Washington State University, and H. Russell Bernard, West Virginia University

This text gives a solid introduction to Chicano studies through an analysis of history, culture, and political issues. Professor Duran is a Chicano activist—as are approximately half of the contributors. A unique combination of the history and sociology of the nation's second largest minority group, this reader traces the Chicano subculture through its American Indian and Iberian roots to the Mexican-American War. Selections present the complexity and heterogeneity of Chicano life and an understanding of the problems unique to Chicanos in the United States. The readings deal with Chicano migration and developments in the subculture. The three sections entitled "Yesterday," "Today," and "Tomorrow" lend focus to the collection of readings. A general introduction, introductions to each part, brief biographical sketches of the contributors, a bibliography, and a glossary of unfamiliar terms are included.
1973, approx. 512 pages, paper, prob. \$5.95

COMPLEX ORGANIZATION A Sociological Perspective

By J. Eugene Haas, University of Colorado, and Thomas E. Drabek, University of Denver
This book for upper-division courses in complex and formal organizations is designed to give the student a comprehensive understanding of organizations as dynamic, changing social systems. It gives the student with some background in sociology an overview of central concepts and research perspectives used in organizational analysis, yet defines all concepts broadly enough to communicate with students in related disciplines. The authors strongly emphasize organizational change, growth, stress, and conflict. Keeping jargon to a minimum, students are introduced to important research problems and recent methodological innovations, such as laboratory and simulation studies. The outstanding features of this book are the original integrative conceptual framework used in the analysis of organizations, and the in-depth chapters on research, and on major theoretical perspectives.
1973, approx. 416 pages, prob. \$10.95

RADICAL PERSPECTIVES ON SOCIAL PROBLEMS Readings in Critical Sociology Second Edition

By Frank Lindenfeld, formerly, California State College
This text for undergraduate sociology courses will help college students understand, cope with and change the social world of which they are a part. The book deals largely with social problems of advanced industrial societies, and with the possibilities and nature of social change. The main focus is on the U.S., though some practical alternatives are drawn from experience in other countries. In this edition, approximately one-third of the readings have been changed: a section on "University and Society" has been added; the contents of "Politics and Social Change: The New Left" is completely revised; and the author has revised his own essay, "Work, Automation and Alienation."
1973, approx. 432 pages, paper, prob. \$4.95

THE FAMILY Its Structure and Interaction

By F. Ivan Nye, Washington State University, and Felix M. Berardo, University of Florida
This textbook for undergraduate courses analyzes both macro- and micro-views of the family. Using sociological concepts and theories to explain family behavior, the main focus is on the modern American family—although a cross-cultural study of the family is also included. An introduction to the text defines key concepts used throughout, and describes the uses and limits of sociological research. The authors offer excellent coverage of ethnic family types, socialization, divorce, family roles, and the post-parental family.
1973, approx. 601 pages, prob. \$10.95

DEVIANCE The Interactionist Perspective Second Edition

By Earl Rubington, Northeastern University, and Martin S. Weinberg, Indiana University
Designed for undergraduate and graduate courses, this highly regarded text-reader presents the best of recent work in the rapidly growing field of deviance. The 52 selections—13 of which are new with this edition—include those by Erickson, Daniels, Skolnick, Black and Reiss, Wilson, Emerson, Wiseman, McCaghy and Skipper, Weinberg, Becker, Humphreys, and Irwin. The first half of the book deals with how people come to perceive others as being different, and how they come to act on this definition; the second half of the book deals with the deviant, how he responds to this typing by others, and how he forms deviant groups. The point of view is interactionist, meaning that deviance is defined by what people say and do in response to other persons, acts, or events.
1973, approx. 448 pages, paper, prob. \$5.50

SOCIOLOGY OF YOUTH Evolution and Revolution

By Harry Silverstein, City College of the City University of New York
This book for sophomore and junior courses takes a comprehensive historical, theoretical and contemporary approach to the study of youth. Selections from both books and articles examine various aspects of youth development and youth behavior and raise a number of questions about the evolutionary and revolutionary character of contemporary youth phenomena. The 34 readings are divided into six sections. The first section includes both historical and theoretical selections; the second section deals with socialization, youth development, personality development and problems, and generational relations; the third contains varied and detailed descriptions of youth culture; the fourth deals with youth and sexuality; the fifth studies both campus and political behavior and values; and the final section offers descriptions and theories concerning drug-use among youth. Brief introductions raise questions about the basic issues in each section.
1973, approx. 448 pages, paper, \$5.50

Other Significant Sociology Texts from Macmillan

TECHNOLOGY AND CULTURE CHANGE

Edited by H. Russell Bernard, West Virginia University, and Perti J. Pelto, University of Connecticut
An extensive new study of a highly significant and long-neglected aspect of anthropology. The effects of introducing a new technology into contemporary societies is closely examined in ten original cases. The studies cover such diverse areas as Africa, Micronesia, Peru, British Honduras, the Arctic, and the Aegean. By considering innovations as small as the snowmobile and as large as a hydroelectric dam, selections demonstrate the differences between micro- and macro-technology. Original photographs, maps, charts, graphs, and tables illustrate the text.
1972, 320 pages, \$8.95

POPULATION Second Edition

By William Petersen, The Ohio State University
The analysis in this successful text proceeds from general determinants of population processes to their operation in primitive, preindustrial, and modern societies. The author pays much attention to the populations of Western Europe, the Soviet Union, India, China, and Latin America, so that the demographic characteristics of the United States (which are analyzed in full) can be seen in perspective. Among the topics new to this edition are recent Catholic thought on contraception, a comparison of various types of intra-uterine devices, and a contrast between urbanization in developed and in underdeveloped areas.
1967, 735 pages, \$10.95

READINGS IN POPULATION

Edited by William Petersen, The Ohio State University
This reader features exceptionally well-written introductions and running commentary and reference suggestions between readings. It includes three original articles, three new translations, and several translations that have been edited especially for this text.
1972, 500 pages, paper, \$5.95

SOCIO-CULTURAL DYNAMICS An Introduction to Social Change

By Francis R. Allen, The Florida State University
This text considers the importance of the activist perspective on social change, as well as alternative policies. Newer methods and theories are discussed, such as social accounting, systems theory, cybernetics, information theory, game theory, and simulation.
1971, 396 pages, \$9.50

COMMUNITIES A Survey of Theories and Methods of Research

By Dennis E. Poplin, Murray State University, Kentucky
Communities surveys the most significant theories and methods of community research. Summaries of a number of sociological approaches to the study of villages, cities and metropolitan areas are included.
1972, 288 pages, \$7.50

