



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

# Footnotes

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## What is a Sociologist?

### U. S. DEPARTMENT OF LABOR TO REVISE THE DICTIONARY OF OCCUPATIONAL TITLES

The ASA has been asked to review and to make comments and suggestions concerning the current listing of occupational data involving sociologists in the DICTIONARY OF OCCUPATIONAL TITLES published by the Manpower Administration of the U. S. Department of Labor. The primary concern is that the occupational data to be published in a forthcoming revision of the Dictionary are accurate reflections of jobs for sociologists as they presently exist.

The Dictionary identifies and briefly describes 22,000 jobs found in the American economy. It is used primarily by the United States Employment Service and its affiliated state agencies to facilitate the counseling and placement of persons seeking employment. In addition, other government agencies and officials in industry, schools, libraries, unions, and similar organizations utilize it as a source of occupational information for counseling, recruitment, training and related personnel activities.

The current edition of the Dictionary published in 1965, has a base title entry for "Sociologist" and seven sub-titles listed under that heading. Readers are invited to inspect the following definitions and submit suggestions for revision to the ASA by April 15 for submission to the Manpower Commission:

- *Sociologist*—Conducts research into origin and development of groups of human beings and patterns of culture and social organization which have arisen out of group life in society; collects and analyzes scientific data concerning social phenomena, such as the community, associations, social institutions, ethnic minorities, social classes, and social change. May teach sociology, direct research, prepare technical publications, or act as consultant to lawmakers, administrators, and other officials dealing with problems of social policy.

- *Criminologist*—Specializes in research on relationship between criminal law and the social order and in causes of crime.

- *Industrial Sociologist*—Specializes in research on group relationships in an industrial organization.

- *Penologist*—Specializes in research on punishment for crime and control and prevention of crime, management of penal institutions, and rehabilitation of criminal offenders.

- *Rural Sociologist*—Specializes in research on rural communities in contrast with urban communities and special problems occasioned by impact of scientific and industrial revolutions on rural way of life.

- *Social Ecologist*—Specializes in research on effects of physical environment and technology upon spatial distribution of people and their activities.

- *Social Pathologist*—Specializes in research on social problems arising from individual or group deviation from commonly accepted standards of conduct, such as crime and delinquency, or social problems and racial discrimination, rooted

in the failure of a society to achieve its collective purposes.

- *Urban Sociologist*—Specializes in research on origin, growth, structure, and demographic characteristics of cities and the social patterns and distinctive problems that result from urban environment.

The call is for comments and suggestions that "would assist in developing authoritative definitions for occupations in sociology." Response may be sent to the ASA or directly to Robert J. Brown, Associate Administrator for U.S. Employment Service, Manpower Administration, U.S. Department of Labor, Washington, D.C. 20210. April 15, an easy date to remember, is the deadline.

\* \* \*

### REQUEST FOR INFORMATION: A STUDY OF THE CONFIDENTIALITY OF SOCIAL SCIENCE RESEARCH SOURCES AND DATA

The Russell Sage Foundation is funding a study of events and problems concerning the confidentiality of social science research sources and data. The study will analyze such issues as the confidentiality of survey research data, and the obligation of a scholar to reveal his or her research sources to other scholars.

The study is sponsored by the American Sociological Association, the American Political Science Association, the American Anthropological Association, the American Psychological Association, and the American Historical Association. (The Association of American Law Schools, the Association of American Geographers, the American Economic Association, and the American Statistical Association are considering sponsorship.)

The study will begin in February, 1974, and end in December, 1975.

Individuals and organizations are invited to send to the director of the study a statement of (1) any events of which they have knowledge that have raised questions concerning the confidentiality of social science research sources and data, and (2) any problems they have encountered that have involved questions concerning the confidentiality of social science research sources and data. The statement should specify the time, place, individuals, organizations, and the circumstances involved in the events and problems. Information provided in response to this request will be treated as confidential unless the individual providing the information consents to its release.

The statements will be used by the director and project board to select events and problems for further analysis.

Statements should be sent to the principal investigator: James D. Carroll, Director, Public Administration Programs, 200 Maxwell Hall, Syracuse University, Syracuse, New York 13210.

## Focus on Social Structure Sharpens As . . .

### TWENTY-FIVE FEATURES ARE ANNOUNCED FOR 69th ANNUAL MEETING IN MONTREAL

The theme for the ASA Annual Meeting in Montreal, August 25-29, is "Focus on Social Structure." Just how that theme will be explicated in the program became clearer with the recent announcement by President Peter M. Blau concerning the titles, organizers, and participants for a series of Plenary Sessions, Thematic Panels, and Didactic Seminars arranged by the Program Committee.

In addition to the 61 topics announced earlier for submitted-paper sessions (see August and November, 1973 FOOTNOTES), the 1974 program will include the following special features—

#### PLENARY SESSIONS

##### APPROACHES TO THE STUDY OF SOCIAL STRUCTURE

Sunday, 8:30 p.m.

President and Discussant: To be announced

S. M. Lipset, Harvard University  
Thomas B. Bottomore, University of Sussex, England

Lewis A. Coser, SUNY, Stony Brook  
Monday, 8:30 p.m.

President: To be announced  
Peter M. Blau, Columbia University,  
Presidential Address

Tuesday, 4:30 p.m.

President and Discussant: To be announced

Gerhard E. Lenski, University of North Carolina  
Harold Garfinkel, University of California, Los Angeles

Tuesday, 8:30 p.m.

President and Discussant: William J. Goode, Columbia University

Robert K. Merton, Columbia University  
George C. Homans, Harvard University

Wednesday, 8:30 p.m.

President and Discussant: Walter L. Wallace, Princeton University

Talcott Parsons, Harvard University  
James S. Coleman, University of Chicago

Interspersed through the four-day program will be a series of panels. The topics and the panel organizers have been announced as follows:

#### THEMATIC PANELS

##### CULTURE AND SOCIAL STRUCTURE

Richard A. Peterson, Vanderbilt University

##### APPROACHES TO THE STUDY OF COMMUNITY STRUCTURE

Gerald D. Suttles, SUNY, Stony Brook

##### FAMILY STRUCTURE AND SOCIALIZATION

Fred Strodbeck, University of Chicago

##### SCHOOLING AND SOCIAL EQUALITY

Barbara Lee Heyns, University of California, Berkeley

##### THE STRUCTURAL AND SOCIOPSYCHOLOGICAL STUDY OF ORGANIZATIONS

Charles B. Perrow, SUNY, Stony Brook

##### INDUSTRIAL STRUCTURE: ALIENATION OR COMMITMENT

Melvin Seeman, University of California, Los Angeles

##### MARXIAN SOCIAL THEORY: STRUCTURE VS DIALECTIC

##### WOLF HEYDEBRAND, NEW YORK UNIVERSITY STRUCTURAL AND SOCIOPSYCHOLOGICAL APPROACHES TO RACE RELATIONS

Robin M. Williams, Jr., Cornell University

##### WORLD POPULATION

Nathan Keyfitz, Harvard University

##### STRUCTURAL AND CULTURAL INTERPRETATIONS OF DURKHEIMIAN THEORY

Terry N. Clark, University of Chicago

"Didactic Seminars," a program feature first developed at the New Orleans meeting in 1972, will also be part of the 1974 meetings. These seminars are designed primarily for the teaching sociologist who is seeking to keep abreast of recent scholarly trends and developments. Each seminar will have a limited enrollment and pre-registration is necessary. The fee for each participant will be \$5.00. Registration forms for the seminars will be sent to all members with the Preliminary Program in May. The following ten seminars, each organized by outstanding teacher-scholars in the discipline, will be open for registration:

#### DIDACTIC SEMINARS

##### USES OF COMPUTERS IN TEACHING SOCIOLOGY

James A. Davis, NORC, University of Chicago

##### METHODS IN HISTORICAL SOCIOLOGY

Gilbert Shapiro, University of Pittsburgh

##### CRITICAL SOCIOLOGY

Norman Birnbaum, Amherst College

##### COHORT ANALYSIS

Norman B. Ryder, Princeton University

##### DEDUCTIVE THEORIZING

Clarence Schrag, University of Washington

##### CROSS-NATIONAL COMPARISONS

Robert M. Marsh, Brown University

##### TEACHING STATISTICS IN SOCIOLOGY

Herbert L. Costner, University of Washington

##### POLICY RESEARCH: THEORY AND METHODS

Amitai Etzioni, Columbia University

##### ECTA: AN EASY WAY TO ANALYZE QUALITATIVE VARIABLES

Leo A. Goodman, University of Chicago

Paul R. Wozniak, Western Kentucky University

Richard L. Dukes, University of Southern California

**Social Research and Development. . .**  
**NOTES ON THE BUDGET OF THE  
UNITED STATES FOR FISCAL  
YEAR 1975**

The annual budget message has come to Congress. The next several months will witness the shaping of actual authorizations. What is clear at this early point in the political process is that more money is involved across the board than ever before. Some of these increases may even trickle into programs affecting social research.

For example, the budget for 1975 calls for an increase in obligations of \$1.7 billion for federally sponsored research and development. This is the largest dollar increase in more than 10 years and represents a 10 percent rise over FY 1974 levels. Overall, the R&D program amounts to \$19.6 billion for 1975.

Tucked away below the entries for military, space, and other such matters, is a substantial sum for so-called "Social Research and Development." In fact, for FY 1975, eight federal agencies have identifiable social research and development efforts that call for the obligation of \$835 million, about the level of FY 1974, and up by \$45 million over FY 1973. Within this category are programs in the Law Enforcement Assistance Administration, HUD, NSF, Labor, HEW, Agriculture, VA and Commerce.

Social research and development is said to include basic research, policy research, development, experimental, pilot and demonstration efforts, and evaluation research. It is instructive to learn how these terms as defined in the vast federal bureaucracy as indicated in the following paragraphs from the *Science Adviser*:

Basic research is the systematic study directed toward fuller knowledge or understanding of the subject under investigation. It includes development of methodology and measurement techniques. Policy research is mission oriented research on the causes, nature, incidence, impact and inter-relatedness of domestic social and economic problems. It identifies the available options for dealing with the problems under study and the consequences of choosing one or another option. Policy research includes social experiments requiring rigorous design and close scientific technical control. Development, experimental, pilot and demonstration programs are those efforts undertaken when there is sufficient theoretical and initial empirical data available to confirm the construct or design, but "real-world" operation problems must be tested to prove the worthiness of the programmatic concept prior to incorporation into a national program or its result used to modify or initiate public social policy. Evaluation research is that effort which scientifically measures the effects of a program against the goals the program sets out to accomplish.

Of particular interest in connection with issues discussed by the President in the State of the Union Message are social experiments in three areas: health insurance, income maintenance, and housing allowances. All are continuing programs, health insurance funded at \$5.8 million in FY 75, income maintenance at \$10.8 million, and housing allowances at \$17.3 million.

The experimental housing allowance program provides an example of the role that social research can play in assisting policy decisions. Under the concept being tested, a housing allowance will be made available to families in need. The families may canvass the market to select housing of their choice. The research is designed to test how consumers use the funds and how landlords and builders respond to the increase in demand. In this way, research, it is believed can have a major impact upon the cost and effectiveness of important and growing social program investments by the federal government.

**Note #3 on Non-Academic  
Employment**

**U.S. CIVIL SERVICE  
COMMISSION  
MOVES TO  
STRENGTHEN  
RELATIONS WITH  
UNIVERSITIES**

The USCSC has taken what Bernard Rosen its Executive Director termed "a significant new step forward" to improve Commission relations with universities in ways that are designed to enhance opportunities for academics, including sociologists, to find both training experience and regular employment in government service.

Following a series of meetings extending over one year with representatives from universities and professional organizations, including the American Sociological Association, the USCSC has announced, in broad outline, six modes of action that will be undertaken:

- The Bureau of Intergovernmental Personnel Programs has been assigned the responsibility for serving as the Commission focal point for relationships with colleges and universities.

- A Government Affairs Faculty Fellowship Program will be established to encourage nationwide the placing of college and university faculty members in federal agencies for meaningful work experience to complement their teaching and research interests. What is new is the determination to provide central encouragement and support for new efforts to supplement established programs in this area.

- The Commission is analyzing its job information, recruiting and examining programs for entry-level college graduates. A new pamphlet entitled *Government 1975* is being planned for issuance in Fall, 1974 that will describe the federal government's needs for college educated manpower and the examining systems and procedures appropriate to the various occupations and career fields.

- In an effort to strengthen federal management, the Commission will encourage agencies to offer increased work experiences to individuals pursuing degrees in Public Administration, Business Administration, and allied fields. Agencies may appoint, under Schedule A, both undergraduate and graduate students during the school year to positions which are related to the academic disciplines they are pursuing. An extension of summer employment opportunities is also planned.

- The Commission will develop and issue policy guidance on long-term training so that federal agencies and employees can better realize the full benefit of this training. Various studies have shown that the greatest problem areas are in planning, administration, and evaluation.

- Commission bureaus and offices will begin to establish cooperative research arrangements with colleges and universities to pursue common needs for research, fact-finding, and data analysis in the field of public personnel management.

By these means the Commission plans to nurture more systematic and fruitful relations with the academic community. The ASA will continue to monitor developments and more specific information bearing on opportunities for sociologists will be reported in later editions of FOOTNOTES.

