



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

Footnotes

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

NSF Sponsors . . .

Six Summer Institutes For Secondary School Teachers In Sociology

An increasing number of secondary school systems in the United States are incorporating sociology into their regular curriculum. This infusion is being spurred by the availability of the innovative Sociological Resources for the Social Studies (see *The American Sociologist*, May, 1972) and by the organization of NSF sponsored institutes for secondary teachers, some of which employ SRSS materials. On the schedule for summer, 1973, are the following institutes:

Bridgewater State College, 6 weeks, July 2-August 10: *Curricular Materials (SRSS); Urban Sociology; Urban Minority Relations*; primarily for teachers of sociology and social science in Massachusetts, Rhode Island, and metropolitan areas throughout the United States. Dr. Morgan C. Brown, Department of Sociology, Bridgewater State College, Bridgewater, MA 02324.

University of Georgia, 6 weeks, June 11-July 20: *Advanced Principles of Sociology; Applied Research Project*; primarily for teachers of sociology and social science in Georgia. Dr. Charles Berryman, Department of Social Science Education, 218 Aderhold Hall, University of Georgia, Athens, GA 30601.

Louisiana State University, 7 weeks, June 11-July 27: *Basic Concepts of Sociology and the Theory of Social Organization; Social Trends and Social Problems; Curricular Materials (SRSS)*; for teachers of social science. Dr. Alvin L. Bertrand, Division of Continuing Education, Room 147, Pleasant Hall, Louisiana State University, Baton Rouge, LA 70803.

Northern Illinois University, 6 weeks, June 25-August 3, in Chicago public school facilities: *Multi-Racial/Ethnic Studies*; for Chicago teachers of sociology and social science. Dr. Mildred Kornacker, Department of Sociology, Northern Illinois University, DeKalb, IL 60115.

Oregon College of Education, 8 weeks, June 18-August 10: *Sociology of Race Relations*; primarily for teachers of social science in the western states. Dr. Helen M. Redbird-Selam, Social Science Department, Oregon College of Education, Monmouth, OR 97361.

Western Michigan University, 6 weeks, June 25-August 3: *Sociological Concepts; Exercises in Sociology; Juvenile Delinquency and the Community*; for teachers of sociology and social science. Dr. Lewis Walker, Sociology, Western Michigan Univ., Kalamazoo, MI 49001.

INSTITUT INTERNACIONAL de SOCIOLOGIE

The International Institute of Sociology, founded in 1893 by René Worms, held its XXIII Congress in Venezuela in November, 1972. About 300 members and guests attended the Congress which opened with an address by the President of Venezuela, Dr. Rafael Caldera, a former student of sociology. The central theme of the meeting was "The Third World," but scientific papers were presented on a variety of topics including several presentations by Americans analyzing violence in contemporary society.

Membership in the Institute, the oldest sociological organization in existence, is by individual application (initiation fee: \$15; annual dues: \$10). The current membership committee is headed by Dr. Panos D. Bartis of the University of Toledo in Ohio. The Institute is a scientific organization and Article 18 of its constitution excludes political and religious controversy from Institute deliberations.

Among the officials of the Institute in the North American section, including the United States and Canada, are the following sociologists: Carle C. Zimmerman, Vice-Chairman for North America; Joseph B. Ford, San Fernando Valley State University, Bureau of the Institute; Richard E. DuWors, University of Calgary, Secretary for North America; and Peter Etzkorn, University of Missouri, St. Louis, Scientific Coordinator.

The next Congress for the Institute is planned for 1975. Several sites are under consideration including Brazil and India.

CORRECTION

•The questionnaire for the *Guide to Graduate Departments of Sociology, 1974* will be mailed to the heads of all graduate-degree-granting departments of sociology in August rather than February as reported earlier. Any new departments not listed previously should contact the Executive Officer for forms before Aug. 15.

Structure Functions As . . .

Council And Committees Convene In Quarterly Confab

March came in like a lion at 1722 N St. N.W. in Washington, D.C. when about thirty sociologists from far and near responded to duty and gathered to recommend and make ASA policies on March 1-4. After receiving reports from the Committee on Publications and the Committee on the Executive Office and the Budget, as well as from the Committee on the Status of Women which had met a few days earlier, Council deliberated and acted as follows—

- Instructed the Executive Officer to accept the invitation of the American Anthropological Association and the American Political Science Association to join them in the presentation of an amicus brief to the Supreme Court in the case involving Professor Samuel L. Popkin, after the Executive Officer makes an effort to strengthen the brief by emphasizing the view that the First Amendment of the Constitution protects confidentiality essential in scholarly and scientific research.

- Rejected recommendation from Publications Committee proposing change in present guidelines in Employment Bulletin so that employers could not use any reference to ascriptive characteristics including phrase "minorities and women are encouraged to apply."

- Accepted recommendation from Publications Committee that Jay Demerath, Karl Schuessler, and Otto Larsen be appointed as editors of proposed ASA publication of papers from the Carmel Conference on "New Directions in Graduate Training: Policy Implications of Sociological Research." Editors will have authority to determine whether there should be a publication, and if there is to be one, what the content and form will be.

- Authorized the Executive Officer to sign contracts involving six ASA journals with Johnson Associates, Inc. (microfiche) and Xerox College Publishing (reprint of papers). Instructed the Executive Office to place any receipts that derive from those parts of the contract not involving ASA publications into a special fund not to be used until policy guidelines are developed by Council to specify how they will be used to improve the quality of the discipline.

- Worked out some modifications in the mandate for ASA Reader Series on "Issues and Trends in Sociology" and appointed a new Editor to succeed Richard Scott (Name to be announced later).

- Appointed a new Editor of the Rose Monograph Series to succeed Sheldon Stryker (Name to be announced later).

- Adopted the following policy statement: "Officers of the ASA and members of ASA committees are ineligible during their term of office for awards, honors, or offices for which those offices and committees have appointive or nominative authority."

- Authorized Executive Officer to proceed to seek outside funding for proposal to support editorial workshops to be concerned with such matters as the development of a style manual and other issues bearing on the quality of our publications, as recommended by the Publications Committee.

- Requested Executive Officer to report to membership via ASA Footnotes concerning copyright procedures, contract arrangements, and other matters affecting the opportunities of sociologists as authors. Also authorized the Executive Officer to intervene with publishers on behalf of members to seek, when appropriate, release of materials for further publication when materials are out-of-print.
- Appointed a representative of the

ASA to the Policy Board of a new interdisciplinary journal, *Research on Consumer Behavior*, to be edited at the University of Pennsylvania (Name to be announced later).

- Approved a recommendation from the Budget Committee that \$4000 be added to the 1972-73 budget to be used at the discretion of the Executive Officer to convene meetings of ASA committees, committee chairpersons, and consultants to special projects.

- After prolonged discussion, authorized Executive Officer to summarize Council proposal concerning modifications in By-Laws making it possible for members to engage more directly in nominating candidates for offices in the ASA. After this is done, and after it is circulated to Council for final comments, the proposal will be submitted to the membership for vote.

- Appointed a representative to the United States National Commission for UNESCO (Name to be announced later).

- Authorized the Executive Officer to appoint a representative to participate in a forthcoming workshop sponsored by the National Council for the Accreditation of Teacher Education.

- Accepted the resignation of Karl Taeuber as Chairperson of the Committee on Freedom of Research and Teaching and appointed a successor (Peter Rossi has accepted the appointment to be effective as of May 1, 1973).

- Deferred until the June meeting consideration of such policies as member vs. non-member rights of participation in the program of the Annual Meeting.

- Approved a new statement specifying the mandate of the Committee on the Status of Women (see accompanying story).

- Changed the name of the Committee on the Status of Women in the Profession to the Committee on the Status of Women in Sociology.

- Changed the name of the Committee on the Status of Racial and Ethnic Minorities in the Profession to the Committee on the Status of Racial and Ethnic Minorities in Sociology.

- Authorized the Executive Officer to make inquiries about the policies and practices of the Center for Advanced Study in the Behavioral Sciences concerning participation of women in their program.

- In response to the fact that Maurice Jackson has resigned from the position of Executive Specialist as of September 1, 1973, Council passed the following motion: "For up to the next two fiscal years, we shall fund a staff position of Executive Specialist concerned with both minority and women's matters. The occupant of this position shall, with the cooperation of the appropriate Standing Committees, attempt to seek funds to maintain two Executive Specialist positions in these areas." Council also affirmed that while the final decision concerning this appointment is in the hands of the Committee on the Executive Office and the Budget, the Executive Officer will openly publicize the vacancy and consult with all interested membership groups in seeking candidates.

- Reaffirmed the standing authorization for the Executive Officer to seek the appointment of an Executive Associate when this is deemed appropriate in terms of needs and in terms of budget capacity.
- Scheduled the next meeting of Council for June 2-3, 1973 in Washington, D.C.

Open Forum

On Letters of Recommendation

At this time of year most of us are asked by students to write "letters of recommendation" for them to graduate schools or to potential academic employers. Some of us who are unfortunate enough to serve on graduate admissions committees or on department recruitment committees must contend with the result of what appears to be our colleague's inability ever to deny such requests. I wish to suggest a situation in which "saying no" would not only mercifully reduce the flow of such communications between sociologists but would also benefit the students to whom it is said.

It does not seem unreasonable to suppose that when a faculty member agrees to write a student a "letter of recommendation" the student expects just that—a letter reflecting favorably on his abilities and potential as a scholar and teacher. Frequently, however, such an expectation is not met.

Some sociologists, perhaps most, view the request for a "letter of recommendation" as a request for a "letter of evaluation." While the former necessitates, by definition, the expression of a set of favorable judgments, the latter, by definition, does not. It is doubtful that students have such a distinction in mind when they make their requests.

The maintenance of professional standards requires that each of us plays responsibly the sometimes unpleasant gatekeeper role. One way to do this is to interpret every request for a "letter of recommendation" as just that, to comply when possible and to deny the request when all that one could truthfully write would be a letter of negative evaluations (or, what is undoubtedly quite common, a letter of unenthusiastic support containing more-or-less subtle negative judgments).

In a face to face situation it is often difficult to refuse to write a letter for a student with whom one has had considerable contact. But does it not mislead him less to state an unwillingness to write a letter of recommendation for him than to agree to write a letter and then to write one expressing doubts about his abilities and potential?

One can perform his gatekeeping functions as well by applying rigorous standards before agreeing to write a letter as during the writing of a letter. As suggested above, such a policy would reduce the number of letters written and received. It would also be less misleading to the student. He would know "where he stands" with various faculty rather than wondering who was partially responsible for his being turned down by a graduate school or by a potential employer. (In a department is it not easier to deal productively with specific anger than with general paranoia?)

ASA FOOTNOTES

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

Editor: Otto N. Larsen
Assoc. Editors: Alice F. Myers
Maurice Jackson

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

Copyright © 1973, ASA. Second class postage paid at Washington, D.C. and additional mailing offices.

Most of our judgments about students are based on imperfect information and are subject to well known human frailties. The sound of silence is no more ambiguous than the sight of unexpected criticism. Is it not more honest?

Philo C. Washburn
Purdue University

On The Modern-Day Tower of Babel

It is almost a truism—at least to the extent that my own experience allows me knowledge—that the problems of communication among diverse groups are so ponderous and barrier-ridden as to be almost cosmically absurd.

Sociologists talk to sociologists in their "language," and they teach (and write up their research) in such a way as to replicate and extend that language to the next budding generation of their own profession. Fine. Sociologists in particular fields deal with sociology so that other sociologists in those fields will astutely note their work—in similar terms.