CRIME AND DELINQUENCY A Reader

By Carl A. Bersani, The University of Akron
Theoretical, empirical, and descriptive literature in criminology and delinquency. The selections cover interactionist perspective, labeling processes, collective violence, criminal law and social change, and structural variation and behavioral outcomes.
1970, 575 pages, paper, \$6.50

SOCIAL RESEARCH Strategy and Tactics Second Edition

By Bernard S. Phillips, Boston University
Professor Phillips brings an open-systems orientation to the study of basic research methods—pointing the investigator outward in time and space until he can incorporate as many variables as possible into his research. Annotated references and discussion questions are new with this edition; all sections have been expanded and updated.
1971, 420 pages, \$9.25

SOCIETY AS IT IS A Reader

Edited by Glen Gaviglio, Solano College, and David E. Raye, Harinell College
An ingenious collection of magazine articles, humorous writings, cartoons, and essays, *Society As It Is* probes a variety of controversial and vital subjects, among them: degrading jobs; the youth culture; radical changes in marriage, family, religion, and education; the vigorous appeals of black leaders and other minority spokesmen.
1971, 470 pages, paper, \$4.95

SOCIAL SCIENCE AND URBAN CRISIS Introductory Readings

Edited by Victor B. Ficker and Herbert S. Graves, both, Polk Junior College
Each of the 58 essays deals with a particular facet of urban affairs, including ethnic behavior and conflict, poverty, crime, pollution, government, education, economics, and taxation. John V. Lindsay, Harvey Cox, Daniel P. Moynihan, Walter Lippmann, and many others are among the contributors.
1971, 461 pages, paper, \$4.95

MASS SOCIETY IN CRISIS Social Problems and Social Pathology Second Edition

Edited by Bernard Rosenberg, Israel Gerver, and F. William Howton, all, The City University of New York
The essays in this anthology present a vivid and absorbing socio-scientific analysis of social ills and their effects on man. The Second Edition contains new introductory essays, plus new material on the black revolution and campus rebellion. Among the contributors: Hannah Arendt, Isaac Asimov, Gunther Anders, Lewis A. Coser, C. Wright Mills, Jean Genet, Malcolm X, Seymour Martin Lipset, Daniel P. Moynihan, Leslie T. Wilkins, and the Cox Commission report on Columbia's 1968 disturbances.
1971, 526 pages, \$9.50

SOCIAL SCIENCE An Introduction to the Study of Society Fourth Edition

By Elgin F. Hunt, retired, Wilson Junior College (now the Kennedy-King branch of the Chicago City College)
The Fourth Edition of this introductory social science text features updated tables and many new topics, including environmental pollution, urbanization, changes in society's religious views, the elimination of poverty, and the black American. Two-thirds of the illustrations are new. The book's strong point is its wide, balanced coverage and emphasis on the culture concept.
1972, 937 pages, \$10.75
Instructor's Manual, gratis

STRUCTURED SOCIAL INEQUALITY A Reader in Comparative Social Stratification

Edited by Celia S. Heller, Hunter College of The City University of New York
A comparative orientation on stratification in a range of different types of societies. Incorporating major theories, the text includes outstanding writings by anthropologists, economists, historians, and political scientists—as well as sociologists. Eight section introductions round out the text.
1969, 548 pages, \$9.50

SOCIOLOGICAL THEORY A Book of Readings Third Edition

Edited by Lewis A. Coser, State University of New York, Stony Brook, and Bernard Rosenberg, City College of The City University of New York
This anthology covers the concepts of culture, interaction, power, and authority. Each section begins with some of the classical formulations within the particular subject area, then introduces the subsequent developments and current state of theoretical work. A chapter on social evolution and change has been added to this edition.
1969, 748 pages, \$10.95

READINGS IN INTRODUCTORY SOCIOLOGY Second Edition

Edited by Dennis H. Wrong, New York University, and Harry L. Gracey, Union College, Schenectady
Seventeen of the 59 selections are new with this edition. They include those by George Herbert Mead, Charles Horton Cooley, Peter H. Blau, Ulf Hannerz, Stokely Carmichael and Charles V. Hamilton, Gerhard Lenski, John Kenneth Galbraith, Alvin Gouldner, Robert M. Nesbet, and William Gamson.
1972, 561 pages, paper, \$5.95

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New Publications

SOCIOLOGICAL SYMPOSIUM, a semi-annual refereed journal, publishes articles concerning significant issues in the discipline. Each issue is devoted to a single topic. The journal welcomes manuscripts of a theoretical, methodological and empirical nature. The spring 1973 issue will be devoted to "Current Research on Violence." Future issues, to be published in the fall of 1973 and spring of 1974, with focus on "Youth and Politics" and "Deviant Occupations." Individual subscriptions are \$3.00 and institutional subscriptions \$5.00 per year.

For further information, write to: John N. Edwards, Editor, SOCIOLOGICAL SYMPOSIUM, Department of Sociology, Virginia Polytechnic Institute and State University, Blacksburg, VA 24061.

THE JOURNAL OF MATHEMATICAL SOCIOLOGY publishes formal theory and mathematical sociology in general. The editors also consider speculative articles that are not mathematical, if the articles are sufficiently precise, general, and abstract so that they may contribute to sociological theory by stimulating mathematical treatment of significant problems that have usually been dealt with only verbally.

The journal is published semi-annually. For information contact: Gordon H. Lewis, Editor, Journal of Mathematical Sociology, Department of Social Relations, Carnegie-Mellon University, Pittsburgh, PA 15213.

WESTERN POLITICAL QUARTERLY announces the preparation of a special anniversary issue of the QUARTERLY-WESTERN POLITICAL PATTERNS. This special twenty-fifth anniversary issue will be published in early 1974 presenting special original articles examining various aspects of western politics. All articles submitted will be subjected to the regular editorial review process. Deadline is September 15, 1973. Charles G. Bell, Department of Political Science, State College, Fullerton, CA 92631.

BRITAIN'S OPEN UNIVERSITY. Of interest to many persons in higher education is the distribution agreement recently announced between Harper & Row and Britain's Open University. Now all Open University learning materials will be available in the United States and Canada to service growing interests in the area of post-secondary education. Founded in 1969, The Open University is now the largest university in Britain enrolling 42,000 students. It has no campus as such and all learning is done via television and radio broadcasts and print materials, especially prepared for the adult student. Four universities, Rutgers, Maryland, Houston and California State University at San Diego, are currently using Open University materials in experimental sections under a grant from the Carnegie Foundation and administered by the College Entrance Examination Board.