For further information concerning any of the above developments, write: Joseph M. Robertson, Director, Bureau of Intergovernmental Personnel Program, U. S. Civil Service Commission, Washington, D. C. 20415.

**No Run on RANN by Sociologists. . .**

**SMALL TURNOUT YIELDS LARGE GRANTS  
FOR RESEARCH APPLIED TO NATIONAL  
NEEDS**

Sociologists and other social scientists often complain about the dwindling support from the federal government for research.

On the other hand, some federal agencies often complain that social scientists do not take full advantage of the resources that are available. A case in point, perhaps, may be found at RANN in NSF where the research budget has increased from 34 million dollars in 1971, to 50 million in 1972, and to 72 million dollars in 1973.

Sociologists in particular have been slow in responding to the growing opportunities for research provided by this expanding budget. In fact, in one of the principal units of the RANN Program where research of sociological concern is generated—the Division of Social Systems and Human Resources—grants to sociologists dropped from over five million dollars in 1972 to around one million dollars in 1973. This happened despite the fact that this division—SSHHR—moved from allocating \$10,552,900 for 21 grants in 1972 to awarding \$13,369,639 for 112 grants in 1973. (The estimated budget for 1974 is 10.5 million and the requested budget for 1975 for SSHHR is 13 million dollars).

According to reports from NSF, the key factor governing eligibility for support under RANN, in addition to scientific merit, is the expected impact of the results in inducing constructive change in the social, economic, environmental, and technical policies and operations carried out in both government and private sectors.

The leadership of the Division of Social Systems and Human Resources, which includes Harvey Averch an economist as Director, and sociologists James D. Cowhig as Deputy Director and George W. Baker as Program Manager, stress that their division will support research when results promise to make a direct and significant contribution to the choices made by national, state, or local decision makers; when it helps clarify and aid in the resolution of national debate on social problems; or when it improves the state-of-the-art in social policy analysis. Thus the research must address a significant societal problem, and the results expected must have high utility for policy purposes above and beyond the work already available.

Thus far only a handful of sociologists have responded to this challenge, but for those who have been successful the yield in research funds has been large.

Included in the 1972 list of 21 grants made by SSHHR, were the following awards made to sociologists:

- Evaluation of Research and Theory in Criminology, Marvin Wolfgang,

University of Pennsylvania, \$578,800

- National Evaluation of Community Services, James Davis, NORC, \$983,400.
- Neighborhood Government and the Quality of Urban Life: Evaluation of an Experiment in Decentralization, Allen Barton, Columbia University, \$1,443,100.
- Occupational Changes in a Generation II, David Featherman and Robert Hauser, University of Wisconsin, \$888,300.
- Assessment of Research on Natural Hazards, J. Eugene Haas and Gilbert White, University of Colorado, \$723,900.
- Performance Criteria for New Community Developments: Evaluation and Prognosis, Shirley S. Weiss and Robert Zaner, University of North Carolina, \$1,179,400.

For fiscal year 1973, SSHHR made 112 grants. Included in the recently released summary of awards were grants to the following sociologists:

- Analysis of the Impact of Divorce Law Reform: The California Case, Lenore J. Weitzman, University of California, Davis, \$176,700.
- Experimental Study of Decision Making in the 12-versus 6-man Jury under Unanimous Versus Non-Unanimous Decisions, Allen Barton, Columbia University, \$571,500.
- Evaluation of Research on Post-Secondary Education for the Disadvantaged, Mary Janet Mulka, Mercy College of Detroit, \$65,250.
- The Relation of Post-Disaster Community Policy Issues to Restoration, Reconstruction, and Future Vulnerability, J. Eugene Haas, University of Colorado, \$234,700.

These compilations do not disclose the full involvement of sociologists in the RANN Program. A number of other sociologists are involved with interdisciplinary teams in various research agencies that have received grants from SSHHR under their programs dealing with Municipal Systems and Services, Human Resources and Services, and Social Data and Evaluations. According to Director Averch, such interdisciplinary efforts are likely to increase in 1974 as support for research bearing on energy and environmental problems comes to the fore.

General information about the SSHHR part of the RANN Program can be obtained from the Division of Social Systems and Human Resources, RANN, National Science Foundation, 1800 G Street, N.W., Washington, D. C. 20550.

**Meeting Calendar**

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

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

April 3-6, 1974, *Midwest Sociological Society*, Annual Meeting, Omaha Hilton Hotel, Omaha, Nebraska. Caroline B. Rose, Department of Sociology, University of Minnesota, Minneapolis, Minnesota.

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

April 18-20, *Southern Sociological Society*.

Annual Meeting, Sheraton-Baltimore, Atlanta, Georgia. George A. Hillery, Jr., Virginia Polytechnic Institute, Blacksburg, Virginia.

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

June 17-19, 1974, *American Association for the Advancement of Science*, Section-K, Pacific Division. Annual Meeting, University of California, Irvine, California. Program Chairman, Asoke Basu, Department of Sociology, California State University, Hayward, California 94542.

October 30-November 2, 1974 *African Studies Association*, Annual Meeting, Chicago, Illinois. Sam C. Sarkesian, Program Chairman, Department of Political Science, Loyola University, 6525 North Sheridan Road, Chicago, IL 60626.

Letters

DATA ON ASA ELECTION

At this time of elections to ASA governing bodies, and because of our continuing concern with the representation of minorities and women on these bodies, we call ASA members' attention to the following data regarding that representation:

	Executive Council (excluding officers)		
	Current terms	Expiring terms	Nominees
Total	12	4	13
Asian	—	—	—
Black	1	1	2
Female	3	1	2
Native	—	—	—
Spanish-speaking	—	—	—

	Committee on Publications (elected members only and excluding officers)		
	Current terms	Expiring terms	Nominees
Total	6	2	7
Asian	—	—	—
Black	—	—	2
Female	—	—	2
Native	—	—	—
Spanish-speaking	—	—	—

	Committee on Committees		
	Current terms	Expiring terms	Nominees
Total	12	6	15
Asian	—	—	—
Black	1	1	1
Female	5	3	5
Native	—	—	—
Spanish-speaking	—	—	—

	Committee on Nominations		
	Current terms	Expiring terms	Nominees
Total	12	6	14
Asian	—	—	—
Black	2	2	5
Female	5	3	3
Native	—	—	—
Spanish-speaking	—	—	—

Peter M. Blau, Columbia Univ.  
Walter L. Wallace, Princeton Univ.

NEGATIVE REACTION TO AFFIRMATIVE ACTION

The articles by Edgar Borgatta and Maurice Jackson on "Affirmative Action" in the December 1973 issue of *Footnotes* make fascinating reading. Three salient conclusions emerge very clearly from them:

1) Rather more than half of our profession define "affirmative action" as an injunction to discriminate on the basis of sex, race and ethnicity, and admit that such "discrimination in reverse" has taken place at their university (Table 1, Borgatta article).

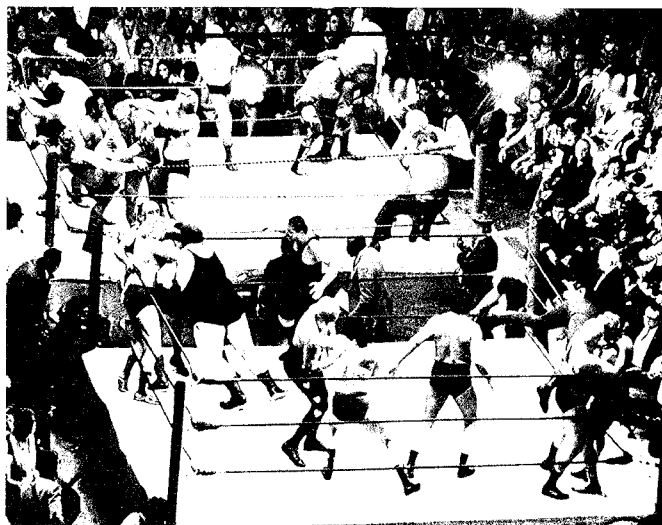
2) Discrimination in reverse has had a slight impact on the hiring of women where candidates abounded, but virtually no impact on the hiring of "minorities" where the supply was extremely limited. (We all know, of course, that "affirmative action" has had the effect of catapulting the salaries of a few black colleagues at least 20 or 25 percent beyond that of equally qualified non-blacks, but the benefit to minority groups at large has been completely negligible.)

3) There has been spectacular window dressing in the ASA, where there is now vast over-representation of blacks and women in most categories of political office. The obvious comparison groups for such offices is *tenure-level* faculty, but even if one takes *all* faculty, women with 15 percent of all faculty now have over 30 percent of the elected positions, and blacks with 3 percent of the faculty have 6 percent of the elected officers and council members and 14 percent of the elected committee memberships (Tables 1 and 6 of the Jackson article).

Incidentally, I find it methodologically amusing that Jackson, in playing the numbers game, makes so much of the "low" representation of such groups as Asian Americans or Native Americans who make up well below 1 percent of the total American population. I also note the absence on the Council of people of Zulu, Eskimo, Montenegrin, Uzbek and Tamil descent, but I do not feel this calls for surprise or even mention. Certainly, the presence or absence of an accidental "representative" of a tiny group in a small body is not evidence of the presence or absence of discrimination. In fact, it is not evidence of anything at all. Surely, this is elementary statistical methodology.

No doubt, Spanish Americans are grossly under-represented in the profession, but so are other Catholic groups. Asian Americans, on the other hand, fare about as well as the average, at least in the West and Hawaii where they are numerous enough to be "visible," but this hides inequalities between the Asian groups, e.g., between people of Japanese and Filipino descent.

Where does all this leave us? We have failed to make an impact for the better on the society at large, and, as a profession, we are worse off than before because we have legitimized again blatant racial, ethnic and sex discrimination, and institutionalized an insidious apartheid system within our universities. To cap it all, we salve



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SOCIOLOGICAL CONCEPTS ILLUSTRATED.

One of the complaints sent to FOOTNOTES is that while we often carry pictures of sociologists, we never attempt to portray sociological processes or concepts.

To remedy this fault, FOOTNOTES presents the first of what it hopes will be a stimulating series of dynamic sociological photographs. Readers are invited to submit their own contributions for reproduction.

Sociologically, the first entry above provides a range of conceptual possibilities. Actually, the scene portrayed is a recent joint-meeting of the 1974 ASA Program Committee and the Board of the Red Feather Institute. The matter under discussion is whether or not there really is such a thing as "Conflict Methodology" (see "Letters," December, 1973 FOOTNOTES).

our hypocritical liberal conscience by voting for "balanced" slates of candidates in ASA elections. What a farce this all is! It makes me more ashamed than ever to belong to a profession that proves itself to be not only incompetent but intellectually dishonest.

Pierre L. van den Berghe  
University of Washington

ON CONFLICT METHODOLOGY

I am surprised that although T. R. Young has been rejected by three past ASA presidents in his efforts to open a session for "Conflict Methodology" in the Annual ASA Meeting, he has not published any article or report in any of the profession's major journals (three years is a long time) to vindicate his claim that there is something worthwhile in his proposed methodology for the attention of the discipline. While I do

agree that a scientific community's stance towards new ideas and ways to get at new ideas should be open, it is not to say that a scientific community, which is a small body-politic, must yield to any one of its members simply because the person thinks he/she has something to say, and especially so when there is absolutely no credible evidence, except for a promise of good faith, to support that what will be said is probably worthwhile listening to. Young's contention that a conflict-theory perspective necessarily engenders a conflict methodology is parallel to the claim that a goose egg is necessarily laid by a goose; a claim which we find useless for science. Perhaps Young is inspired to strike out another perspective-specific methodology by the acceptance of the misnomer term "ethnomethodology" denoting an area of scientific investigation in sociology. But ethnomethodology is simply not a methodology although its conceptual-

See LETTERS, p. 5

UNIVERSITY PRESIDENTS CALL FOR AID TO CHILEAN SCHOLARS

Recent decisions by the military government in Chile appear to necessitate immediate and large-scale action by the North American academic community to offer assistance to our fellow scholars in Chile. The decision, in late September, to remove the incumbent rectors of all Universities has now been followed by the large-scale dismissal of Chilean and other scholars, the closing of entire faculties and research institutes and the refusal to readmit large numbers of students.

Our concern is not with the ideological position of any individual or group now or previously active in Chilean life, whether opponents or friends of the old or the new government of Chile. We are concerned solely to foster an academic-humanitarian effort to help individuals who cannot continue teaching or research careers, or advanced studies. Our hope is that many of these individuals can stay in Latin America, and we know of efforts to facilitate precisely this. However, some individuals may wish to come to this country, and many of them can make a very real contribution to the academic life of our universities and colleges, if the latter are free to select on the basis of sound information, and the Latin Americans likewise able to exercise some choice.

Various universities and colleges in this country have already opened a variety of teaching and research positions at the faculty level and tuition-free places in their graduate schools. In several European countries also, substantial efforts are under way. To facilitate this effort in North America, and to extend it substantially, the Latin American Studies Association, with a grant from The Ford Foundation, has appointed an "Emergency Committee to Aid Latin American Scholars" (ECALAS). Members of the Committee are: Riordan Roett, School of Advanced International Studies, Johns Hopkins University, Chairman; Elsa M. Chaney, Department of Political Science, Fordham University; Richard R. Fagen, Department of Political Science, Stanford University; Joseph Grunwald, The Brookings Institution; Albert O. Hirschman, Department of Economics, Harvard University; Henry A. Landsberger, President, Latin American Studies Association; Michael Potashnik, Social Science Research Council.

