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Footnotes

New ASA Publication . . .

The Status of Women in Sociology, 1968-1972

•The present status of the women in sociology is in many respects in striking contrast to their circumstances in the very recent past—though not as striking as the women think it should be.

•. . . what rankles and humiliates most is the absence in academic circles of a policy of equal pay for equal work.

•Women sociologists in their student days present on a whole a record full of bright promise, frequently excelling their male fellow-students as they prepare for their careers. Then their outlook dims.

•It is a common conviction among women students in sociology that they have to be "better than men" to be accepted for graduate study.

•There are also men who like to please women and to give them high grades. And at the same time there is a species of faculty male that is afraid of women and happiest when the department whiffs of the clubby, even the monastic. However they are rationalized, attitudes giving rise to the differential treatment of women students enter perhaps most fatefully of all into decisions as to sponsorship.

•In 1972 women were 12 percent of the faculty in graduate departments of sociology in universities, colleges and research institutes, but 5 percent of the full professors.

The above is a sample set of statements extracted out of context from a new ASA report on *The Status of Women in Sociology*. The 60 page booklet, organized in seven chapters, contains one figure and twenty-two tables summarizing and interpreting information based mainly on data collected by an Ad Hoc, now a Standing, Committee of the Association. Helen McGill Hughes served as Editor of the publication which, in its opening paragraph, states that "It is addressed in particular to women considering entering a career in sociology, to alert them to certain realities. But its intended audience is also women already in the field, to help them reach a more comprehensive view of their situation than their personal experiences afford, and university administrators, especially deans and chairmen of departments, to inform them about current reactions to practices and policies which have long been taken for granted."

The Russell Sage Foundation provided support for the production and distribution of the publication. Twenty-thousand copies have been sent, without charge, to all members of the ASA and to all subscribers to the *ASR*. Additional copies are available at \$1.00 per copy, prepaid to the American Sociological Association, 1722 N Street, N.W., Washington, D.C. 20036.

**68th Annual Meeting
Watch for your copy
of the Preliminary Program
to be mailed
to all members
in late May.**

How Far From Providence? . . .

PARTICIPATION IN THE ANNUAL PROGRAM: PRELIMINARY REPORT

It all began in Providence, Rhode Island. There, in 1906, the first meeting of the American Sociological Society was held. The program consisted of seven papers, including the Presidential Address by Lester F. Ward. At that point, the Society had 115 members; 14 of these were women (12.1%). Jane Addams of Hull House was a charter member. One of the seven papers was presented by a woman sociologist.

Now, sixty-eight years later, final arrangements have been made for the 1973 program in New York. Preparations began two years ago when two women and five men sat down to begin to plan for this year's Annual Meeting. Shortly, the members of the ASA will receive an accounting of their labors when the Preliminary Program will appear in the mails. What will the program be like? The logistics of the enterprise are startling: from a Committee of 7, through 70 organizers of sessions, 940 persons will participate in the program of the 68th Annual Meeting of the ASA.

From the seven-person Program Committee, headed by President Mirra Komarovsky, there was an explosive growth of involvement. First, three special committees were deputized to develop parts of the program. A sub-committee on Seminar Sessions organized 35 seminars for New York (papers will not be read at these sessions). Another committee organized a record number—135—of Luncheon Roundtable Sessions (up from 97 in New Orleans). A sub-committee on Contributed Papers organized 11 sessions. In addition, the Program Committee organized 3 Plenary Sessions, a series of 10 Refresher Lectures, and a series of 5 sessions under the label "What Have We Learned?"

However, the bulk of the program was initiated when the Program Committee selected 70 persons (20 per cent women) to organize panels and regular sessions where papers are presented and discussed. A total of 431 papers will be presented in New York. While this is down from the number read in New Orleans (N=515), the total number of participants (N=940) is very close to the record number at New Orleans (N=949). These figures reflect a greater degree of informality in the structure of the New York program, i.e., more panels and more Luncheon Roundtables and fewer formal presentations of papers.

Careful inspection of the Preliminary Program also reveals an increased involvement of women sociologists in the scheduled sessions. This year, 187 of the 940 participants in the program are women. The upswing in the participation by women is reflected in the following figures:

Year	Number of Participants	Per cent Women
1970	622	10.7
1971	790	13.2
1972	949	15.4
1973	940	20.0

Again this year, careful readers or zealous students of the "Sociology of Trivia," can go through the program and do "research" on the names of participants to find, for example, that, from ABEL to ZYLMAN, sociologists have names beginning with every letter of the alphabet save one—"X." Once again, readers will discover that names beginning with "S" (SALLACH to SZYMANSKI) lead the alphabet pack (N=106) followed again, as last year, by

"M" (N=94; MACAULAY to MYERS). On the other end of the scale, there are only two "U"s (UHLENBERG and USEEM) and two "Q"s (QUARANTELLI and QUENSEL).

Seven ANDERSONS appeared on the program in New Orleans; this year there are only three. JOHNSON and SMITH, with seven each, are the most common names on the New York program. Joining the Smith's are one BROWN and three JONES'S, the latter name returning to the roster after a one-year absence.

Finally, eight former Presidents of the ASA are listed as participants this year (last year there were five), including: WILLIAM SEWELL, REINHARD BENDIX, RALPH TURNER, WILBERT MOORE, PAUL LAZARFELD, ROBIN WILLIAMS, ROBERT MERTON, and TALCOTT PARSONS.

So the stage is set for the program in New York on August 27-30, 1973. The pluralistic enterprise called sociology will be presented through the varied forms of communication noted above. Somewhere on the program you will find the content that will appeal to your special interests. That has been the goal of the Program Committee—Mirra Komarovsky, James Blackwell, Allen Grimshaw, Raymond Mack, Matilda White Riley, J. Milton Yinger, and Morris Zelditch.

