



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

# Footnotes

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## Russell Dynes Chairs NAS Committee The 1977 Convention Program Continued

Russell R. Dynes has been appointed Chair of a newly established Committee on International Disaster Assistance (CIDA) of the National Academy of Sciences. Dynes, who will become Executive Officer of the ASA on September 1, 1977, is currently Chair of the Department of Sociology and Co-director of the Disaster Research Center at The Ohio State University.

Recognizing the need for greater scientific and technical assistance in this area, the Agency for International Development contracted with the National Academy of Sciences—National Research Council to create CIDA. The basic mandate of the Committee is to provide assistance and guidance concerning (1) the U.S. role in international disaster assistance; (2) the identification of major problem areas in the AID/FDA international disaster assistance program toward which scientific and technical knowledge can be applied; (3) an assessment of the state of the art in scientific and technical fields relating to disaster assistance; and (4) the identification of deficient areas of scientific and technical knowledge of disasters that need to be addressed in future development activities.

The more general AID objectives of developing better co-

ordination of U.S. disaster relief programs with other international donor agencies and integrating short-term AID disaster assistance efforts with longer-term AID development programs are basic to all of the above tasks.

The history of international disaster relief is one of repetitive incidents in which, prompted by a variety of motives, the people of various nations respond to what they see as the immediate impact needs of persons in other nations who are seen to have few resources to deal with the experience. Dynes pointed out that the current organization of such relief efforts has changed significantly although the motives and the perceived needs have tended to be constant over time. International disaster relief has become more democratized, representing gifts from larger numbers of persons as well as gifts channeled through more social and political organizations. With the development of governmental and non-governmental agencies, relief has become more organized. At the same time it has also become more diffuse as increased communication and transportation make it possible for more agencies to become involved. Mass communication has also made disaster relief more visible.

see Dynes, page 7

J. Milton Yinger, President

In previous issues of FOOTNOTES we have listed the topics of the many Regular Sessions scheduled for the Chicago meetings. Presiders have reported a great abundance of excellent papers that promise us a rich fare. We shall also have several other types of sessions, two of which I would like to comment on briefly. Listed below are the Didactic Seminars and the Workshops scheduled for the 1977 convention. These have become a standard part of most programs—indeed they have become increasingly important.

The Didactic Seminars might be called mini-mini-post-docs in current issues of theory and method, or perhaps crash programs for those about to take their doctoral exams. They are designed to furnish a careful statement of some powerful method or critical theoretical

issue by a colleague working at the cutting edge of the problem. Don't expect to wander into these seminars, because you have to sign up in advance.

The Workshops are not sharply distinct from the Seminars in purpose, but they have more to do with applied problems related to our jobs as teachers, writers, and editors. This year, in keeping with the growing attention we are paying to teaching, the program committee has arranged a series of "best course" workshops that we hope will stimulate widespread discussion of ways to strengthen the teaching of sociology. If these workshops prove to be of value—and how could they not, with such a stellar cast—it may be possible to have other courses selected for such examination and discussion in future years.

These, then, are the Didactic Seminars and Workshops on the program of the 1977 convention in Chicago.

### DIDACTIC SEMINARS

1. Log Linear Models for the Study of Interaction Effects, James A. Davis, Dartmouth College.
2. Exploratory Data Analysis, Samuel Leinhardt, Carnegie-Mellon University.

### Increase in Academic Employment

The number of full-time scientists and engineers employed at academic institutions rose by 3 percent in 1976 from 224,800 to 230,500, according to figures from the National Science Foundation. The increase in full-time employment ranged from a low of 1 percent in the life sciences to a high of almost 7 percent in the social and environmental sciences.

The NSF figures, which are based on a survey of 2,210 institutions which employ more than two-thirds of all academic scientists and engineers, also indicate that during the 11-year period from 1965-76, the number of scientists and engineers engaged in teaching increased 83 percent (from 122,000 to 233,200) while those engaged primarily in research and development activities rose only 27 percent (from 40,000 to 51,000). The number of women employed as full-time scientists and engineers increased by 5 percent in 1976 to a total of 35,900. The number of comparable men increased by only 2 percent, but their numbers were far larger with a 1976 total of 194,600. Private colleges and universities experienced a 2 percent growth in the number of scientists and engineers in 1976, a small but significant increase in contrast to the near-zero growth rate of the previous six years.

3. Confirmatory Factor Analysis, William M. Mason, Population Studies Center, University of Michigan.

4. The Application of Ordinal Measures to Sociology, Roland K. Hawkes, Southern Illinois University, Carbondale.

5. The Application of Ratio Measures to Sociological Data, Robert Hamblin, University of Arizona.

6. Civilizational Analysis as a General Perspective in Sociology, Vytautas Kavolis, Dickinson College.

7. Structure of Theory and Explanation, Kenneth Land, University of Illinois, Urbana-Champaign.

8. New Visual Techniques in Interaction Analysis, Carl J. Couch, University of Iowa.

9. World Systems Analysis, Terrence Hopkins, State University of New York, Binghamton.

### PROFESSIONAL WORKSHOPS

1. Adjusting Teaching Style to Class Size, Billy J. Franklin, Southwest Texas State University
2. Using Social Science Data Banks, Norval D. Glenn, University of Texas (Austin).
3. Old Problems and New Developments in Editing a Sociological Journal, see 1977 Program, page 3

## ASA at Faculty-Publishers Symposium

Last October, representatives of nine scholarly and scientific associations, including N.J. Demerath III, Roseanne Martorella, and Peter Rose for the ASA, met with members of the Association of American Publishers' Faculty Relations Committee to discuss problems of mutual concern to publishers and scholars. The three-day conference hosted a series of workshops where discussions centered around three broad topics: the establishment of ongoing communications between publishers and scholars, monograph publishing, and the ethics of publishing. The discussions and workshops, which encouraged the exchange of points of view as well as information, resulted in a number of recommendations for action by the Faculty Relations Committee.

The symposium was a first step in filling the need for greater communication between faculty members and publishers. Repre-

sentatives from the publishing industry described several aspects of the economics of publishing and faculty members expressed their reactions to a variety of publishing practices.

The development of introductory texts received special attention at the conference. The number of texts and their costs have risen dramatically in recent years. Representatives of the publishing industry attributed the increasing cost of textbooks to increasing input by publishers in the development of texts. According to the publishers, increasing control by the industry has been necessitated by certain changes in the market for textbooks: lower student reading skills, lower student motivation, greater teaching loads for teachers, and a "back to basics" trend in education. Faculty members at the meeting questioned the need for the extra "frills" added by the publishers which result in costs being

See Symposium, page 5

## Schuman on Sociometry

These comments about Sociometry are offered on the somewhat dubious assumption that a new Editor's statements of aspirations can affect submissions or subscriptions.

Sociometry is a general journal of social psychology—a fact which is presently noted in the subtitle and may soon be recognized by a full title change. The statement of Editorial Policy that has appeared more or less in the same words since 1956 emphasizes the breadth of the journal in both methodological and substantive terms. The present editor subscribes fully to this policy. A recently revised version of the statement, to appear in the next issue, reads as follows:

"Sociometry is concerned with the entire range of interests and problems in social psychology. While this field has vague boundaries, its main focus is the investigation of the processes and products of social interaction. It includes the study of the primary relations of individuals to one another, or to groups, collectivi-

ties, or institutions, and also the study of intra-individual processes insofar as these substantially influence, or are influenced by, social forces.