One major or frequent element of the language is its self-acclaimed absence of "subjectivity"; another is the persistent appearance of highly specialized (READ technologized) and occasionally arcane verbiage. This may be useful or familiar for quasi-scientific salons but next to worthless for decision-makers and much like Martian to people who actually have to apply sociological thinking directly to children or families or social services or whatever.

Policy (decision) makers, most of the time and particularly at the federal level—in this instance, HEW and its OE and OCD on up to the second echelon at The White House—also have their language: like the one for sociologists, it is an idiosyncratic tongue. The making of policy happens, for the most part, by means of an oral form of communication; indeed, its users change "dialects" when they write memos to each other. (Actually, government writing quite often appears more sociological than most learned articles in its lack of ability to communicate much of anything to anyone except another nearly identical "expert.")

More to the point, however, is the irony of the rarity that occurs when government bureaucrats (in HEW, these are not infrequently former academics from the disciplines of sociology and political science) either directly utilize appropriate and government-purchased research, or render it useful for others by translating such information into alternative programs within a particular policy. There are exceptions, of course: Coleman and Jencks are representative of the "hot item," the exception but not the rule (no judgment on the quality of the work of either should be inferred).

(Part of the problem is "linguistic," to be sure, but at least as important in determining what is heard in federal decision-making situations is a variety of political and special interest pressures [and fears] which are framed in a "dialect" of their own. This is an item that should not go unnoticed by any social scientist—let alone sociologist—who believes his or her work has a particular value vis-a-vis its impact on either a specific or general national social policy. Just a reminder.)

The last of the triumvirate clambering around on this modern-day Tower of Babel consists of that group who works neither at research nor at policy-making. They, as a genre, are the "field-hands": the public school teachers and administrators; the social workers; the new generation of advocate planners (from a particular community); the police; community and educational planners, in general; etc. Aside from the fact that only now are some of these sub-groups beginning to be able to genuinely listen to—and, at least, partially

understand—each other, the extent to which they cannot fathom the language of either federal or state policy guidelines is considerable if not total. More pertinent to your readership, however, is that the same lack of comprehension exists—which leads, perhaps, to a lack of concern—in terms of what may very well be useful and applicable sociological research.

(Note: Take into consideration, as you read this, that my empirical data for this presumptive letter are the observations and interviews vis-a-vis national policy-making with reference to young children in London, Paris, Geneva, Copenhagen and Washington, D.C., during 1971-72. Communication was better in some places than in others, of course. Denmark presented, for this observer, the least problem for its several constituent groups; the reasons for the distinctions, however, are too complex to be relayed in a brief piece.)

What to do? I have not yet delivered myself of the "chutza" to arrive at a particular solution or any set of viable alternative solutions; in fact, no "solution" (*per se*) may exist. As an erstwhile actor, however, I recall painfully the burgeoning of drama departments (from approximately 200 to approximately 1100 between the years 1950 and 1965) in the expectation that the leisure world had arrived and that we, like the English, would have a professional experimental theater in every town of reasonable size. The result has been a distended population of actor/director graduates, used mostly to teach their "language" to fledglings who will then pass on that same experience as teachers, not practitioners. Only in rare cases do the academic and the professional commingle, either in thought or deed.

There is a danger that each and every sociologist who either teaches or does policy-relevant research or both must consider in deadly earnest. Permit me to exaggerate to make a point: if the several communities of interest described above do not arrive at a way(s) of better utilizing and servicing each other, large areas of sociology may become the newest petrified icon in modern history.

David R. Fendrick
Syracuse University

Limericks

Comments on the state of the discipline come in many forms. The following contributions may stir you to revive your anapestic talent. If so, send your contributions to "Limerick's Unlimited," care of the Editor. No prizes are offered. In case of ties, both entries will receive free one copy of the A.S.S. Program from the 1959 Annual Meeting held at the Edgewater Beach Hotel, Chicago. Entries post-marked before midnight will be read the next morning.

Sociology Today, Or the Uses of Sociology Revisited

Sociology is a field in disjunction,
Torn between science and compunction;
A Positivist said
That Durkheim is dead
And the word is now "unction" not
"function."

Publish or Perish (Methodological Division; Path Analysis Section)

The data he found were elusive,
But to publish, he must be conclusive;
He found the right Path
By applying his math
So the reaction could not be abusive.

Afrikaans to Zulu . . .

The Many Tongues of Higher Education

If you are enrolled in one of the nearly 1,500 four-year colleges and universities in the United States you would have difficulty finding a department offering study in Lettish, Old Bulgarian, or Treh-tian. The same must be said for Cree, Lapp, Manchu, Salish, Urian and Yuca-tec. Regular programs in instruction simply can't be found in these languages or dialects.

On the other hand, you could, if you like, pursue Afrikaans, Cornish, Dravidian, Kurdish, Macedonian, Tlingit, or Zulu which are among 177 programs currently offered by at least one language department in American four-year institutions.

Such data are available on a January, 1973 computer print-out from the records of the Modern Language Association. How many institutions have departments that offer programs in what languages or sub-divisions thereof? The record reveals the following rank-order of offerings:

English	1,494	Phoenician	15
French	1,369	Ukrainian	14
Spanish	1,248	Yiddish	13
German	1,170	Thai	12
Russian	535	Aramaic	12
Latin	475	Hungarian	12
Greek	445	Icelandic	12
Italian	378	Finnish	11
Portuguese	158	Indonesian	11
Hebrew	133	Korean	11
Chinese	132	Hausa	10
Japanese	111	Rumanian	10
Arabic	72	Bulgarian	9
Polish	65	Old Church Slavic	9
Swahili	59	Tamil	9
Serbo-Croatian	51	Urdu	9
Swedish	43	Gothic	8
Sanskrit	34	Tibetan	8
Czech	31	Hindi-Urdu	7
Dutch	28	Modern Hebrew	7
Norwegian	27	Mandarin	6
Danish	21	Quechua	6
Turkish	19	Vietnamese	6
Persian	16		

In addition, departments in five institutions offer courses in Akkadian, Armenian, Benhali, Catalan, Irish, Lithuanian, Pali, Provençal, Slavic, Ugartic, and Yoruba; four departments offer Hittite, Mongolian, Syriac, Telugu, and Twi; three departments offer Cantonese, Egyptian, Luganda, Malayam, Navajo, Old Icelandic, Old Irish, Old Norse, Old Persian, Old Saxon, Slovenian Sumerian, Tagalog, and Welsh; and two departments offer Afrikaans, Amharic, Avestan, Bambara, Basque, Berber, Brazilian-Portuguese, Burmese, Classical Chinese, Coptic, Early Welsh, Farsi, Fulu, Georgian, Gujarate, Hawaiian, Javanese, Kannada, Krio, Lakota, Mende, Middle Irish, Modern Arabic, Old High German, Old Iranian, Old Provençal, Scottish Gaelic, Sotho, Turkic, and Xhosa.

Finally, one department, only, in the four-year institutions of higher learning, offers the following: Albanian, ancient Egyptian, Ayula-Bombara, Azerbaijani, Breton, Cebuano, Celtic, Chagatay, Cheremis, Chippewa, Chuvash, Classical Japanese, Cornish, Dravidian, Estonian, Ethiopic, Flemish, Haitian Creol, Hokkien, Ibo, Igbo, Kikuyu, Kirchiz, Kurdish, Latvian, Lingala, Literary Arabic, Luchuan, Macedonian, Malay, Malayalam, Mandingo, Middle Egyptian, Middle Iranian, Mordvin, Nahuatl, Nepalic, Norse, Northern Cheyenne, Old Ethiopic, Old French, Oscan-Umbrian, Pahlavi, Parakrits, Romansh, Samoan, Sango, Senhalese, Siamese, Slovak, Somali, Susu, Tarahumara, Tlingit, Tswana, Tuvin, Uralic, Vedic, Vulgar Latin, Wolof, and Zulu.

Further information on the location of the departments offering these courses can be requested from THE MODERN LANGUAGE ASSOCIATION OF AMERICA, 62 Fifth Avenue, New York, N.Y. 10011.

As extensive as this listing is, sociologists will note the absence of *Portran* and *Simsoc*, not to mention the ordinary symbolic systems employed in such routine matters as the polythetic reduction of monothetic property space.

The NORC National Data Program for the Social Sciences

What is the NORC General Social Survey?

The NORC General Social Survey is both a data diffusion project and a program of social indicator research. The data came from interviews administered to NORC National samples using a standard questionnaire with identical items repeated each year. Social scientists, students—or anyone else—may obtain copies of the data at cost immediately upon completion of the field work and data preparation.

What are the purposes?

There are two basic purposes: one is to generate data trends (and constants) in social characteristics and opinions, the other is to make fresh, interesting, high-quality data available to social scientists and students who are not affiliated with large research centers.

What time periods are covered?

The first General Social Survey went into the field in late February, 1972, the second in March, 1973.

The 1974 survey has been completely funded, and partial support has been obtained for 1975 and 1976.

Since some of the baseline items are repeated from surveys going back to the early 1950s, selected trend comparisons can be made for the entire post-World War II period.

What is the sample?

The sample is a national cross-section of adults, 18 years of age and older. The 1972 sample includes 1,613 cases. The sampling plan is multistage probability down to the segment level with quotas applied at the final stage. A detailed description of the sampling plan appears in the code books.

What is covered in the questionnaire?

The content is deliberately eclectic. Our aim is to cover the mainstream interests of sociologists, with special attention given to topics that are relevant to substantive courses.

The 1972 questionnaire includes approximately 100 items and averages forty minutes in interview time. The schedule is divided into characteristics and opinion items. Among the former, emphasis is given to stratification variables; among the latter, emphasis is given to race relations, family, social control, and morale.

The 1973 questionnaire was expanded by approximately 50 per cent. A listing of all the questions used will appear in the May issue of *ASA Footnotes*.

What kind of analyses can be done on the data?

Quite a variety of analyses can be done on these data. For example:

- (1) One can replicate findings from previous studies, perhaps introducing variables that were not available to the original author.
- (2) One can test one's own hypotheses.
- (3) One can eventually study small population groups by merging studies across years. For example, the 1972 study has just 261 Black respondents; but, by 1974, there will be something like 783 Black respondents, and at the end of 5 years, about 1,300. Thus, within a few years, one can treat the various samples as a single data file spaced out evenly across time, since the same questions are asked each year. This will allow one to study small population groups that normally provide very small numbers of cases in a single survey.
- (4) One can study trends over time by comparing current results with

those in the various baseline studies. The code books give references to the original study for each item that has been drawn from a previous national sampling. Most, but not all, of the original data sets are available from NORC, the Roper Public Opinion Research Center at Williams College, or the Inter-University Consortium for Political Research at the University of Michigan (ICPR).

Since respondent age is reported to the year, one can use the cohort method in studying age trends. If a particular variable is reported by age in the original study, ages in the General Social Survey can be regrouped to see the current scores for these age groups. For example, if one has the results for persons aged 21 to 29 in 1963, data for those aged 30 to 38 in 1972 give the responses of the same age group nine years later.

How can the data be used in class work?

Students can be asked to use the data to test hypotheses derived from readings and lectures.

Methods classes can use the data for practice in analyses. Many content areas have enough items for exercises on scale and index construction.

Teachers can run data to bring their lectures up to date.