Those seven persons have built a structure where 940 persons will make presentations for the benefit of any of the more than 15,000 members of the Association who choose to come to the meeting in New York.

The distance from Providence is greater than can be found on a mileage chart.

Ida Harper Simpson to Edit Rose Monograph Series



Professor Ida Harper Simpson, Duke University, has accepted an appointment by the ASA Council to become the third editor of the Arnold and Caroline Rose Monograph Series in Sociology, established in 1968 by a generous gift to the Association from Arnold and Caroline Rose.

Professor Simpson's term as editor will start in 1974 and extend for three years. The present editor is Sheldon Stryker of Indiana University. Albert J. Reiss, Jr. of Yale edited the first seven volumes in the series that features compact, readable accounts of original, basic research.

The new editor has a deep commitment to sociology that began with an A.B. and an M.A. in the field at the University of Alabama. She received her Ph.D. in sociology at the University of North Carolina in 1956. Before joining the department at Duke University, Professor Simpson served on the faculties of the College of William and Mary, Pennsylvania State University, and the University of Illinois, Chicago.

Professor Simpson is an experienced author and editor of research papers and research volumes. Among her publications are numerous journal articles dealing with a variety of problems concerning occupations, professions, and organizations. She is also the co-author or co-editor of four books: *Patterns of Psychiatric Nursing*, *Social Organization and Behavior*, *Social Aspects of Aging*, and *Learning or Becoming: Professionalization of Collegiate Student Nurses*.

The Rose Series provides an opportunity for Members and Student Members of the ASA to publish short research monographs in any subject matter field in sociology that normally are beyond the scope of publication in regular academic journals. Contributors may send manuscripts (100 to 300 typed pages; three copies) to Professor Ida Harper Simpson, Department of Sociology, Duke University, Durham, North Carolina 27706.

Undergraduate Education Asserts That . . .

"The Best is Last"—On ASA New York Program

Every year someone has to appear on the program during the last day of the Annual Meeting. In 1973, the rotation system for Sections placed the offerings of the new Undergraduate Section on Thursday. Undaunted by this turn of the timetable, the new Section invites full participation in their activities with the following announcement:

The best is last; the section day for Undergraduate Education is Thursday, August 30, the concluding day of the 1973 ASA annual meeting at the New York Hilton. The theme, of the day of roundtable discussions, panels and papers, is "Learning and Teaching Introductory Sociology".

The program, planned by Frana Wendell, Martin Danzig and William Curtis, maximizes participation of a wide spectrum of talents and people. After a 7:30 A.M. meeting of the council, the program day begins at 10:30 A.M. with three roundtable discussions.

The first, at 10:30 A.M., is "What Do We Teach". Table topics are: Fundamental Theories and Classical Philosophy; Utilizing Empirical Research; Practical Applications of Sociological Practitioners; and Dynamics of Stability in Change, the Role of Radical Sociology.

See UNDERGRADUATE p. 9

Letters

GRADUATE TRAINING OPTIONS

Professor Costner's two column summary on the Carmel Conference in the February 1973 issue of *Footnotes* was most puzzling in its use of the term "academic." Are Ph.D. level sociologists employed in university-affiliated professional schools non-academic? Such a claim would be based upon the contention that schools of education, social work, and public affairs (is the omission of medical schools deliberate or does their high prestige automatically confer upon their academic status?) are not academic in nature. Yet, some of the professions such as law and medicine formed the bulwark of academia long before the emergence of academic sociology. Perhaps the report defines academic by implication as pure or non-applied sociology. However, such unorthodox usage could also be challenged by showing that a great deal of basic sociological research and teaching is done in professional schools. There remains the conclusion that the writer considers the employment of sociologists in professional schools as a lower form of sociological practice not deserving of the lofty label "academic."

Ludwig L. Geismar
Rutgers University

P.S. Did Professor Costner seek to ascertain whether the directors of the Michigan multi-discipline program also consider their offering non-academic?

RESPONSE TO GEISMAR

It was certainly not my intent—nor the intent of the discussion group at Carmel—to suggest that sociologists employed in university affiliated professional schools are non-academic, as a careful reading of my summary of the group discussion will show. The opening sentence refers to a "market for academic sociologists outside of departments of sociology, e.g., in schools of education, social work, public affairs, etc." (emphasis added). Professor Geismar's initial question evidently should be answered negatively, and the basic premise of his letter is obviously false.

Professor Geismar's letter is an informative document nevertheless. His remarks suggest that sociologists employed in professional schools are acutely sensitive about the ambiguities of their professional identification—so sensitive that they perceive slights where none were intended. His letter further highlights the honorific status accorded to academic as opposed to non-academic positions; the tone of indignation in his remarks would otherwise be incomprehensible. Is it the case that sociologists in departments of sociology are such haughty snobs that sociologists employed elsewhere (in academic or non-academic positions) feel shut out of the discipline? Or is it the case that the theoretical integration of the discipline is so weak that one's sense of identity as a sociologist is based less on the content of one's work than on one's title or group affiliation? I suspect the latter, and that may be one reason that most of us are so reluctant to venture beyond the security of the cloister. In the long run, the well-being of the discipline may require at least a few who can put sociology to work outside of academe. We do not seem to be training people to do that with great success, which brings us back to the discussion group at Carmel and our attempt to suggest improvements without, let me emphasize, seeking to deny the dubious honor of being academic to those who huddle in another part of the cloister and without making "non-academic" a derogatory label.

Herbert L. Costner
University of Washington

P.S.: The Michigan multi-disciplinary program was mentioned in the discussion not because it has been highly successful in placing students in non-academic positions (apparently most of its graduates are in academic posts), but because it seems to embody the kind of disciplinary cooperation that would presumably be useful in a program geared specifically to the training of non-academic sociologists.