The Executive Secretary who will devote himself to this task full time during the coming year is Dr. Bryce Wood, until recently Executive Associate of the Social Science Research Council and staff of the Joint Committee on Latin American Studies formed by the Social Science Re-

search Council and the American Council of Learned Societies. Dr. Wood, a distinguished and experienced scholar and administrator, will travel to Latin America in the coming months to obtain accurate *Vitae* (including careful assessment of English competence) from individuals who wish to teach or to undertake graduate studies in the United States. In the United States his task will be to compile a list of faculty appointments which may be made available by Universities such as yours on an emergency basis, and/or the offer of tuition-free study at the graduate level plus whatever other financial support can be mobilized either by universities as institutions or by voluntary groups associated with its efforts. We envisage that most of these positions will be for one or at most two years both because few universities can be expected to commit themselves to more and because we hope the situation in Chile will permit many of these individuals to return within that period.

We write to urge you to search for opportunities in your faculties and graduate programs to place individuals who are qualified and in need of assistance. The level and discipline of such positions, as well as the selection of individuals to fill them will be, of course, entirely a matter

for your institution. The Emergency Committee and Dr. Wood are ready to supply you with a list of names and attached *Vitae*, and such further information as you may request. We hope that the support given, through this letter to you, by the undersigned University Presidents, will reassure you as to the academic-humanitarian and non-partisan nature of this effort.

To indicate whether you have been able to find any positions and if so, at what level, please contact Dr. Wood directly at the Ibero-American Center, New York University, 24 Waverly Place, Room 566, New York, New York 10003. His telephone is (212) 598-3053. He and his staff can also clarify any questions you may have.

In the hope that you may feel it possible to make a substantial, albeit temporary contribution to this humane endeavor, we remain,

Yours sincerely,

- Presidents:
- |  |   |
|--|---|
| Dale R. Corson,<br>Cornell University                | Steven Muller,<br>The Johns Hopkins<br>University |
| Theodore M. Hesburgh,<br>University of Notre<br>Dame | Howard R. Swearer,<br>Carleton College            |
| Richard W. Lyman,<br>Stanford University             | John William Ward,<br>Amherst College             |

## MINORITIES & WOMEN

Joan R. Harris  
*Executive Specialist for Minorities and Women*

### A Closer Look at the GRE and Affirmative Action

The present discussion is a further exploration of the data presented by Maurice Jackson<sup>1</sup> and is based on crosstabulations run by grouping the types of departments. These data are those collected from 171 graduate departments of sociology during the 1973 Annual Audit of Graduate Departments.

Graduate departments use a variety of techniques to assess the potential of graduate student candidates. In the sample of such departments that returned the 1973 questionnaire, every department used the undergraduate grade point average. Consequently, this criterion, and other criteria, for admission will not be discussed since the primary focus is on the Graduate Record Examination (GRE).

The GRE is a major criterion for graduate student applicants; however, this instrument has been criticized for its cultural bias and possible nonsupport of affirmative action. Jackson reported that 81 percent of the graduate departments reported use of the GRE for selection criteria.<sup>2</sup> It has been possible to examine the data more closely through computerization to determine the types of departments that use the GRE and how they use it for ethnic minority students.

**Who uses the GRE?** All graduate departments do not use the GRE as a criterion for selection. When the A.C.E. ranked departments were grouped and crosstabulated against the A.C.E. unranked departments in terms of the use of the GRE, 93 percent of the former in contrast to 78 percent of the latter used the test. When the ranked departments were further dichotomized into (1) distinguished and strong and (2) good and adequate, all of the distinguished-strong departments and 86 percent of the good-adequate departments used the GRE. The first category obviously raised the percentage distribution to 92.7 percent for the ranked schools. The significance of the difference in the proportions between ranked and unranked departments that used the GRE as a criterion for selection was significant at better than the .01 level ( $z = 3.60663$ ). If the unranked A.C.E. graduate departments used the GRE as an admission criterion significantly less than the A.C.E. ranked departments, what are the implications for minority graduate student applications to the ranked departments?

**Who adjusts the GRE scores?** Graduate departments were asked if they adjusted the GRE scores for minority students. Of the departments which responded that such adjustments were made, the A.C.E. ranked departments reported significantly more that these adjustments were made. A more detailed examination of the data revealed that the A.C.E. good and adequate departments tended to make adjustments to a greater extent than did the distinguished and strong departments followed by the unranked departments which tended not to use the GRE as a criterion. This finding was significant between the A.C.E. ranked (70.7 percent) versus the A.C.E. unranked (45.6 percent) departments such that a significantly higher proportion of the former adjusted scores than did the latter ( $z = 3.45112$ ). Again, a serious question must be raised: If the GRE scores are to be adjusted for ethnic minorities, what is the purpose of the use of GRE scores for all students? The implications are open equally to question: Does ethnic minority categorization automatically mean lower scores; are the adjustments designed to admit students on a "self-fulfilling prophecy" of failure; or is there some other intention? Whatever the answers to these questions, a closer scrutiny should be given by the graduate departments to the rationale for using the GRE and to the rationale for adjustment for ethnic minority students.

**Methods of GRE adjustment.** Various methods were reported for the adjustment of the GRE scores for minority applicants. These responses, to an open-ended question of how the adjustments are made, elicited content-analyzed responses of "the GRE is not used for minority students" through a range of possibilities that included the GRE was not required for foreign students (and therefore was not used for American ethnic minority applicants).

The differences in proportions for methods of adjusting the GRE scores for minority students of the A.C.E. ranked and A.C.E. unranked graduate departments were not significant. At the same time, however, the ranked departments tended to respond more frequently that there was some type of differential for whites and blacks (and presumably for other American ethnic minorities) and that there was a specific formula for this adjustment. The tendency for differential treatment was most pronounced among the distinguished-strong departments as was the use of a specific formula. The specific formula tended to include primarily point differentials, such that lower scores were admissible for ethnic minorities. At the same time, the unranked departments reported less use of the GRE scores, but they were much less inclined to adjust GRE scores if the examination was used as a criterion for admission to graduate study in a department.

Implications? Queries? Suggestions? Answers? Explanations?

### Ethnic Minority Rosters and Areas of Competence

By the time you read this issue of FOOTNOTES, a workshop on rosters as they pertain to minority and women professionals will have been held, and in the next issue a full report will be made. Meanwhile, an outline of some information that may be obtained for rosters will be discussed. The Caucus of Black Sociologists, through Professor James E. Conyers at Indiana State University in Terre Haute, has prepared a roster of black PhD's in sociology; a listing of chicano PhD's is available also. The chicano listing was compared with the 1972 ASA Minority Roster to obtain all possible names of such PhD's. Through a hand tabulation of the DIRECTORY OF MEMBERS of the ASA, the names on the two rosters have been checked to determine areas of competence for the particular ethnic categories. Other ethnic minorities and women are omitted from the discussion below because of lack of information and/or lack of sufficient numbers. Some of these inequities will be corrected as soon as computer tapes are available to draw out the data. While other data are available about a portion of these ethnic minorities, concentration will be devoted to areas of competence as reported in the present DIRECTORY.

**Blacks.** The current roster of black PhD's available contains 173 names of holders of PhD's who have been identified. However, only 77 of these persons are listed as ASA members in the 1973-74 DIRECTORY. The following discussion, therefore, is based on the latter number. From this sample it is possible to describe, in rank order, the percentages of blacks, and black men and black women, who hold the PhD degree and their expressed areas of competence.

The present author has had a tentative hypothesis that ethnic minorities (and women) follow some type of tracking system. If one is a member of either or both of these minorities, the question to be raised is whether ethnic minorities and women are being or have been directed into certain areas of specialization.

In an examination of the 77 names in the new DIRECTORY OF MEMBERS, it was found that 62 were men and 15 were women. Areas of competence defined by the DIRECTORY are as follows: "Each member was requested to select two areas of competence from the following list (see DIRECTORY for list). These areas are not to be confused with field of interest or Section membership; rather, they are areas in which members felt they had a high degree of competence."<sup>3</sup> The message contained herein is that one may feel he/she has an area of competence but may not be pursuing that area because of special or other interests.

An examination of all black PhD's indicated that the following areas of competence were listed by respondents ( $N = 77$ ) as follows, in rank order:

1. Race and Ethnic Relations
2. Social Psychology
3. Urban Sociology
4. Crime and Delinquency
- 5.5. Medical Sociology
- 5.5. Deviant Behavior

These rankings change, however, when consideration is given to men and to women separately.

in their selection of areas of competence. Black men demonstrated a somewhat different pattern of reporting on areas of competence than did black women.

- Black Men ( $N = 62$ ):
1. Racial and Ethnic Relations
  2. Social Psychology
  3. Crime and Delinquency
  4. Urban Sociology
  5. Deviant Behavior
- Black Women ( $N = 15$ ):
- 1.5. Medical Sociology
  - 1.5. Race and Ethnic Relations
  3. Stratification and Mobility
  4. Social Psychology

In general, blacks have declared areas of competence that relate to their ethnic minority status in society by concentrating in the area of Race and Ethnic Relations. Such a concentration may be related both to the manner in which society perceives blacks and to the manner in which blacks perceive themselves in the larger society. These perceptions, which are problem oriented and/or action oriented are reflected in the other areas of competence in which black PhD's are involved. If a tracking system does exist, it is possible and feasible that blacks have been directed into race and ethnic relations because this area appears or appeared to advising professors and others to be "natural" territory.

Black women, on the other hand, appear to have concentrated in somewhat different areas of competence than black men. Although Race and Ethnic Relations is found first (coupled with Medical Sociology) among the black women, their other areas of competence are less clearly definable as problem areas. These conclusions were reached by comparing the rank orderings for black men (Crime and Delinquency, Urban Sociology, and Deviant Behavior) with those for black women. Both men and women listed Social Psychology but the men's rank order for this area was higher than the women's. The overriding finding is that Race and Ethnic Relations is the predominant area of competence for blacks and for black men in particular. (25.8 percent of the men and 16.7 percent of the women designated this as an area of competence.)

The remainder of the areas of competence for blacks were diversified, but certain areas, such as Mathematical Sociology and Sociology of Sex Roles, were not listed by any respondents. There were one or two in many areas. Two (and certainly more should be considered) possibilities exist for these results: (1) the areas of competence are unclear, overlapping, or ambiguous and (2) the areas omitted are not artifacts but are areas in which blacks are not interested. If a higher percentage of blacks had completed the questionnaires to list their areas of competence, the results might have been much different.

**Chicanos.** The number of chicano PhD's is much smaller than that of blacks. The 1972 ASA Minority Roster (none has been prepared since that time) and a listing of chicano PhD's sent to this office by Professor Rodolfo Alvarez of UCLA yielded a total of 17 chicano PhD's of whom seven could be located in the DIRECTORY. None of these individuals was a woman. The areas of competence for the seven chicano PhD's may be listed as follows, in rank order:

1. Race and Ethnic Relations
2. Demography
3. Formal and Complex Organizations
6. Cultural Sociology
6. Methodology and Statistics
6. Political Sociology
6. Social Psychology
6. Social Change
6. Theory

It is particularly important to urge minorities (as well as non-minorities) to return the DIRECTORY questionnaire so that a more complete picture may be obtained. If a tracking system is operating, certainly there are implications for graduate education. Most members of ethnic minority categories must have a personal interest in race and ethnic relations, but a personal interest does not necessarily have to be a professional area of competence.

FOOTNOTES  
<sup>1</sup>Maurice Jackson, "Affirmative Action—Affirmative Results?" *Footnotes*, 1 (December, 1973), 3-4.

<sup>2</sup>*Ibid.*, 4.

<sup>3</sup>American Sociological Association, *Directory of Members, 1973-1974*

## FACULTY RECRUITMENT AND AFFIRMATIVE ACTION

Linda Kumi Research Assistant, ASA

In the December 1973 issue of FOOTNOTES the third annual audit on minorities and women was presented.<sup>1</sup> This article will supplement that report by making a closer analysis of the methods and sources of recruiting minority and female sociologists into graduate departments.

The annual audit questionnaire for 1973 is the source of these data. The questionnaires were sent to 208 graduate sociology departments in the United States and Canada. The earlier report was based on responses from 165 departments (79 percent), whereas the present data are drawn from 171 departments (82 percent). The sample size is larger in this report because seven late questionnaires were tabulated in the results.

In compliance with affirmative action, how have graduate sociology departments sought minority and women sociologists? Table 1 offers the percentages of the methods and sources used by ranked and unranked departments.<sup>2</sup> The z score in Table 1 represent the significance of the difference between the proportions of the ranked and unranked schools. The z scores were computed by the formula illustrated in Bruning and Kintz to test the significance of the difference between proportions.<sup>3</sup> A z of  $\pm 1.96$  is significant at the .05 level using a two-tailed test. A significant z tells us that the two proportions are significantly different.