The editors seek those manuscripts which give theoretical structure to social psychology or which report significant research that is clearly focused, well-designed, and competently conducted and presented. The journal promotes no theoretical or methodological orthodoxy. Rather, it accepts the diversity of social psychology in both theoretical and methodological terms. Its emphasis is on quality, whatever the data and the mode of analysis chosen by the investigator. Editors will be especially receptive to original ideas on the growing edge of science.

See Sociometry, page 5

American Sociological  
Association  
**72nd Annual Meeting**  
September 5-9, 1977  
Conrad Hilton Hotel, Chicago

## Funding Opportunities

**Ford and Rockefeller Grants for Population Research.** The Ford Foundation and the Rockefeller Foundation jointly announce the seventh year of a worldwide program of awards in support of research relevant to the formulation, implementation, and evaluation of population policy as it relates to social and economic development.

Of particular interest to this year's program are research topics relevant to current population and development policy in the proposed country of study. Submissions are encouraged in a broad range of topics, including studies of:

(1) determinants of demographic behavior: individual or societal factors affecting fertility, migration or mortality, with emphasis on variables subject to planned intervention or on clarification of choices among alternative policies or action strategies;

(2) consequences of population trends: the social, economic, political, and/or cultural consequences of population trends and behavior at the household, community or national levels;

(3) policy process: the political, cultural, economic, and demographic factors influencing the formulation of population policies; organizational analyses of policy formulation, innovation, and operation leading to the identification of alternative strategies; and

(5) policy impact: the demographic impact of public policies and programs, or conversely, the social, economic, and political impact of population policies; interrelations and direct linkages between demographic policies and other development policies.

There are no specific eligibility criteria, but demonstrated research abil-

ity, knowledge of population and development issues, and previous experience are likely to be minimally necessary for individuals to be competitive. The program is open to researchers at various points in their careers. Graduate students may apply only if they obtain a faculty co-sponsor and present letters of support from persons knowledgeable in population and development. Researchers from developing countries, and researchers from industrialized countries engaged in collaborative efforts with researchers from developing countries, are especially encouraged to apply.

The deadline for submission of proposals is July 1, 1977, and awards will be announced in December. The proposed research may begin on or after January 1, 1978.

For further program information outlining application procedures, write to: The Ford and Rockefeller Foundations' Research Program on Population and Development Policy, The Ford Foundation, 320 East 43rd Street, New York, NY 10017.

### Ford Foundation Research Interests.

Among the research interests at the Ford Foundation are the following: population research and training; quality of working life, occupational safety and health, and urban working class neighborhoods; the learning process; research and training in public policy analysis; delinquent behavior in children and youth; early adolescence; international security and arms control; and the world economy. Information about the Foundation's grant program and details about research interests may be obtained from Howard Dressner,

Secretary, Ford Foundation, 320 East 43rd Street, New York, NY 10017; (212) 573-5000.

**New Program at NIE.** The National Institute of Education is planning a new research program which will focus on the organizational processes of education. The new program will support studies on the ways in which elementary and secondary schools and school districts carry out their essential organizational tasks such as setting goals, finding resources, assigning work, identifying problems, and monitoring performance. NIE plans to establish the Research Grants on Organizational Processes of Education as a continuing program, the third program to be established by NIE since its separation from the HEW Office of Education four years ago. The program is expected to be funded for \$1.1 million for fiscal year 1977. For further information, application materials, and a copy of the proposed rules for the program contact: Research Staff, Group on School Capacity for Problem Solving, National Institute of Education, Mail Stop 4, 1200 19th Street, NW, Washington, DC 20208; (202) 254-6090.

**National Endowment for the Arts.** In the current year, FY 1977, the Research Division is contemplating issuing separate Program Solicitations for at least three projects. They will be released at different times during the year. Since the possible researchers for each project is limited, we may try to mail the Program Solicitation to those organizations that have the necessary skills, resources, subject knowledge, and the interest to be a potential bidder. If you would like to receive a copy of one or more of the Program Solicitations, write to Research Division, M.S. 562, National Endowment for the Arts, Washington, DC 20506. The contemplated

Program Solicitations will be for the following projects:

1. *A Study of the Condition and Needs of the American Theatre:* Level of effort—equivalent of three person years divided between an intensive information gathering and analysis phase lasting approximately six months and requiring a two person year equivalent effort and a recommendation development phase utilizing a theatre research advisory committee to be established by the Arts Endowment. The latter phase may last a full year.

2. *Development of Museum Management Tools:* Level of effort—equivalent of one person year for analysis of available cross sectional data, unstructured interviews of museum management staffs, and development of recommendations in the form of most useful management operating ratios, models and other possible tools.

3. *Survey of American Crafts:* Level of effort—still not determined but may be greater than a two person year equivalent. The survey scope and specific requirements are being developed at the present time. A planning study is now being completed by Mathematica Policy Research, Inc.

**Research Development Awards from ADAMHA.** Each of the three Institutes which make up HEW's Alcohol, Drug Abuse, and Mental Health Administration (ADAMHA)—the National Institute of Alcoholism and Alcohol Abuse (NIAAA), the National Institute of Drug Abuse (NIDA), and the National Institute of Mental Health (NIMH)—offers Research Development Awards in addition to research grant and demonstration programs.

Research Development Awards provide support for individuals with research potential who need addi-

tional development or experience in a productive research environment. Funds are available for salary support and, where applicable, allowances for specialized training and research costs. Salary support from the Institutes is limited to \$25,000, but may be supplemented with non-Federal funds from the sponsoring institution.

Awards are made to appropriate institutions such as research centers and institutes in the social and behavioral sciences, medical schools, and community mental health centers on behalf of individuals. Departments of sociology, psychology, etc. may also apply on behalf of junior staff members who must be at least three years past the PhD. Individuals must be U.S. citizens or have been lawfully admitted as residents.

Research Development Awards are made for five year periods with renewal dependent upon competitive review. For fiscal year 1977, the number of anticipated awards are 124 for NIMH, 28 for NIDA, and 17 for NIAAA. Application for NIDA and NIAAA are February 1, June 1, and October 1. For the NIMH awards, the deadlines are March 1, July 1, and November 1.

Application forms, which are completed by both the applicant and the sponsor, and further instructions, may be obtained by contacting the separate agencies at the addresses given below: Director, National Institute of Alcoholism and Alcohol Abuse, 5600 Fishers Lane, Rockville, MD 20852; (301) 443-3885; Director, National Institute on Drug Abuse, 11400 Rockville Pike, Rockville, MD 20852; (301) 443-6480; Director, Research Scientist Development Section, Division of Extramural Research Programs, National Institute of Mental Health, 5600 Fishers Lane, Rockville, MD 20852; (301) 443-4347.