THE JOURNAL OF APPLIED BEHAVIORAL SCIENCE is planning a special issue for early 1974 on the theme "Power and Social Change". The varied forms of power treated in this issue may include the use of legitimate authority, military or police force, illegitimate or legitimate violence, professional expertise, spiritual energy, moral suasion, threats or inducements to self-esteem, collective enterprise (including the corporate form), normative sanction or reward, information input or denial, mass organization, voting resource control, etc. "Social change" may be taken to mean alterations in any social system—macro-societal, community, organization, or group; and in the roles, goals, relationships, or behavior of individuals in such systems. The above suggestions are merely directional, not exclusive. A plurality of perspectives on "Power and Social Change" will distinguish this issue. Contributions are invited for this special issue. Articles should employ the usual journal format, and be shorter than 30 manuscript pages. All contributions should be submitted in three copies by August, 1973 to: Mark Chesler, Department of Sociology, University of Michigan, Ann Arbor, Michigan 48104, or Orian Worden, 18315 Muirland, Detroit, Michigan 48221.

PEACE AND CHANGE: A JOURNAL OF PEACE RESEARCH publishes scholarly and interpretative articles with an emphasis upon the historical and humanistic dimensions of peace studies. Contributions invited. The journal is sponsored by the Conference on Peace Research, a sub-group of the American Historical Association and is published at California State College, Sonoma. Editorial offices: 1801 East Cotati Avenue, Rohnert Park, California.

New Programs

•**The Leadership Program in Community Mental Health** at the University of California, Berkeley, School of Public Health is now accepting admission applications for 1973-74. NIMH stipends are available for all students who need financial assistance. For further information write: Gwendolyn Alley, Program Assistant, Leadership Program in Community Mental Health, School of Public Health, University of California, Berkeley, CA 94720.

•**Columbia University offers a new course entitled "The War Economy"**. Teachers or researchers interested in these materials may have a copy of the course outline and bibliography on request from: Prof. Seymour Melman, Industrial Engineering, 304 S.W. Mudd, Columbia University, New York, New York 10027.

•**University of California, Berkeley, Graduate School of Education** announces doctoral studies in the Sociology of Education. The programs in the Sociology of Education, leading to the PhD are offered to encourage persons interested in research, theory and critical inquiry related to problems and policies of contemporary education. Write: Chairman, Sociology of Education, 3653 Tolman Hall, Graduate School of Education, University of California, Berkeley, California 94720.

•**The Survey Research Center of the Institute for Social Research** at the University of Michigan will hold a Summer Institute in Survey Research Techniques during July and August, 1973. The Institute is designed to meet some of the educational and training needs of men and women engaged in business, government research and other statistical work, and also to meet the needs of graduate students and university instructors interested in quantitative research in the social sciences. For further information write: Mrs. Helene Hitchcock, Administrative Associate, Office of the Director, Survey Research Center, Institute for Social Research, P.O. Box 1248, Ann Arbor, Michigan 48106.

•**The Pennsylvania State University** announces a recently formalized Population Issues Research Office and Studies Program, an interdisciplinary effort toward research and issues arising from the dynamics of population trends, especially in developed nations. The Studies Program may be pursued as a formal option by graduate students in the departments of Economics, Geography and Sociology. A PhD emphasis in Population requires work in social demography, economic demography, population geography, methods of demographic analysis, and population theory and policy. For further information write: Gordon F. De Jong, Population Issues Research Office, 21 Burrows Bldg., Pennsylvania State University, University Park, Pennsylvania 16802.

•**The Center for the Administration of Justice**, American University, Washington, D.C. will offer late in the Spring of 1973 an Institute for Comparative Justice Studies. This Institute is a program of field study of administration of justice systems abroad. The study-tour will depart from New York City May 5, 1973 and will tour England, Sweden, Denmark and Holland. It will return from Amsterdam on June 10. Six hours of graduate or undergraduate credit is available to qualified students. For further information write: Dr. Emilio C. Viano, Center for the Administration of Justice, The American University, Washington, D.C. 20016.

•**Doctoral Training Program in Medical Care Organization and Administration**, Sloan Institute of Health and Hospital Administration, Graduate School of Business and Public Administration, Cornell University, offers the unique opportunity to develop theoretical skills and combine them into a program of applied research. The purpose of the program is to turn out researchers, teachers and policy analysts in the general area of medical care organization. Students with a masters degree can expect to complete the program in three years. Two years are allocated to course work and one for a doctoral thesis. Students with a bachelor's degree can expect to spend an additional year with course work. A limited number of Public Health Service traineeships are available. Stipends range from \$3,000 to \$4,200 plus a dependency allowance and tuition. Teaching assistantships are available, providing full tuition and fees plus a stipend of \$2,800 per year for 15 hours of work a week. Write: Program Coordinator, Sloan Institute of Hospital and Health Services Administration, Malott Hall, Cornell University, Ithaca, New York 14850.

Meeting Calendar

•March 21-23, 1973 *Behavior Mod Conference*. 2nd National Conference. For program brochure write: Behavior Mod. Conference, Jefferson County Mental Health Center, 7622 Grandview, Arvada, Colorado 80002.

•March 22-24, *Southwestern Sociological Association Annual Meeting*, Convention Center, Dallas, Texas. Mhyra S. Minnis, Department of Sociology, Texas Tech University, Lubbock, Texas 79409.

•April 12-14, *Southern Sociological Society Annual Meeting*, Sheraton-Biltmore, Atlanta, Georgia. C. Stanton Dietrich, Department of Sociology, Florida State University, Tallahassee, Florida 32306

•April 13-15, *Eastern Sociological Society Annual Meeting*, New York Statler Hilton Hotel, Margaret Donnelly, CUNY, Herbert Lehman College, Bronx, New York 10458

•April 14, 1973 *The Maine Sociological Society Annual Meeting*, Westbrook College, Portland, Maine. Fred J. Parent, Secretary-Treasurer, Maine Sociological Society, Nasson College, Springvale, Maine 04083.