Courses where the materials seem especially appropriate include: Stratification, Marriage and the Family, Race Relations, Urban Sociology, Social Change, Social Psychology (especially attitudes). The 1972 survey is somewhat light on Deviance and Social Problems, but in 1973 this aspect was expanded considerably.

Are there data on item reliability?

NORC conducts telephone reinterviews on many of the items a month after the original interview with a subsample of respondents. Data are available from NORC. The reliability materials are not deposited with the Roper Center, but investigators interested in obtaining copies of the raw data should write NORC.

How can I obtain the data?

Distribution of the data sets is handled by the Roper Public Opinion Research Center, Williams College, Williamstown, Massachusetts, 01267. [AC 413-458-5500] Users do not have to belong to the Roper Center.

ICPR (Interuniversity Consortium for Political Research) members can obtain the data through that institution at no cost.

What do the data cost?

The 1972 survey costs \$50.00, plus postage. The 1973 survey will probably cost between \$75.00 and \$100.00 because of its expansion.

What do I get?

The data cards, one code book with marginal frequencies, and a detailed description of the study can be purchased at the base price.

Additional code books are \$1.50 each, plus postage.

For details on tape versions write the Roper Center or ICPR.

Who is paying for all of this?

The Russell Sage Foundation and the National Science Foundation supported the 1972 survey. The National Science Foundation is providing support for the 1973 and subsequent surveys.

The Roper Center contributes its service at cost as a public service.

ICPR distribution is supported by institutional membership dues.

Who picks the questions?

The 1972 survey drew on the advice

of 105 social scientists scattered throughout the country.

An advisory committee has been appointed to aid in item selection for the 1973 and subsequent surveys. The members are:

- Hubert Blalock, University of Washington
 - Otis D. Duncan, University of Michigan
 - Norval Glenn, University of Texas
 - Philip Hastings, Roper Center
 - Herbert Hyman, Wesleyan University
 - Otto Larsen, American Sociological Association
 - James Short, Washington State University
 - Stephen Withey, University of Michigan Survey Research Center
- Final decisions are made by NORC, where James A. Davis and Kathleen Schwartzman are the project directors.

What about copyrights?

All materials are in the public domain. Users are more than welcome to duplicate the cards and code books.

Users are free to publish research on these data. No clearance from NORC is needed—though we would like to be cited and would be delighted to see any results that emerge.

There is a gentleman's agreement that NORC staff will not do substantive research on the project until 12 months after the materials have been available from the Roper Center.

How can I find out more?

Regarding data purchase, write the Roper Center.

Regarding item content, coding, and apparently bizarre findings, write NORC, University of Chicago, 6030 South Ellis Avenue, Chicago, Ill. 60637.

When will the data be available?

The 1972 data are available now.

The 1973 data are scheduled for delivery by July 1, 1973.

"The Limits to Growth" Explored*

HEW has released a report on possible government action in response to D. H. Meadows' study on ecological problems, "The Limits to Growth."

"The Implications for Government Action of *The Limits to Growth*," concludes there was no need for drastic government action to curtail growth to prevent ecological catastrophe, and that infringements on human freedom by strict no-growth policies would probably be overwhelming.

The report, published with "The Limits to Growth," evaluates the possibility of using social indicators to measure the overall condition of society. It concludes that there is no immediate prospect of a dramatic breakthrough in achieving such measurement, and that realistically, only gradual improvements in measuring particular problems such as health and environment can be expected.

Former Secretary Richardson called the reports "tentative and exploratory," and said they were being made available "to further additional analysis and exploration."

Copies of the study are available from the HEW Office of Public Affairs, Room 5541, HEW North Building, 330 Independence Avenue, S.W., Washington, D.C. 20201.

*Reprinted from HEW NEWSLETTER, February 12, 1973.

How To Start A Chapter Of AKD

The United Chapters of Alpha Kappa Delta invite interested departments to apply for chapter membership in AKD. Founded in 1920, and now with more than 170 chapters in the United States and Canada, AKD proposes to promote "an interest in sociology, research in social problems, and activities leading to human welfare." Chapter charters may be granted to institutions (a) where at least three instructors, each with a doctorate in sociology (or equivalent), devote their full time to the teaching of sociology, (b) where there are offered at least 10 semester courses, 30 semester hours, or equivalent in sociology (in all cases, exclusive of summer sessions and extension programs), including at least one course each in research methods and theory, (c) where there is evidence that graduates of the department have been accepted in programs leading to the PhD degree in sociology in other institutions, and (d) where there is already an active sociology club sponsored by a staff member. Individual membership benefits include subscriptions to AKD's quarterly journal, *Sociological Inquiry*, and to the AKD Newsletter. For further information, contact L. E. Hazelrigg, Secretary-Treasurer, AKD, Ballantine #769, Indiana University, Bloomington, IN 47401.

Sex Semantics from . . .

The Vermont Sociologist*

Our last issue was published on a light blue colored paper. The editor thought it would be a novelty, something more attractive than the usual mimeo. In a year when two thirds of the officers of the VSA are the feminine gender, such an action on the part of an editor, no matter how innocent or inadvertent, appears catastrophic. To make a woeful long tale very short, please take note that this Newsletter is on pink paper.

At the same time, please note the care with which the editor chooses words, or at least he hopes and professes he does. With the report of the ASA Council, care is needed: "Approved a resolution from the Business Meeting that all section organizers and Committee heads be designated by a sexually neutral term." At first we thought this meant that the term Chairman could no longer be used, presumably because the idea of a chair was really of something quite rigid and unresponsive. Then, we thought the rigid part might be all right, but . . . everything seemed to have an interpretation, and we decided that the idea was that one might think it was a masculine identification. OK, so following that tack, then one alternative would have been to use the term Chairlady in parallel when appropriate, but apparently that was rejected as an alternative. It is not clear why, but possibly because it might have required revision of Chairman to Chairgentleman, to maintain strictly parallel form. What happened to Chairperson? That's easy to answer. It was rejected on two grounds. It is sexually specific, and a parallel form would be needed, Chairperdaughter. Then, why bring familial designations into the situation? Most recently there has been the suggestion of using "one" as sexually neutral, and so we may end up Chairone. Finally, some equality will be achieved, and that's no oneure.

We note the word feminine appears to be acceptable. However, we are not sure how to use the historically interesting other concepts, such as "female" and "woman." Do these now become feone and woone? Some things appear as yet unclear.

*Reprinted, without permission, from *The Vermont Sociologist*, Volume 9, Number 2, March, 1973.

Scholars Examine Value of Social Scientists in Public Policy*

Expertise, it may be argued, sacrifices the insight of common sense to intensity of experience. It breeds an inability to accept new views from the very depth of its preoccupation with its own conclusions. It too often fails to see round its subject . . . Too often, also, it lacks humility; and this breeds in its possessors a failure in proportion which make them fail to see the obvious which is before their very noses.

Harold J. Laski
Fabian Tract No. 235 (1931)

By William Chapman
Washington Post Staff Writer

CAMBRIDGE, Mass.—It would probably surprise Mr. Laski to discover that his treatise on "The Limitations of the Expert" is now required reading in a seminar at Harvard, a proud source of scholarly expertise for generations.

Its use symbolizes a defensive, somewhat chastened mood these days at Harvard and other universities.

Expertise is a little suspect. The social scientists say that perhaps they didn't know as much as they thought they knew about reforming American society. Education scholars talk now of the limits of what schooling can achieve on behalf of the poor and the black. Political intellectuals who slipped in and out of government for a decade are examining the mistakes and some believe the wise scholar should keep his distance from government.

In the schools closest to public affairs—sociology, education, public administration—the experts are measuring their own limitation.

Some speak of a breach in that close liaison between academia and government that existed through much of the 1960s. Adam Yarmolinsky, who has been in and out of both worlds, lamented that breach in a recent speech as he assumed a professorship at the University of Massachusetts.

"Right now," said Yarmolinsky, "the American scholar's relations with the outside world are worse than his relations with his mother-in-law. They are strained by attacks from the left and the right."

The strain is caused by two accusations the scholars hear rather frequently. One is the charge that social scientists helped plan the Great Society social reforms which are being discarded as failures. The second is that in the early 1960s the scholars championed the world-policeman role that led the United States into the war in Vietnam.

Leslie Lenkowsky, who was a Harvard research assistant to former White House adviser Daniel Patrick Moynihan, said he has noticed among older colleagues new doubts about the extent to which knowledge can be marshaled to change society.

"There's a realization now of the limits of social science and a reticence about using it in public policy," he said. "To some extent it's a reaction to the '60s. There's just so much we don't know."

From students in one seminar Lenkowsky says he receives "exams saying that social science is worthless in public policy . . . We try to say that there are limits to what social science can do but also that it can be a good thing."

One who is disillusioned about the ultimate effect social planning has on government programs is William M. Capron, a former assistant budget director and now associate dean of the John F. Kennedy School of Government at Harvard.

One of the unpleasant fortunes a social scientist must consider is the way the original conception of a program becomes lost and drastically altered as it passes through bureaucratic organizations, Capron said in a recent interview.

"A lot of us worked on Great Society

programs and now we look around and see what a shambles they became," he said. "We ignore the fact that these programs have to be operated through bureaucracies. You look around three years later and see what's happening has absolutely nothing to do with what was intended."

As a case history, Capron and Richard E. Neustadt, the author of "Presidential Power," are trying to find out whatever happened to the Johnson administration's model cities program. That program was drafted in the mid-1960s by the new men at the Department of Housing and Urban Development, principally Under Secretary Robert Wood, formerly a professor at the Massachusetts Institute of Technology and now president of the University of Massachusetts.

Under that program cities were encouraged to concentrate resources in a selected inner-city neighborhood. Federal funds were offered as a "carrot" to improve dramatically the conditions of life in that neighborhood, to raise the quality of everything from housing to police protection to trash removal. It is now regarded, at least by the Nixon administration, as useless and is scheduled for dismantling.

Capron wants to find out what went wrong: "We want to find out what HUD thought it was doing, what did Congress think it was doing, what did the localities think they were doing. Why was it a failure—if it was a failure? Was it a failure in concept or in legislation or in administration? Or did it fail just because it was never funded properly?"

The defensiveness about social science and its uses in government arises in part from new arguments over theories that were once considered settled and beyond dispute. Nothing has rocked Harvard in many years like the current arguments over education and its value in improving the lot of the poor. For years, it was established doctrine that education opened the doors to equality and the better life.

That was shattered by the study performed, of all places, at the Harvard School of Education by Christopher Jencks and colleagues who concluded that increasing expenditures on schools had very little to do with eliminating inequality. It produced the curious spectacle of Jencks, a liberal if not radical scholar, being accused of turning into a tool of reactionary capitalism.

But the most severe shock at Harvard was generated by a dispute over the effects of school desegregation. On one side was Thomas Pettigrew, a prominent social psychologist; on the other was his former protegee, David Armor, now at the University of California in Los Angeles.

Armor disagreed with the idea that black children are helped when they are bused to desegregated schools. Studying several busing experiments, including one in Boston, he insisted there was slight evidence that the black child's achievements or opportunities were helped by the experience.

Pettigrew denounced Armor's studies as "distorted and incomplete," insisting that there is evidence from at least seven other studies showing that busing of black children produced positive results.

What most disturbed Harvard were these questions: If two friendly scholars could disagree so violently over the same evidence, what value is there to social science? Can the careful collection and interpretation of data produce anything solid that society can accept and put to use?