MICHIGAN PROGRAM

I was pleased to see mention made of the Joint Program in Social Work and Social Science offered at the University of Michigan in the Carmel Conference Report in the February issue of *Footnotes*. Perhaps a word of elaboration for people not familiar with the program would be helpful.

The Joint Program began in 1957, and offers degrees in Social Work and Sociology. Social

Work and Economics, Social Work and Psychology, and Social Work and Political Science. In each case, the student must have or earn an M.S.W. degree, take advanced courses in Social Work, and meet essentially all of the requirements met by a "straight" Ph.D. student in the participating department. Additionally, the Chairman of the dissertation committee must be a member of the appropriate department. The program has produced 49 dissertations, of which about 23 are in Sociology.

The program has been successful in training people for research, teaching and knowledge generation tasks within the social science/social welfare interface. Our conviction is that additional social science research, and in many cases, explicitly sociological perspectives, can materially add to the needed data base from which social policy and social programs must spring.

If any reader would like further information about the program generally, or the Sociology portion particularly, I would be most happy to communicate directly. One can write to Doctoral Program in Social Work and Social Science, 1060 Frieze Building, The University of Michigan, Ann Arbor, Michigan 48104.

John E. Tropman
University of Michigan

SCALE TRAIL

In keeping with your "tongue-in-cheek" request in the February 1973 issue of *Footnotes* in the February 1973 issue of *Footnotes* concerning information on the murky origin and history of the "Interpersonal Rating Scale," I submit the following murky copy of an earlier edition of the "Scale" in hopes that others continue to trace the etiology of this "most useful" social scientific instrument.

The enclosed copy appeared on the back cover page of the *Phi Delta Kappan* January, 1969, with a notation that Kappan editors had traced its origins to a Professor Orme at Harvard University. "but there the trace ends."

In the interest of science,

Carl L. Harter
Tulane University

A RESPONSE TO COLEMAN'S "TEN PRINCIPLES GOVERNING POLICY RESEARCH," (*Footnotes*, March, 1973)

Because the basis of politics is social power and not natural law, because research grants come from political sources and not nature, because the social image of certainty promised by natural scientists has been marred by the "principle of uncertainty" produced by splitting the atom, and because the larger social image of natural scientists has been further marred by the threat of a thermonuclear holocaust, deteriorating environments, pollution, and run-away technology made possible by natural science, natural scientists, whose public image is still one of dominance over social scientists, have changed the data of their research from external objects to subjective objects. At the same time their methodology is still a hard science methodology of rigid control and prediction based on impersonal natural decree. Data of the hard sciences now consist of intellectually constructed classes of "objects" and "events." These kinds of data are the data of the social sciences which have been abused in the past by the hard science approach, and for this reason, image-wise, the social sciences have been kept in a second class status of suspect and servitude because they dealt with subjective data which could not be treated with predictable precision of so-called natural law. Thus instead of social science being recognized as the only hope of understanding the problems of an increasingly troubled industrial urbanized society, hard science has taken over their data to be processed by a hard science methodology.

Because political blocs have partisan vested interests of highly selected and specific values but rest on a broad social basis, funds for research are channeled only to those scientists who work on policy research and who manipulate social values as natural objects. As natural objects social values are then treated as operating by an impersonal natural law capable of precise prediction and control rather than by socially valuing persons and groups. This allows hard science methodology to reduce the wide ranges of subjective social values found in society to policy values of specific power blocs. This effectively prevents competing social values from having any input into social policies and reduces social scientists to second-rate positions of implementing those policy values discovered by hard scientists which

reinforce the political stance of reigning power blocs. Because this casts social scientists in a superfluous position of implementing narrow partisan values instead of seeking to understand and explain social data, whether or not they fit a particular partisan interest, there appear to be too many social scientists. This is easily remedied by channeling research funds away from social scientists to hard scientists whose "soft data" will be manipulated by a hard science methodology to reinforce narrow partisan interests of gaining and retaining power. Let this be intellectually grasped by social scientists, and they discover some worthwhile and publicly creditable refutations of the particular reigning policy values, their energies are drained off by institutional demands to constantly formulate and present research proposals for research grants. The proposals are judged and rejected by an elite group of hard scientists who have the objective of phasing out social science as dangerous research based on unpredictable social values which might disagree with the reigning policy values. Thus social scientists are always threatened by lack of research funds; this threatens their scientific image and makes their institutional and social value questionable. This threat is met by increased endeavors to write successful proposals, and thus social scientists' energies and resources for doing social science research on wide ranges of social values are drained by unsuccessful research proposal writing.

For those social scientists who are able to assess this situation accurately as an ideological warfare to exterminate wide ranges of human values and human choices (as well as social scientists studying these areas), there appears an easy solution. This is, of course, acceptance of the prevailing trend, acceptance of the second-class status of engineering power-prescribed values in the name of social science. In this manner social scientists who make no pretense of dealing with value research but instead statistically manipulate intellectually constructed classes of objects and events by hard science methodology may get a few crumbs from the master's table if they operate solely and meekly in the policy-approved areas, according to the "Ten Principles Governing Policy Research" which, of course, were distilled from natural law.