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# THE JOSSEY-BASS BEHAVIORAL SCIENCE SERIES



Raymond D. Gastil

## SOCIAL HUMANITIES

Toward an Integrative Discipline of Science and Values

Social science alone does not provide an adequate background for the analysis of social problems. Raymond Gastil proposes a new discipline — social

humanities — that integrates the most sophisticated thought in the social sciences and the humanities. This juxtaposition of values and scientific knowledge is designed to overcome both the limitations of social science (with its insistence on the methodology of the natural sciences) and to avoid unreliable mixes of research and ideology that characterize nonscientific work. Gastil's new discipline not only bridges the gap between social issues and effective means of dealing with them, but provides a way of integrating the rapidly growing mass of new kinds of social knowledge. Social humanities also provides a useful way of thinking about and guiding human experience that leads, not to the usual dead end reached by many social scientists, but to definite courses of action. Gastil presents models of individuals and of society that are related to the model accepted in microeconomics and behaviorist psychology and places these models in a framework of humanistic evaluation. He applies the models to a variety of personal and social problems, including the desirability of retaining traditional marriages, self-determination of American Indians, and the conditions under which national leaders can declare war. Briefer analyses are given to topics such as responsibility in business, primitive societies, and personal life patterns. *about \$15.00*

Herman Turk

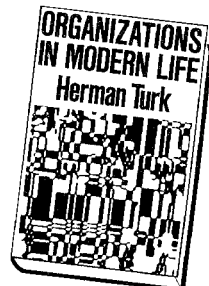
## ORGANIZATIONS IN MODERN LIFE

Cities and Other Large Networks

Merging traditional concepts of social order and change with contemporary organizational theory, Herman Turk presents a new theoretical perspective

for understanding cities, nations, international corporations, and other large-scale social units. These units consist of networks of organizations — municipal governments, hospitals, voluntary associations — and Turk maintains that much of modern life can be viewed as resulting from the interrelations of these organizations. He analyzes the links and influences that cause organizations to cluster together; the way they compete, conflict, and cooperate with one another; and how they tend to resist domination by any one organization yet accept regulation or coordination. He shows how the political capacity of an organization is determined; how and why organizations assume and project social standards, how they form coalitions to make changes and fill social needs, and how an organization's real influence is determined by its ability to activate relations among other organizations.

Turk's perspective is realistically grounded in a systematic analysis of the 130 largest cities in the United States, even though his view of networks is not restricted to cities or other geographical units. He details how the special properties of organizations affect such topical issues as national political economy, municipal reform, fluoridation controversies, the War on Poverty, Model Cities, competition and cooperation among hospitals, local health planning, and Community Chest campaigns. *about \$15.00*



## News from the ISA

The organization of the program for the IX World Congress of Sociology in 1978 is being rapidly completed. The last remaining details will be discussed at the meeting of the ISA Executive Committee in May 1977. This is none too soon. The organization of the World Congress is so complex that a considerable amount of lead time is required.

The ISA Secretariat has been receiving a number of inquiries from colleagues who would like to participate in the program of the World Congress and who are not clear on how to do this. Because the activities at the World Congress are rather complex and decentralized, it seems appropriate to outline its structure at this time. Basically, the program activities consist of three groups, as follows:

1. There is a so-called "official" program, consisting of Plenary Sessions, Working Groups, and Symposia. It is referred to as "official" because it is planned by a special Program Committee and Program Advisory Committee who submit their recommendations to the ISA Executive Committee for final approval.

2. A second group of sessions are referred to as "Ad Hoc Sessions" and "Sessions organized by Other Associations or Institutions." These arise out of proposals for sessions that are advanced by interested individuals or organizations. Such proposals must have been received by the ISA Secretariat by the end of March 1977. The ISA Executive Committee decides which of these proposals to accept.

3. A third group of sessions is organized by the Research Committees of the ISA. These Research Committees are the locus of the on-going scholarly activities within the ISA. There are now 34 of these Research Committees and a future "News"

column will report in more detail on them. Many of them hold much more frequent meetings than the four-year cycle of the World Congress permits. However, almost all of them elect to combine their own meeting with that of the World Congress when it is a Congress year. Thus, most of these Research Committees will organize sessions of their own; details on these Research Committee programs will be published in the ISA BULLETIN as they become available.

These three groups of sessions make up the program of the World Congress. All three have one thing in common: they are very decentralized. That is to say, once the organizers of a session have been selected, it is their task to organize their session, choose the contributors, panelists, and discussants. The names and addresses of the organizers are being published in the ISA BULLETIN as they become known.

Potential participants and contributors are therefore urged to communicate with the organizers of the particular session that is of interest to them. The ISA BULLETIN appears three times per year and is sent to all ISA members as part of their membership. For further information and for membership forms write to: ISA Secretariat, P.O. Box 719, Station A, Montreal, P.Q., Canada H3C 2V2.

The registration forms for the World Congress will not be available until the fall of 1977 and will be distributed to all ISA members automatically. The registration fees have been voted at the last meeting of the ISA Executive Committee. Reluctantly, they had to be increased to take account of the effects of inflation. In part, this increase will be offset by the availability of accommodation in student residences of very good quality at reasonable prices.

Further details on accommodation, registration, and travel information will also be made available in future ISA BULLETINS and future installments of this "News" column.

Another kind of inquiry we receive concerns the "Transactions" of the World Congresses of Sociology. After the 1970 World Congress it was decided to discontinue their publication. The World Congress had become so large that the cost of publishing the "Transactions" could not possibly be recuperated from sales. Unfortunately, the ISA does not have any financial reserves that would have allowed it to cover the deficit. The ISA Publications Committee, which monitors our publications on a continuing basis, decided to discontinue the publication of the "Transactions" and to replace them with a series of topical volumes under the general title of "Sage Studies in International Sociology." Each of these volumes is based on a set of related papers from the Congress program that have been revised and edited for this form of publication. The first volumes in this new series appeared in 1975 and about six volumes will continue to be published each year. Each volume carries the same price. Members of the ISA may order them at a reduced price with their annual membership renewal. Non-members of the ISA may order them from their bookseller or direct from Sage Publications (at St. George's House, 44 Hatton Garden, London EC1N 8ER, England; or 275 South Beverly Drive, Beverly Hills, CA 90212, USA).

Beginning with Volume 24, Sage Publications has also taken over the publication of *Current Sociology/La Sociologie Contemporaine* which is the official journal of the ISA. The first two numbers have already appeared and will be sent to ISA members shortly.

Kurt Jonassohn  
Deputy Executive Secretary

### Contact

I have donated all the manuscripts on Fear of Success I could collect to the Fear of Success Collection, Sophia Smith Library, Smith College, Northampton, MA 01063 (write ATTN: Dr. Mary Elizabeth Murdock). These include many unpublished and unavailable papers of research on Fear of Success. The annotated bibliography serves as a fairly good bibliography for that collection. David Tresemer, Jacksonville Stage, Brattleboro, VT 05301.

Dick Colvard, Department of Sociology-Anthropology, Southern Oregon State College, Ashland, OR 97520, would like to correspond with anyone who has used the Freedom of Information Act to obtain documents for social research. The idea is to share experiences and perhaps prepare a report or other publication of value to all who might use that Act.

1977 European Communication Studies Tour. Drs. William Arnold and Rolf Wigand with the Communication Program at Arizona State University are offering a three-week European Communication Studies Tour. Participants may enroll in this tour and receive three semester credits through Arizona State University (graduate or undergraduate). Those interested in the course and possible additional credits should write for specifics to Drs. Arnold or Wigand at the Communication Program, 412 Stauffer Building, Arizona State University, Tempe, AZ 85281.

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logical Journal, James L. McCartney, University of Missouri, Columbia.

4. Author-Publisher Relations, Grant Barnes, University of California Press, and Lewis A. Coser, State University of New York, Stony Brook.

5. The Best Course in Introductory Sociology That I Can Imagine, David J. Pratto, University of North Carolina, Greensboro.

6. The Best Course in Social Problems That I Can Imagine, David Gold, University of California, Santa Barbara, and Malcolm Spector, McGill University.

7. The Best Course in Theory for Undergraduates, Everett K. Wilson, University of North Carolina, Chapel Hill, and David Nelson, Montclair State College.

8. The Best Course in Social Psychology for Undergraduates That I Can Imagine, Stanley L.

Saxton, Coe College, and Grace G. Henderson, Gainesville, Florida.