James Q. Wilson, professor of government at Harvard, attempted to handle these questions in a commentary published in a magazine, *The Public Interest*. He concluded that the social sciences do have merit. But after reading through the Armor-Pettigrew dispute,

he wrote:

"One is powerfully tempted to decide that social science has nothing to say—or worse, too much that is inconclusive to say—about matters of public policy. Why not, one might ask, let the question of desegregation and busing be decided entirely on the basis of what one feels is right without regard to scholarly haggling."

Such temptations should be resisted, Wilson continued, because social sciences can produce valuable findings, many of which contradict popular notions. But after years of examining research into the effects of public policy programs, Wilson said he formulated two laws.

"First Law: All policy interventions in social problems produce the intended effect—if the research is carried out by those implementing the policy or their friends.

"Second Law: No policy intervention in social problems produces the intended effect—if the research is carried out by independent third parties, especially those skeptical of the policy."

In essence, Wilson suggested, friends of a particular social program are inclined to apply different standards of proof than the foes. The implication, then, seems to be that if you want to prove that busing works, hire Pettigrew to testify; if you want to prove it doesn't hire Armor.

Internal conflicts such as Armor vs. Pettigrew seem to arouse more concern than the criticism of outsiders. But there is a sensitivity to charges from beyond the ivied walls that political intellectuals are to blame for the failure of social programs in the 1960s. One way the charges are met is by disclaiming responsibility for designing those programs.

"Most new ideas don't come out of academic institutions anyway," Harvard's Wilson said in a recent interview.

"Most of the Great Society programs didn't come out of the universities—they were invented on the spot."

Another who suggests that scholars had minimal effect on the Great Society is Yarmolinsky, who was a special assistant secretary of defense and deputy director of the presidential task force which mapped out the war on poverty. The key decisions in devising that war, he said recently, were not scholarly but political decisions.

"The few scholars who came to Washington in the early days of the anti-poverty task force were useful but not central to the process of putting together a legislative program," Yarmolinsky said in a speech at the University of Massachusetts.

"In fact, the key considerations in making up the program were essentially pragmatic and political: What were the essential elements of a program that could make enough difference in enough places during the course of a year so that the Congress would be willing to accept it initially and to renew it after the first year?"

The new scholars involved in both the war on poverty and the war in Vietnam, Yarmolinsky said, were perhaps too close to the action—they were too busy rationalizing what they were doing to think about whether what they were doing was wise.

"Perhaps," concluded Yarmolinsky, "today's scholar needs to learn to keep his distance, too, from the world of action—or at least to plot periodic strategic retreats in order to regain his perspective."

Which seems to bring us back to what Mr. Laski was saying about the limits of the expert way back in 1931.

Section News

• Community Section

The goal of the new ASA Section on the Community is to encourage theory and empirical research relating to the community and the interchange of ideas bearing on the community.

Two items were on the agenda of the first business meeting of the Section at the American Sociological Association meeting, chaired by Professor Roland L. Warren, Monday, August 29, 1972. The first was to determine the major emphasis of the section, particularly as to what would be the division of labor between this section and other professional groups with community sections (Society for the Study of Social Problems, Rural Sociological Society, Applied Anthropology, Political Science, etc.). Secondly, what specific plans should be undertaken by the section for this year and the next.

It was suggested that the American Sociological Association group should encourage cross-cultural studies, theoretical discussions and other serious research, rather than applied, problem solving studies. However, such divisions were not rigid, hard-fast rules and should not be interpreted as fixed boundaries, but as general guidelines.

In addition to encouraging community research, the section will encourage interest in teaching community courses. To this end, informal sessions in which community teachers can exchange ideas, bibliographies, and other information will be arranged. Also, a registry of all scholars interested in community studies from the American Sociological Association as well as Society for the Study of Social Problems and Rural Sociology, as well as other professional groups will be compiled. If possible, a listing of on-going research will also be collected.

A Newsletter and notices in the ASA Footnotes will be employed to keep members of the Section in touch with one another.

Officers of the Section are:

Roland L. Warren, Brandeis, Chairperson
William H. Form, Illinois, Vice Chairperson
William V. D'Antonio, Connecticut, Secretary-Treasurer

Council members are:

Jessie Bernard, Washington, D.C.
Irvin T. Sanders, Boston University
Robert R. Alford, Wisconsin
Charles Willie, Syracuse
Robert French, Florida State
Paul E. Mott, Washington, D.C.

Program Chairperson for the 1973 Section meeting in New York City is Irwin T. Sanders.

• Theoretical Sociology Section: An Open Letter to Members.

Since its inception about 5 years ago the Section on Theoretical Sociology has sought to define its functions. Forced to act within the exigencies of time, circumstance and limited resources its Chairmen have had to make decisions without sufficient feedback from the section's membership. This note is written, then, to solicit advice from those in the association who care to respond.

- 1) What should be the section's principal functions?
- 2) How may the exchange of ideas, interests and activities be broadened?
- 3) Should conferences, informal work groups or ad hoc committees be organized?
- 4) Should there be a committee to sponsor or conduct programs in research and training?
- 5) Should an effort be made to stimulate special issues on theory in the established journals?
- 6) What should be the role of the officers and members in the above?

Attention to purposes, procedures and financing will be especially helpful.

Llewellyn Gross (Chairman), Ralph Turner (Chairman-Elect), Roscoe Hinkle (Secretary-Treasurer), Terry N. Clark, Lewis A. Coser, Erving Goffman, Gerhard Lenski, Edward Tiryakian, Herman Turk. (Council Members)

*Reprinted, by permission, from *The Washington Post*, February 18, 1973.

A TRIBUTE TO CONRAD TAEUBER



Conrad Taeuber retired as associate director of the Bureau of the Census for demographic fields in February, 1973 after a long and distinguished career in federal and international agencies. Although his responsibilities varied with several reorganizations of the Bureau's structure, they have included agriculture, housing, population, statistical methods, statistical surveys, and international demographic studies, to all of which he devoted much more than a *pro forma* interest. A retirement reception held in Washington in his honor and that of a co-worker, Walter F. Ryan, attracted over 200 current and former colleagues, who came to pay tribute to his personal qualities as well as to his professional achievements. That his retirement merely introduces a different period of activity is evidenced by the fact that at this writing he was lecturing at the East-West Population Institute of the University of Hawaii.

Taeuber was born in Hosmer, South Dakota, on 15 June 1906, the son of Richard Ernst Taeuber, a Lutheran minister. He received his A.B. in 1927, his M.A. in 1929, and his Ph.D. in 1931, all from the University of Minnesota and also pursued his study of sociology at Heidelberg. Thus, he came into contact with F. Stuart Chapin and Lowry Nelson while a graduate student at Minnesota. His early positions were in teaching at the University of Wisconsin, 1930-31 and at Mt. Holyoke College, 1931-33. In 1933, however, he moved to Washington to serve as research supervisor in the Federal Emergency Relief Administration (later the Works Progress Administration), until 1935. Henceforth, his career was to be in the nation's capital although he did a great deal of traveling in line of duty. The burgeoning of social science surveys in this country really began at F.E.R.A./W.P.A. at this time under Corrington Gill, Howard Myers, and Dwight Sanderson. Sociologists from universities had a major opportunity to carry out massive research directed toward solving the crushing problems of the Great Depression. Many who became famous later really began their research careers in W.P.A. in these exciting years.

From W.P.A., Taeuber moved in 1935 to the Bureau of Agricultural Economics where he became acting head of the Division of Farm Population and Rural Welfare in 1942 and Special Assistant to the chief of the Bureau (Howard Tolley) in 1943. Prominent rural sociologists who served with him there included Carl C. Taylor and Margaret Jarman Hagood. O. E. Baker, the geographer, was also a close associate. Highly regarded as an agricultural statistician, Taeuber was chosen in 1946 as chief of the Statistics Division, U.N. Food and Agriculture Organization. Although he left F.A.O.'s employ in 1951 when it moved to Rome, he continued to serve it in an advisory capacity.

From 1951 until his recent retirement, Taeuber served first as an assistant director and then after 1968 as associate director of the Bureau of the Census. Thus, he provided leadership in all or part of three decennial census periods as well as in four censuses of agriculture. During his service at the Bureau of

the Census, he was always zealous in taking advantage of technological advances in data collection, processing, and distribution as well as of the ideas of behavioral scientists outside government. In his view, lack of change and of expansion was equivalent to stagnation, to falling behind in the Bureau's obligation to serve the growing needs of the public for data.

Taeuber has been honored with the outstanding achievement award of the University of Minnesota (1951) and the Commerce Department's Exceptional Service award (1963). He was secretary of the American Sociological Association (1941-46), president of the Population Association of America (1948), president of the Inter-American Statistical Institute (1967), and is a fellow of the American Statistical Association and a member of the American Association for the Advancement of Science, the Co-operative Forum, the Cosmos Club, the International Statistical Institute, the International Union for the Scientific Study of Population, the Rural Sociological Society, and the Sociological Research Association. Sociologists are particularly indebted to him for his services on the Social Science Research Council. He represented the American Sociological Association for three terms there (1952-60), serving as chairman of the Board of Directors from 1957 to 1959. He also chaired a number of their committees including ones on census monographs and on statistical training.

His books include *Rural Migration in the United States*, with C. E. Lively, and *Changing Population of the United States, 1900-1950 and People of the United States in the Twentieth Century*, both co-authored with his wife, Irene Barnes Taeuber. In addition, he has written numerous articles and delivered even more speeches on population and agricultural trends, census methods, and data collection. He has given unstintingly of his time to inform a wide variety of audiences concerning the Census Bureau's program and how they could obtain its products and influence its development.

Only a few close associates, his family, and his long-time able secretary, Mrs. Ruth Stanfield, can fully appreciate the tremendous physical and mental demands that Taeuber made upon himself in performing the duties of his office and in serving on countless committees, both foreign and domestic. He came early to the office and left late. Although a frequent kindly host at home and at the Cosmos Club, especially to a never-ending stream of foreign visitors, he also devoted much of his weekends to work. Aides were amazed to find a long manuscript left for review at the close of business returned to them the next morning with many perceptive comments. The occasion when he landed at Dulles Airport after a foreign trip and then, after a telephone call to the office, took off for St. Paul without first going home was not a very unusual part of his travel schedule.

Despite the wearing demands of his work schedule, Taeuber was a calm and patient chairman of meetings and a friendly and encouraging supervisor to his staff. Decisions were seldom issued at meetings but rather arose from a sometimes gradually achieved consensus.

Finally, one can hardly overlook the Taeuber dynasty of behavioral scientists, which now contains six members. His wife, Irene Barnes Taeuber, is senior research demographer of the Office of Population Research at Princeton University. His younger son, Karl E., and his wife, Alma F., both Ph.D.'s from the University of Chicago, are staff members of the Department of Sociology, University of Wisconsin. The older son, Richard C., trained in statistics and econometrics, and his daughter-in-law, Cynthia M., are now on the staff of Oak

Active Amitai

The Many Roles Of a Sociologist*

You may be interested in watching for Amitai Etzioni's monthly column in *Human Behavior* entitled *Public Affairs*. The column, initiated in the September-October issue in 1972, discusses each month a different policy proposal, publicly made, from a social science perspective. The column is also carried by *Evaluation*.