Table 1 shows that the departments depend mainly on personal contacts for finding sociologists (67.9 percent). The ranked departments place a stronger emphasis on personal contacts than the unranked departments (87.8 percent, 61.5 percent, respectively.). There is a significant difference in these proportions with  $z = 4.834$ . From these results one might assume that the unranked departments are using significantly greater efforts than the ranked departments in recruiting minorities and women through more public methods. A closer look shows that the reverse is true. The percentages for the ranked departments are slightly higher than unranked departments with only slight exceptions. It must be noted that there are only two methods of recruitment that show a significant difference in proportions: (1) departments' advertisements in FOOTNOTES ( $z = 2.352$ ), and (2) contact through Sociologists for Women in Society (SWS) ( $z = 1.962$ ). The ranked departments use these methods significantly more than the unranked departments. Although the ranked departments rely more heavily on personal contacts than the unranked departments they are also using slightly more effort than the unranked departments in their public methods of recruiting minority and women sociologists.

There has been a limited use by all the departments of public methods of seeking minority and female sociologists. The ASA PhD listing (30.4 percent), and departments' advertisements in FOOTNOTES (29.8 percent) were the most widely used methods. Contact through Sociologists for Women in Society (SWS) Newsletter (8.8 percent), minority publications (6.5 percent), placement services (3.0 percent) and other (7.7 percent) were the least frequently used.

In order to evaluate the effects of recruitment practices on the status of minorities and women, consideration must be given to the representation that these groups had in graduate sociology departments in 1973. Table 2 presents a picture of the minority and female sociologists in the ranked and unranked departments. Even though the ranked departments are slightly more active than the unranked departments in terms of public methods of recruiting minority and women sociologists, they do not show a higher percentage of minorities and women on their faculties. The unranked departments have a higher percentage of females, however, whereas both departmental types have approximately the same percentage of minorities in their ranks.

These results show the degree to which women and minorities are represented on the faculties of ranked and unranked sociology departments. They also show that despite the availability of a variety of methods of recruitment both types of departments still employ "personal contacts with colleagues" as a major source of locating minority and women candidates. This is true in particular for ranked departments who also rely heavily on departmental advertisements in FOOTNOTES and contacts through SWS. None of the efforts, however, appear as yet to be adequate to produce full compliance with the goal of affirmative action in hiring minority and women sociologists.

TABLE 1 METHODS AND/OR SOURCES USED TO LOCATE MINORITY<sup>1</sup> AND WOMEN FACULTY CANDIDATES FOR 1973-74

METHODS AND/OR SOURCES	DEPARTMENTS <sup>2</sup>		Total (N=171) %
	Ranked (N=41) %	Unranked (N=130) %	
None (z = 0.007)		0.8	0.6
Department Advertisement in FOOTNOTES (z = 2.352)	46.3	24.6	29.8
Candidate's advertisement in FOOTNOTES (z = 0.839)	12.3	11.5	11.7
Departmental advertisement in the SWS Newsletter (z = 0.189)	7.3	9.2	8.8
Advertisements in minority publications (z = 0.571)	2.4	7.7	6.5
Advertisements in other professional publications (z = 1.483)	9.7	16.2	14.7
Contact through SWS (Sociologists for Women in Society) (z = 1.962)	39.1	20.0	24.6
Contact through minority caucuses (z = 1.276)	29.2	16.2	19.3
ASA minority roster (z = 1.191)	31.7	20.0	22.8
ASA list of new PhD's (z = 0.537)	34.2	29.3	30.4
Personal contacts with colleagues (z = 4.834)	87.8	61.5	67.9
Review of part-time personnel already affiliated with department (z = 0.844)	26.8	18.4	20.4
Professional meetings (z = 0.571)	2.4	7.7	6.5
Placement services (z = 0.083)	0.0	3.8	3.0
University contacts (z = 0.807)	24.4	16.2	18.2
Other (z = 0.038)	7.3	7.7	7.7

TABLE 2 PERCENT OF MINORITY AND WOMEN FACULTY BY RANKED AND UNRANKED DEPARTMENTS FOR 1973

Departments	Minorities	Women	Total Faculty
Ranked (N=41)	10.86 (N=125)	13.65 (N=157)	(N=1150)
Unranked (N=126)	10.40 (N=265)	20.73 (N=528)	(N=2547)

<sup>1</sup>The American ethnic minorities include American Indian, Black, Chicano, Asian American and Puerto Rican.

<sup>2</sup>A.C.E. ratings.

FOOTNOTES

<sup>1</sup>Maurice Jackson, "Affirmative Action—Affirmative Results?" *Footnotes*, I, No. 9 (December, 1973), 3-6.

<sup>2</sup>Kenneth D. Roose and Charles J. Andersen, *A Rating of Graduate Programs*, American Council on Education (Washington, D.C., 1970). The number of departments responding to the questionnaire is: Distinguished 6, Strong 13, Good 8, Adequate 14, Unranked PhD 65, Unranked Non-PhD 65. The categories were collapsed into two groups, Ranked 41, Unranked 130.

<sup>3</sup>James L. Bruning, and B. L. Kintz, *Computational Handbook of Statistics* (Glenview, Illinois: Scott Foresman and Co., 1968) pp. 199-200.

Who Reads Us? . . .

ASR LEADS ASA PUBLICATION CIRCULATION IN 1973

What is the distribution of the various ASA journals? What part of the audience is made up of non-member subscribers?

Such questions can be answered from a compilation of journal subscriptions for 1973. Four ASA publications have, in a sense, a built-in head start in the circulation race. That is, with payment of annual dues, members of the ASA currently receive subscriptions to the *American Sociological Review*, *The American Sociologist*, *Contemporary Sociology*, and FOOTNOTES (this results in twenty-five mailings per year to each member). In addition, members may subscribe to other ASA publications at reduced rates. The figures indicate how many, or how few, actually do subscribe to our other publications.

The primacy of the ASR is revealed in

Journal	Circulation	Number of Non-Member Subscribers	% Non-Member Subscribers
AMERICAN SOCIOLOGICAL REVIEW	19,428	5,963	30.4
AMERICAN SOCIOLOGIST	14,528	1,063	7.3
CONTEMPORARY SOCIOLOGY	14,320	855	5.5
FOOTNOTES	13,385	23	0.002
SOCIOLOGY OF EDUCATION	3,237	2,446	74.2
SOCIOMETRY	3,113	2,087	65.3
JOURNAL OF HEALTH & SOCIAL BEHAVIOR	2,634	1,630	60.2

another set of numbers. Apart from any input from membership dues, all of the above publications generated a gross income of over \$300,000 from non-member subscriptions and advertising in 1973. The ASR, alone, accounted for about two-thirds of this sum and thus, in effect, becomes a major vehicle for supporting a substantial part of the ASA publishing effort.

Members of the ASA might also be interested to know that while the costs of publication make up about 45% of total expenditures in the annual ASA budget, the dues from members add up to about only one-third of the annual ASA income. Thus, a tip of the hat to our non-member subscribers and to our advertisers for their help in closing the gap.

LETTERS from p. 3

zations do suggest the inappropriateness of conventional analytical techniques like correlations and regressions. In short, it is not a measurement technique expressly devised to operationalize a certain theoretical perspective. In the same vein, there is also no "consensus methodologies" per se as used by "consensus theorists". We can say that the techniques used in sociology are conventional in the social sciences, but it certainly does not delegate these techniques into a special class. If it is theories that we aim to elucidate, I cannot see any purpose in classifying methodologies.

Hin-Wai Wong  
Graduate Student  
Ohio State University

THE STATISTICIAN IN SOCIOLOGY

The piece in the Open Forum (November, 1973) by Sanford Labovitz, "The Statistician in Sociology," touched a standard deviation nerve in me which moves me to accept his invitation to respond. As a graduate student in Sociology who has just completed a painful graduate level course in social statistics, within a climate of student discontent with the requirement incorporating just the perspective illuminated by Mr. Labovitz, I would like to offer a few additional thoughts.

The primary issue as I see it is the virtue of the requirement in most PhD programs for all students to take statistics courses. The answer is inextricably tangled with the currently unresolved argument on the nature of sociology. There seem still to be a large majority of sociology faculty who define a "sociologist" as one who is capable of employing (or at least understanding) "standard" methodological (including statistical) techniques for social research in the various areas of substantive "sociological" subject matter. (Currently accepted areas may be determined by studying the supposedly unbiased sample represented by the listing of job openings in *Footnotes*). But even among faculty the may perceive some unrest about the definition of the field thus derived, and certainly graduate students are asking with great concern and persistence for a more innovative or flexible classification. This seems to be an explanation for the current resistance to the statistics requirement which is rather less unflattering to the graduate students of today than the one proffered by Mr. Labovitz.

Perhaps one alternative is to expand requirements in the PhD program to include courses representing a variety of other perspectives, (e.g. ethnomethodology), or, on the other hand, to set graduate students adrift in the field without any requirements whatever. Without pursuing to specify my preference, I present these suggestions for consideration.

It has been suggested by Mr. Labovitz and others that graduate students of the current generation are less willing than in days of yore to apply their noses to the grindstone, and that faculty may be submitting to a student movement of militant laziness. I am sensitive to the criticism that a course of study may be scorned just because it is difficult, and perhaps that is one reason I enrolled in the required graduate course in social statistics without reluctance. As one who is not by "nature" quantitatively oriented, I expected the course to be difficult and even distasteful, but was motivated by a conviction that in order to reject with any credibility a statistical approach for my own work, I would need to know something about it. I also regarded the offering as an opportunity to pick up some basic sociological lingo, and hopefully some understanding of methodology (in which I happen to be quite interested).

How then can one account for the bitterness my classmates and I (biased sample) experienced as the semester progressed? A professor whose wisdom impresses me put his finger on part of the answer when he said, "The trouble with statistics is not that it's difficult, but that it's profoundly boring." Yes, difficult, and boring. And boredom, I suspect, is the source of the outcry about "relevance." For when one is expending great effort to comprehend boring material the question, "Why do I have to do this?" is virtually certain to arise (99.9% level of confidence). The responses tend to be less than inspiring, e.g.: "So you can read the journals," or "So you can get a job" (a bit more persuasive, to be sure, but of small immediate comfort).

Furthermore, when so many students "simply

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do not understand the material" and "perform poorly on exams" (a proposition with which I will not argue), one may perhaps without injustice inquire whose failure is the greater: the students' or the teachers'. It is my (admittedly biased) impression that many statistics courses are poorly taught, and even when taught brilliantly, the complaints exposed by Mr. Labovitz will doubtless still be heard. Herein lies the rub. Teachers, like everyone, like to be appreciated. Brilliant teachers take pride in their talent for inspiring students. In a context where the subject matter is under attack and many students refuse to be inspired, no matter how fine the teaching, may we not suppose that many brilliant teachers will withdraw from the subject matter, finding the teaching of it personally unrewarding? Indeed, I understand that it is rather difficult to find professors willing to teach the required graduate stat course. Further, how many promising grad students, who know better than anyone how statistics is despised, will prepare themselves to become professors of social statistics? Thus the dilemma is compounded. The field is often left to TA's and newly-hatched PhD's whose jobs are on the line and who can thus be coerced into offering the course.

However, I have encountered some fortunate souls who were not embittered by their introduction to graduate social statistics. My pride prevents me from supposing that they were so much more diligent or mathematically talented than I. I listen with envy to their accounts of thoughtful and carefully prepared expositions of the logic and conceptual framework of statistical method, of meaningful practical experience in implementation of statistical techniques, and even development of aesthetic appreciation for the elegance of some statistical concepts. I'm convinced that statistics doesn't have to be "just plain painful," as our professor repeatedly assured us. It needn't be irrelevant or boring, and perhaps not even difficult. But it certainly is a challenge to teach statistics creatively and inspirationally, and I have only modest hopes that some of the committed statistical masters may be provoked into picking up the gauntlet.

Julia Mewes  
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ASA FOOTNOTES

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

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

Send communications on material, subscriptions and advertising to:

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

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## New Publications

THE JOURNAL OF CONSUMER RESEARCH is a new interdisciplinary journal designed to serve as a communications vehicle across disciplines with respect to empirical research, theory and methodology as they relate to the study of consumer behavior.

The journal's Editor, Professor Ronald E. Frank of The Wharton School, has scheduled publication of its first quarterly issue for June, 1974. It will consist of the following seven articles:

- George Katona—Psychology and Consumer Economics
- Thomas Robertson, John R. Rossiter—Children and Commercial Persuasion: An Attribution Theory Analysis
- George S. Day, William Brandt—Consumer Research and the Evaluation of Information Disclosure Information: The Case of Truth in Lending
- Jacob Jacoby, Donald E. Speller, Carol A. Kohn—Brand Choice Behavior as a Function of Information Load: Replication and Extension
- Robert Ferber, Lucy Chao Lee—Husband-Wife Influence in Family Purchasing Behavior
- Harry Davis, Benny P. Rigaux—Role Structure in Family Consumption Behavior
- James R. Bettman—Toward a "Statistics" of Consumer Decision Net Models

As can be seen from the content of the first issue, JCR coverage is extremely broad in terms of the basic disciplines from which material is drawn as well as subject matter—the only common denominator is that the material included be concerned with the study of consumer behavior and especially with those aspects of it that have actual or potential implications for work in more than one discipline.