•April 26-28, *Midwest Sociological Society Annual Meeting*, Marc Plaza Hotel, Milwaukee, Wisconsin. John J. Hartman, Department of Sociology, Wichita State University, Wichita, Kansas 67208

•May, D. C. *Sociological Society Annual Meeting*, Washington, D.C. John Pease, Department of Sociology, University of Maryland, College Park, Maryland 20742

•May 3-5, *Pacific Sociological Association Annual Meeting*, Camelback Inn, Scottsdale, Arizona. Leonard Gordon, Department of Sociology, Arizona State University, Tempe, Arizona 85281

•May 10-12, *North Central Sociological Society Annual Meeting*, Netherlands-Hilton Hotel, Cincinnati, Ohio. Dean Knudsen, 1805 Sheridan Road, West Lafayette, Indiana 47906

•August 19-25, *Fifth International Congress of Group Psychotherapy*, Zurich, Switzerland. Dr. J. L. Moreno, 259 Wolcott Avenue, Beacon, New York 12508

•August 25-26, *Association for the Sociology of Religion Annual Meeting*, New York Hilton Hotel. Brother Eugene Janson, 1403 North Saint Mary's Street, San Antonio, Texas 78215

•August 27-30, *American Sociological Association Annual Meeting*, New York Hilton Hotel, Executive Office, 1722 N Street, NW, Washington, D.C. 20036

ITEMS

•Annual Meeting hotel forms will appear in March Footnotes for the benefit of those who wish to make their reservations early.

•Ballots for the annual election of officers will be mailed during February. Included on the ballot will be an opportunity to vote on a graduated dues structure.

•The 1973 *Directory of Members* is being compiled. Publication is scheduled for May or June. The price will be \$10 to members and \$25 for all others. (See notice on page 1 of this issue.)

•The questionnaire for the *Guide to Graduate Departments of Sociology, 1973-74* will be mailed to the heads of all graduate-granting departments of sociology in February. Any new departments not listed previously should contact the Executive Office as soon as possible.

•The 1973 Annual Meeting Preliminary Program is being prepared for distribution to all members in early June.

•Reminder: if you have nominations for the Stouffer Methodology Award or the Sorokin Award, they must be received in the Executive Office by April 1. (See story on page 1 of this issue.)

•Talent Bank listings are still being accepted. (See specifications, TAS, Vol. 7, No. 8, October, 1972.)

•The section PERSONALS (ads and requests) has had very few items since its inception. If you wish to contact other members concerning acquisition or dispersion of information and/or materials, use this column. The charge is \$10 per word, with a \$1 minimum.

Section News

•**Medical Section:** At the recent meeting of the ASA in New Orleans, the final report of a three-year Study for Teaching Behavioral Sciences in Schools of Medicine was submitted by the principal investigator, C. Richard Fletcher, PhD, currently of the University of New Mexico Medical School. This study was funded by the National Center for Health Services Research and Development, through a contract with the American Sociological Association for the purpose of describing current teaching practices and making recommendations for strengthening the teaching of medical behavioral science.

GUIDE TO HELP COMMUNITY LEADERS USE 1970 CENSUS DATA*

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

Entitled *Census Data for Community Action*, the booklet provides background and examples of the application of data to community problems so users can obtain maximum benefit from 1970 census reports. . . .

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

It points out that statistical results of the census are organized into reports for different geographic areas. Some of these areas—such as States, Congressional districts, counties, and wards—are political units. Others—such as Standard Metropolitan Statistical Areas (SMSA's), census tracts, and city blocks—are statistical units.

Statistical totals for tracts and blocks are

*Reprinted from *Federal Statistics Users' Conference*, January 24, 1973.

Presidential Box . . .

FAMOUS LAST WORDS (The final sentence of a Presidential Address)

"In other words, sociology, established as a pure science, is now entering upon its applied stage, which is the great practical object for which it exists."

—Lester F. Ward
Providence, R. I., December 27, 1906

DORSEY announces Sociology '73

SEXUAL DEVELOPMENT AND BEHAVIOR: Selected Readings

Edited by ANNE McCREARY JUHASZ,
Loyola University—Chicago

Focusing on the choice of a sexual life style harmonious with self concept, value system, ideals and goals, text selections assist the young adult in devising a conception of sexuality satisfactory to him in terms of emotional development and ethical acceptability. Selections include: understanding one's sexual feelings, being comfortable with sexual feelings, and appreciating intimate sexual relationships by learning an appropriate sex role and developing emotional maturity.

Paperback / Available in January

SOCIAL PROBLEMS OF URBAN MAN

ELMER H. JOHNSON, *Southern Illinois University*

Bridging the gap between theory and practice, Johnson has grouped theories around two major approaches to social problems—social deviance and social disorganization—and has adopted urbanization and technological change as central to the sources of these problems regardless of specific patterns and content.

Common themes are provided as the text moves from the summary of theoretical approaches per se to deal with each of these two problem sources specifically. Can be used on a one- or two-semester basis.

Available in January.

SOCIOLOGY OF SPORT

HARRY EDWARDS, *University of California—Berkeley*

Constitutes a comprehensive analysis of sport as an American institution, its functions and role as a component of the larger social system. The basic thesis of this text is that sport has evolved into a secular religion mainly because it has been imbued with the rationalistic values regulating human behavior in the secular spheres of American life. Emphasis is placed upon analysis of the relationship between the value content of American sport and the configuration and character of the coaching role, the athlete role, and the fan role. *Available in Spring.*

For examination copies write:

The DORSEY PRESS

Homewood, Illinois 60430



Letters

Change-Agent Delighted

As author of the ad that precipitated the policy decision by the ASA's Publications Committee to disallow vacancy listings in the Employment Bulletin which include race, ethnic origin, religion, sex, or age characteristics, I wish to go on record as delighted by the ac-

tion. It was precisely what I hoped might be forthcoming. Perhaps not precisely: I would have preferred that even the phrase "Minority Applicants Encouraged" be prohibited—as I believe to be the policy of the American Anthropological Association. A final note: the vacancy in question was filled long before the ad appeared.

Appreciatively,
Robert W. Friedrichs
Williams College

EMPLOYMENT BULLETIN

FORMAT: Please list in the following order.

For vacancy listings:

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

For applicant listings:

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

DEADLINES FOR SUBMISSIONS:

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

EQUAL EMPLOYMENT OPPORTUNITY:

The American Sociological Association 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.

RESPONSES:

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

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

VACANCIES

TEACHING

Morningside College. Assistant professor to teach courses in social problems and methodology; MA required, teaching experience preferred; salaries competitive; summer teaching available; women and minorities are encouraged to apply; write: Dr. Raymond Nelson, Academic Dean, Morningside College, Sioux City, Iowa 51106; September, 1973, possibly July, 1973.

Pembroke State University. Assistant, associate or full professor; to teach criminology, juvenile delinquency, punishment and correction of criminals, law enforcement, and social justice courses plus seminar on deviance and counter-measures; PhD and experience in supervised simulation and field work as well as teaching; an undergraduate campus of the University of North Carolina, situated 30 miles southwest of Fayetteville and Ft. Bragg; salary \$10,000 to \$15,000 depending on rank and experience; summer school extra; write: John Rimberg, Head, Department of Sociology, Pembroke State University, Pembroke, North Carolina 28372; June 4 or August 24, 1973.