One of the few outstanding critics of the Apollo Space program, Etzioni recently appeared on the *Today Show* to air his views. The invitation to appear on the December 15th show stemmed from his December 3rd article in the *New York Times*, "A Critic Finds the Gains [Apollo's] Weren't Worth the Efforts." Etzioni's criticisms of the space project date back to 1964 with the publication of his book, *The Moon-Doggle: Domestic and International Implications of the Space Race*. He appeared on the *Today Show* as the "Earth's Advocate," while Arthur Schlesinger, Jr. was on the side of the moon. Etzioni emphasized that the decision to put a man on the moon was a very public relations minded attempt to make people look at the moon, and thus over-look domestic problems. He asserted that our domestic problems, of which we are all too aware, should have been a higher priority than the space project. When confronted with Schlesinger's comment that we cannot just transfer all that money, Etzioni asked, "Why not?" He went on to say that the space program pushed ahead full force with very little planning, and from the results of the program, one can see that it was also carried out in the same manner. The Apollo program and the Viet Nam war, Etzioni asserted, are two of the same kind of birds, i.e., among other things both were initiated as national goals with disregard for the nation's pressing domestic problems.

On a more formal note, Etzioni testified before the Subcommittee on National Security Policy and Scientific Developments of the Committee on Foreign Affairs, House of Representatives, Second Session of the Ninety-Second Congress. The topic of his testimony was "Psychological Payoffs of Military Force Use." (Copy available from CPR for \$1.00.)

And in Paris, Etzioni served as a representative of the social sciences at an international conference which met at Unesco House on September 4 to 6, 1972 to discuss the social and ethical implications of progress in some areas of biology and medicine. The conference included representatives from the biological, medical, social, philosophical and theological disciplines who examined the progress made in biology, its applications to medicine and the development of modern techniques resulting from the said progress. The main problem faced by the conferees revolved around the possible misapplications of the results of some types of basic biological research, and the responsibility of the researcher to society. Among other things, Etzioni says of the problem, "It is so easy in these discussions to paint the other side into one of two corners, to see a person as either in favor of stopping progress, curbing science, destroying technology, and returning to the stone age, or in favor of a complete free rein for science, preferably with no questions asked." He purports a middle view as an alternative to these two ways of thinking, i.e., favoring control, but "feather-weight. . . ."

Ridge National Laboratory and Oak Ridge Associated Universities, respectively. Amongst them, they have made major contributions to American sociology and to related fields. Henry S. Shryock
 Center for Population Research
 Georgetown University

At the 139th meeting of the American Association for the Advancement of Science held in Washington, D.C. from December 27 to the 29th, Etzioni presented four papers. On the 28th he presented his paper, "Preliminary Findings of Electronic Town Hall Project," and on the 29th he aired his views on violence in "Public Policy and Curbing Violence." Etzioni states that we are all aware of the list of factors which would quite surely reduce violence and crime; nevertheless, we are making rather limited progress. He asserts, "The answer lies in the lack of consensus on the means to be used (as distinct from goals). Thus, people who agree on the need to curb crime, oppose disarmament, decriminalization of victimless crime, i.e., possession of drugs, homosexuality, etc., greater reliance on civilians and police assistants from the community, reforms to turn prisons from 'high schools and universities of crime' into rehabilitation centers, and speedier and more effective courts." Etzioni also presented a paper, "Cooperation between Social Scientists and Engineers: A Case Study" as well as acting as chairman of the session in which James Colman presented a paper and Etzioni served as commentator for the paper.

*Reprinted from Newsletter #8, January, 1973, Center for Policy Research, Columbia University.

New Programs

• **Institute for Sex Research**—Summer Program in Human Sexuality, July 8-19. Lecture course, forums on socio-sexual issues, sex counseling symposia, attitude-reassessment program, informal workshops. Registration ends June 18. For further information write: Institute for Sex Research, 416 Morrison Hall, Indiana University, Bloomington, Indiana 47401.

• **The Carolina Population Center of The University of North Carolina** is planning a postdoctoral Summer Institute in Population, consisting of appropriate workshops, for sociologists, economists, psychologists, anthropologists, and political scientists who are highly interested in doing research and teaching in the population field, but who need to strengthen and broaden their background in this area. The Institute will be held for four weeks, beginning July 30, 1973. Individuals selected to participate will be paid a salary in line with their present one, per diem, and travel. It is anticipated that the Center for Population Research, National Institute of Child Health and Human Development, will support the Summer Institute. Interested persons may request details from Dr. Vaida Thompson, Director, Summer Institute in Population, Carolina Population Center, University of North Carolina, Chapel Hill, North Carolina 27514. Phone: (919) 933-2055.

• **The Regional Science Association** announces the initiation of a doctoral dissertation research competition in regional science. The competition is intended to provide widespread professional recognition for students whose doctoral research is distinguished by its significance for current or prospective regional and urban problems and policy issues and also by its analytical merit and contribution to disciplines in the field of regional science. The competition is open to graduate students at universities in the United States in the social sciences and related fields such as statistics, planning and engineering who choose a doctoral dissertation problem within the scope of regional studies. The dissertations selected will be published in part in regional science journals or other means as examples of the best doctoral research being produced in the field. For further information write: David E. Boyce, Secretary, Regional Science Association, Wharton School, University of Pennsylvania, Philadelphia, Pennsylvania 19174. . . .

MINORITIES & WOMEN

Foundation Awards

Exxon Education Foundation—\$31,050 to Fisk University and \$73,000 to Howard University and other private colleges and universities for development of improved planning and management techniques in private higher education.

Ford Foundation—\$25,000 to Bowie State College Foundation to expose minority students to problems of international relations and development through travel and study in India.

General Electric Foundation—\$42,500 to Oakland University for a beginning course sequence in engineering for inner-city students.

Ford Foundation is awarding \$325,000 to 24 women and men nominated by their universities for one year experimental research programs and fellowship for studies on basic issues of the women's movement. Ford Foundation, 320 E. 43rd Street, New York, New York 10017.

Ford also awarded a grant of \$123,050 to the National Foundation for the Improvement of Education to develop a resource center for countering sex bias in elementary education. Shirley McCune, National Education Association, 1201 16th Street, N.W., Washington, D.C. 20036, is project director.

Urban Institute was awarded \$99,000 to study increase in households headed by women. Heather Ross, Urban Institute, 2100 M Street, N.W., Washington, D.C. 20037, is project director.

W. K. Kellogg Foundation—over two years—\$150,480 for Spanish speaking Americans to American Association of Community and Junior Colleges for administrative leadership programs and programs for preparation of student counselors and bilingual/bicultural faculty.

Affirmative Action

The U. S. Department of Labor requires both public and private colleges and universities with federal contracts to maintain written affirmative-action plans. They must also file yearly compliance reports about their efforts to provide equal opportunities for minorities and women.

An Office of Education task force report, "A Look at Women in Education: Issues and Answers for HEW", issued in February, 1973, recommends that equality for women in education be a top priority in HEW education agencies. Some recommendations are: that the Office of Education and the National Institute for Education spell out the specific responsibilities of contractors and grantees under Public Law 92-318, which forbids discrimination; there be greater emphasis on promotion of women to leadership positions within Federal agencies; sex discrimination must be eliminated as a priority for the Office of Education; Career Education concept; and that any materials developed with Federal funds be free of sex bias and stereotyping. It is also recommended that HEW's Office for Civil Rights develop strong procedures for investigating sex discrimination in education.

Problems of The Black Scholar

See an article by Robert Staples, Howard University in *Change*, November 1972, for problems black scholars encounter in the academy (black and white; faculty and student; with administrators, faculty, and students; with teaching, research, and publishing.)

Another Woman President

Joan Moore, Department of Urban Affairs, University of Southern California is currently president of the Pacific chapter of American Association for Public Opinion Research.

Blacks get Top Post

Dr. Benjamin F. Payton, recent President of Benedict College, Columbia, South Carolina, is the Officer in Charge of Minority Programs, Division of Higher Education and Research, Ford Foundation, New York, New York.

Mark Battle, a black social worker, has been appointed Associate Executive Director of the National Association of Social Workers.

Minority and Women Freshmen

The American Council on Education's annual survey of college freshmen in Fall 1972 shows the proportion of blacks to be 8.7 per cent compared to 6.3 per cent last year; of Chicanos to be 1.5 per cent compared to 1.1 per cent last year; of American Indians 1.1 per cent compared to 0.9 per cent last year; of Asian Americans 1.1 per cent compared to 0.5 per cent last year; of Puerto Ricans 0.6 per cent compared to 0.2 per cent last year; and that of women 46.1 per cent compared to 45.6 per cent last year.

Educational Opportunity Grants

HEW's Office of Education has announced some regulations governing Basic Educational Opportunity Grants, a new program for financing post-secondary education of students. Eligible students are guaranteed the right to Federal funds to attend any approved institution. The grant, maximum \$1400, less the expected family contribution may not exceed 50 percent of the cost of education. Family contributions take income and assets into account.

No money was requested in the HEW budget for supplemental educational opportunity grants or for ethnic heritage studies.

Sociologist on Presidential Committee

As a result of her extensive work and interest in women's roles in American society, Cynthia Epstein has been named to the President's 16 member advisory committee on the economic role of women. In addition, Epstein has recently presented a paper at the Radcliffe Institute Conference: Women: Resource for a Changing World. Radcliffe College entitled "Sex Role Stereotyping, Occupations and Social Exchange."

Latin Americanists

A Women's Coalition of Latin Americanists is being formed. Its first national meeting will be held at Madison, Wisconsin, on May 3, 1973. The purpose of the coalition will be the promotion of equal professional opportunity for women in the Latin American field with regard to undergraduate and graduate education, hiring, promotion, tenure, publishing, participation in professional organization, integration and the study of women through investigations, surveys, information, pressure, and the establishment of ties with other Latin American women. Anyone interested in joining or participating in the coalition should contact the Women's Coalition of Latin Americanists, P.O. Box 712, Fordham University, Bronx, New York 10458. Dues are \$5.00 a year for employed persons, and \$2.50 for students and unemployed persons.

Committee Chairpersons of Sociologists for Women in Society

Rue Bucher, Discrimination, University of Illinois Medical Center; Lucy Sells, Education, University of California, Berkeley; Pepper Schwartz, Finance and Membership, University of Washington, Seattle; Roberta Satow, Job Market, Brooklyn College, C.U.N.Y.; Pauline B. Bart, Nominations, University of Illinois, Chicago Circle; Carol Weisman, Research, Johns Hopkins University; and Marcia Texler Segal, Social Issues, Indiana University Southwest.

Letters

Challenge to Council

In the Minutes of the August 26, 1972, Council meeting (*TAS*, December 1972, p. 5), we read:

MOTION: That ASA Council recommend to Departments of Sociology that given our social science knowledge concerning the cultural and class biases built into GRE scores and into the results of other similar tests, no single test score be used as the primary screening criterion for admission to graduate study. Carried. The use of the term "knowledge" suggests that Council is prepared to exhibit a correct specification of the nature of the "biases" and reliable estimates of their magnitudes. In that event, it will be a straightforward procedure to prepare a formula for a corrected GRE score that will better serve the purpose of forecasting the expected performance in graduate study of a candidate for admission. Such "knowledge" should be promptly and widely diffused, since all of us who hold some share of the responsibility for admissions are mindful of our errors in admitting some who do not perform adequately and of not admitting others who might well do so. When may we expect a report from Council regarding the improved screening criterion that it "knows" how to formulate?

Or should the motion be interpreted differently, to the effect that Council believes that a criterion other than expected performance in graduate study should govern admission? In that event, Council would do well to suggest a procedure to implement the alternative criterion, stipulating the value premises on which its recommendation rests, so that Departments of Sociology may rationally debate these premises. For it would appear, in this event, that something more than "social science knowledge" is at stake in the development of admissions procedures.