Ivan Chapman
Oklahoma State University

BROCKINWESTRANGE

As to the "Interpersonal Rating Scale", whose origin and history you ponder in February's *Footnotes*, I am its originator. Its circulation long predates that which you described, in fact first embraced the rocket ranges of the West in October, 1962, to be exact. My scale, developed to pre-screen socioxious players before they were allowed to engage in aerospace work, came out of agonized mumbblings by management over the possibility that either sub- or super-natural achievers might crash the Vandenberg gates and (1) destroy or (2) improve contract performance. My peculiar little catalog allayed all fear of that. You see, the only acceptable rating was "satisfactory". If you draw a vertical line immediately to the right and then left of that level, you'll instantly understand the purpose of the scale: there appears a visible and definite set of parameters (the "Moody Median") for employee performance which can only ensure the perpetuation of any program in which its conformers are involved. "Nothing Ruined, Nothing Lost" was our motto when what was then dubbed "Brockway's Inventory" by cognoscenti, first spread its pre-employment wings over the appreciative jammings of Personnel departments up and down that overtamed coast. Later, busy publicans coded this to BROCKINV, thus inspiring the eventual birth of a whole new Air Force secretariat. BROCKINWESTRANGE! [I needn't tell you of the smug chucklings that welded our once-again unified boardrooms.] The model for our cagey centerline was Mordecai Moody, who came in to sweep the gamerooms that were spawning the Inventory, then found it difficult to extricate himself from the extensive overtime involved in its making, and even began to appear on organization charts throughout the base. This apothecosis of the handyman reminded us all of the potential our glorious system indeed offered to everyone, regardless of race, creed, or ability.

I hope this small saga (which required the aid of four assistants not including my Executive Secretary) holds your highly-excitable readership at bay until the next, inevitable reappearance of that odd registry, hopefully that time with proper due.

DON BROCKWAY III
Mental Karate Institute
El Porto, California

LETTERS OF RECOMMENDATION

As one who writes and receives hundreds of "letters of recommendation" annually, I am concerned by the position expressed by Professor Washburn on the nature and function of such letters (*Footnotes*, April, 1973). While his position may seem to some as being humane and merciful, it could result in destroying the utility of such communications and in the placement of persons in positions for which they are not qualified. The latter event results in cruel and prolonged punishment for all involved.

Washburn wishes to distinguish between a "letter of recommendation" and a "letter of evaluation". Perhaps the distinction is viable, but it is clearly the latter which is desired by those who must use such materials in making decisions. Consider the following examples:

1. A letter from a midwestern university concerning a student currently in our department contained the sentence, "Your evaluation of him as a teacher, scholar and colleague will be most helpful to us." (Emphasis added.)
2. A letter from an Ivy League university asking about a former student included, "It would be especially helpful if you could make a comparison with younger known persons in the field, indicating how you think the candidate ranks in a set of young assistant professors."
3. A letter from an eastern university concerning a former colleague suggested, "It will be helpful to the Search Committee if you will give us your candid opinion of Mr. X's qualifications as a professional sociologist and as an administrator."

Clearly "letters of evaluation" are being requested, and letters of evaluation are what we should write.

It is apparent that many subscribe to the Washburn position or one close to it. Each year we receive letters containing such enthusiastic praise that one must conclude either that (1) the discipline is flooded with young Webers and Durkheims, or (2) sociologists have little ability to judge the performance of their colleagues and students.

Perhaps Washburn would prefer to call a club a club. Let us than write "letters of evaluation". Until I can be certain that he will do so, I must disregard any letter I receive from him "recommending" a candidate.

Richard J. Hill
University of Oregon

LINGUISTIC RIGHTEOUSNESS

No, Dear Edgar, South Italians arriving without passports were not labeled wops, they were simply allowed to rot on Ellis Island until they could be returned to their homeland. The apocryphal etymology suggested is akin to my onomatopoeic derivation. Wop is the sound of the circumcision knife when it is brought down hard on an Italian boy.

The precise origin of the term is apparently lost in the not too distant past. During the Spanish occupation of the throne of the Kingdom of the Two Sicilies, the term *guappo* entered the Neapolitan variant of the Italian language. As near as I can determine, the word originally had reference to a bandana, an item of apparel of the young toughs who manned the docks of Naples. The word took on additional meaning: arrogance, especially as displayed by a *camorrista* (a member of the loosely organized crime syndicate of that region). When spelled *guappo*, the term takes on such meanings as courageous, gallant, bravado, etc. Through the syncope so common to Neapolitan dialect, the word is reduced to the morpheme [gwap(o)]. A less elaborate discussion is to be found in Giorgio Cusatelli (ed.), *Dizionario Garzanti della Lingua Italiana*, VII Edition, Milano: Garzanti Editore, 1969.

I am pleased to be able to lead sociologists back to the path of linguistic righteousness.

Leonard W. Moss
Wayne State University

SUPPORT ROBERT BELLAH

I write in re the Princeton Institute case. Although I have not read Bellah's work, I am outraged at the arrogance of the mathematicians at the Princeton Institute who have the hutzpah to judge it inferior. [Poincaré is quoted as saying that not all mathematicians were equally likely to be convinced by any given proof]. I hope sociologists, either through ASA or through other channels, will protest this denigration of one of our colleagues. If Bellah's peers believe his work to be outstanding, that should be sufficient accreditation. Certainly the judgment of mathematicians should not be given equal credence.

Jessie Bernard
Washington, D.C.

UNDERGRADUATE SECTION NEWSLETTER

I have just received the first issue of the Newsletter of the newly formed section on Undergraduate Education/Sociology, and I want to congratulate the staff or committee for this forward step. The latent function, so long in expressing itself, is surely to capture the attention of numerous other sociologists who, for years, have devoted a greater part of their time and energy to the basic task of teaching and sociological salesmanship to the budding sociologists of their classroom.

Also, it is gratifying to see women taking a lead in this new effort. While, it is an established fact that women have established themselves as outstanding teachers and in some instances have proven status as leading teachers at the college level, I trust that this effort will not become a women's liberation instrument or tool or another organization that will become preoccupied with the grinding of the "sex" ax. Should this happen, I would have to withdraw my support of the section and redirect my time and energy at another point in the society which is more directly concerned with the profession of sociology.

Again let me thank the executive officers for this initial step in strengthening a basic function in our professional program.