The interdisciplinary objects of JCR are underlined by the fact that it is co-sponsored by the following ten professional associations: American Association for Public Opinion Research, American Council on Consumer Interests, American Economic Association, American Home Economics Association, American Marketing Association, American Psychological Association (Division 23), American Sociological Association, American Statistical Association, Association for Consumer Research, and The Institute of Management Sciences.

David Caplovitz, the University of Connecticut, is the ASA representative on the Policy Board of the JCR.

Subscriptions are \$12.50 per year in the U.S. and Canada and \$14.50 in all other countries for members of one or more of the co-sponsoring associations. Libraries, businesses, government, and other individual subscriptions are \$25.00 in the U.S. and Canada and \$27.00 elsewhere. Subscriptions can be obtained by sending a check or money order to *The Journal of Consumer Research*, 222 South Riverside Plaza, Chicago, Illinois 60606.

Authors interested in submitting their material for possible publication should write for a Style Sheet to: Ronald E. Frank, Editor, The Journal of Consumer Research, The Wharton School—W253, University of Pennsylvania, Philadelphia, PA 19174.

ARMED FORCES AND SOCIETY: AN INTERDISCIPLINARY JOURNAL. The journal will be devoted to research and analysis and policy papers on military organization, civil-military relations, arms control, peace keeping, and conflict management. The first issue is scheduled for Autumn, 1974. Interested scholars are invited to submit manuscripts and materials. Correspondence should be addressed to the Executive Editor, Armed Forces and Society, Box 46, Social Science Building, University of Chicago, Chicago, IL 60637 or to Prof. Jacques van Doorn, Erasmus University, Rotterdam.

## EMPLOYMENT BULLETIN

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

For vacancy listings:

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

For applicant listings:

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

**DEADLINES FOR SUBMISSIONS:**

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

**EQUAL EMPLOYMENT OPPORTUNITY:**

The American Sociological Association en-

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

**FEES:**

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

**CONDITIONS**

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

**RESPONSES:**

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

## VACANCIES

### TEACHING

**Aquinas College.** Assistant or Associate Professor of psychology or sociology to teach courses in (1) experimental/statistical/design and research methods of both sociology and psychology, and (2) sociology courses, e.g., family, urban, religion. PhD required. Teaching experience across both disciplines. Southwestern Michigan. Salary commensurate with qualifications. Write: Chairman, Department of Psychology and Sociology, Aquinas College, Grand Rapids, Michigan 49506. September, 1974.

**Associated Colleges of the St. Lawrence Valley.** Criminal Justice. One year joint appointment for 1974-75 by four colleges. Individual with distinguished reputation, academic training, teaching or research and experience in criminal justice systems to supplement existing courses is sought. Resumes, attendant documentation, course titles desired and salary requirements sent to: Dr. Fritz H. Grupe, Executive Director, Associated Colleges of the St. Lawrence Valley, Potsdam, New York 13676.

**Barat College.** Instructor to Assistant Professor. Teach undergraduate courses in research methods, introductory sociology; other specialties open. Supervise independent studies. Should show interest in advising undergraduates, innovative teaching, committee work, and participating in campus life at small, independent liberal arts college for women. PhD or PhD candidate with successful teaching experience. Attractive location in northern suburb of Chicago. Salary range \$9,000-\$13,960; September, 1974. Send vita to: Dr. Noreen Cornfield, Chairperson, Department of Sociology, Barat College, Lake Forest, Illinois 60045.

**Berea College.** PhD preferred. Desired areas include introductory, family, race and ethnic relations, American society, research methods, social movements, anthropology. (Salary dependent upon rank.) 80% of student body drawn from Appalachia; financial need a prerequisite for admission; student labor program; no tuition. September, 1974. Write to: John Crowden, Department of Sociology, Berea College, Berea, Kentucky 40403.

**California State College, San Bernardino.** Assistant Professor to teach courses in area of criminal justice. Person hired will be closely involved in both the Sociology Department and an undergraduate criminal justice major. Doctorate required; school located in southern California, 70 miles east of Los Angeles; salary range: \$10,800-\$13,788 for academic year. Teaching load is 12 hours per week; direct inquiries to: Sociology Department, c/o Ward McAfee, Dean, School of Social Sciences, California State College, 5500 State College Parkway, San Bernardino, California 92407.

**California State College, San Bernardino.** Assistant Professors to teach courses in various combinations of the following: methods of research, statistics, family, racial and cultural minorities including ethnic studies courses, social work, and medical sociology. Doctorate required; school located in southern California, 70 miles east of Los Angeles; salary range: \$10,800-\$13,788 for academic year. Teaching load is 12 hours per week; direct inquiries to: Sociology Department, c/o Ward McAfee, Dean, School of Social Sciences, California State College, 5500 State College Parkway, San Bernardino, California 92407.

**University of California, San Diego.** The Department of Sociology and the Third College invite applications for a regular faculty position in the Department of Sociology in the area of political sociology and/or social change and development, with interests in the Third World. The Department is primarily interested in candidates with the PhD and experience. Applications should be submitted to: Dr. Bennett M. Berger, Chair-

man, Personnel Committee, Department of Sociology, University of California, San Diego, La Jolla, California 92037. Equal Opportunity/Affirmative Action Employer.

**Chatham College.** Assistant or Associate Professor. Strength in macro sociology (theory, comparative sociology, social change) and with experience in applied sociology, particularly in a social service area. Doctorate in sociology. Experience and excellence in teaching. Small liberal arts college for women located in an urban environment. Salary competitive. Send resume to: Provost, Chatham College, Pittsburgh, Pennsylvania 15232. Starting date September, 1974.

**Colorado Women's College.** Small, liberal arts institution, rank open, salary competitive, PhD required, strong interest in undergraduate teaching. Two positions; courses: crime and delinquency, minorities, stratification, small groups, family, social psychology. Write: Sally Geis, Department of Sociology/Anthropology, Colorado Women's College, Montview Boulevard and Quebec Street, Denver, Colorado 80220.

**Concord College.** Teaching upper and lower-division courses in sociology. The teaching load is 12 semester hours. There are 2 full-time instructors in sociology; PhD in sociology. The candidate must be able to teach sociological theory and methodology. Background in marriage and the family is desirable. A liberal arts and teacher-education college, state-supported, with approximately 1800 students, a strong academic orientation, and standard four-year undergraduate programs. The faculty represent a wide range of graduate institutions and previous experience. The administration is committed to building a quality academic program. Salary approximately \$10,000 for 9 months, depending upon rank and experience. Five-week summer school teaching optional, when available, and paid at 15% of regular 9-months salary. Other fringe benefits include TIAA-CREF and Social Security. Definite opportunity for both professional growth and educational contribution. The person who fills this position will be working with able and interesting colleagues in other disciplines, in an area where good instruction in sociology is needed, and where relatively little sociological research has been done. Apply to: Professor George F. Moore, Chairman, Division of Social Sciences, Concord College, Athens, West Virginia 24712; (304)-384-3115, ext. 262.

**University of Connecticut.** Visiting Associate Professor for academic year 1974-75. Teaching priorities: introductory sociology and either family or social stratification. Course load six to nine hours. Salary to approximately \$16,000 depending upon rank and qualifications. Will consider filling this one-year vacancy in rank of Assistant Professor; candidates should have PhD. Women and minorities are encouraged to apply. Send vita to: Chairman of Recruiting Committee, Department of Sociology, University of Connecticut, Storrs, Connecticut 06268.

**Cornell University.** The Department of Rural Sociology in the College of Agriculture and Life Sciences has an opening for an Assistant Professor. The position involves a combination of teaching (3 courses per year including introductory) and research, some of which is service research for New York State. Candidate should be well trained in methodology and general theory, and have a relevant specialty, such as community and regional organization, decision-making and policy formulation, organization behavior and dynamics, leadership, conflict, etc. Ability to participate in interdisciplinary research is a requirement. Write: Frank W. Young, Chairman, Recruitment Committee, Department of Rural Sociology, Warren Hall, Cornell University, Ithaca, New York 14850.

**Dallas Baptist College.** Associate Professor with teaching competencies in introductory, marriage and family, social change, urban sociology; other specialties con-

sidered. PhD or ABD preferred. Send vita to: Paul Wilson, Chairman, Department of Sociology, Dallas Baptist College, Dallas, Texas 75211.

**University of Denver/Graduate School of International Studies.** International or Transnational Organizations with appropriate theoretical specialization. Beginning Assistant to beginning Associate Professor. Primary responsibility in Graduate School teaching and research, with one or two undergraduate courses per year in College of Arts and Sciences. PhD required. Candidate must be a specialist in some theoretical field relevant to the study of international or transnational organizations. Of primary interest are the theories of complex organizations, integration, and interstate policy formulation and application. Affirmative Action/Equal Opportunity Employer. Contact: Robert C. Good, Dean, Graduate School of International Studies, University of Denver, Denver, Colorado 80210. Appointment date: September 1, 1974.

**DePauw University.** Assistant Professor with PhD in sociology. Will teach introductory, methods of social research, social psychology, and one other course of person's special interest (e.g., medical sociology, current listing in the Department's offerings). PhD preferred; strong interest in and preparation for teaching. Approximate salary range: \$10,000-\$12,000. Write: Dean Robert H. Farber, DePauw University, Greencastle, Indiana 46135. Starting date: August, 1974.

**University of Dubuque.** Instructor in sociology, ABD or PhD preferred. Two sections of introduction and two courses per semester from the following: social problems, minorities, social psychology, theory and stratification depending on background and interests. Emphasis on good teaching and interaction with students. Salary negotiable depending on experience. Write: Dean John F. Burhorn, Jr., College of Liberal Arts, University of Dubuque, Dubuque, Iowa 52001. September, 1974.

**Eastern Kentucky University.** Two positions; Assistant Professor level; PhD with or without experience. Affirmative Action/Equal Opportunity Employer; write: Thearon McKinney, Recruitment Committee, Department of Sociology, Eastern Kentucky University, Richmond, Kentucky 40475.

**Elmira College.** Rank open. To teach undergraduate courses in sociology and anthropology; interest in interdisciplinary programs. PhD or ABD required. Northeastern U.S. Salary range open. Write: Dr. Gertrude Spremlin, Dean of Administration, Elmira College, Elmira, New York 14901. Starting date: September 1, 1974.

**Ferrum College.** Rank open—Assistant/Associate Professor of Sociology with major teaching emphasis in social welfare, social theory, human relations. Require MSW; prefer, in addition, post-master's work in social theory. To teach up to 12 hours weekly and assist in the implementation of new undergraduate major. Ferrum is a private, co-educational college in the foothills of Virginia's Blue Ridge Mountains, near Roanoke. Salary for 9 months—\$8,000-\$10,000. Send resume to: Dean James A. Davis, Ferrum College, Ferrum, Virginia 24088.

**Georgia Institute of Technology.** Two positions, Assistant Professor or above; preferred areas: urban, sociology of science; teaching and research experience preferred; will consider new PhD; salary: \$12,500 and up depending on qualifications; write: Patrick Kelly, Department of Social Science, Georgia Institute of Technology, Atlanta, Georgia 30332; September, 1974 starting date.

**Guilford College.** Openings available in September, 1974, for candidates in possession of the PhD who have teaching experience. All usual benefits. Areas of teaching competency being sought include: principles of sociology, social problems, crime and delinquency, corrections, methods of research, urban sociology, industrial sociology, social structures and social processes, anthropology and statistics. Assistant and Associate Professor levels are available depending upon training and experience. Assistant Professor range to \$12,900. Associate Professor range to \$15,000. Send resumes and references to: Andrew W. Gottschall, Jr., Chairman, Department of Sociology and Anthropology, Guilford College, Greensboro, North Carolina 27410.

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

**Miami University.** The Department of Sociology and Anthropology is seeking two sociologists at Assistant Professor and Instructor levels and interested in teaching introductory and advanced courses beginning September, 1974. PhD in hand or virtually completed. PhD required for Assistant Professor rank. Desired specialties include, but are not limited to medical sociology, minority and ethnic studies, methodology, urban sociology, deviance, criminology, industrial, and/or theories of organizational behavior. Program is primarily undergraduate with limited master's program. An Affirmative Action/Equal Opportunity Employer. Send vita and credentials to: Dr. Mildred M. Selzer, Search Committee, Department of Sociology and Anthropology, Miami University, Oxford, Ohio 45056.

**University of Michigan, Flint.** Assistant Professor. Appointment to be ½ in sociology and ½ in Me-Chicano program. To teach courses such as race and ethnic relations, political sociology, research methods and sociology of the Barrio. To participate in a new and developing inter-disciplinary Me-Chicano program. PhD in sociology. Affirmative Action Employer. Qualified applicants may write to: Wilfred G. Marston, Sociology/Anthropology Department, University of Michigan, Flint, Michigan 48503. Position available September, 1974 or January, 1975.

**Michigan State University.** Sociologist—PhD. Assistant Professor, James Madison College (residentially based social science undergraduate program). Competencies in all the following fields: social stratification,

social psychology, social science methods, urban, leadership and ethnic and/or minority group studies. Leadership duties as chairman of Ethnic and Intergroup Relations Program (equivalent to an undergraduate major) required. Inquiries to: Robert F. Banks, Dean, Michigan State University, East Lansing, Michigan 48824.