Dudley Duncan
Univ. of Michigan

Corrections on Soviet Sociology

Having never agreed with what was evidently an editorial policy of *The American Sociologist* during the past few years not to print reports on developments in sociology abroad, I was glad to see the article by Robert G. Kaiser and Dan Morgan, "East Europe Turning to Sociologists for Some Answers," in the first issue of *Footnotes*. I am troubled, however, by your choice to reprint an article from *The Washington Post* by two journalists that contains inaccuracies members of the ASA familiar with sociology in East Europe would be unlikely to make. Since I am more familiar with the discipline as it exists in the USSR, I shall limit my comments here to Kaiser and Morgan's portrayal of Soviet sociology, but I suspect similar criticisms could be made of their statements regarding sociology in the other countries of East Europe.

Contrary to Kaiser and Morgan's assertion, sociology is taught in Soviet universities. The first formal department of sociology in the USSR, the *Kafedra* (Department) of Methods of Concrete Social Research of Moscow State University's Philosophy Faculty, was established under Professor Galina M. Andreeva in 1968-1969 and offers instruction in the field to both undergraduate and graduate students. This Department has recently published a collection of lectures as a textbook on sociological methods in an edition of more than 13,000 copies (C.M. Andreeva, ed., *Lektsii po metodike konkretnykh sotsial'nykh issledovaniy*. Moscow: Izd. Moskovskogo Universiteta, 1972). It is true that other universities have been slow to develop similar departments and that as yet there is no degree granted in sociology as such, but major figures in the field such as Vladimir A. Yadvov and Igor S. Kon give courses at Leningrad State University and elsewhere. Professor Andreeva has recently moved to the Psychology Faculty of Moscow State University where she has founded a Department of Social Psychology.

It is ironic that the recent change in name of the leading Soviet research organization in sociology from "Institute of Concrete Social Research" to "Institute of Sociological Research" should be perceived as "a signal that its research should be less empirical, and more responsive to party ideology." Soviet sociologists have been fighting for years for the recognition of sociology as a separate discipline, and the change in name is as much a victory for them in this respect as it is any sort of sign of increased hegemony of party officials.

Obituaries

BENJAMIN KAPLAN

1906-1972

Benjamin Kaplan, Frank Godchaux Honor Professor of Sociology, University of Southwestern Louisiana, died July 15, 1972 in the sixty-sixth year of his life. He had taught at the University of Southwestern Louisiana for thirty-two years and was one of the most loved and respected professors on campus. Undoubtedly the most popular lecturer in the city, he was mourned by a great many friends.

Born in 1906 in Minsk, Russia, his family migrated to the United States in 1915. One of his most poignant stories was of the amazing escape of his family from Czarist Russia. He settled in Bryan, Texas with his family, graduating from Bryan High School in 1924. Like a great many first generation Americans, Ben Kaplan had a fierce love for, and dedication to, the United States which he regarded as having a special destiny for human fulfillment.

He received the Bachelor of Arts degree and the Master of Arts degree from Tulane University in 1928 and 1929, majoring in Sociology and minoring in Psychology. His favorite professor, Louis Wirth, encouraged him to continue graduate work. He attended the New York School of Social Work at New York University in 1929 and 1930. He received the Ph.D. from Louisiana State University in 1952, majoring in Sociology and minoring in Cultural Geography. Prior to joining the University of Southwestern Louisiana faculty in 1940, he was a social worker with the Louisiana Department of Public Welfare, 1931-1940. In September 1965 in recognition of his distinguished teaching, scholarship, and service to the community he was appointed Frank Godchaux Honor Professor of Sociology.

Not only was Dr. Kaplan a distinguished teacher, but also he was a person who deeply touched the lives of his students, corresponding with many of them years after their graduation. His first book, *The Eternal Stranger*, a study of Jewish settlement in several Louisiana communities, was published in 1957 by the Louisiana State University Press. *The Jew and His Family* was published by the Louisiana State University Press in 1967. A novel, *The Land In Between*, was published in 1972. He also published a great many articles on the family and intergroup relations. In addition to an extremely heavy schedule of public speaking and writing, Dr. Kaplan also gave very generously of his time and talents to the community. For years, in the absence of a Rabbi, he led services at the local temple. Years before ecumenism was heard of, he taught Sunday School classes in local Methodist Churches and was a frequent speaker at Roman Catholic gatherings. His personal philosophy of life and his style of living was based on Micah's immortal words: "Do justly, love mercy, and walk humbly with God."

Henry G. Pitchford
University of Southwestern Louisiana

The joint Polish-Soviet project on "sociological problems of labor and production" Kaiser and Morgan refer to as in progress has already been published (G.V. Osipov and Ia. Shchepanskiy, eds., *Sotsial'nye problemy truda i proizvodstva*. Moscow: Izd. "Mysl", 1969). As to whether Soviet sociologists "don't cope with important questions like the emergence of new classes, or the exploitation of workers by managers and technocrats," American scholars in the field should judge for themselves rather than take the word of an unidentified Yugoslav philosophy professor (Soviet work on stratification can be found in English translation in Murray Yanovitch and Wesley A. Fisher, eds., *Social Stratification and Mobility in the USSR*. White Plains, N.Y.: International Arts and Sciences Press, 1973).

Other criticisms of Kaiser and Morgan's article could be made, but the above should be enough to indicate the inadequacies of the article. I look forward to seeing more discussion of foreign work in sociology in *Footnotes* and the other journals of the ASA but hope that in the future sociologists abroad will be granted the courtesy of discussion of their work by other sociologists in our professional journals.

Wesley A. Fisher,
Russian Institute
Columbia University

Presidential Box . . .

Concluding Statements From A Presidential Address

"The tactics then for controlling subversive ideas is not the application of the gag but the redress of real grievances. . . . What is going on under our eyes is not the break-up of society but the painful struggle upward of sections of the laboring class which have been in the most depressed and helpless condition. In their struggle with the powerful their initial weapons are the unhindered disclosure of their wrongs and free discussion of plans for concerted action. For organized society to allow these weapons to be wrenched out of their hands would be connivance in one of the greatest iniquities that could be committed.

—Edward Alsworth Ross
Princeton, New Jersey, Dec. 28, 1914

Other Organizations

• **CALIFORNIA PROBATION, PAROLE AND CORRECTIONAL ASSOCIATION** 43rd Annual State Conference, San Francisco, May 30 through lunch on June 1, 1973, San Francisco Hilton Hotel. The Conference theme is *Designs for the Future*. For additional information or registration for conference write: Jerry Marr, Chairman, CPPCA Conference Arrangements Committee, Department 237, Hall of Justice, Redwood City, California 94063.

• **WAPOR, WORLD ASSOCIATION FOR PUBLIC OPINION RESEARCH**, will hold a Congress (with ESOMAR) in Budapest, Hungary from September 9 to 13, 1973. The theme of the Congress will be: "Secondary Analysis of Sample Surveys, Uses and Needs." Those interested in contributing papers to sessions write to: Yvan Corbeil, Conference Chairman, CROP, Inc., 1500 Stanley, Suite 520, Montreal 110, P.Q., Canada.

• **THE FAMILY STUDY CENTER AT THE UNIVERSITY OF MISSOURI-KANSAS CITY**, will sponsor a symposium entitled "Power in Families: Theory, Measurement and Application," June 22-23. The symposium will focus on marital, family, and parent-child power relationships from theoretical, methodological, and application perspectives. Contact: Dr. Ronald E. Cromwell, Director, Family Study Center, University of Missouri-Kansas City, Kansas City, Missouri 64110 or phone (816) 276-1472.

• **THE UNIVERSITY OF DENVER, GRADUATE SCHOOL OF INTERNATIONAL STUDIES**, announces a conference on COMPARATIVE PUBLIC POLICY: PROCESS, OUTPUT AND TRADE OFFS. The Conference will be held November 21-23, 1973.

Papers are being solicited. Younger scholars are encouraged to make submissions. Papers must involve either cross-national or cross-issue comparisons. Preference will go to papers dealing with allocational decision making or analysis of output regarding defense and/or welfare. Authors whose papers are accepted for delivery will receive an honorarium of \$300 and consideration for publication. For further information write to: William Loehr, Assistant Dean, Graduate School of International Studies, University of Denver, Denver, Colorado 80210.

• **THEORY CONSTRUCTION WORKSHOP**. The section on Research and Theory will sponsor a Theory Construction Workshop just prior to the National Council of Family Relations meetings in Toronto, Canada. It will be on Tuesday and Wednesday, October 15th and 16th, 1973. The format of the workshop will be to have sessions that are one and one-half hours long to discuss theoretical projects in some depth. All individuals who pre-register for the workshop will receive a copy of each paper that will be presented, and then in each session only a few minutes will be spent presenting an abstract of the paper. This will permit the majority of the hour and a half session to be spent in a workshop type of activity.

Anyone interested in having their theoretical projects included in the workshop should contact the program chairman: Wesley R. Burr, Department of Child Development and Family Relationships, Brigham Young University, Provo, Utah, 84601. These papers should not just be finished theoretical papers. If you are in the middle of a theoretical project and would benefit from feedback from colleagues, please let us hear from you.

• **THE RICHARDSON INSTITUTE FOR CONFLICT AND PEACE RESEARCH**, a small institute located in London close to University College and the British Museum offers opportunities for scholars with relevant research interests to work as Research Fellows or Associates. These opportunities are primarily intended for scholars on sabbatical leave who wish to work in London and who can bring their own funds with them. Present research fields include southern Africa, wars of national liberation, conflict conciliation, simulation and conflict theory. For further information write: Andrew Mack, Research Administrator, Richardson Institute for Conflict and Peace Research, 158, North Gower Street, London NW1 2ND.

• **MEDICAL CARE SECTION**, 1973 American Public Health Association Meetings, San Francisco. Authors of papers for possible inclusion in the Medical Care Section Program of the next annual meeting of the APHA (November 4-8, 1973) may obtain standard abstract forms from: Donald K. Freeborn, Associate Director, Health Services Research Center, Kaiser Foundation Hospitals, 4707 Southeast Hawthorne Blvd., Portland, Oregon 97215. Deadline for submission of abstracts is April 15, 1973. Authors of selected papers will be notified in June.

Meeting Calendar

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

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

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

• April 18-20, *Association of Social and Behavioral Scientists* 37th Annual Meeting, Jung Hotel, New Orleans, Louisiana. Dr. Jacquelyne J. Jackson, Box 3003, Duke University Medical Center, Durham, North Carolina 27710.

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

• April 26-28 *Population Association of America*. Annual Meeting, New Orleans, La. 70125.

• April 27-29 *American Association of Sociologists*. Annual Meeting, Houston, Texas. Eric G. Comstock, P.O. Box 2365, Houston, Texas 77001.

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

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

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

• May 27-31, *The Centennial Forum of the National Conference on Social Welfare*, Atlantic City, New Jersey.

• August 23-26, *Rural Sociological Society*. Annual Meeting, Center of Adult Education, College Park, Maryland. Harry R. Potter, Program Committee Chairman, Department of Sociology and Anthropology, Purdue University, West Lafayette, Indiana 47907.

• August 24-27, *Society for the Study of Social Problems*. Annual Meeting, New York. Irene Horning, Administrative Officer, SSSP Executive Office, University of Notre Dame, P.O. Box 533, Notre Dame, Indiana 46556.