Melvin J. Williams
East Carolina University

RESPONSE TO BLALOCK

Adding a few lines to the article, "Thoughts on the Development of Sociology" by H. M. Blalock in the March ASA Footnotes, I propose that some sessions of the annual ASA meeting be used to pursue the issues he poses. Suppose a problem is spelled out (e.g. Blalock's proposals) and members of our society are invited to contribute their opinions. Before the Annual Meeting, the interested members exchange information on that problem. When the meeting session starts, agreement on the nature of the issue, or at least some agreement, has already been developed. The purpose of the meeting is to resolve the problem. The resolution of the problem, accepted by a majority in that session, is later printed in some *American Sociological Association* publication.

What is proposed here is to develop exploration of alternatives before the meeting. Who should be the organizers of such sessions, whose majority of interaction would be carried out by writing before the ASA annual meeting? They should be selected in the same way as the present organizers of ASA sessions. What kind of problems should be sought to be resolved, or at least somewhat more specified? I think that the President of the ASA should have a committee that would dedicate itself to formulating questions.

Jiri Kolaja
West Virginia University

IMAGINATIVE FEE STRUCTURE

I was quite surprised to learn in *Footnotes* (February, 1973, p. 9) that to date few people have taken out ads in your PERSONALS column. I had thought your imaginative fee structure (\$10 per word, with a \$1 minimum) would prove more attractive than this.*

But I wonder if you are aware of the possibilities for fraud this fee structure opens up.

Suppose the following case. Some thrifty sociologist wants to take an ad consisting of the letter P, and he wants to pay no more than the \$1 minimum. Now, he can get away with this low price only if the P he has in mind forms 1/10 or less of the word it belongs to. So he pretends to be a demographer and tells *Footnotes* that the P in question is the first letter of the 10-letter word "population". Accordingly, you charge him \$1. But in reality he is a criminologist, and the P in question is the first letter of the word "prison". Thus he should be paying \$1.67.

I realize 67 cents may seem a trivial loss. But multiply that by the many thousands of 1-letter ads that are likely to be submitted over the years, and I think you will see what worries me.

My suggestion is that you take a firm stand and not allow anyone to run a personal ad which is not at least one word in length. This rule no doubt will outrage the many members of the A.S.A. who had been looking forward to running partial-word ads for less than \$10, but I see no help for it. In fact, I am tempted to suggest that you require ads to be at least one sentence long. But this, I fear, is an idea whose time has not yet come.

David R. Carlin
Salve Regina College

*[Editor's Note: The actual fee is 10¢ per Word, with a \$1.00 minimum].

PURGE OF RADICAL SOCIOLOGISTS

We are in the midst of widespread "purges" of radical and Marxian sociologists on campuses across the country—at the University of Detroit, Washington University, University of New Mexico, among others. This is not new and it's not rhetoric. It's happening, and it's happening (or happened) to me, to my friends, and to distant acquaintances.

It is also a time to band together, to help each other, and to seek help from sympathetic others. Sociologists for Women in Society, the Black caucus, and other groups within sociology and other professional groups (history, modern languages, political science, natural sciences, etc.)

It is interesting that we now seek help from those very groups who were (and are still) oppressed—Blacks and women—who now have influence in the ASA, and to whom white radicals now turn for help. We supported your demands in the past; now we turn to you for help. I am aware, of course, that being radical/Marxian cuts across race and sex, but now, its essentially white radicals that need help, yet, of course, it's a struggle that includes all of us.

My suggestions:
(a) With the demise of the Sociology Liberation Movement and the Union of Radical Sociologists, we must have broad-based support for the only radical voice—*The Insurgent Sociologist*.

(b) We must make known the background to these purges to President Mirra Komarovsky, the entire ASA Executive Board, and its appropriate committees. They may not be able to do much, but even a letter or call from the ASA President would help, spiritually and morally.

(c) I am asking that the ASA become a little more like a "union" and start caring about its constituents, radical, liberal, or conservative.

If Mirra Komarovsky could get on the phone and talk to President Father Carron of the University of Detroit or the Chancellor of the University of New Mexico just to show her concern, and get the complete story from both the "purgers" and the "purged"—that would be enough.

The ACLU and the AAUP should also be contacted and the pages of *Footnotes* should explain these issues to the general ASA membership. Also, the newsletters of women, Black and Chicano sociologists should publicize these issues and demand concrete action.

(d) I spoke earlier of support for the *Insurgent Sociologist*. Here are some ways: The ASA publishes a list of journals for its members at reduced prices. The *Insurgent Sociologist* should be on that list. A more radical suggestion is that any journal on that list be substituted for the ASR, at the option of the member. I believe the American Psychological Association allows this.

Finally, we must unite and help our friends. Now, it's someone else. Next, it could be you or I.

Jack Nusan Porter
Milwaukee, Wisconsin

PERSONAL TRIBUTE TO WARNER E. GETTYS

I have just learned of the death on March 17 of Warner E. Gettys, Professor Emeritus and late Chairman of the Department of Sociology at The University of Texas. The appropriate ASA publication will certainly soon print a formal obituary of Professor Gettys, but I should like to offer a personal tribute now before my sense of loss diminishes.

Warner Gettys was sociology at Texas. When he retired in 1958, he was the only chairman the department there had ever had. He was responsible for first identifying and training such sociological figures as Kingsley Davis, Gy Goode, Marion Levy and C. Wright Mills. He lived to see the department he founded become an important influence in sociology and to have associated with it such men as Charles Bonjean, Leonard Broom, Walter Firey, Jack Gibbs, Norval Glenn, Richard J. Hill, Joe Lopreato, Lou Schneider and Gideon Sjoberg.

But more important, perhaps, than his influence on the professional lives of other men was Gettys' great personal warmth and deep rectitude. Even in anger, he was unfailingly courteous, and he never spoke ill of another to a third party. He was a very formal man, and surely "Old School" in manner and professional style, but thousands of former students and associates will remember him with deep affection. Of no man I know in the academic profession can it be better said that he was scholar and a gentleman. That profession will be poorer without him.