9. The Training of Teaching Assistants, Michael A. Malec, Boston College, and Paul Verdet, Boston University.

10. Departmental Management Problems: Undergraduate Vocational Interests, Ruth Jacobs, Boston University, and John Moland, Southern University.

11. Departmental Management Problems: Conflicting Interests and Disciplinary Perspectives, Murray Wax, Washington University, St. Louis, and Will Scott, Texas Southern University.

12. Departmental Management Problems: Planning and Undergraduate Curriculum, Thomas R. McFaul, University of Houston, and Sharon M. McPherron, St. Louis Community College at Florissant Valley.

13. The State and Society in Latin America and the United States, Louis Wolf Goodman, Social Science Research Council, New York.

## New Publications

**THE BIOSOCIOLOGY NEWSLETTER** contains items of interest to biosociologists. Regular features include abstracts of articles, short book reviews, dissertation and thesis titles, and announcements of related conferences and meeting sessions. To contribute an item or to request future issues, write to the editor, Claister A. Elmer, 1247 N. Notre Dame Avenue, South Bend, IN 46617.

**FUTURES CANADA**, official bulletin of the Canadian Association for Futures Studies (CAFS) published its first issue in July, 1976. A quarterly devoted to the investigation of alternative Canadian and global futures, *Futures Canada* welcomes the insights of sociologists on major societal problems. It is the policy of the editorial board to include all items of widespread interest to students of the future. Typical departments are: conference reports, news of significant events, regional developments and activities, forthcoming Canadian and international meetings, and new books. The editorial board publishes a directory of the Association's members and an annual *Futures Canada* Book Review Supplement containing signed reviews of significant new works. *Futures Canada* plans to gradually expand the bulletin to a journal format, with both solicited and refereed articles. Items written for *Futures Canada* by the Association's Executive or the editorial board appear in both English and French. Other items appear in the language in which they are sent to the Editor. Correspondence regarding articles, news, announcements, or conference reports should be sent to: Dr. Richard L. Henshel, Editor, *Futures Canada*, Department of Sociology, University of Western Ontario, London, Ontario, Canada N6A 3K7; telephone: (519) 679-3606.

**Old Data for New Research.** This 146 page volume is the report of a workshop on research opportunities and issues in the design and construction of public use samples from the 1940 and 1950 censuses and from Current Population Surveys from 1960 forward. The workshop was supported by the National Science Foundation in response to recurrent proposals that such samples be created. Single copies are free from: Center for

Demography and Ecology, University of Wisconsin, Madison, WI 53706.

**CRIME AND JUSTICE** published quarterly beginning in May contains articles on current issues in the field of criminal justice as well as empirical, theoretical, and practical articles on broad aspects of criminology. The Journal publishes significant original papers, research and project notes, interviews, and book reviews. It also includes announcements of future meetings or accounts of past ones, calls for papers, letters to the editor, regular chronicles, and a list of publications received. Manuscripts will be critically reviewed by two authorities in the field. Manuscripts submitted are done so with the understanding that the Journal possesses exclusive right of original publication. Articles accepted for publication may not be reprinted elsewhere without permission of the University of Ottawa Press. Style sheets for prospective authors are available from the Editor. All manuscripts should be submitted in two copies, double spaced and with references clearly indicated. Contact the Editor, Professor Yvon Dandurand, Department of Criminology, University of Ottawa, Ottawa, Ontario, Canada K1N 6N5, for further information.

**Law and Human Behavior**, a new journal, provides a forum for identification and assessment of the behavioral assumptions of the legal system. Recognizing that the study of human behavior and law is within the province of several disciplines, the journal encourages submission of articles from the fields of criminal justice, education, law, psychology, sociology, psychiatry, and political science. The journal will consist initially of five major sections: Articles, Notes and Discussions, Cases and Comments, Book Reviews, and Announcements. The first section will include original research, evaluative reviews and interpretations of past research, and theoretical articles. The second section will publish shorter, more informal contributions about issues in the relationship of law and human behavior. For details about the submission of manuscripts, contact: Professor Bruce D. Sales, Editor, *Law and Human Behavior*, 209 Burnett Hall, University of Nebraska, Lincoln, NE 68588.

	ISA Members Regular	Non-Members Regular	ISA Members Student	Non-Members Student or Accompanying Person
Before March 13/78	\$50	\$ 65	\$10	\$15
Before July 1/78	\$65	\$ 80	\$20	\$25
After July 1/78	\$90	\$105	\$30	\$35

## New Data on Marriage and Divorce

Sociologists with an academic interest in marriage and divorce as well as those with a more personal interest in objectively assessing probabilities of marriage, divorce, remarriage, and redivorce will find a relevant source of information in a recent report from the Bureau of the Census. "Number, Timing, and Duration of Marriage and Divorces in the United States: March 1975," based on the June 1975 Current Population Survey that was designed to cast light on the marriage and fertility history of adults in the United States, includes data on: number of times married and how the first and last marriages ended for successive birth cohorts; age at marriage, divorce, remarriage, and redivorce; and intervals between first marriage, remarriage after first divorce, and redivorce after second marriage.

Findings from the report document the postponement of

marriage in recent years and the rapid increase in divorce and remarriage among young adults. The report also shows that the proportion of persons who have experienced divorce by a given age has increased substantially throughout the adult population. The pattern of divorce by duration of marriage continues to show a steady decline after the peak of divorce occurs within the first few years after marriage. Divorce is likely to occur sooner after remarriage than after first marriage; the median at divorce occurs within 5.3 years after remarriage as compared with 7 years after first marriage.

Copies of the report (Current Population Reports, Series P-20, No. 297) may be obtained from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (34 pp., \$ .95) or at any Department of Commerce district office.

## Teaching

### Detroit Workshop Focused on Preparing Graduate Students for Teaching

Fifteen graduate departments of sociology participated in a teaching workshop February 10-13 in Detroit. Sponsored by the ASA Projects on Teaching Undergraduate Sociology, the Detroit workshop was oriented toward activities departments can sponsor to help graduate students prepare for their work as TAs and as teachers of sociology.

Each of the participating departments sent a team of a faculty member and a graduate student to the workshop. The fifteen participating departments representing thirteen states and all parts of the country included the following universities: Ball State, Connecticut, Florida State, Fordham, Grambling State, Iowa State, Minnesota, Mississippi, Missouri, Notre Dame, Southern California, Texas, Washington, and Wayne State.

The ASA Projects received inquiries about the workshop from almost twice the number of departments it could accommodate. "Acceptances were largely first-come first-served from departments which could send a two-person team," explained Charles Goldsmit, one of the workshop coordinators. "There was an attempt to insure that PhD granting and MA-only granting departments were represented. We were pleased by the response to the workshop announcement and were sorry we could not

accommodate all interested departments."

Coordinators for the workshop were: Theodore Wagenaar (Miami University), Carla Howery (University of Minnesota), Ronald Watcke (Wayne County Community College), and Charles Goldsmit (Oberlin College). Other ASA Project participants who served as staff at the workshop were: William D'Antonio (University of Connecticut), Everett K. Wilson (University of North Carolina), William L. Ewens (Michigan State University), John Schnabel (West Virginia University), Vaneeta Burkhardt (Essex Community College), Timothy Diamond (Ohio State University), Albert E. Chabot (Macomb County Community College) and Allan L. Bramson (Wayne County Community College).

Theodore Wagenaar emphasized that several types of sessions were held at the workshop. "Several sessions explored what a number of graduate departments are now doing in preparing graduate students for teaching; other sessions focused on several specific aspects of teaching such as instructional objectives, evaluation of teaching, team teaching, and how teaching sociology offers special problems and opportunities." Carla Howery added that "we built time into the program for participant led sessions, some of which emerged at the workshop."