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

• October 26-28, *Society for the Scientific Study of Religion*. Annual Meeting, Sir Francis Drake Hotel, San Francisco, California. Program Chairman: Donald Capps, The Divinity School, University of Chicago, Chicago, Illinois 60637

• November 2-4, *The Society for the Scientific Study of Sex* Annual Meeting and Workshop Sessions, Barbizon Plaza Hotel, 106 Central Park South, New York, New York.

Migration & Mobility

Ross L. Hindman from Rice University to Chmn., Department of Criminal Justice, St. Edward's University, Austin, Texas—Floyd M. Martinson, visiting scholar, Center for Child and Family Studies in Mental Health, NIMH, Washington D.C.—Udai Pareek to Indian Institute of Management, Ahmedabad, India—Sheldon R. Roen to Editor-in-Chief, Behavioral Publications Inc.

• **AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE, SOCIAL SCIENCES (SECTION-K)**, Pacific Division, Annual Meeting will be held at the University of Utah, Salt Lake City, June 11-13, 1973. Interested persons willing to participate should contact: Professor A. K. Basu, Department of Sociology, California State University, Hayward, California 94542.

EMPLOYMENT BULLETIN

FORMAT: Please list in the following order.

For vacancy listings:

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

For applicant listings:

- Type of position desired
- At least two areas of competence
- Highest degree
- Awards
- Experience
- Publications
- Location desired
- Other personal information (optional)
- Date available

DEADLINES FOR SUBMISSIONS:

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

EQUAL EMPLOYMENT OPPORTUNITY:

The American Sociological Association endorses equal employment opportunity practices.

and we reserve the right to edit all copy and to refuse ads that are not in consonance with these principles.

FEES:

PAYMENT MUST ACCOMPANY LISTINGS	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

Madison College. Four openings instructor to associate professor; 2 instructors, 1 social worker (MSW) with sociology training, associate professor must have PhD and demonstrated quality teaching; department emphasis on teaching excellence at all ranks; teaching load 12 semester hours; a rapidly expanding department in a 6000 student state college located in the Shenandoah Valley; Madison College is committed to high affirmative action standards; write: Robert V. Guthrie, Head, Department of Sociology, Madison College, Harrisonburg, Virginia 22801; fall, 1973.

Limestone College, a 4-year liberal arts college, both private and independent, is seeking a PhD in sociology for the coming school year 1973-74, to teach courses in criminology, delinquency, social psychology, and social welfare and casework. Salary and rank are open and negotiable depending upon experience. Write: Dr. Ronald G. Killion, Chairman, Division of Social Studies, Limestone College, Gaffney, South Carolina 29340.

University of Guelph. Applications are invited for the academic year 1973-74 for 3 visiting appointments, one professor, one associate professor, and one assistant professor. Preference will be given to a specialist in family sociology for one of the positions. This department offers BA Honours and majors in sociology and a minor in anthropology; also the MA in sociology. It specializes in the following areas: social change, rural development (rural-urban transition), and social institutions. Criteria for positions in this department include evidence of teaching ability, demonstrated research capacity, interest in contributing to the development of this department and appropriate academic qualifications. Applications are invited from appropriately qualified candidates who have a strong interest in teaching and demonstrated research initiative in any or all of these areas, and should be sent to: Chairman, Department of Sociology/Anthropology, College of Social Science, University of Guelph, Guelph, Ontario, Canada.

University of Hawaii at Hilo. (1) Fall, 1973. One-year appointment. PhD with extensive teaching experience. Rank and salary open. Established scholar on leave or sabbatical preferred. (2) Fall, 1973. Visiting professor, or regular appointment. PhD with teaching experience. Specialties should include a strong interest and competence in the teaching of research methods. Write, enclosing vita, to: Chairman, Department of Sociology, University of Hawaii at Hilo, Hilo, Hawaii 96720.

Saint Mary's College. One, possibly two, positions available, rank up to associate level. Teaching areas include: sociology of education, minorities, medical sociology, social problems, criminology, deviance, sociology of youth-aging; 12 hour teaching load with adjustment for research or program participation. Highly innovative college and departmental programs are being considered for implementation. Interdisciplinary tolerance essential since the department includes anthropology, sociology, social work majors and faculty. Seven full-time faculty. Starting date September, 1973. Write, including vita, to: Donald N. M. Horning, Chairman, Department of Sociology, Anthropology, and Social Welfare, Saint Mary's College, Notre Dame, Indiana 46556.

Franconia College. Innovative, co-educational, liberal arts college of 450 students, has an opening for a full-time faculty member in the field of introductory sociology, sociological theory, and advanced courses in the area of the individual applicant's expertise. A PhD is preferred, but not required, for this position. Applicants should address their inquiries to: Leon Botstein, President, Franconia College, Franconia, New Hampshire 03580.

Syracuse University. Assistant professor to teach formal methodology and statistics at graduate and undergraduate level. PhD strongly preferred. Salary dependent upon qualifications and experience. Send vitae to: Chairman of Recruitment Committee, Department of Sociology, Syracuse University, Syracuse, New York 13210.

Northern Michigan University. Position at assistant professor level. Speciality in methods and one of the following: stratification, family, social change (others considered); PhD or near; salary competitive; write: Emil H. Vajda, Chairman, Department of Sociology, Northern Michigan University, Marquette, Michigan 49855; September, 1973.

Iowa State University. Five newly-created positions, rank open. First position is 1/2 teaching and 1/2 research; teach undergraduate and graduate courses from areas of rural sociology, community, leisure, and environment; research emphasis on community development problems with interest in making practical application of findings. Second position involves joint appointment between sociology and statistics; position is 1/4 teaching, 3/4 research, and 1/2 consultation; teaching undergraduate and graduate courses in sampling and data management; consultation is with staff, graduate students, and with clients of survey research laboratory on instrument design, methodology, and techniques of data processing. Third position is 1/2 time appointment; teaching is in history and philosophy of social welfare and in social work techniques and places. MSW required; full-time position is negotiable if have PhD in sociology in addition to MSW. Fourth and fifth positions are contingent on appropriations from state legislature. Fourth position is 1/2 teaching, 1/4 consulting, 1/4 research; teach undergraduate and graduate courses in social theory; consulting is with graduate students and staff on theory and theory application. Fifth position is 1/4 teaching and 3/4 research; applicant should be qualified in the area of deviance-criminal justice systems and/or race and minority group relations. Salary on these positions is dependent on rank and qualifications; write: Chairman, Department of Sociology, Iowa State University, Ames, Iowa 50010; positions begin in July or September, 1973.

Western Kentucky University. Two positions, rank open, preferred areas: methods and statistics, criminology, others considered. Excellent research facilities and opportunities. PhD expected by time of appointment. Competitive salary. Send vita to: Professor Paul R. Wozniak, Chairman, Recruitment Committee, Department of Sociology and Anthropology, Western Kentucky University, Bowling Green, Kentucky 42101, August, 1973.

Lebanon Valley College. Assistant professor with specialization in research methods, theory; basic courses including introductory, social problems, criminology; PhD required, college teaching experience desirable; small, liberal arts church-related college; write: Chairman, Department of Sociology, Lebanon Valley College, Annville, Pennsylvania 17003; September, 1973.

William Paterson College. Sociologists. Assistant professor rank. Starting salary \$10,994-\$12,094. PhD required. Teaching load 12 hours. Specialties: urban sociology, theory, methods of research, stratification, social problems, and urban ecology. Other specialties considered. Apply: Dr. Mildred Weill, Associate Dean, Division of Social and Behavioral Sciences, William Paterson College, Wayne, New Jersey 07470. Phone: (201) 881-2136 or 881-2459, September, 1973.

Loyola University of Los Angeles, a small liberal arts university, has an opening in fall, 1973, for one sociologist at the rank of assistant professor to teach the following courses: SOCIAL ORGANIZATION—formal organization, small groups, social stratification, sociology of the family. Recent PhD or near PhD with successful teaching experience preferred. Salary range \$10,000-\$11,000. Please send vitae to: Department of Sociology, Loyola University of Los Angeles, Los Angeles, California 90045.

Pacific Lutheran University. Two positions at assistant level, the first to teach either social systems or minorities at the MA level, the second to teach introduction, group behavior, community and stratification, and culture and personality; PhD expected for both; second position requires competence in anthropology as well; salary variable with qualifications; position 1 starting date August, 1973; position 2 starting date September, 1973; vita and inquiries to: Dr. W. Dwight Oberholtzer, Chairman,

Department of Sociology, Anthropology, and Social Welfare, Pacific Lutheran University, Tacoma, Washington 98447.

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

University of Maine at Portland-Gorham. One opening for instructor or assistant professor in complex organizations and/or sociology of education; PhD required at time of appointment; salary \$11,500—\$12,500, depending on qualifications; send vita to: Department of Sociology Recruitment Committee, University of Maine at Portland-Gorham, 96 Falmouth Street, Portland, Maine 04103; in accord with FOOTNOTES policy, there will be no routine acknowledgement of applications.

Curry College. Assistant professor or associate professor of sociology; PhD and teaching experience required; undergraduate teaching and program development in a small liberal arts college; write: Carl J. Cooper, Chairman, Division of Behavioral Sciences, Curry College, Milton, Massachusetts 02186.

RESEARCH

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 £5,000-£5,410 p.a. under review); senior research officer (salary range £4,400-£5,040 p.a.). The superannuation scheme is similar to FSSU. Application forms, which should be completed and returned not later than April 16, 1973, may be obtained from the Secretary, The Economic and Social Research Institute, 4 Burlington Road, Dublin 4, Ireland.

ADMINISTRATION

Monroe County Group Foster Homes, Inc. Director for delinquency prevention program with residential and community aspects. Professional qualifications in social work, clinical psychology or equivalent, and counseling, supervisory and administrative experience essential. Salary \$14,000. Possible counseling role for director's spouse in same organization. Send 3 resumes, or get further particulars from: Monroe County Group Foster

Homes, Inc., 314 S. Arbutus, Bloomington, Indiana 47401.

University of Southern California. Director, Social Science Research Institute. To take charge of interdisciplinary structure, reporting directly to Vice President. Candidates must have considerable administrative experience, demonstrated fund and grant raising success, strong research and publications record. Exciting opportunity with strong support from university administration, requires very highly qualified candidates. Send resume within two weeks to: Malcolm W. Klein, Acting Director, Social Science Research Institute, University of Southern California, Los Angeles, California 90007.

St. Bonaventure University. Department head to lead 7-man department. Will hire at associate or full rank; load, 9 hours; salary competitive and commensurate with rank and qualifications; usual fringe benefits. Strengths in: community organization, political or institutional sociology desirable. The University is looking for a person with demonstrated competence who can accept the challenges and see the opportunities of doing sociology in a semi-rural section of western New York. Write: Joseph F. Green, Jr., Acting Chairman, Department of Sociology, St. Bonaventure University, St. Bonaventure, New York 14778.

State University College, Geneseo. Chairman of 11-member department which emphasizes quality teaching and active professional involvement; at the associate or full professor level; 3-year term but will give consideration to continuing appointment; evaluation will focus on candidate's overall strengths as scholar and sociologist but no specific areas of specialization required; administrative experience required; \$18,000 plus \$1,000 chairman's emolument for 10-month appointment; excellent SUNY benefits (30.5%), one course reduction of teaching obligation, option of summer teaching. Good to excellent library, instructional resources and computer facility. Member of Inter-University Consortium for Political Research. Liberal arts college, located in Geneseo Valley Region, in proximity to university complexes at Rochester and Buffalo. Send vita, 6 letters of recommendation covering all previous professional employment and including a reference on administrative abilities or promise to: Professor Norma Scavilla, Search Committee Chairman, Department of Sociology, State University College of Arts and Science at Geneseo, New York 14454. Position available September, 1973.