Northeastern University. Ability to teach graduate/undergraduate courses in crime, corrections, and criminal justice; PhD or equivalent; experience and publications preferred; rank and salary negotiable; write: Graduate Committee, College of Criminal Justice, Northeastern University, Boston, Massachusetts 02115.

Ball State University. Assistant professor; preferred specialties: urban, sociology of education, or social psychology; PhD and teaching experience required; salary \$12,650 and up for 10 months; write: Lester E. Hewitt, Chairman, Department of Sociology, Ball State University, Muncie, Indiana 47306; September, 1973.

Spring Hill College. Assistant professor; undergraduate teaching; criminology, family, or social work, other specialties considered; PhD required, 2 years college level teaching experience desirable; research encouraged; computer facilities on campus; teaching load moderate; small Jesuit, liberal arts college on Gulf Coast; salary open and competitive; write: James L. Winzerling, Chairman, Department of Sociology, Spring Hill College, Mobile, Alabama 36608; September, 1973.

Vassar College. Several positions open at the instructor and assistant professor level; to teach history of sociological thought, family and marriage, population, social change, sociology of law, deviance, introductory, minorities; PhD and some teaching experience required; \$10,000-\$13,500; write: Chairman, Department of Anthropology and Sociology, Vassar College, Poughkeepsie, New York 12601; September 1, 1973.

Indiana University Southeast. Assistant professor; to teach undergraduate courses in industrial sociology, urban sociology, social psychology, others; PhD required; commuter campus, metropolitan area; salary competitive, fringe benefits excellent; contact: Marcia Texler Segal, Program Coordinator for Sociology, Indiana University Southeast, Jeffersonville, Indiana 47130.

University of Maine at Portland-Gorham. One opening for instructor or assistant professor; PhD required at time of appointment; send vita listing areas of specialization to: Department of Sociology, Recruitment Committee, University of Maine at Portland-Gorham, 96 Falmouth Street, Portland, Maine 04103; in accord with FOOTNOTES policy, there will be no routine acknowledgement of applications.

California State College, San Bernardino. Assistant professor; to teach courses in social psychology; preference will be given to applicants who can also teach in such areas as medical sociology and the family; PhD or near required; school located in southern California, 70 miles east of Los Angeles; salary range: \$10,020 to \$12,792 for academic year; teaching load is 12 hours per week; direct inquiries to: Ward McAfee, Dean, School of Social Sciences, California State College, San Bernardino, 5500 State College Parkway, San Bernardino, California 92407.

California State College, San Bernardino. Assistant professor; to teach courses in sociological research methods and statistics; preference will be given to applicants who can also teach in such areas as medical sociology and the family; PhD or near required; school located in southern California, 70 miles east of Los Angeles; salary range: \$10,020 to \$12,792 for academic year; teaching load is an equated 12 hours per week of lecture and laboratory teaching; direct inquiries to: Ward McAfee, Dean, School of Social Sciences, California State College, San Bernardino, 5500 State College Parkway, San Bernardino, California 92407.

California State College, San Bernardino. Assistant or associate professor; to teach courses in criminal justice; will be closely involved in an undergraduate criminal justice major; PhD or near preferred; however, individuals with MA, extensive professional experience are also invited to request consideration; school located in southern California, 70 miles east of Los Angeles; salary range: \$10,020 to \$16,164 for academic year; teaching load is 12 hours per week; direct inquiries to: Ward McAfee, Dean, School of Social Sciences, California State College, San Bernardino, 5500 State College Parkway, San Bernardino, California 92407.

Rochester Institute of Technology. Instructor to teach both lower and upper division courses in introductory sociology as well as a range of courses in the upper division that would be primarily left to the discretion of the instructor; an example of possible course offerings would be juvenile delinquency, intergroup relations, family, social change, sociology of learning, etc; there are also possibilities for teaching at the graduate level; a normal teaching load is 9 hours per quarter with usually no more than 2 preparations in relatively small class sizes, private, coeducational college of approximately 6,000 students located 7 miles south of the center of the city of Rochester; salary depends upon qualifications; write: Dr. John H. Humphries, Associate Dean, College of General Studies, 1 Lomb Memorial Drive, Rochester, New York 14623, 716-464-2448; September, 1973.

Johnson State College. Small, dynamic, developing, state-supported college in northern Vermont seeks qualified PhD to teach in anthropology/sociology,

VACANCIES Continued

especially rural sociology. Other possible areas of interest include deviance, criminology, and field work skills. Substantial teaching experience preferred. The college seeks to integrate its academic programs among disciplines and to extend student's experience beyond the college into the surrounding community. Please contact: Dr. Susan S. Smith, Acting Chairman, Division of Social Science, Johnson State College, Johnson, Vermont 05656.

State University College of Arts and Science. Instructor or assistant professor; occupations, complex organizations, and possibly industrial or medical sociology; teaching load 9 hours; innovative teaching and vigorous professional activity encouraged; publications desired; salary for ABD \$11,000, for PhD \$12,500; liberal arts college in Finger Lakes area near Rochester; write: Matthew Malko, Chairman, Recruitment Committee, Department of Sociology, State University College of Arts and Science at Geneseo, New York, fall, 1973.

Salem College. Instructor or assistant professor to teach a 9 hour load including introductory, modern sex roles, sociology of education, urban and/or statistics; ABD or PhD required; salary competitive; minorities and women are encouraged to apply; include vita with application; write: Michael C. Thomas, Department of Sociology, Salem College, Winston-Salem, North Carolina 27108; fall, 1973.

Chinese University of Hong Kong. Professor, senior lecturers and lecturers (equivalent to full, associate and assistant professors), post or near PhD or equivalent; several positions teaching Chinese and Asian societies, urban, population studies, and theory. To join 13 person staff; teaching experience desirable; research facilities in urban, family, industrialization and social change, and other topics; good commonwealth salary scale plus fringe benefits; lecturing in Chinese preferable; English acceptable; new campus in beautiful setting; write: Chairman, Sociology Board, Chinese University of Hong Kong, Shatin, New Territories, Hong Kong; application deadline end of March for September, 1973 appointment.

University of Tennessee at Chattanooga. Associate or assistant professors; 2 or 3 positions; to teach introductory sections plus specialty; particularly interested in urban sociology, criminology, deviance, family and theory; PhD with experience for senior position, PhD for others; salary competitive; possible summer teaching; excellent fringe benefits; write: Dr. Richard G. Thurston, Chairman, Department of Sociology and Anthropology, University of Tennessee, Chattanooga, Tennessee 37401; fall, 1973.