**University of Missouri.** Opening on faculty of Behavioral Sciences Section of a state medical school for Medical Sociologist with strong background in methodology, social psychology, or both. Previous experience in a medical environment highly desirable. Assistant to Associate Professor ranking most appropriate. Send vita to: Ms. Susan McAllister, Section of Behavioral Sciences, Department of Community Health and Medical Practice, School of Medicine, University of Missouri, Columbia, Missouri 65201.

**University of Nebraska at Omaha.** Beginning August, 1974, Assistant Professor to teach family, social problems, ethnic and race relations, and other specialties of candidate's choosing in combination; PhD in addition to teaching experience. Midwest region; salary competitive depending upon experience; summer school extra; write: George W. Barger, Chairman, Department of Sociology, University of Nebraska, P.O. Box 688, Omaha, Nebraska 68101; phone: 402-554-2626.

**New Mexico State University.** Two positions, each with special competence in two or more of the following areas: theory, urban, family, community and border studies, political, stratification, minorities, Southwestern cultures and introductory. Course load 9-12 hours per semester. PhD in hand. Active interest in professional research must be demonstrated through previous and pending papers, articles, and/or grant proposals. Write: Dr. Bradley A. Blake, Department of Sociology and Anthropology, New Mexico State University, Las Cruces, New Mexico 88003. Fall, 1974.

**University of North Carolina at Wilmington.** Fall, 1974 opening for an Instructor or Assistant Professor with PhD or near; teaching family, minority relations and introductory in a growing liberal arts school. The school is located in the southeastern corner of North Carolina within 3 miles of lovely beaches, and the climate is moderate. Salary competitive; 12 hour load per semester; minorities and women are encouraged to apply. Write: John H. Scalf, Jr., Chairman, Department of Sociology and Anthropology, University of North Carolina, Wilmington, North Carolina 28401.

**Ohio State University (Department of Agricultural Economics and Rural Sociology).** Opening exists for Professor or Associate Professor with interest and experience in one or more of the following areas: community development, human ecology, land-use planning, rural social change, or rural social organization. The position entails three-fourths time in teaching, research or Extension and one-fourth time administrative responsibilities as Associate Chairman. The Associate Chairmanship is a rotating position with an initial term of 4 years with re-appointment possible for an additional term of 4 years. Applications must be received by March 15. Write: Dr. David H. Boyne, Chairman, Department of Agricultural Economics and Rural Sociology, Ohio State University, 2120 Fyffe Road, Columbus, Ohio 43210.

**Oklahoma State University.** Position preferably at Associate Professor level for a criminologist with publications and teaching experience to assist in corrections programs at the undergraduate and graduate levels. Institutional experience desirable. Opportunity for close cooperation and research with state corrections program. Second position for an experienced PhD at the Associate or Assistant Professor level in social psychology and sociology of mental health with emphasis on teaching and research. Publications desirable. Women and minorities are encouraged to apply. Equal Opportunity/Affirmative Action Employer. Salary competitive. Send curriculum vitae to: Dr. Donald E. Allen, Acting Head, Department of Sociology, Oklahoma State University, Stillwater, Oklahoma 74074. September, 1974.

**Old Dominion University.** Assistant Professor in interdisciplinary urban studies Master's program. To teach core urban studies courses including research methodology and systems theory. All graduate courses. PhD required; interdisciplinary degree sought. Research interests in a substantive urban area. Located in large metropolitan area—Norfolk, Virginia. Salary very competitive. Send inquiries including letters of reference and graduate transcript to: Dr. Thomas L. Wells, Director, Urban Studies Program, Old Dominion University, Norfolk, Virginia 23508. Position available August 15, 1974.

**Pennsylvania State University.** Assistant or Associate Professor, depending on qualifications; salary to \$21,000 for 9 months. Position associated with graduate program in Community Systems Planning and Development, and would concentrate on ways of correlating community mental health services and concepts with other human service systems. Functions include teaching advanced undergraduate and graduate courses and seminars in social services policy and program planning, with special emphasis on community mental health services development; the incumbent's own research interests in this field; chairing and serving on dissertation committees and other work in student advisement; developing relations with community and state government agencies involved with mental health services and the placement of students for internship and research experience with those agencies. Position now open. Write: Dr. Theodore R. Vallance, Associate Dean for Research and Graduate Studies, Pennsylvania State University, 104 Human Development, University Park, Pennsylvania 16802.

**University of Prince Edward Island.** Assistant or Associate Professor in sociology with special competence in social statistics and methodology. Courses to be taught: social statistics, methodology and research and introductory sociology at the undergraduate level. PhD in sociology, teaching and research experience and publications. Four year liberal arts institution with emphasis on quality teaching and research. Located in the Maritime region. Competitive salaries, small classes, computer facilities and incentives for professional growth. Write to: Dr. Satadal Dasgupta, Chairman, Department of Sociology and Anthropology, University of Prince Edward Island, Charlottetown,

Prince Edward Island, Canada C1A 4P3. July, 1974.

**Providence College.** Two Assistant Professors, each with competence in 2 or more of the following areas: religion, industrial, computer applications, medical, complex organizations; PhD required. Salary \$11,600-\$13,800, depending on qualifications; fall, 1974. Write: Mary F. Rogers, Director, Division of Sociology, Providence College, Providence, Rhode Island 02918.

**Queens College.** Assistant Professor of sociology to teach undergraduates. Special fields desired but not required are social stratification, deviant behavior, migration and basic anthropology, also an opportunity to teach methodology. PhD or ear required. Particularly interested in locating person with Masters of Social Work with PhD in sociology. Desire someone with particular interest in teaching and being active in small private liberal arts college for women located in Charlotte, North Carolina. Salary range begins at \$11,000 with excellent fringe benefits. Send vita to: Clyda Rent, Department of Sociology, Queens College, 1900 Selwyn Avenue, Charlotte, North Carolina 28207. Appointment begins fall, 1974.

**Radford College.** One full-time faculty position as Assistant or Associate Professor of sociology anticipated for September, 1974. Salary and rank are negotiable dependent upon experience and qualifications. Applicants holding the PhD preferred although consideration will be given to exceptional ABD's with teaching experience. Candidates should have recent concentration in criminology, juvenile delinquency and penology. Candidates with special interest in the above areas with major concentration in minority groups and collective behavior are also encouraged to apply. Minorities and women are encouraged to apply. Four-year co-educational state supported institution located in southwest Virginia, 40 miles south of Roanoke. Address applications to: Michael J. Leap, Chairman, Department of Sociology, Radford College, Radford, Virginia 24141.

**Saint Francis College.** Faculty opening; fall term, 1974. Sociology-PhD; person capable of working in a small, innovative college setting and who has interest and experience in developing a program in applied sociology. Rank and salary open. Contact: Dr. Donald J. MacIntyre, Academic Dean, Saint Francis College, Biddeford, Maine 04005. Equal Opportunity/Affirmative Action Employer.

**St. John's University.** Assistant or Associate Professor with special competence in suburban, rural, county-side and/or new town communities. Teaching in other content areas dependent upon the interests of the applicant and the needs of the department. Would also involve regular exchange professorship abroad. Salary dependent on training and experience. Write: Thomas Thole, Chairman, Department of Sociology, St. John's University, Collegeville, Minnesota 56321. Begin September, 1974.

**St. John's University, New York.** Three positions, two full Professors and one Associate Professor, to teach graduate courses in methodology, urban sociology, race and ethnic relations, human development. Released time for research and publications available. Full Professor positions open to established scholars with considerable publications and research experience. Private university located in Queens, 25 minutes from downtown Manhattan. MA and PhD programs, 17 members in department, 90 graduate students. Salary open and competitive. Contact: Rocco Caporale, Chairman, Department of Sociology, St. John's University, Jamaica, New York 11439. Starting date: September, 1974 or earlier.

**Saint Louis University.** Applications invited for 2 positions effective September, 1974. One at the Assistant Professor level, the other at the rank of Associate or Full Professor and Chairman of the Department. PhD and evidence of research competence are required. Priorities will be given to those with specialization in medical sociology, criminal justice, and sociology of the future. Teaching load is 9 hours per semester and includes both graduate and undergraduate courses. Summer school teaching is normally available. Candidates for the post of Chairman should have demonstrated ability to develop an innovative, constructive, and career-oriented undergraduate program. Familiarity with local community resources is considered an advantage. Salaries are open and competitive. Women and minorities are encouraged to apply. Qualified applicants should send credentials to: Professor Marcus A. Haworth, Chairman of Recruitment Committee, Saint Louis University, St. Louis, Missouri 63103.

**Saint Mary's University.** Associate Professor; teaching undergraduates, honors students; areas open; PhD; teaching experience; metropolitan port of Atlantic Canada, quarter of million population; salary floor 1973-74: \$14,910; send application to: Dr. John B. Owen, Dean of Arts, Saint Mary's University, Halifax, Nova Scotia, Canada. Starting date: September 1, 1974.

**University of San Diego.** Assistant Professor, PhD, one opening. Beginning September, 1974; \$10,000 for nine months. Teach undergraduate courses in liberal arts college. Major areas of teaching: theory, methodology, and deviance. Contact: Chairman, Department of Behavioral Sciences, Box S-2211, University of San Diego, San Diego, California 92162. Affirmative Action Employer.

**Siena College.** Instructor or Assistant Professor to teach general sociology, population, urban sociology, statistics, research design. PhD required for Assistant. Salary dependent upon degrees and experience. Send vita to: Capistran J. Hanlon, O.F.M., Head, Department of Sociology, Siena College, Loudonville, New York 12211. Starting date: September, 1974.

**University of Singapore.** Post in Sociology Department as Professor, Associate Professor, Senior Lecturer or Lecturer. The appointee will be expected to teach undergraduates and supervise higher degree candidates. Applicants should hold a PhD degree in sociology or anthropology and have research interests in Asia. Salary in the range of \$51100 to \$53500 per month, depending on qualifications and experience, and level of appointment offered. A 13th month annual allowance of one month's salary is also payable. Leave, provident fund, medical and other benefits are available. The Department of Sociology has 16 full-time and 8 part-time positions. Further information on the Department may be obtained by writing to: Professor H. D. Evers, Head, Department of Sociology, Univers-

ity of Singapore, Singapore 10. Applications should be addressed to: The Registrar, University of Singapore, Singapore 10, giving curriculum vitae (bio-data with full personal particulars and also the names and addresses of three referees).

**University of Southern California.** Assistant Professor; joint appointment in gerontology and sociology; teaching and research. PhD required with recent work in adult development and aging plus either family or social psychology; salary for 9 months \$12,000, summer negligible. Contact: Carlfred B. Broderick, Department of Sociology, University of Southern California, Los Angeles, California 90007 or Vern Bengston, Gerontology Center, University of Southern California.

**Temple University.** Two positions, Assistant Professor and above to teach undergraduate and graduate courses in sociological theory, social psychology, or comparative sociology. A PhD and teaching and research experience is required. Salaries and fringe benefits are competitive. Affirmative Action/Equal Opportunity Employer; and women and minorities are encouraged to apply. Send vita to: David G. Berger, Chairman, Department of Sociology, Temple University, Philadelphia, Pennsylvania 19122.

**Towson State College.** Anticipated position as Instructor. Specialization open. Near PhD for appointment; PhD required for promotion. Growing 17-person department at state college in suburban Baltimore County, one mile north of the City of Baltimore. Salary scale for Instructor, \$7,900-\$11,400. Equal Opportunity/Affirmative Action Employer. Write: Irwin Goldberg, Chairman, Department of Sociology and Anthropology, Towson State College, Baltimore, Maryland 21204. Available September, 1974.

**Towson State College.** Instructor with appointment at Assistant Professor rank possible for appropriate candidate. Specialization in Black Studies with general competence in the disciplines; Black Studies will constitute about half the teaching assignment. State college in suburban Baltimore County, 1 mile north of the City of Baltimore. Salary scale for Instructor, \$7,900-\$11,400; for Assistant Professor, \$9,500-\$13,700. Available September 1974. Equal Opportunity/Affirmative Action Employer. Write: Irwin Goldberg, Chairman, Department of Sociology and Anthropology, Towson State College, Baltimore, Maryland 21204.

**Tusculum College.** Appointment to begin September, 1974. PhD required but those with a MSW in addition will be given preference. Rank and salary open and competitive, depending upon education and experience. Emphasis on interest in undergraduate teaching in small, private, coeducational liberal arts college. Responsibilities will include courses on theory and methods in a combined Department of Sociology and Social Service. Send resume and references to: Dr. Jack Kaplan, Academic Dean, Box 47, Tusculum College, Greeneville, Tennessee 37743.

**University of Waterloo.** Assistant or Associate Professor in Sociology Department, one or two positions. Also a Visiting Full Professor, PhD; publications; active program of research. No limitations as to field of specialization. Canadian research interest or experience desirable for the Assistant or Associate positions. Teaching undergraduate and graduate courses; work with graduate students. Salary commensurate with qualifications and experience. 1973-74 salary floors: Assistant Professor \$12,300; Associate Professor \$15,900; Full Professor \$20,800. Write: Chairman, Department of Sociology and Anthropology, University of Waterloo, Waterloo, Ontario, Canada N2L 3G1. July 1, 1974.