Participants were asked to evaluate the sessions and the responses were overwhelmingly enthusiastic. Of the professors who evaluated the workshop, Thomas Lasswell, University of Southern California, commented on the "balance of sessions dealing with

issues and with techniques." Robert E. Kennedy, Jr., University of Minnesota and Anthony Orum, University of Texas (Austin) both commented on the openness of the discussions and the noncompetitive way in which all participated. Said Kennedy, "I felt the participants were unusually cooperative and supportive of one another. Unlike some academic gatherings where abstract disagreements at times become competitive, I felt none of that at the workshop. There were differences, of course, but the points were made with mutual respect and concern." According to Orum, the workshop staff and participants were open and non-defensive, characterized by "a willingness to freely share information, insights, and common problems. Obviously the staff and setting 'worked' in promoting this open participating quality."

Positive responses came also from the graduate students who participated in the workshop. Nancy Esteb, a graduate student at the University of Washington, specifically mentioned that the videotape session was an extremely useful device and a great aid in learning how to teach. "The feedback on how one presents oneself was most useful."

The ASA Projects involve about 150 sociologists from two-year, four-year, and graduate departments, working on aspects of curriculum, teacher development, and the institutional factors affecting teaching. The ASA Projects are supported by grants from the Lilly Endowment, Inc. (Indianapolis) and the Fund for the Improvement of Post-Secondary Education (HEW). In the last six months,

ASA Project participants have spoken at numerous regional and state sociological and social science associations. Another major Project activity is the teaching resource center which makes materials on teaching available, some for purchase and some for free distribution, to sociologists. The December issue of *FOOTNOTES* carried a detailed listing of available materials. See related article in this issue.

### Teaching Resources Expanded

The December issue of *FOOTNOTES* carried an article on the teaching resources available from the ASA Projects on Teaching Undergraduate Sociology. Sales of the materials increased dramatically after the publication of that article. To date over three hundred persons have purchased over \$2,500 worth of materials. Orders have come from Canada, Germany, Switzerland, and Australia as well as from all over the United States. All orders sent on approval have been purchased and responses to the publications have been extremely enthusiastic. Scores of letters have been received from graduate students writing theses or dissertations, sociologists looking for resources on specific aspects of teaching, departments with curriculum questions, graduate studies directors wanting information and from others who have indicated their positive reactions to the resources available.

Documents available have either been produced by the ASA Projects or purchased by the Projects in order to bring them to the attention of teaching sociologists. They are available at cost.

Recently added resources, listed below, are five monographs on diverse aspects of classroom teaching all published by the Faculty Resources Center of the University of Cincinnati. Each monograph is available from the ASA Projects for \$2.35.

Requests for any of the monographs should be accompanied by payment to eliminate the need for billing. Checks should be made payable to the "ASA Projects on Teaching," and orders addressed to ASA Sociology Teaching Project, Carnegie Library, Oberlin College, Oberlin, OH 44074.

*Principles and Models for Assessing Faculty Performance.* Anthony G.F. Gresson (1972). Explores benefits of faculty assessment, suggested assessment principles and models and variables involved.

*One and Two Way Communication in the Classroom.* Charles K. Bolton and Ronald K. Boyer (1971). Communications from teacher to student vs. a two-way pattern is explored; teacher style, class size and other variables are discussed.

*Discussion Groups in University Courses: Introduction.* George W. Thompson (1974). All orders sent on approval have been purchased and responses to the publications have been extremely enthusiastic. Scores of letters have been received from graduate students writing theses or dissertations, sociologists looking for resources on specific aspects of teaching, departments with curriculum questions, graduate studies directors wanting information and from others who have indicated their positive reactions to the resources available.

*Discussion Groups in University Courses: Ideas and Activities.* George W. Thompson (1974). A guide for teachers and students with specific and detailed discussion of activities and procedures; factors treated include communications patterns in groups, leadership, feedback and group direction.

*Academic Gaming.* Roger B. Fransek and John Trojanski (1972). Describes simulation gaming and the motivational and learning rationales for its use; case studies of two games: Starpower (a stratification game) and The Road Game (a conflict and cooperation game) plus short description of five other games. Excellent introduction to gaming; good bibliographic section.

## Open Forum

### Uses and Abuses of the Terms "Racism" and "Racist"

H. Goodrich  
St. Cloud State University

For many reasons, the social sciences, including sociology, have had difficulty achieving acceptance with the public and some decision-makers. One reason may be self-inflicted. Some concepts in our discipline are employed with minimum rigor, maximum enthusiasm, and often substantial damage—to individuals, intergroup and international relations, and the academic integrity of our discipline.

The terms "racism" and "racist," specifically, seriously need conceptual clarification because of their semantic deterioration recently. This decline has been accompanied by a diminution in the words' analytic usefulness. The terms are applied so widely today that communication based upon them is becoming unproductive, or worse. "Racism" and "racist" have become terms of abuse and weapons of political warfare rather than precise labels for individual or social phenomena.

For the past two years, I've administered a survey on racism to college students and informally studied sociology literature, especially introductory texts and polemical works on minority group relations. The informal study, like the survey, suggests that the meanings of "racism" and "racist" have become

inordinately broad.

The students surveyed overwhelmingly applied the term "racist" to such a wide variety of situations, some even involving contradictory conditions, that there appear to be few situations of negative evaluation, ethnocentrism, or negative treatment by one group of another that students did *not* consider racist. Being racist today seems to them to mean being down on some group for almost any reason whatever: the group's skin color, physical features, occupation, or even manner of dress. In this, student thinking seems to be fairly consistent with that of the general population, although it is probably looser than that in most sociological literature. Considerations of "race" and physical traits, real or imagined, which once defined the boundaries of "racism" and the "racist," apparently are no longer crucial defining characteristics. On the contrary, the students saw physical traits as only slightly more related to racism than occupation and manner of dress.

Some sociologists—e.g., Simpson and Yinger—have, in fact, been aware of the misuse of the terms "racism" and "racist" and the weakness of these terms for sociological analysis. Others, such as Van den Berghe, have attempted to be careful and precise in their use. Others, however, have been willing to tolerate excessive latitude in their definitions.

In short, there is a trend toward broadening the meanings of "racism" and "racist" beyond the traditional, more limited parameters of such concepts as race,

skin color, physical features. The current repertory of usage of "racism" and "racist" among students and the general population apparently encompasses situations involving differences in occupation, manner of dress, and other factors equally remote from the traditional considerations that have marked the use of these terms.

Within the sociological discipline itself, the meanings of "racism" and "racist" have also been expanding. Thus, in the one book cited here—and others might have been mentioned as well—"racism" has been defined as (1) a belief, system of beliefs, or ideology premised on a connection between biology and behavior; (2) an "erroneous," or "ignorant," belief, one that disagrees with the author's; (3) social organization that has disadvantaged a minority group; (4) action by a dominant group to dominate another racial group; (5) hostility toward the dominant group covertly expressed by the minority; and (6) the domination and control of nonwhites.

I don't wish to promote any definitions of my own here. My purpose is to call attention to the anarchy that prevails today in relation to these terms, which discourages serious analysis of the phenomena involved and has made possible, in turn, perhaps even encouraged, the use of these terms for abuse, vilification, and political advantage. The U.N. General Assembly's resolution equating Zionism with racism is an example of such a use.

Because of the seriousness of such charges as "racism" and "racist," our need as sociologists

to learn more about the phenomenon involved, and society's need for clarity in this sensitive area, it behooves us as sociologists to help reduce the confusion engendered by these terms. In any event, our credibility as a source of knowledge about society will depend on our willingness to practice the semantic rigor suggested here.