Ithaca College. Two positions at assistant professor rank; one to teach statistics and methods, introductory courses, and other specialties; other to teach Afro-American culture, introductory courses, and other specialties; desirable specialties for either position include urban sociology, formal organizations, minority relations, or political sociology; PhD or

ABD and teaching experience preferred; college is located in central New York university town; salary open; write: Garry Thomas, Chairman, Sociology/Anthropology Department, Ithaca College, Ithaca, New York 14850; September, 1973.

Greensboro College. Assistant or associate professor rank; to teach courses in general sociology, theory, social problems, research methods, and urban; PhD with some teaching experience (teaching while in graduate school included); salary \$10,000-\$12,000 plus fringe benefits; located in Southeast; write: Dean of the College, Greensboro College, Greensboro, North Carolina 27420; August 21, 1973.

Rutgers College. Two vacancies, assistant professor level; one in population, demography, statistics; another in deviance, criminology, sociology of law; minimum qualifications: PhD in 1973; minimum salary for 10 months: \$10,470; write: Bernard Goldstein, Chairman, Department of Sociology, Rutgers College, New Brunswick, New Jersey 08903; September, 1973.

George Mason University. Professor and chairman for new, fast-growing sociology department planning addition of graduate studies. Must have PhD and administrative ability. Chairman's responsibility 1/2 time; 1/2 time teaching load, preferably theory; salary negotiable. Position to be filled summer, 1973. Write: Dr. Frank MacD. Spindler, Chairman, Sociology Department Search Committee, George Mason University, 4400 University Drive, Fairfax, Virginia 22030.

University of California, San Diego. The Department of Sociology and Third College of the University of California, San Diego, invite applications for a regular faculty position in the area of political sociology in the Department of Sociology affiliated with the Third College, one of the 3 undergraduate colleges at UCSD. Experienced applicants should be interested in research on American community power structure and the relationship of local power structure to the national scene and be capable of teaching in a college with a large percentage of minority students. Women and minorities are encouraged to apply. Write: Personnel Committee, Department of Sociology, University of California, San Diego, La Jolla, California 92037.

Florence State University. Instructor or above; instructional assignments from among introductory, social problems, the family, minority groups, and theory; 7-member department, maximum class size 36; TVA region of Alabama; salary competitive, with possibility of additional 20% for 8 weeks summer session; write: Bernard Cressap, Chairman, Department of Social Science, Florence State University, Florence, Alabama 35630.

Duke University. Assistant professor, to devote 1/2 time to teaching and research related to the program of the Center for the Study of Aging and Human Development in the campus-based University Medical Center. Areas of specialization beyond an interest in such teaching and research are relatively open, although a background in deviance,

social control, human development, or formal organizations is preferred. An interest in longitudinal research and occasional interdisciplinary teaching is desirable; salary open; write: Edward A. Tiryakian, Personnel Committee Chairman, Department of Sociology, Duke University, Durham, North Carolina 27706; September, 1973.

Mary Washington College. Two positions at instructor and assistant professor levels to teach introductory sections plus specialty; particular need in population, urban, juvenile delinquency, culture and personality; PhD for senior position, near PhD for other; salary dependent on rank and experience; state, coed college 50 miles south of Washington; write: Clyde Carter, Department of Sociology, Mary Washington College, Fredericksburg, Virginia 22401.

Briar Cliff College. Assistant professor; to teach undergraduate social work courses and supervise field placements; MSW from accredited school of social work required, with additional work in sociology preferred; congenial department in small liberal arts college, 3-term calendar, 7 to 9 hours per term; \$9,000-\$12,000 for 9 months, excellent fringe benefits; write: Chairman, Department of Sociology, Briar Cliff College, Sioux City, Iowa 51104; September, 1973.

University of Iowa. Assistant professor to teach courses in criminology-deviance, must have strong research interest and desire to participate in graduate training. PhD required. Also established professional for full professor position. Must have strong commitment to training graduate students and to research. Will consider persons currently at associate professor level. Areas of specialization open. Direct inquiries to: Carl Couch, Chairman, Personnel Committee, Department of Sociology, University of Iowa, Iowa City, Iowa 52240. September, 1973.

V 150 Trenton [N.J.] State College seeks PhD's or near, anthropology, sociology; fall, 1973.

ADMINISTRATION

Cornell University. Chairman and professor in human development and family studies department in recently reorganized College of Human Ecology. The department is well established academically with a strong graduate program. There are many opportunities for creative leadership and innovation in both undergraduate and graduate education. The College is committed to interdisciplinary, problem-oriented education and research and has recently established a field studies program. Criteria: PhD with strong background in teaching and research; administrative experience desirable. Send vita immediately to: David C. Knapp, Dean, New York State College of Human Ecology, Cornell University, Ithaca, New York 14850.

University of Utah. Chairman; associate or full professor with PhD required; 20-person department, long established PhD program; salary negotiable; urban campus; write: Dr. Clark S. Knowlton,

Chairman, Search Committee, Department of Sociology, University of Utah, Salt Lake City, Utah 84112.

University of Northern Iowa. Department head to administer Department of Sociology, Anthropology, and Social Work and teach 1 course each semester. Salary open and competitive; send vita, references and transcripts to: Dr. Robert E. Claus, Department of Sociology and Anthropology, University of Northern Iowa, Cedar Falls, Iowa 50613; September, 1973.

URBAN STUDIES SPECIALIST

Millersville State College. Urban Studies Specialist to develop program in urban studies; PhD in urban studies or a related field as well as some experience in program development are required. Position open at associate or assistant professor rank. College located near Lancaster, Pennsylvania in the heart of Pennsylvania Dutch country, a rural setting close to eastern metropolitan centers. Salary open, depending on qualifications. Write to: Dr. M. K. Hamid, Dean, Social Sciences Division, Millersville State College, Millersville, Pennsylvania 17551.

APPLICANTS

PhD WITH EXPERIENCE

A 498 Teaching and/or administration; presently chairman but open to all possibilities; theory, deviance, law, advanced general; PhD: Phi Beta Kappa, GEB Fellow; wide college and university experience, graduate and undergraduate; publications; urban setting, preferably Southwest, Pacific, or South, desire metropolitan area only; 51; September, 1973.

A 491 Teaching and/or research and/or administration; research methods, voluntary associations, family, statistics, stratification; PhD: NIMH Fellowships, research grant; 6 years full-time university teaching and research; several published articles, monograph, papers, book in progress; location open but prefer Midwest or West; prefer graduate department with research emphasis; 35, married, 2 children; June or September, 1973.