Reece McGee
Purdue University

Methodology Section Sponsors Training Institute

Sociologists who feel the need for a refresher course in methodology may be able to refresh themselves in one of the training institutes being sponsored by the Methodology Section this spring and summer. Conceived as a service operation primarily for sociologists in smaller colleges and universities in the immediate area of each institute locale, these training sessions are planned to operate without outside funding. Faculty members giving the institutes are contributing their time and expertise, their universities are providing the space, and participants will be expected to pay their own expenses, or arrange for reimbursement from their employing institutions. For each seminar, admission is by application to the coordinator(s) of the seminar and applicants should indicate the nature of their previous training and relevant background.

This initial effort for the spring and summer is a trial run to test the demand for training institutes of this kind. If the demand appears to warrant additional seminars, an attempt will be made to offer additional institutes on other campuses next year. On the other hand, if the demand is disappointingly low, some of the four now planned may be cancelled.

Potential participants for any one of the seminars listed below should write directly to the coordinators indicated.

Princeton University

Institute dates: April 27, May 5 and May 12

Coordinators: Robert Althausser and Kent Smith

Institute foci: contingency table analysis, regression analysis, causal models, path analysis, standardization, reliability, validity, and introduction to the DATA-TEXT computer program.

Write: Professor Robert Althausser, Department of Sociology, Princeton University, Princeton, New Jersey 08540.

Duke University

Institute dates: May 5 and 6

Coordinator: Richard T. Campbell
Institute foci: computer programs for statistical analysis, including SPSS and DATA-TEXT.

Write: Professor Richard T. Campbell, Department of Sociology, Duke University, Durham, North Carolina 27706.

University of Washington

Institute dates: April 28 and May 19

Coordinators: Hubert M. Blalock, Jr., Herbert L. Costner, Lowell Hargens

Institute foci: causal models, regression analysis, path analysis and measurement models.

Write: Professor Herbert L. Costner, Department of Sociology, University of Washington, Seattle, Washington 98195

University of North Carolina

Institute dates: Summer, 1973

Coordinator: Richard C. Rockwell
Institute foci: probability theory, sampling and data collection, linear models, causal analysis, theory building, measurement, non-parametric statistics, and simulation of social processes.

Write: Professor Richard C. Rockwell, Department of Sociology, University of North Carolina, Chapel Hill, North Carolina 27514.

GRANTSMANSHIP & OTHER MATTERS*

NSF officials specify scientific merit as the key determinant in awarding research project grants, but privately some concede that generally unspoken of elements can affect the balance. Following are examples from conversations with Foundation executives:

"It helps if there's some evidence of frugality, like saying that a certain piece of equipment is absolutely essential, but that you'll borrow rather than buy."

"It's good for a youngster to list some big shot as co-principal investigator, but you've got to be careful with that. We'll check to see what his other commitments are. If he's serving just as a front, it won't help at all."

"Relevance? We have no formal requirement for stating anything about it in an application, but it's significant in borderline cases—and more and more cases are borderline these days."

"Anyone who can come up with something that you can put to work right away has an inside track."

"We get doubtful if a guy with a good but ordinary research record proposes to solve some colossal scientific problem. It's better to have a reasonable match between past performance and what you're planning."

Congressional intervention in behalf of an applicant? "Absolutely worthless and may even do harm. We kiss it off with a courteous reply about the normal reviewing process, and if we ask for data from the program director, we never tell him that it's for a congressman."

(Reprinted from *Science and Government Report*, Feb. 15, 1973.)

FEDERAL SERVICE ENTRANCE EXAMINATIONS

Announcements and applications for the Federal Service Entrance Examinations can be obtained from the U.S. Civil Service Commission, Washington, D.C. 20415, or from its regional offices. See also the U.S. Civil Service Commission publication entitled "Current Federal Civil Service Announcements." This appears bi-monthly and lists the examinations currently open to applicants.

Most, but not all, jobs in the Federal Government are filled from Registers on which candidates are placed as a result of qualifying on Civil Service Examinations. Some of the examinations are given as a written test at a specific time and place, but many involve only an evaluation of an applicant's training and experience as presented on an application for Federal employment. Candidates with an interest in particular agencies and their programs should make direct contact with the agencies since they will do the actual hiring from the appropriate Registers of qualified applicants and are able to offer advice about the appropriate examinations for their openings.

For sociologists starting on a career, GS-5, 7, 9, or 11 will be the entering professional levels depending on training and experience. College and university students considering a career in the Federal Government should be especially alert to the opportunities afforded by early qualification on the Federal Service Entrance Examination and its "Management Internship Option." Also see the Civil Service Commission's publication, "Federal Career Directory—A Guide for College Students." Sociologists with several years of career experience will be interested in the broad entrance opportunities offered by the "Mid-Level Positions" and "Senior Level Positions" Examinations as well as in the specialized examinations for which they may qualify.

ASA FOOTNOTES

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Backlash Mounts for Women and Minorities . . .

Reverse Bias Alleged in College Hiring*

—By Bart Barnes

"It is only honest to say that Jewish faculty view numerical goals for affirmative action as a thinly veiled revival of anti-Semitism." Columbia University President William J. McGill told a B'nai B'rith dinner early this winter.

"Jews are represented on university faculties far out of proportion with their representation in the population. Affirmative action goals or quotas or whatever one calls them . . . can only convince Jewish faculty that an effort is afoot once more to exclude them from universities and that simple excellence no longer counts in matters of university appointments."

McGill, whose university has faced as intense pressure as any in the nation to hire and promote more women and minorities, was trying to counter a strong backlash that has developed nationwide against those pressures.

Like other universities holding large government contracts, Columbia has been required within the last year to develop an affirmative action plan setting forth, department by department, its plans for adding women and minorities to its staff over the next few years.