**Western Michigan University.** A one year (sabbatical leave replacement) visiting appointment (salary up to \$12,000 PhD preferred) for an August 31 to April 26, 1975 academic year, and also possible higher level continuing positions, in one or more of the following areas: urban, family criminology, social psychology, medical, race relations; write: David Chaplin, Department of Sociology, Western Michigan University, Kalamazoo, Michigan 49001.

**West Virginia Institute of Technology.** Teaching position in sociology/anthropology. Offered courses include social problems, principles of sociology, cultural anthropology, marriage and the family, delinquency and crime, social and cultural change, social welfare and poverty, social welfare policy and service, and urban, 12 hour teaching load, student advisor. PhD preferred. Salary competitive. Contact: Dr. John P. David, Chairman, Division of Social Sciences, West Virginia Institute of Technology, Montgomery, West Virginia 25136. (304) 442-3138 or 442-3157. Starting date: August, 1974.

**University of Wisconsin, Stevens Point.** Vacancy in Sociology starting August 20, 1974. PhD, rank and salary open, dependent upon qualifications and experience. Specialties in 2 of the following areas: (1) urban sociology and/or planning; (2) sociology of delinquency, corrections and/or social work. Must be willing to teach introductory course. Beginning salary for completed PhD, \$11,500. Vita and 3 letters of recommendation and official transcript necessary. Send to: David A. Stewart, Chairman, Department of Sociology and Anthropology, University of Wisconsin, Stevens Point, Wisconsin 54481. Closing date for application: April 15, 1974.

**The College of Wooster.** Instructor in Sociology-Anthropology. Teaching requirements will involve supervising independent study projects and teaching general (or basic) courses in sociology and anthropology. The candidate should have a background in general sociology combined with a strong minor in anthropology. Write and send vita to: Atlee L. Stroup, Chairman, Department of Sociology and Anthropology, The College of Wooster, Wooster, Ohio 44691.

**V195 Public, urban, senior college (New York City)** seeks at least one Senior Sociology Professor Research and teaching experience (undergraduate and graduate) more important than areas of specialization. Affirmative Action/Equal Opportunity Employer.

**V 200 Liberal arts college, coed, in Northeast** will have a position available September, 1974, for Associate or Assistant Professor to teach undergraduate courses from among introductory sociology, urban, social problems, theory, mass communications, and social psychology, with an opportunity to develop a special interest. 9 hours teaching load. Applicants must have

PhD. Competitive salary, with excellent fringe benefits, will depend upon qualifications and experience.

## RESEARCH

**The Economic and Social Research Institute.** Applications are invited from persons of proven research ability for the position of Sociologist to undertake research in relation to aspects of Irish society. All research is undertaken with a view to publication. Appointments would normally be made on an initial contract of 5 years, which might be renewed. However, secondments to ESRI for a period of not less than 2 years would be considered. Appointments may be made in the grades of: Research Professor (Salary range £5,869-£6,357 p.a.), Senior Research Officer (Salary range £4,792-£5,524 p.a.). The superannuation scheme is similar to FSSU. Application forms, which should be returned as soon as possible, may be obtained from: The Secretary, The Economic and Social Research Institute, 4 Burlington Road, Dublin 4, Ireland.

**McGill University.** Researchers in the health field to study development of the expanded function of nursing in new types of health services, description, evaluation. To study problems of family health and health practices relevant to nursing and health services. PhD preferred. Apply: Director, School of Nursing, McGill University, 3505 University Street, Montreal, Quebec, Canada.

**University of Mississippi.** Health Services Research and Training. Heavy emphasis on statistics, research design, methodology. Doctoral degree in basic or applied social science. Experience desirable, but not as important as talent and motivation. Unusual opportunity. Affirmative Action Plan in force. Contact: Department of Health Care Administration, School of Pharmacy, University of Mississippi, University, Mississippi 38677.

**Montana Department of Natural Resources and Conservation, Energy Planning Division.** Sociologist. Advanced degree in sociology (survey research related) or equivalent. Major responsibility will be listed as follows: (a) Study the social change induced by construction and operation of electric utility such as power plant installation and high voltage transmission line installations. (b) Monitoring public opinion trend (in relation to utility) through different survey techniques. Salary \$10,000 to \$15,000 commensurate with experience and education. Write: David H. Evenson, Personnel Analyst Centralized Services Division, Department of Natural Resources and Conservation, State Capitol Station, Helena, Montana 59601.

**University of Nebraska at Omaha.** PhD Research Associate. Research experience and specialization in either criminology, corrections, juvenile delinquency, social deviance, social control. Strong social psychology background desirable. Apply to: Dr. William Arkin, Associate Director, Metropolitan Criminal Justice Center, University of Nebraska, 235 Aquila Court, 1615 Howard, Omaha, Nebraska 68102.

## ADMINISTRATION

**University of California, San Francisco.** Project Director. Assume major responsibility for the execution, analysis and write-up of follow up questionnaire and interview study on the post-nursing school careers of cohort of early 1960's baccalaureate nurse graduates. Duration of project 2 1/2 years. PhD in sociology or anthropology with research experience in both survey and field methods. Salary \$15,520. Write to: Professor Fred Davis, Department of Social and Behavioral Sciences, School of Nursing, University of California, San Francisco, California 94143. June 1974.

**Drug Abuse Control Commission.** Director of Drug Abuse Rehabilitation Center. Currently we are seeking an individual possessing an MA in public administration, behavioral sciences or related social science. In addition 7 years progressively responsible administrative experience with addicted, disadvantaged, delinquent or mentally ill individuals is required. You will be responsible for the provision of general administrative direction to a multi-faceted rehabilitation and treatment program. You will head up a professional staff in counseling, casework, psychiatry, education and medicine as well as overseeing business and fiscal activities. Annual salary effective April 1, 1974 will be \$27,942, with full civil service and employee benefits. For details concerning qualification and examination procedures, write: Mr. Edward Mack, Office of Personnel, Drug Abuse Control Commission, Box 8200, Albany, New York 12203.

**Illinois Wesleyan University.** Chairman, Sociology Department. Rank to Professor, depending on experience. Administer five person department graduating thirty majors per year. Teaching specialties: deviant behavior, others possible. PhD, teaching experience required. Small (1700 FTE) undergraduate institution 120 miles south of Chicago. Salaries are competitive. Direct inquiries to: Dean John Clark, Illinois Wesleyan University, Bloomington, Illinois 61701. September, 1974.

**Madison College** is accepting nominations and applications for the position of Head, Department of Sociology. Candidates must hold an earned doctorate in sociology, have at least 5 years full-time teaching experience, demonstrated administrative competence, and evidence of independent scholarly experience. Candidates should be student oriented and committed to teaching, have an understanding of and appreciation for the field of human services including social work, and a demonstrated potential for faculty leadership. The Department is staffed by 13 full-time faculty and offers undergraduate programs in sociology, anthropology, and social work, enrolling approximately 500 undergraduate majors. Madison College is a co-educational state supported institution of nearly 6500. Equal Opportunity/Affirmative Action Employer. Write: Dr. Donald L. McConkey, Chairman, Search Committee, Department of Communication Arts, Madison College, Harrisonburg, Virginia 22801.

## APPLICANTS

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

PHD WITH EXPERIENCE

A 150 Teaching with some research; sociology of religion, family and knowledge plus theory and history of social thought; PhD; 5 years teaching experience; several articles; California preferred but will consider other areas; fall, 1974.

A 151 Interested about equally in teaching, research, administration, but prefer a combination with teaching; 15 years teaching, more undergraduate than graduate classes; wide coverage of traditional core and specialized courses; taught both in very large public universities with auditorium-classes and in small denominational colleges, including 2 foreign universities; experienced with traditional and ultra-modern teaching techniques; heavy and diversified research background with universities, foundation, industry, government; fair success in grantsmanship; moderate assortment of publications, including monograph, contributions to readers, scholarly articles in second-class journals; 4 years intermittent administrative experiences at departmental levels; above average range of consulting assignments; available possibly summer, 1974 or later.

A 152 Primarily teaching, with research opportunity; introductory, industrial, stratification, social problems, urban or methods; fifth year of full-time teaching experience; PhD; publications; research experience in prisons, census data, the disabled; 34; Gulf states, South, West Coast; fall, 1974.

A 153 Teaching and research with emphasis on teaching family, social psychology, theory, research, mass communications, and criminology; PhD; 5 years college teaching; AKD; articles in progress; coordinator of Criminal Justice Workshop; location open; summer or fall, 1974.

A 154 Teaching and/or research; introductory, urban, theory, research methods, social psychology, sociology of education, juvenile delinquency; PhD (1973); AKD; 6 years of full-time college teaching; 2 years vocational rehabilitation research; book in preparation and investigative work for research; location open; June or September, 1974.

A 155 Teaching or teaching/research; theory, sociology of religion, social movements, adolescent/youth sociology, sociology and futurist issues, general background. Experience with international education program in Oxford. PhD at major university; publications; 6 years teaching; 10 years in church-related positions; desire interdisciplinary and creative environment; location open. Prefer small community but not necessary. Male, 41, married, 3 children. Summer or fall, 1974 or possibly earlier.

A 156 Teaching and research; political, urban, stratification, social movements, comparative; PhD, fellowships, Fulbright; 9 years graduate and undergraduate teaching, 4 years research experience; book and papers, also book in press and another in preparation; location open; 44, married, 1 child; September, 1974.

A 157 Teaching and research; methodology, statistics, social organization, occupations and professions; PhD 1970; NSF grants, Manford H. Kuhn Award, AKD; 6 years teaching experience, 2 years experience supervising social science data analysis laboratory; special interest in computer applications for instruction and research; articles, papers; married, 2 children; location open; June, 1974.

A 158 Teaching/research position desired; PhD, 15 years teaching experience in American and Canadian universities; general, deviance, criminology, social problems, theory, personality and culture; publications; single, 44; willing to relocate; available fall, 1974.

A 159 Recent PhD seeks varied opportunity in behavioral sciences. PhD (social/human relations - sociology, anthropology, psychology; specialization in qualitative sociology); MBA (industrial/organizational psychology); MBA (Communications/public affairs); MA (consumer psychology). Academic pursuits characterized by major field studies in New York City. Significant experience in nationally prominent foundation, including research and government/congressional liaison. Will travel and relocate anywhere. Immediately.

A 160 Research/teaching; currently with major survey research organization doing national sample studies. Heavy survey research experience including supervision of coding and field work, preparation of proposals, questionnaire design, study direction, report writing. University teaching experience in research methods, social psychology, family, urban community. Minimum salary \$16,000.

A 161 Teaching and/or research and/or administration; demography, human ecology, criminology, general. PhD; 15 years total professional experience, including 11 years teaching, plus summers and extension work, AKD, Demographic Fellowship, Population Council, Teacher of the Year Award; monographs, extensive migration study and urban society text in preparation; location open; 38, married, young children; fall, 1974.

A 162 Teaching and/or research; political sociology, social change (especially sociology of the future), intergroup relations, theory (including systems), comparative sociology (focusing on developing nations), social psychology; PhD; PBK; 5 years teaching experience; 5 publications; prefer moderate or warm climate; 31, interdisciplinary orientation; summer or fall, 1974.

A 163 Husband-wife pair seek joint appointment in teaching, research, or administration; any combination for both; former PhD, latter MA, both from leading universities; respective interests in public opinion, medical, developing societies, minorities, social psychology, and organizations, stratification, social problems, survey research; experience in teaching-research and administration-research; location open; all inquiries welcome; available June or July, 1974.

A 164 Teaching with some research; 4 years full-time teaching, taught in liberal arts undergraduate colleges, 2 years experience in research center, have studied computer programming, strong interest in undergraduate education and Master's level, but will consider others, also interested in interdisciplinary work focused on socio-ethical questions with emphasis upon quality and innovative teaching; broad range of teaching ex-

perience in sociology of religion, urban, theories, introduction, statistics, research design, stratification, population, minorities, organization, social psyche, specialties: religion, theories, urban; 4 articles, 4 under consideration, 18 book reviews, book under consideration, several manuscripts; 32, married, 2 children; location open, prefer urban setting.

A 165 Teaching (consider with research or administration); specialties include but not limited to: knowledge, methods, and deviance; PhD from major university; 20 years college and university teaching experience; book in preparation; location open; available June or September, 1974.

A 166 Associate Professor/Professor; thought, theory, change, comparative, sociology of sociology, area studies, etc.; PhD; national and international awards; many years teaching experience in different countries; various professional experience; publications; willing to innovate critical, comparative, and internationally oriented courses at all levels; Canada or U.S.; summer or fall, 1974.

A 167 Teaching, consider administration; stratification, theory, social thought; PhD; 20 years university and college teaching; serving as chairman; articles, monograph, book in preparation; location open; married; June or September, 1974.

A 168 Administration, research and/or teaching; social planning, deviance; American BA, MA, European PhD; Fulbright, many other scholarships, research grants, awards and honors; 8 years college and university teaching experience; extensive administrative and research work with OEO, Dept. of Labor, and drug addiction rehabilitation programs. Numerous publications, books, in English and Greek. Location open; 32, single; fluent Greek, German, other languages; September, 1974.

A 169 Teaching; will consider limited term appointment; political sociology, social change, modernization, social problems, introductory; also interested in interdisciplinary environmental impact analysis; PhD, 6 years teaching at the university level and 3 years full-time research; awards, articles, papers, review; married; location open; June, 1974.