A 492 Teaching, research, and/or administration; urban, intergroup relations, social movements, population; PhD; pre-doctoral fellow; 12 years experience, currently full professor; books, articles; location open; 37, married, children; summer or fall, 1973.

A 493 Teaching with or without research, possibly part-time administration; PhD; 20 years academic employment, 4 years administrative experience; taught typical range of undergraduate subjects and several graduate courses in 9 colleges and universities (2 of which were foreign-Fulbright); above

See APPLICANTS page 12

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This new edition of an immensely popular readings book may accompany any introductory text and includes many selections of extremely recent vintage, all related to earlier works and illustrating the continuity of sociological thought over nearly a century.

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APPLICANTS Continued from p. 11

average number of research grants from foundations, agencies, industry; moderate range of publications; early 50's, family; fall, 1973 or later.

A 494 Teaching and/or research; sex roles, urban, family, occupations, other standard courses; PhD; Wilson, NIMH Fellowships; PBK; 14 years major university teaching experience, other research experience; papers; any metropolitan area; 30, married, female; summer or fall, 1973.

A 495 Teaching and/or research; stratification, urban, race, theory, other standard courses; PhD; NDEA, PHS Fellowships; 3 years major university teaching experience, other research experience; papers; any metropolitan area; 29, married; summer or fall, 1973.

A 496 Teaching and/or research; complex and formal organizations, social change and socio-economic development, stratification and poverty, community (including rural) development, voluntary participation, "evaluation" methodology, introductory, social problems; PhD; Woodrow Wilson Fellow, NIMH Predoctoral Fellow; 7 years teaching and research, including 3 as half-time member of applied research institute; published articles in deviance, political socialization, complex organizations, book in preparation on role of co-ops in socio-economic development; location open; 36, married, 2 children; June or September, 1973.

A 497 Teaching; family, aging, sex roles, life styles, others; PhD; 12 years teaching undergraduate and graduate work; 2 years as chairman; currently in Mexico to study Spanish; wish opportunity in Southwest or Florida, will consider others; woman, 50, single; available for summer or permanently.

A 498 Teaching or research; urban, community politics, ethno-methodology, deviance and social problems theory, sex roles, interdisciplinary interests oriented to human well-being; PhD; PBK, NSF and ICMA Grantee, fellowships and scholarships; 8 years teaching, and research, administration, community and other organizing, and editorial consulting; book and articles; New York City area; female; summer or fall, 1973.

A 499 Teaching and research; political, urban, stratification, social movements; PhD; fellowships, Fulbright; 8 years graduate and undergraduate teaching, 4 years research experience; 2 books in press; location open; 42, 1 child; September, 1973.

A 500 Teaching/teaching and research; social movements, collective behavior, public opinion and propaganda, deviance, social thought, theory, problems, stratification, urban; PhD, PKP, NSF and NDEA Fellowships; 2 years college teaching; location open; 35, married, 2 children; June or September, 1973.

A 501 Teaching and research; social psychology, methodology, medical; PhD; AKD, Fellowships; 4 years teaching and 9 years of research experience in community development, personality development, and mental health; publications; location open; 37, married, 2 children; fall, 1973.

A 502 Teaching or visiting professorship; introductory, social problems, social change, urban, political, interdisciplinary interest; PhD; fellowship; 9 years college teaching and research experience; reviews; former US Cultural Affairs officer with experience in Europe and Far East; prefer metropolitan area; single; February, 1973 or later.

A 503 Director of evaluative research; research methodology, social psychology; PhD; 14 years research experience, currently full professor; books, articles; available full-time April-August, flexible availability September-March.

A 504 Professor and chairman; social interaction and methodology; PhD; full professor at eastern university; 3 books, 20 papers.

A 505 Teaching with opportunity for research; deviance, race relations, criminology, juvenile delinquency; PhD; AKD, NSF grant, post-doctoral grants; 18 years college and university teaching and administrative experience; 2 books and 12 articles; desire to locate in South, Southeast; 42, married, 2 children, ex-professional athlete; September, 1973.

A 506 Teaching generalist with interdisciplinary interests, preferably in cooperative sociology-anthropology situation; social psychology of groups, organizations and intergroup relations, social and cultural theory, family; PhD+, PBK, fellowships; 10 years college teaching, 8 years social service experience; Middle Atlantic or upper South; 46, married, children; summer or fall, 1973.

A 507 Teaching, evaluative research, and/or administration; urban, education, community, social problems, social change, social psychology; PhD in education and sociology; ASA section council, over 10 years teaching graduates and over 6 years in research administration and program development in R&D innovative and action programs; numerous publications and articles; urban setting, NYC, others considered; interdisciplinary interests, applied urban research institute or joint appointment in sociology and education; 47, married; June, 1973 or September, 1973.

A 508 Visiting professorship (after retirement); deviance, delinquency, symbolic interaction, psycho-sociology, mass communication, family; PhD; Fulbright professorship; 25 years undergraduate teaching, including Hong Kong and Philippines; about 15 professional papers, 2 books, plus forthcoming book on process of delinquency and social change; location open; LLB and practiced law in Boston for 10 years, published papers include material on Chinese and Philippine social structure, published book on theory of Sigmund Freud; September, 1973.

A 509 Teaching/research/administration; theory, methods, social change, others; PhD; 18 years teaching; 45, married, 4 children; location open; September, 1973.

A 510 Aspiring young sociologist looking for teaching and/or research position; introductory, social psychology, social problems, social deviance, medical sociology, suicidology, sociological theory, sociology of science; MA, PhD candidate; awards; 7 years teaching experience, community college and university level; papers in progress; 31, married; salary open; location open.

A 511 Teaching and research; fields of dominant research interest: concepts of the social sciences (methodology of integrated social sciences), social linguistics, social theory; teaching experience: introductory, classical and contemporary social theory, stratification, methodology, social philosophy, interdisciplinary courses; PhD; teaching experience in German and English universities and in an American college; several publications; universities preferred; 32, single; September, 1973.

A 512 Teaching and/or research and/or part-time administration; social psychology, institutions, education, culture contact, urban, American Indians; PhD; Danforth Teaching Fellow, University Research Fellowship and grant; 13 years undergraduate teaching in a general education college, 1 year as chairman, 6 years (summers) as director of American Indian Studies Program; several articles, book in progress; prefer West, Southwest, Northwest; 43; September, 1973.