Among male faculty members and particularly from Jewish organizations such affirmative action plans have been met with protests that the purposes of higher education would be perverted and scholarship sacrificed in the name of a racial and sexual balance.

So strong has been the dissent that high administration officials say the whole issue of affirmative action at colleges and universities will be thoroughly reviewed to see whether, in fact, it is disruptive of academic order.

In his talk to B'nai B'rith, McGill tried to convince his audience that affirmative action need not necessarily be disruptive. Applied properly, he argued, it could be simply a means of redressing grievances long overdue, assuring women and minorities their fair share of jobs and influence in academia.

McGill had some skepticism to overcome and he knew it.

At Columbia, he estimated, about half the faculty was Jewish and many of them would remember the pre-World War II days when "America's best colleges were rampant with anti-Semitism."

"Not only were there quotas limiting the admission of Jews to the best colleges and professional schools, but there was also a vicious form of the same discrimination in appointments at the faculty level."

Now, he went on, it was understandable that Jewish faculty who had once been denied access to universities because of a quota system might view efforts to recruit women and minorities as a threat to their own standing. McGill's talk to B'nai B'rith followed by some months the filing of a complaint by the organization's Anti-Defamation League that affirmative action at some colleges was creating an atmosphere of discrimination against white males.

Since 1970, more than 350 of the nation's colleges and universities have been charged with discriminating against women. To compensate for this officials of the Department of Health, Education and Welfare have threatened a cutoff of federal funds to institutions failing to make a conscious effort to recruit and promote both women and minorities.

At a time when virtually all institutions of higher education are hard pressed for money, such threats have been taken very seriously.

"No one," observed Columbia's McGill, "likes to be in a position of negotiating for his survival with Uncle Sam sitting at the other side of the table."

"Our instincts in such circumstances were to promise almost anything in order to get the government off Columbia's back."

In fact, charge the ADL and a number

of academic groups organized to oppose affirmative action, most colleges and universities have been too ready to promise anything. Now, the critics contend, they are concerned mainly with hiring women and minorities as quickly as possible to make sure the government doesn't bother them any more.

"Nonsense," answers Dr. Bernice Sandler, director of the Project on the Status and Education of Women for the Association of American Colleges.

"They're upset because they have to compete against women. That's what it amounts to."

"And I wish those Jewish men who are so concerned about affirmative action would become concerned about Jewish women who have been systematically pushed out of universities. Their concern is only with Jewish men, not with Jewish women," said Dr. Sandler, who is Jewish herself.

In a letter to Health, Education and Welfare Secretary Caspar W. Weinberger last month, Dr. Sandler contended that HEW's Office of Civil Rights is giving top priority now to investigating cases of white males who complain of "reverse discrimination."

Federal officials do admit there have been instances of illegal discrimination against men at colleges within the last two years but they insist such cases stem from a misunderstanding of the law.

In one such case in the Washington area, a doctoral candidate at George Washington University won appointment to the faculty of Prince George's Community College after contending he'd originally been turned down because he was neither female nor a minority.

The doctoral candidate, W. Cooper Pittman, had taught during the 1971-73 academic year at Prince George's while studying clinical psychology at George Washington.

Last winter, his department chairman at Prince George's Community College told him he'd be a leading contender for a permanent appointment in the fall as Assistant Professor.

In the spring, his departmental committee chose Pittman from among 30 applicants as the No. 1 recommendation and the appointment was subsequently approved by the dean of social sciences and the vice president for academic affairs.

Then, on Aug. 16, Pittman was notified that his appointment had been disapproved by the board of trustees.

"The disapproval in no way reflects upon your professional preparation or specific background in the area of clinical psychology," Pittman was told in a letter.

"The basis for disapproval was primarily that the position presently vacant in that department requires certain qualifications regarding the overall profile of the institution. . . ."

Pittman was later informed by his department chairman that he'd have gotten the appointment had he been a woman or black. The slot Pittman had been seeking and another vacancy would be filled by women or blacks, the college president and trustees had informed the psychology department, and the department had been ordered to go out and recruit them.

Pittman subsequently took his case to the American Association of University Professors and in November he was reinstated at Prince George's.

In another incident at Pima College in Tucson, Arizona a \$700 "fudge factor" was introduced to the recruiting process as a means of attracting minority or female candidates.

Under this system, as much as \$700 extra in incentive pay was authorized to attract minority or women faculty to Pima.

Officials of the college discontinued the "fudge factor" in December after

A Strategy for Science Education in the 1970's*

The majority of recent committees on science education** have spelled out two basic themes: (i) the need to broaden university curricula to make science students more aware of the scientist's role in society, more responsive to society's needs, and more informed of the diverse options within a science career and (ii) the need to raise the scientific literacy of the public. These themes are related: action on the second will depend largely on accomplishing the first.

Today's public is more interested in solving social ills than in science and technology. At the same time, the increasing complexity and intrusiveness of science-based technology have increased the public's expectations of accountability and have sharpened its criticisms. Scientists now find it difficult to separate themselves from the institutional and political dimensions of their work. Those who sit on committees advocating curriculum reform have basically agreed on the desirability of broadening the curricula to produce scientists able and willing to work toward the goals of educating both themselves and the public about science and its role in society.

While agreeing that these goals are "critical," "imperative," or "essential," scientists are generally unaware of how to achieve them. What is required is a scientist who not only attains expertise in a field, but also has the capacity to view it in a social context. The traditional techniques of science education do not produce such a person, and there is little hope that adjustments within the existing courses by teachers heretofore uninterested in the problem will succeed.

An alternative approach is the development of a year-long, social-science-of-science program designed specifically for science undergraduates. This course would aim to orient students in the workaday world of science, acquaint them with the background and rationale of its organization, support, and rituals, and trace out the relation of basic re-

search to technological development in specific instances that reveal the political and social dimensions of such developments. The state of being informed and aware of this broader perspective is the precondition for addressing the two needs stated at the beginning; the second half of the course would be devoted to these ends.