John and Erna Perry, for example, in their volume, *The Social Web*, second edition, observe that "racism" is used imprecisely. They also note, in keeping with a reasonably strict use of the term, that racism is a form of belief about people based on an assumed innate connectedness between race or physical characteristics and behavior. Then, however, in a section titled "Racism Today," they go further:

"Racism as an ideology has declined markedly.... Many whites have substituted a new belief for their former belief in inferior traits transmitted through heredity. Many whites now feel that blacks are free to better themselves but lack the ambition to do so. Such a belief, though not racist in the former definition of the word, is racist in the sense that there is a refusal to place the blame where it belongs.... What is ignored is that blacks have not bettered themselves because racism has seeped so deeply into our institutions that the cards have been stacked against them." (pp. 227-228)

In this passage, the "new belief" is racist because it stems from an obstinate refusal to subscribe to the institutional explanation of black status to which the authors subscribe. That is, racist

beliefs are "wrong" beliefs toward some racial group adhered to out of ignorance or malice.

The semantic problem is compounded in the latter part of the passage where the authors refer to racism as seeping "so deeply into our institutions." What is *this* "racism"? Is it the mistaken belief of the first part? It would, rather, seem to be a pattern of social organization that has disadvantaged blacks. This is still another definition of "racism": "racism" is a form of social organization.

The Perrys go on to say (p. 228) that "to a racial minority such as blacks, racism is viewed primarily as action—as opposed to ideology, or beliefs—of the dominant group in exerting its power to maintain a system of white domination." In this context, minority racism is impossible; only the dominant group can be guilty of it. This implies a further definition of "racism": "action by a dominant group to dominate another racial group." Although the Perrys note that some people feel that reverse racism does exist, this does not nullify their "action" definition. It leads, instead, to a further definition. The "action" racism of the dominant group is referred to as "technical racism," while another kind of racism, a covert variety by the minority, is also said to exist.

Lastly, the Perrys, presenting Robert Blauner on the subject, state that "racism...like all social oppression, should be studied as the attempt to create and defend group privileges." This suggests that racism is conscious; but the

**Sociometry, from page 1**

The journal hopes to avoid professional provincialism. In that spirit, contributions are invited from any sector of the scientific community oriented to the objectives of the journal."

In sum, nothing that can reasonably be called social psychological in primary content is excluded from *Sociometry*, though we shall ordinarily not publish papers that are purely psychological, purely social structural, or purely methodological, unless implications for social psychological theory or research are clear and present.

During my first few months as editor, the model paper received by *Sociometry* has been a report of a single laboratory experiment, though there are also a few papers that report a logical sequence of experiments which provide some replication and development of research. While we continue to welcome reports of laboratory experiments—and they are often of high quality—we also wish to encourage papers making use of other methodological approaches: content analyses, field experiments, qualitative field studies, sample surveys, systematic social observation, and indeed any other useful approach to gathering evidence about social psychological problems and processes. Likewise, we are interested in substantive areas that are somewhat underrepresented at present, such as studies of socialization, of personality and social

structure, and of primary group processes. (On the other hand, we find some substantive areas a bit overrepresented in submissions—generally those areas in which a paradigm has been well developed and submitted papers tend largely to be minor variants on previous reports, without much concern for the larger significance of the research.) Finally, we hope to publish occasional theoretical pieces that advance our thinking about social psychology; methodological papers, provided they make clear their usefulness to substantive social psychological concerns; and brief comments that illuminate present or past research.

Manuscripts are ordinarily reviewed first in the journal office, and those that appear both appropriate and promising for the journal are sent to Editorial Board members and other referees—usually two, not infrequently three. Final decisions by the Editor are guided strongly by referee recommendations, but are not bound by them in any simple arithmetic way. The significance of a paper and its contribution to the balance of a broadly social psychological journal are particularly relevant to this point in the review process. Some preference is also given to work that shows methodological sophistication not simply in statistical terms but in a concern for avoidance (or at least awareness) of limitations and artifacts in sampling, measurement, and other aspects of research. This is not intended

to exclude purely qualitative studies that provide insight into social interaction in natural settings. Quite the contrary: such papers are encouraged.

Our initial review process is ordinarily completed within three months, and once a paper is accepted publication should occur within another six months in most instances. Even allowing for the nearly inevitable revision most articles undergo, promising papers should seldom require more than a year from arrival in Ann Arbor to appearance in print. The whole process is facilitated if authors follow a few guidelines: submit four clear copies, double-spaced, one side of page only, including Abstracts. The usual assumptions apply about a paper not having been published before, even in part; if some clarification on this point is needed, the past history of the paper or of closely associated work should be noted in a letter.

Authors should attempt to keep their manuscripts as short as possible, as a service to both readers and other authors. We also encourage use of a brief research-note format where a set of results does not require article-length treatment. Even with a larger article, other things being equal, a succinct and well-written paper is more likely to be accepted than one that is redundant or poorly written. I regard *Sociometry* as a journal to be read, not simply a time capsule for archival storage.

Howard Schuman, *Editor*

**Symposium, from page 1**

passed on to students. Faculty members also raised questions about how the work of professional writers and authors should be credited in "managed" books which are actually written by a professional writer or staff of writers from the detailed outline of an author.

Other aspects of the economics of publishing discussed at the symposium were the promotion, selling, and distribution of books and advances, grants and permissions costs to authors. To gain more information from publishers' promotions, the academic members of the conference recommended that they receive the publishing representatives' descriptive sheets as well as direct mail brochures which include complete tables of contents. Many of the faculty members expressed a negative reaction to publishers' attempts to sell books by phone. Although most publishers prefer not to give advances or grants to authors, they may do so to be competitive. According to industry representatives, when publishers pay grants for authors' secretarial help or other costs, the resources put into the production or promotion of the book may be reduced. Because of increasing permissions costs, some publishers have begun to require authors to pay for permissions or to share the costs with publishers. The faculty members felt that authors should not have to pay for permissions or illustrations. Recommendations evolving from the discussions of

the economics of publishing included suggestions for continuing the exchange of information between the American Association of Publishers and the professional associations.

Great concern was expressed by the academic participants in the conference that fewer monographs have been published in recent years and that some already published monographs have not been kept in print. Young unpublished scholars, particularly, suffer from the absence of this publishing outlet. Suggestions for increasing the number of published monographs included the use of less expensive methods of production by publishers, such as a standard format and no special jacket design, contests held by the professional associations to provide an outlet for young authors, or authors not accepting royalties until sales reach a break-even point. As first steps toward increasing the number of monographs, the conference participants recommended that the Faculty Relations Committee prepare a catalog of monograph publishers including all companies with divisions that publish monographs and explore ways of making monograph publishing more feasible.

Participants in the conference discussed the following issues as ethical problems: the sale of complimentary copies to used book dealers or bookstores, cases of questionable selling practices by publishing representatives in large adoptions, the managed

book, the multiple submission of manuscripts to publishers, permissions, and advances. The academics as authors wanted more information about the ethics of advances, for example, the circumstances under which advances should be returned. As a final recommendation, the group suggested that the American Association of Publishers explore the possibility of setting up an ethics committee to develop a recommended code of publishing practices and to communicate regularly with existing committees of academic associations. Participants also recommended that the Faculty Relations Committee prepare a succinct statement regarding the legal, economic, and ethical ramifications of the sale of complimentary copies for dissemination through academic journals, newsletters, or other media.