A 513 Teaching and/or research; urban, statistics, research methods, theory, complex organizations;

PhD; 4 years teaching experience, research experience on government research projects; publications with several others submitted and in progress; location open; 30, married, 1 child; June or September, 1973.

A 514 Teaching and/or research; medical, collective behavior, research methods, complex organizations; PhD; 6 years teaching experience, research experience; publications; location open; 37, married, 1 child; September, 1973.

A 515 Teaching/research; social psychology (experimental and symbolic interaction), marriage and family, small groups; PhD; several years university teaching and full-time research experience in government and university research agencies; publications; summer or fall, 1973.

A 516 Teaching and/or research; social psychology, social problems and change, minority and urban society, anthropology; PhD; NSF study; 16 years of college teaching, 9 of these in junior colleges, some graduate teaching experience, some administration experience; 10 years of industrial administration; theoretical and research papers at national and regional professional meetings; location open, including Canada and abroad; February, June, September, 1973.

A 517 Teaching and research; urban, criminology, deviance, methods, theory, politics, complex organizations, minority-majority relations, family, social psychology, introductory; PhD; fellowships, NSF grant; 6 years teaching at university level; articles, forthcoming book; location open; 36, married, no children.

A 518 Teaching (administration considered), prefer liberal arts or "cluster" college; research methods and statistics, ethnic relations, stratification, organizations; PhD; fellowship, research grants; 6 years undergraduate teaching experience; publications; location open; 37, married; fall, 1973.

A 519 Teaching or teaching and chairman; stratification, theory, social thought; PhD; 22 years teaching, 6 as chairman; publications; location open; 51, married; fall, 1973.

NEAR PHD OR MA

A 520 Teaching and research; methodology and statistics, social structure and personality, small groups, other social psychology courses, mathematical sociology; particularly interested in the undergraduate methods course; MA (near PhD); fellowship, NIMH Traineeship, research assistantships, teaching assistantships; have had full responsibility for teaching a course twice; one *Sociometry* article; prefer a middle-sized university which encourages both teaching and research; location open; September, 1973.

A 521 Teaching; family, social psychology, sociology of childhood, sociology of education, community; MA, 3 years advanced graduate study, degree expected 1973; AKD, Pi Gamma Mu; 14 years university teaching; married, 1 child; summer, fall, 1973.

A 522 Teaching and research or teaching; Chinese society, social change, comparative, political, methods; PhD expected August, 1973; NDFL and FAFP grant recipient; teaching experience; prefer Midwest, East, will consider other locations; September, 1973.

A 523 Teaching and research; research methods, statistics, urban stratification, social problems; MA, PhD expected in January, 1973 (dissertation nearly completed); 3 years full-time college teaching experience, previous part-time as teaching fellow, experience with use of computer (interactive and batch) for instruction and research; publications and papers; location open; 30, married, 2 children; September, 1973.

A 524 Research or teaching; methodology/statistics, rural; MS; research assistantship, project coordinator; reports, articles in progress; location open; married, 1 child; summer, 1973.

A 525 Research and/or teaching; social indicators, stratification, population and ecology, methodology and statistics; MA, current PhD candidate; NSF Fellow; 4 years research experience, including 3 years at Population Studies Center; 1 publication, revision of ASA paper in progress; 25; September, 1973.

A 526 Teaching and/or research; urban studies and theory of knowledge; cosmopolitan, multi-disciplinary vantage point; near PhD; outstanding grants; teaching, research and in-field experience; publications; will develop curriculum; 31, married; June, 1973.

A 527 Teaching and research; stratification, historical, political, military, social psychology; PhD expected August, 1973; PBK, AKD, US Public Health Service Trainee, Arnold M. Rose Award for graduate student paper; 2 years teaching; prefer Northeast, will consider other locations; August, 1973.

A 528 Teaching; criminology, penology, correctional community; ABD; NIMH Fellow; past journal editor, 3 years teaching experience, presently directing criminal justice program; published study of indeterminate sentence, dissertation research on temporal strategies of prisoners; desire West Coast or Boston area; September, 1973.

A 529 Teaching and research; sociolinguistics, socialization, medicine (mental illness), education, sociological theory, family, social problems, religion; MA, PhD expected March or June, 1973, NIMH Traineeship; 2 years teaching experience; 27, married; fall, 1973.

A 540 Teaching/research or full teaching; organizations, medical, industrial, social program analysis and evaluation; MA, PhD expected June, 1973; NDEA Fellowship; teaching, research, and project administration experience; interdisciplinary training with sociology major; location open; married; September, 1973.

A 541 Teaching or teaching and research; deviance/criminology, methods, family, collective behavior; MA; AKD; 4 years teaching experience at small liberal arts college, research experience; articles in preparation; location open; 29, married, 1 child; June or September, 1973.

A 542 Teaching and research; introduction, socialization, comparative, family, sociology of youth, social problems, French social structure; MA, PhD dissertation near completion; 8 years of college teaching experience; 6 months research in France; location in Europe, Canada, or US; 31, married, 1 child; September, 1973.

A 543 Teaching and/or research; social psychology, research methodology, interdisciplinary teaching and research, small groups, collective behavior, marriage and the family, personality theory, information-systems theory; ABD (PhD expected August, 1973); NIMH intermediate pre-doctoral fellow, dissertation research grant; assistant professor for 2 years; 3 published papers; September, 1973.

A 544 Research and/or teaching; social psychology, political sociology and political behavior, social change and social indicators, survey design and methods, statistics; MA, PhD candidate; NIMH Fellow, Detroit Area Study Teaching Fellow; 4 years survey research experience including 3 years at Detroit Area Study and 1 year at the Population Studies Center; research reports; 25; fall, 1973.

A 545 Teaching and/or research; undergraduate sociology, sociological research; MA; AKD, assistantships; teaching and research experience; papers published; location open; 29, single; September, 1973.

A 546 Teaching or teaching and research; religion, social stratification, social problems, introductory; MS+; 1 year teaching experience, 20 years experience in communications media, electronic and print; location open; 45, single; summer or fall, 1973.

A 547 Teaching and/or research; statistics, methodology, social stratification; MA, near PhD (dissertation in progress); 2 years research assistant, 1 year director of land use survey, 4 years teaching experience; location open; 28, single; September, 1973.

A 548 Seek instructorship with MA in sociology and political science; introductory, sociology of religion, urban; married, no children; September, 1973.

A 549 Instructor; demography, human ecology, urban, social problems, methods of research and statistics, deviant behavior; MA+; several years teaching experience; location open; 31, single; after June 6, 1973.

June 10 - 13, 1973

Futurology 2

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