A 170 Teaching; political, social movements, social change, deviance; PhD; NSF; 3 years teaching experience; location open; 28, married, 1 child; September, 1974.

A 171 Teaching/research/administration; industrial, occupations and professions, complex organizations, methods; PhD; AKD; assistantships, 5 years teaching undergraduate urban university; paper; articles, books in preparation; Mid-Atlantic, Southeast, South; 32, married, 2 children; September, 1974.

A 172 Teaching and/or research; criminology, social problems, family, methods, introduction; PhD; NIMH Traineeship, TA; 4 years teaching experience (11 preparations); publications in preparation; dissertation dealt with the police, in addition to a full-time teaching position, presently involved part-time in a law enforcement program; location open; married, 28; summer or fall, 1974.

A 173 Teaching and research; social psychology, small groups, research methods, social organization, introductory sociology; PhD from a major university; PHS and NDEA fellowships; 3 years of university, liberal arts teaching; articles in press, submitted, and in preparation; location open; 31; fall, 1974.

A 174 Teaching; PhD; 4 years experience; age 31; married; NIMH, NDEA fellowships; research grants; articles published; can teach in wide variety of areas including introductory, social problems, population, medical, deviance, methods; prefer smaller liberal arts school; will consider any location in the U.S. or Canada; available September, 1974.

A 175 Senior person and/or chairman. PhD; 10 years teaching and research experience, many committees. Theory (all areas), deviance, political, minorities, sociology of aging and dying. Two books submitted, many papers, reviews, some articles. Married, 44. Location open.

A 176 Teaching and research, advanced theory, social psychology, social change, introductory; PhD; 12 years full-time university faculty; twice tenured; publications, papers; research grants in industrialization and art; 43, married, children.

A 177 Teaching and research in department of sociology at small university, or in school of management at large university; organizations, research methods/statistics, ethnic relations, stratification; PhD from department rated "strong" by ACE; fellowship, research grants; 8 years undergraduate teaching experience plus 4 years of industrial experience; publications, papers read at ASA meetings; location open; 38, married, 1 child; available fall, 1974.

A 178 Teaching and/or research and/or advising foreign students; presently employed as an assistant professor of sociology; educational sociology, minority groups, family, urban sociology; PhD (educational sociology); teaching assistantship; fellowship; AKD; 2 papers; 5 years teaching experience (undergraduate and graduate); experience in advising foreign students; active in departmental affairs; international experience; single; urban area; September, 1974.

A 179 Visiting professorship in teaching and research, deviance, criminology, juvenile delinquency, social psychology; PhD and LLB, both degrees from major university in Northeast; research awards, Fulbright Professorship; 25 years teaching and research and 7 years department chairman, now holding visiting professorship at major Canadian university; 2 books, third forthcoming on delinquency, 15 professional articles, numerous papers delivered at professional sociology meetings; location open; have researched and taught in Philippines, Hong Kong, Canada, United States. Presently researching in juvenile court process (Canada and U.S.). Practiced law for 10 years in Boston. Seek one-year appointment that meets department needs and does not impede department promotions.

A 180 Interested in a visiting or temporary appointment at a senior level; over 15 years of teaching and research on university (post-graduate) level; international, intercultural, interdisciplinary background; PhD in sociology; books on comparative, cross-cultural studies, socio-cultural change, paper; married, 2 children; available June or September, 1974.

A 181 Husband and wife sociologists seek equivalent of 1/2 teaching-research positions in any combination but preferably a single split-position shared by both. Innovative department would get double range of interests; senior member - sociology of religion, symbolic interaction, phenomenology, Latin America; junior member - political sociology, modernization, minority groups, Tropical Africa; both - sex roles and socialization. Senior PhD from ACE "strong" department; junior PhD from ACE "adequate" department. Senior has string of articles and 2 books in process; junior has 2 articles published. Both have cross-cultural experience, like teaching at undergraduate and graduate levels. Rank(s) and salary negotiable. Fall, 1974.

A 182 Teaching or teaching and research; social psychology and deviance, urban sociology, research methods, theory, political sociology, introductory; PhD from Big Ten university; teaching assistantships and fellowship; 6 years of college and university teaching; excellent teaching records; 8 publications in well-known social science journals; numerous papers at regional and national meetings; book on urban sociology submitted; location open; 32; married; September, 1974.

A 183 Teaching and/or research; German sociologist with teaching experience in Germany, England and the United States; scholarly interests: critical sociological theory, sociological and anthropological methodologies, political sociology and interdisciplinary work; seeks re-location in the United States. PhD; post-doctoral fellowships; research experience and publications. Will consider teaching outside the United States. 34, single; salary open; September, 1974.

NEAR PHD OR MA

A 190 Situation wanted: teaching position in areas of counseling, group process, community development, organizations. Almost all work for the PhD except dissertation. Nearly 15 years excellent experience in these fields (both teaching at universities and consultation) Superb references. Chapter in forthcoming book on small groups/organizations. Shall also consider interesting full-time position in counseling or continuing education. Prefer Philadelphia-Baltimore-Washington area. Available September, 1974 or earlier.

A 191 Teaching; introductory, theory, political, race and ethnic relations, social change, social problems, social movements, urban, stratification, religion, education; interested in undergraduate education, innovative teaching, and interdisciplinary programs; BA (psychology), MA (history), PhD (sociology) expected August, 1974; 9 years teaching experience (6% in university, 3% as teaching assistant); location open; married, 33; fall, 1974.

A 192 Teaching; marriage and the family, social problems, introductory; MS; 1 semester part-time university teaching; 3 years correspondence study instructor and course writer; 2 years part-time counselor family planning agency; publication; location open; June-September, 1974.

A 193 Teaching and research; medical sociology, community health, community sociology, deviance; PhD expected August, 1974; NIH Traineeship in Community Health, AKD; university teaching experience, Central American field research experience; articles in progress; 30, married, 1 child; location open; September, 1974.

A 194 Social policy oriented teaching, research or administration. Social psychology of group and organizational behavior, socialization, adult and juvenile justice systems, social policy analysis, planning and evaluation, and social service systems. PhD (social work and sociology, University of Michigan) expected August, 1974, MSW, Phi Beta Kappa, NIMH Traineeship, NIMH Research Fellowship in crime and delinquency, 2 years as group worker, day-care supervisor at juvenile, residential treatment center; 2 years academic and social counseling of undergraduate students, training and supervising counselors at small, experimental college (at University of Michigan); 1 year lecturer school of social work; group work in staff, sensitivity training (with research field workers and adult correctional centers); some experience in group therapy; 2 years research associate with National Assessment of Juvenile Corrections (research planning, administration and application). Location open, prefer Boston, Washington, D.C., Chicago, 28, married, spouse to be in law or anthropology. Available fall, 1974.

A 195 Teaching, social problems, deviant behavior (particularly delinquency/criminality); strong interest in criminal justice curriculum, especially field of corrections; Master of Social Service (ACSW membership) plus post-graduate work in higher education; 12 years experience in juvenile and adult corrections, 7 years teaching in a school of social work (field instruction-corrections), 3 1/2 years undergraduate social welfare, including administration of internship program, 2 1/2 years sociology (part-time in community college); location open; available June-September, 1974.

A 196 PhD expected June, 1974; fields of concentration: theory, research methodology, criminology, sociology of deviance, family systems, social change, sociology of economics; prefers junior college, East Coast or Southwest.

A 197 Undergraduate or graduate teaching. Particularly interested in working with students on projects in field situations. Have special interests and experience in evaluation research and curriculum development or modification. Theory, family, education, systems, methods, conflict. ABD, PhD expected June, 1974, NDEA, NSF, AKD, HEW (SRS) research grant. Three years university teaching and seven years applied research indicating ability to interface with persons in other disciplines or professions. Project management (PERT/CPM) experience. Several reports and papers, book in preparation. Research on relation between communication, conflict, and child battering. Will relocate to most areas or overseas. Congenial position more important than salary; 39, married, 3 children. Summer or fall, 1974. Priority to May, 1974 offer of contract.

A 198 Teaching and research or community project opportunities; several introductory courses with methods, community or urban, social planning, complex organization, and sociology of education; 2 MA's, ABD, dissertation in progress; awards and honors; 7 years

teaching, social planner, research and consulting, program development; applied research reports and grant applications; Midwest; 31, spring, 1974.

A 199 Teaching, preferably in a community college or urban 4-year college; introductory, social problems, contemporary American society, work, urban, change, political, new sociologies; ABD, Washington, University (St. Louis), PhD expected late 1974; teaching assistantships, university fellowship; 1 1/2 years university teaching, 1 year community college teaching; excellent teaching record, student evaluation summary available; prefer location in or near large metropolis, but will seriously consider others; married, 27; strong interest in undergraduate education including development of new approaches; June or September, 1974.

A 200 Teaching and research; social theory, social psychology and small groups, social change, communication theory, sociology of sociology; PhD; 2 years of graduate teaching; some publications; location open; 33, married; fall, 1974.

A 201 Teaching and/or research and/or administration; criminology/deviance, collective behavior, minority groups, social psychology, small groups, sociologies of the future, sociology of law, introductory; 2 MA's, ABD; PBK, outstanding teacher award; 2 years research; 7 years university teaching experience; publications; prefer New England, Middle Atlantic, North Central, 35, married, 2 children; summer or fall, 1974.

A 202 Teaching and research; theory, social change, social movements, family, social psychology; ABD (PhD expected summer, 1974); 2 years research, 3 years teaching experience (TA and instructor); open location; available fall, 1974.

A 203 Teaching and/or research; population and research methods, but have conducted a variety of courses; 3 years part-time teaching; MA, ABD (PhD expected September, 1974); 32, married; publications; available September, 1974.

A 204 Teaching and/or research; urban, human ecology, population studies, interested in the interdisciplinary approach to urban development; all requirements toward PhD completed except dissertation; have teaching experience and three years plus working in organization dealing in computer consultation for social sciences; several publications and conference papers; preferred areas West Coast, Mountain, Northeast, New England and Canada; 28; available either June or September, 1974.

A 205 College teaching. My graduate education was interdisciplinary emphasizing social theory, sociology of knowledge and sociology of education. I am also an experienced teacher of social change and small group theory. I have done some work in the philosophy of the social sciences. I am presently teaching and doing research in a department of community studies. PhD candidate, Danforth Fellow, Bi-lingual (English and Spanish). Secondary interest in Latin American studies. I am particularly interested in experiential education and have experience in field work education. Age 35. Freshly minted PhD in the summer. Available August, 1974.

A 206 Teaching and/or research; urban, criminology, penology, minority groups, family, social problems, introductory, community, research methods, demography and social change; ABD (PhD expected June or September, 1974, Fordham), MA in sociology (Fordham); research assistantship; 1 year part-time (24 credits) and 1 year full-time teaching experience, plus 2 years experience in research and evaluation of social action programs, co-author of several research reports to funding agency (unpublished); location open; 28, married, 1 child; available summer or fall, 1974.

A 207 Teaching in area of marriage and the family, child development, sociology, sociology of religion, theories of personality, sociology of adjustment, parent education with the possibility of counseling with individuals, marital dyads, family units and groups and/or counselor training, MED Guidance and Counseling, Interdisciplinary Doctoral Program in Marriage and Family Living; ABD, August, 1974 (PhD expected winter, 1974-75); 2 years full-time Residence Hall Counselor, 3 years high school teaching and adult education, part-time instructor (university); publications; 35; Chicago area a must; fall, 1974.

A 208 Teaching or teaching and research; theory, differentiation, methods, small groups, religion; will teach introductory; PhD (May, 1974); NDEA fellowship 3 years, Arnold Rose award, Phi Kappa Phi, Psi Chi, Pi Gamma Mu, 3 other honoraries; teaching and private research experience, computer; articles in preparation; papers at regional meetings; location open; 24; summer, fall, 1974.

A 209 Teaching and/or research; political sociology, social theory, urban, social psychology, industrial, social change, social problems, social stratification, methodology, MA, ABD (PhD expected early spring, 1974); vice-president of graduate student association and representative to student council; 6 years teaching; prefer New England or Middle Atlantic location; 32, married; fall, 1974.

A 210 Teaching or research; introductory, social problems, deviant behavior, social psychology; MA with additional hours; research and teaching assistantships; 6 years teaching and research experience; paper presented; location open; 30, married, children.

A 211 Teaching and research with emphasis on superior teaching; "white collar" deviance, sociology of poverty, conflict theory, history of sociological thought; contemporary issues in sociology, American Indian; can teach general anthropology; 5 years college teaching; MA, MS, PhD expected by June, 1974; PBK, Phi Kappa Phi, Pi Gamma Mu, NDEA Fellowship; paper read; prefer liberal arts college that stresses critical scholarship and faculty-student interaction; 32, married, 2 children; West Coast, upper Midwest, Mid Atlantic, New England; available September, 1974.

A 212 Teaching and/or research and/or administrative; interested in teaching social psychology, deviance, urban, methods, social theory, medical sociology, community health and illness, social psychology, introductory; ABD (PhD expected winter, 1973-74); 7 years teaching experience community college and university; publications in progress; male; married; location and salary open; available summer or fall, 1974.