**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: Hans O. Mauksch  
 Assoc. Editors: Alice F. Myers  
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ASA Secretary: William H. Form  
 Advertising Mgr.: Sue Gorman  
 Send communications on material, subscriptions and advertising to: American Sociological Association, 1722 N Street, N.W. Washington, D.C. 20036, Telephone: 202/833-3410.

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**Minorities & Women**

**DO YOU KNOW ABOUT: WOMEN'S EDUCATIONAL EQUITY NETWORK.** The Educational Testing Service has received a contract under the Women's Educational Equity Act to design and operate a Communications Network for Women's Educational Equity. The object of the network is to provide researchers, practitioners and the public with easy access to information and literature in the area of educational equity for women. Those interested in the network may make suggestions for its development and/or gain more information about the contract by contacting Richard O. Fortna, WEEA Communications Network, Educational Testing Service, Princeton, NJ 08540.

**DO YOU KNOW ABOUT: Desegregated Housing and Interracial Neighborhoods: A Bibliographic Guide,** by Mark Beach, A National Neighbors Publication, 1975. 91 pages. This is an annotated bibliographic guide to action, understanding, and research on interracial neighborhoods. It is available for \$5.00 from NATIONAL NEIGHBORS, 17 Maplewood Mall, Philadelphia, PA 19144.

**DO YOU KNOW ABOUT: Directory of Special Programs for Minority Group Members: Career Information Services, Employment Skills Banks, Financial Aid Sources - 2nd Edition.** Edited by Willis L. Johnson. 400 pages, \$9.00. Designed to help students with educational and career planning, this directory lists programs available through 750 national and local organizations, 300 Federally-supported projects, and cites hundreds of individual colleges and universities.

**Financial Aid for Minority Students** (A series of four booklets), edited by Michel S. Wilson, 32 pages each, \$2.00 each. These booklets describe available aid offered by national organizations, foundations, professional associations, and colleges and universities for study in (1) business, (2) education, (3) law, and (4) journalism/communications. Each includes a brief introductory summary of the field, with emphasis on career opportunities for minorities.

**Equal Employment Opportunities for Minority Group College Graduates: Locating, Recruiting, Employing,** by Robert Calvert, Jr., 248 pages, \$5.95. A complete guide to recruitment of Black, Spanish-speaking, American Indian, and Asian American college graduates, this book cites sources, useful media, minority organizations, and includes a useful bibliography. Suggestions for appraising and employing minority graduates are detailed along with a review of the laws dealing with this subject.

**Locating, Recruiting, and Employing Women: An Equal Opportunity Approach,** by Cecilia Foxley, 358 pages, \$8.50. The book lists 300 women's organizations with talent banks and other employment or career assistance, equal employment laws and regulations, 600 women's counseling and placement centers, a model affirmative action plan, and a bibliography citing over 900 references dealing with the employment of women.

These are all available from Garret Park Press, Garret Park, MD 20766.

**DO YOU KNOW ABOUT: THE NATIONAL WOMEN'S HEALTH NETWORK?** This national network was created to monitor Federal health agencies and ensure that the voice of a national women's health movement would be heard at the Federal decision-making level. Among the services the Network provides are (1) an information Clearinghouse; (2) task forces to research health issues of con-

cern to women; and especially to minority women; (3) roster of expert witnesses to testify, when requested, before congressional health subcommittees. Membership is \$25.00 for individuals, \$35.00 for health groups and women's groups, \$50.00 for businesses and institutions, and \$6.00-\$25.00 for low income people. Inquiries and checks may be directed to: National Women's Health Network, P.O. Box 24192, Washington, DC 20024.

**DO YOU KNOW ABOUT: Programs in Science for Minority Students,** compiled by Shirley Mahaley Malcolm, John Cownie, and Janet Welsh Brown, Office of Opportunities in Science, American Association for the Advancement of Science, 1776 Massachusetts Avenue, NW, Washington, DC 20036. AAAS Report No. 76-R-10, September 1976. This is a useful survey of programs in science for minority students from 1960-1975. \* Three pamphlets published by the Modern Language Association, Commission on the Status of Women, 62 Fifth Avenue, New York, NY 10011:

*Academic Women, Sex Discrimination, and the Law*, revised edition, January 1975. This provides an overview of the legal resources currently available to academic women, both for individuals who have experienced discrimination, and for groups organizing to deal with patterns of discrimination in educational institutions. \$1.00

*"Unladylike and Unprofessional": Academic Women and Academic Unions.* This presents the experiences of women involved in academic unions, and reports on efforts to use the machinery of collective bargaining to make gains for women. \$2.00

*Careers and Couples: An Academic Question*, first edition 1976. This presents a variety of male and female responses to the question of how to handle professional and personal life as an academic couple. The external organization of the pamphlet follows their professional responses—part time careers, dual careers, shared careers, and shared lives—while the internal organization of the essays moves from self-confrontation to various types of interpersonal conflicts and resolutions, to professional encounters and sometimes resolutions. \$2.00

**DO YOU KNOW ABOUT: THE NATIONAL CAREER DEVELOPMENT PROJECT.** It is designed to be a central clearinghouse for the nation of information concerning the job-hunt, career-change, and more effective ways of helping people identify what they want to do with their lives. It does this through: (1) a nationwide network which sends the project news about the latest research findings on the effectiveness or ineffectiveness of various job-hunting practices. Sociologists of work have an opportunity to contribute their work in this area to sociologists looking for work in government, business, and industry. Send research findings to: Research, NCDP, P.O. Box 379, Walnut Creek, CA 94596; (2) the publishing of a Newsletter, which reaches some 5,000 professionals who help others with the job-hunt, career-change, or identifying what they want to do with their lives. This Newsletter is a useful resource for sociology departments seeking to help students develop alternative careers. Subscription is \$10.00 per year for six issues. To subscribe, send check made out to National Career Development Project to Newsletter About Life/Work Planning, NCDP, at above address; (3) by conducting workshops for professionals.





## Meeting Calendar

**May 31-July 1, 1977.** *Special Summer Session on Ethnomethodology and Conversational Analysis*, sponsored by the Department of Sociology, Boston University. Summer courses and graduate seminars will be taught by Professors Harold Garfinkel and Emanuel Schegloff, both of UCLA. Write: Professor George Psathas, Department of Sociology, Boston University, Boston, MA 02215.

**June 8-9, 1977.** *Center on International Race Relations*, and the Graduate School of International Studies, University of Denver, are sponsoring a conference on "Comparative Group Inequality" at Estes Park, CO. Write: D. John Grove, Director, Center on International Race Relations, Graduate School of International Studies, University of Denver, Denver, CO 80208; (303) 753-3139.

**June 8-12, 1977.** *International Institute*, sponsored by the Department of Sociology at Boston University will feature leading researchers in ethnomethodology and conversational analysis from Europe, Canada and the U.S. Write: Professor George Psathas, Department of Sociology, Boston University, Boston, MA 02215.

**June 20-25, 1977.** *Research Needs in Aging: Behavioral and Social Sciences*. Summer workshop funded by the National Institute on Aging to be held at the University of Chicago. Attendance is limited to 50 and preference will be given to individuals who are presently carrying on or supervising research in academic or research institutions. Stipends cover travel and living expenses. Application deadline: April 15, 1977. Contact: Gunhild Hagestad, Coordinator, University of Chicago, 5730 South Woodlawn Avenue, Chicago, IL 60637; (312) 753-3792 or 3860.

**July 3-24, 1977.** *Fourth Institute on Drugs, Crime and Justice in England*, London School of Economics and Political Science, University of London. Write: Dr. Arnold S. Trebach, Director, Institute on Drugs, Crime and Justice in England, Center for the Administration of Justice, The American University, Washington, DC 20016; (202) 686-2405.