APPLICANTS

PHD WITH EXPERIENCE

Teaching and research; social psychology and research methods; PhD; various grants and fellowships; consulting editor for journals; 8 years teaching; numerous publications; prefer West; fall, 1973; address correspondence to: C. Norman Alexander, Jr., Department of Sociology, Stanford University, Stanford, California 94305.

A 650 Research, administration, teaching; childhood socialization—moral, legal, political [particularly international]; JD, Master of Laws candidate; HEW Fellowship in law and society; 2 years teaching experience, University of Michigan research assistantship, computer experience; location open; 33, married, children; summer or fall, 1973.

A 651 Teaching and/or research; introductory, social problems, urban, medical, mental health, applied sociology and planning, research methods, evaluation research; PhD and 6 years teaching experience; advanced training in community mental health and public health; research experience in university and public agency settings; prefer urban location; 33, single; June or September, 1973.

A 652 Teaching or teaching/administration; family, age and sex roles, stratification and mobility, life styles; PhD; pre-doctoral fellow; 12 years graduate and undergraduate experience, 2 years as department chairman; prefer Southwest or Southeast; available for summer, 1973 or permanently.

A 653 Administration, teaching; criminal justice, criminology, corrections; PhD; 18 years of teaching, research, and administrative experience, currently director of a program in criminal justice; contributor to 3 books, editor of 1 book, 30 publications; location open; 49, married; June or September, 1973.

A 654 Teaching; theory, methods, social psychology; PhD; AKD; 7 years teaching; minor publications; Eastern or Midwestern metropolitan area preferred; 32, married; August or September, 1973.

A 655 Professor and chairman; social interaction and methodology; PhD; full professor at eastern university; 3 books, 20 papers.

A 656 Chairman/teaching, university, liberal arts school; specialties collective behavior, occupations, professions, theory construction; PhD; 10 years undergraduate, graduate instruction experience; much world travel in responsible earlier profession; articles, reviews, many ASA, ESS, PSA, AAA papers given; 2 books in progress; location near sea possible; recent successes in instituting students' organizations and organizing guest faculty speaking series; 46, married, 3 children; September or January, 1973.

A 657 Teaching and research; social psychology, deviance, conflict, sociology of education, family; recent PhD; Ford Foundation Research Fellowship, NIMH Fellowship; 5 years teaching, journal editorial board, college long-range planning committee, a creator of an interdisciplinary, experimental social science department; articles and book in preparation; East, Midwest; very strong references; 34, married; September, 1973.

A 658 Research and/or teaching; evaluative research, social indicators in health, medical sociology, methodology attitude measurement; PhD; PBK, Faculty Fellowship; 2 years research, lecturing; journal publications, co-author of forthcoming book; location open, but prefer San Francisco, Boston, New York, or Los Angeles Metropolitan; 28, single; June or September, 1973.

A 659 Teaching; theory, institutions, criminology, Latin American studies, anthropology; PhD; 14 years teaching; publications; middle-sized urban community with stimulating creative academic setting; 43, married, 3 children; September, 1973 or 1974.

A 660 Visiting professorship (after retirement); deviance, delinquency, symbolic interaction, psycho-sociology, mass communication, family; PhD; Fulbright professorship; 25 years undergraduate teaching, including Hong Kong and Philippines; about 15 professional papers, 2 books, plus forthcoming book on process of delinquency and social change; location open; LLB and practiced law in Boston for 10 years, published papers include material on Chinese and Philippine social structure, published book on theory of Sigmund Freud; September, 1973.

A 661 Professor, possibly chairman; methods, family, medical, stratification; PhD; full professor at eastern university, funded research; 20 years teaching and research experience, European residence and research; reader, 2 monographs, 24 articles; September, 1973 or 1974.

A 662 Teaching and/or research; demography, statistics, methods of social research, urban, social stratification; PhD; 15 years teaching and research experience including 5 years with international organizations in Africa; field studies, publications; location open; September, 1973.

A 663 Teaching or teaching and research; political sociology, social problems, peasant society, modernization, social change, introductory, interdisciplinary interests; PhD; 9 years experience in teaching and research; numerous awards; articles and other publications; location open; 36, married; June, 1973.

A 664 Teaching, research, possibly chairmanship; urban and cross-national sociology, social ecology, demography; PhD (Columbia); senior Fulbright scholar; 29 years university teaching, extensive foreign research, census data processing; 7 books and monographs, numerous papers; location open; September, 1973.

A 665 Teaching and research, extensive publications in areas of social change and family in urban setting. Recent work extends earlier concern of teaching in areas of theory, urban sociology and social psychology by combining efforts of family socialization with sociology of peace. Broad teaching experience at all levels over the past 14 years. Have been chairman of 7-man department. Trained marriage and family counselor, clinical member of AAMFC. Full professor as of July 1, 1973. Cross-cultural studies underway, will report data from 4 years of Canadian experience at APA meeting in summer. Two edited books published, major work in early stages. Grown children, few family demands at this time. Will consider any potentially rewarding challenge. Prefer warm climate with metro area accessible. Will consider natural beauty as alternate. Available 1st of July.

A 666 Teaching and research or teaching and administration; stratification and mobility, community, demography, theory, the family, cultural anthropology, others; PhD; scholastic awards; 15 years university teaching and 9 years research and supervision; books, articles, and reviews; location open; 56, married; fall, 1973.

A 667 Research/teaching; social psychology [experimental and symbolic interaction], small groups, family, urban; PBK; several years university teaching and full-time research experience; monograph, articles; June 1, 1973.

A 668 Teaching or teaching and research; urban, community, research methodology, statistics/computer, symbolic interaction, sociology of religion, social stratification, comparative social systems; PhD; AKD and USEFI grant for India study; 6 years research, 9 years teaching, some administration; 6 publications; location open; 43, married, 1 child; September, 1973.

MA OR NEAR PHD

A 675 Teaching, desire creative and imaginative position requiring superior teaching ability in 4 year liberal arts college, state college or junior college; sociology of education, social problems, introductory, stratification, family; experimental education background open concept/interdisciplinary studies; MA; 8 years university experience; location open; 37, married, 1 child; September, 1973 or 1974.

A 676 Teaching; family, social psychology, marriage, sociology of education, sociology of child development, community, introduction, problems; MA, PhD coursework; AKD; 14 years university teaching, 2 years social work; married, 1 child; summer or fall, 1973.

A 677 Teaching or teaching and research; religion, social stratification, social problems, introductory; MS+; 1 year teaching experience, 20 years experience in communications media, electronic and print; location open; 45, single; summer or fall, 1973.

A 678 Teaching and research; medical, demography, medical care organization, stratification; MA, near PhD, expected August, 1973; Comprehensive Health Planning Fellowship, NSF Award for dissertation research; teaching experience in medical sociology and population problems, health systems research in the US and western Europe; journal publications, monographs; prefer New England; married, 1 child; interested in working with or developing systems of health services evaluation; September, 1973.

A 679 Teaching; introductory, social problems, criminology, racial and ethnic minorities, deviance; MA; 6 years college teaching experience; location open; 36, married, 1 child; fall, 1973.

A 680 Teaching and/or research; urban studies and theory of knowledge; cosmopolitan, multi-disciplinary vantage point; near PhD; outstanding grants; teaching, research and in-field experience; publications; will develop curriculum; 31, married; June, 1973.

A 681 Teaching and/or research; introductory, social psychology; MA; location open; 30, married; July, 1973.

A 682 Teaching or research; criminology, sociology of women and women's studies, majority-minority relations, introductory; MS; university and college teaching experience; widely reprinted publication; East, Midwest; 32; September, 1973.

A 683 Teaching or teaching and research; deviance/criminology, methods, family, collective behavior; MA; AKD; 4 years teaching experience at small liberal arts college, research experience; articles in preparation; location open; 29, married, 1 child; June or September, 1973.

A 684 Teaching and research, assistant professor; introductory, social institutions, race and minorities, social stratification, social change and sociology of childhood; MA, ABD; AKD, Safford Fellow; 7 years of teaching experience; married, 1 child; fall, 1973.

A 685 Teaching and/or research; social psychology, research methodology, interdisciplinary teaching and research, small groups, collective behavior, marriage and the family, social structure and personality, information-systems theory; ABD (PhD expected August, 1973); NIMH intermediate predoctoral fellow, dissertation research grant; assistant professor for 2 years; 3 published papers; September, 1973.

A 686 Teaching position in areas of social work/human services; almost all work for PhD except dissertation; 11 years excellent experience in teaching, community organization, staff development, organizational behavior; chapter in forthcoming book on small group/organizations; NTL trained in group process; prefer West or Southwest; fall, 1973.

A 687 Teaching and/or research; methodology/statistics, computer utilization, family, others; MA, Med. PhD expected 1973; AKD; 4 years teaching and research experience (1 year economics, 3 years sociology) at university level; 2 years experience as urban planner; 27, married; prefer West; fall, 1973/spring, 1974.

A 688 Teaching; introduction, anthropology, minorities, population/ecology, South America, collective behavior, theory; MA+; Middle states, South, Southwest; 4 years teaching experience; 30, married; September, 1973.

A 689 Research, writing-editing, administration; social stratification, race and ethnic relations, police sociology; PhD dissertation in progress, funded by NSF; NIMH Fellowship and research assistantship; administrative and public relations experience in addition to 4 years college teaching; paper read at ASA; prefer northeast US, eastern Canada, but will go farther for challenging position; 30, married; summer or fall, 1973.



Order and Change

Introductory Sociology

By **GERALD R. LESLIE, RICHARD F. LARSON, and BENJAMIN L. GORMAN**, all of the University of Florida

ORDER AND CHANGE describes science as a social process and shows how sociological knowledge is gathered, validated, and accumulated. Research is viewed as originating in theoretical models and as confirming and expanding those models.

Beginning with the basic concepts of communication and social interaction, the authors show how behaviors which become patterned as values are translated into social norms and lead, eventually, to the development of social institutions. The concept of society is discussed in the broader context of social systems.

Socialization is analyzed as a sociological process rather than a psychological one, and it is not confused with education. The text gives special treatment to adult socialization and the role of total institutions. Deviance, too, is approached sociologically, by explicit use of labeling, anomie, and cultural support theories.

The authors develop groups, near-groups, and bureaucracy as basic social units, and take the latter two as being especially characteristic of modern society. Population, cities, social stratification, and minorities are fundamental

features of organization in all societies. Contrasts between pre-modern societies are emphasized.

The five chapters on social institutions are unique to this book, presenting data not found in other textbooks and analyzing those data within an explicitly sociological framework.

Special Features:

- Makes consistent use of theoretical models
- Includes 114 charts and tables, 750 footnotes
- Combines comprehensiveness with readability
- Accompanied by Instructor's Manual and Test Manual
- Introduces students to methods and styles of research
- Covers all major areas of sociology
- Requires no reader or supplementary materials
- Includes unique chapters on deviance, near-groups, and minorities
- Contains an easily understood chapter on research methods
- Provides a rich and balanced view of differences of scholarly opinion
- Treats change in each conceptual and substantive chapter
- Has a truly sociological perspective

1973 688 pp. \$8.95

OXFORD UNIVERSITY PRESS
200 Madison Avenue / New York, New York 10016