**July 15-August 12, 1977.** *Summer School in Survey Design and Analysis*, University of Essex/European Consortium for Political Research. Four-week residential training course in the design and analysis of sample surveys. For application forms and further details, write: The Director, SSRC Survey Archive, University of Essex, Colchester, Essex, England.

**July 15-August 26, 1977.** *Tenth Essex Summer School in Social Science Data Analysis*, University of Essex/European Consortium for Political Research. Application forms and further details available from: The Organizing Secretary, Tenth Essex Summer School in Social Science Data Analysis, Department of Government, University of Essex, Colchester, Essex, England CO4 3SQ.

**August 24-27, 1977.** *Seventh International Congress of Behavior Therapy*, Uppsala, Sweden. Write: K. Gunnar Gotestam, Ulleraker Hospital, S-750 17 Uppsala, Sweden.

**August 28-September 1, 1977.** *NATO International Conference on Behavioral Approaches to Alcoholism*, Bergen, Norway. Write: Peter Nathan, Department of Psychology, Rutgers University, New Brunswick, NJ 08903.

**October 12-16, 1977.** *Association for the Study of Afro-American Life and History, Sixty-Second Anniversary Meeting*, Sheraton-Park Hotel, Washington, DC. Write: ASALH, 1401 Fourteenth Street, NW, Washington, DC 20005; (202) 667-2822.

## Call for Papers

*The Journal of Sociology and Social Welfare* will publish a special issue on symbolic interaction and social welfare. Papers should reflect the application of a symbolic interaction perspective to issues of importance in social welfare. Especially desired is work which highlights the distinctive aspects of symbolic interaction in application including papers which emphasize the meaning of using the person as a unit of analysis, methodological and substantive papers on the life histories of "social persons", and those which explicate the emphasis on change, freedom, and democracy contained in the philosophy on which symbolic interaction theory rests. Papers should be sent to both editors of the special issue with a covering letter indicating that they represent a submission for the special issue on Symbolic Interaction and Social Welfare. Ralph Segalman, Department of Sociology, California State University, Northridge, CA 91330; Harris Chaiklin, School of Social Work, University of Haifa, Mount Carmel, Haifa, Israel (use overseas air mail).

**Case Analysis**, a planned interdisciplinary journal, invites papers for early issues. Subjects include (a) life history, content, time series, or decision analysis; (b) relations of social behavior to the structure of personality, group, organization, or situation; (c) definition and measurement of relevant structure and personality components; (d) developing frameworks for case comparisons, including types of data needed so case studies in a field can be cumulative; (e) methods for systematic case study; (f) development of theory from case examples, and testing theory on them; and, case examples, either of individuals with a special type of experience, or an example of a single social event. Please send articles or inquiries to: Kenneth Ives, 401 E. 32, Apt. 1002, Chicago, IL 60616.

**The Northeastern Educational Research Association (NERA)**, in conjunction with the National Council on Measurement in Education will be holding its Eighth Annual Conference at the Fallsview Hotel, Ellenville, NY from October 26-28, 1977. All persons wishing to submit papers and symposia proposals must do so before June 15, 1977. Guidelines are available from: Dr. Edward S. Hickcox, ED 331, Co-Chair, Program Committee, NERA, Department of Educational Policy, Programs and Institutions, State University of New York, 1400 Washington Avenue, Albany, NY 12222.

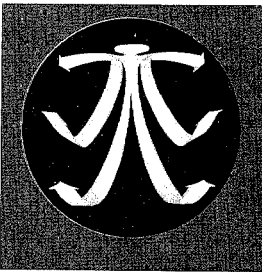
*The Mid-South Sociological Review* is soliciting manuscripts for its future issues. The editorial board will adhere to a policy encouraging a diversity in sociological perspectives and content areas. No manuscript over twenty typed (double-spaced) pages including space for tables, figures and references, will be considered. Authors must employ the ASR format in preparing their manuscripts. Due to the increasing costs for printing, all authors (including multiple authors) of accepted manuscripts must either be current members of the Mid-South Sociological Association or pay a \$3.00 per printed page fee. Manuscripts and abstracts should be submitted in triplicate to: Russell H. Meier, Editor, *Mid-South Sociological Review*, Northeast Louisiana University, Monroe, LA 71203.

Forum, from page 4

Perry, following Blauner, reject this notion:

"The defense of these privileges... is no longer dependent on individual prejudice and intentional discrimination for its continuance. Racism... is now institutionalized: the domination and control of nonwhites is maintained through the normal procedures of the social institutions." (p. 227)

Thus, "racism" is "the domination and control of nonwhites."



MARS is a unique publication for sociology. Published by and for graduate students, the *Mid-American Review of Sociology* meets the highest professional standards. It is supported by a consortium of institutions. Starting with a lead article solicited from an outstanding and well-known sociologist, the bulk of the issue is reserved for reviewed articles, written by students, sometimes in collaboration with faculty. Copies of the first issue with the lead article by Everett C. Hughes are available upon request.

For information on student and faculty involvement, college and university membership in the consortium, library subscriptions, nonacademic institutional affiliation and advertising, write to:

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Lawrence, KS 66045

## 1976 Statistical Abstract Available

The 97th annual edition of the *Statistical Abstract of the U.S.*, published by the Bureau of the Census, contains more than 100 new tables including many devoted especially to detailing the social and economic status of women and some providing measures of financial problems of big cities. New tables are included in the following subject areas: vital statistics and health; environment; government; defense; income; and energy. Copies of the *Abstract* may be obtained from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402, or Department of Commerce District Offices. Prices are: \$10.50 for the clothbound and \$8.00 for the paperbound edition.

## The MANQUOVA WORKSHOP on QUALITATIVE/CATEGORICAL VARIABLES

Professors Leo Goodman, University of Chicago, and James Davis, Dartmouth College, join Dr. Jay Magidson, Abt Associates Inc., as the staff for a four-day applied statistical workshop on qualitative/categorical variables to be held in Cambridge, Massachusetts, June 23-26. Topics include an illustrative comparison of Goodman's approach to log-linear methods with the more usual approaches for the analysis of multidimensional contingency tables, and an introduction to latent structure models.

The workshop is interdisciplinary, inviting participation from a wide range of fields including Sociology, Statistics, Biometrics, Econometrics, Psychology and Market Research. The presentation is directed toward the Social Scientist and Applied Researcher. The only prerequisite is a familiarity with basic multiple regression analysis at an applied level. The fee of \$385 includes all materials and computer time. Enrollment is limited.

For further information, write or call

Carole Chu,  
Workshop Coordinator  
Abt Associates Inc.  
55 Wheeler Street  
Cambridge, Massachusetts 02138  
(617) 492-7100

# ELSEVIER

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### POWER AND ILLNESS: The Political Sociology of Health and Medical Care

**Elliott A. Krause**, Northeastern University  
The author has provided a dynamic analysis of the political, economic and social forces that affect the nature of health service and health itself. The approach is critical of our present system, using both Marxian and liberal sociological research to demonstrate how health care and the level of health itself do not benefit the majority of citizens. The book has four major sections: a brief historical introduction to the relationship of health and service throughout history; a discussion of the politics of health work in the service organization; a survey of the political and economic factors that affect the shape and functions of service systems; and a section on power, including the political sociology of planning, regulation, occupational health and alternatives for the future.

1977, 383 pages, \$12.95

### SOCIOBIOLOGY AND BEHAVIOR

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