Aspects of this approach are well developed in several existing courses and programs across the country. Established courses in the history of science and the philosophy of science cover some of the area in depth, but they seldom address problems today's students will face. The sociological aspects of science are dealt with in a few sociology-of-science courses, but these emphasize the sociological concerns of science as a profession and generally do not attract science students. The development of a social-science-of-science course would provide a unified exploration of the social, political, and economic dimensions of science and the technologies it generates. Such a course cannot be solely within the purview of either the natural scientists or the social scientists.

Blue-ribbon science committees are asking for changes that can come only from a new and reciprocal working relationship with social scientists. A social-science-for-scientists program can effect a marked change in science education without a radical restructuring of the university. The only radical element will be the extent to which scientists will have to change their attitudes toward the role social science can play in helping them achieve their self-imposed goals.—Dorothy Zinberg, Department of Sociology, Harvard University, Cambridge, Massachusetts 02138

*Reprinted, by permission, from SCIENCE, March 23, 1973.

**For example: AAAS Committee on Science Education, Federation of American Scientists, Ad Hoc Committee Report on Science, Technology, and Education; and American Chemical Society, International Conference on Education in Chemistry.

being informed by HEW that it was illegal.

At California's Sonoma State College, a letter advancing the candidacy of Michael Goldberg, a graduate student in Sociology at the University of California at Berkeley, for appointment to the Sonoma staff was answered:

"Mr. Goldberg has not contacted me and I fear that were he to do so we would have no more than pleasant conversation, for we are pledged to the affirmative action policy in our hiring this year."

Arguing that goals for hiring numbers of minorities and women are essentially a perversion of academic integrity, a number of professorial associations has sprung up within the last year to oppose just such measures.

Probably the most prestigious is called the Committee on Academic Nondiscrimination and Integrity, led by such scholars as Sidney Hook of New York University, Paul Seabury of the University of California and Eugene Rostow of Yale Law School.

"We are entering a new era of discrimination on the basis of race, creed and color," argues Seabury. "Large numbers of highly qualified scholars will pay with their careers simply because they are male and white."

Miro Todorovich, a physicist on leave from City University of New York, is coordinator for the committee. In his office he maintains a file of complaints from white male scholars who contend they're being discriminated against on grounds of sex or race.

"We are especially worried that a non-educational factor, a non-educational motivation will mushroom to such a large scale in the functioning of the

universities, that their basic purpose will be perverted," says Todorovich.

He disputes the government's contention that affirmative action as it's being applied on the nation's campuses is not a quota system but instead a definition of attainable goals.

"A goal to which you attach numbers and timetables is a quota," argues Todorovich.

"All of this was introduced by administrative fiat and was automatically enforced by the Department of Health, Education and Welfare under the direction of Mr. (Stanley) Pottinger."

In addition to what they contended was preferential hiring, what many of the dissidents objected to was having to open their personnel files to government investigators. This, it was argued, was unwarranted government intervention into the private preserve of the university.

Barbara Buoncristiano, a leader of the Women's Affirmative Action Coalition at Columbia, disputes that argument.

"They didn't mind opening their files at all. What they did mind was not being able to hire the way they wanted to . . . no longer being able to pick their successor when they retire . . . no longer being able to perpetuate themselves in their departments from generation to generation."

*Reprinted, by permission, from The Washington Post, March 5, 1973.

Impressions from a Romanian Sociologist . . .

AMONG SOCIAL SCIENTISTS IN AMERICA*

—By Erno Gall

We may assert, not as a value judgment, but as a fact, that nowadays military concepts have penetrated numerous fields lying quite far afield from tactics, thus also the different spheres of science and culture. We speak, for example, of the strategy of scientific development, we work out tactical steps in educational matters, etc. I do not know from whom we may expect an interpretation of this phenomenon; perhaps the representatives of the sociology of war may provide us with a suitable explanation. I, at any rate, find myself for the second time in a situation where I must borrow from the dictionary of tactics, when I seek suitable expressions for the accounts of my trips. Two years ago I reported to the readers of *A Hét* about an intellectual reconnoitering in France; now, however, when I seek to inform them about the lessons that may be drawn from my American visit, I am even involuntarily forced to associate the concept of *incursion* with my experiences. Of course, the reason for the association of ideas was in both cases chiefly the shortness of the time available for observation. With this, then, the bases of the analogy are exhausted. The aim and benefit of both the earlier "reconnoitering" and the present "incursion" was in any case an inquiry such as would serve not some military function, but precisely the opposite, the peaceful, constructive exchange of ideas.

Concretely: I travelled to the United States as a member of the delegation of the Academy of Social and Political Sciences, to take part in the discussions promoting cooperation between Romanian and American social science educators. The inviting organization and our host was an institution called *The International Research and Exchanges Board* (IREX), which, with Professor Allen H. Kassof at its head, is concerned with the management of contacts and conferences of such a nature, on behalf of the responsible government organizations and with the support of the various foundations, universities, business firms. Our partners were social researchers, political scientists, psychology experts, demographers, and economists, among whom several have already been to Romania, or consider Romania as falling within the area of their scientific interest. We visited the large universities of New York and Boston, we met with noted representatives of the above-mentioned scientific fields, and for four days we conferred about the institutionalization of reciprocal exchanges of information, exchanges of diverse publications, field trips, scholarships, as well as joint research projects. The surroundings, it may be said, were ideal: they put us up in bungaloes specifically set up for conferences, in a forest situated on the edge of a lake, far from the noise and polluted atmosphere of the megalopolises. It was not merely or even primarily the air filled with ozone, the beauty of the natural surroundings, which guaranteed favorable conditions. The intellectual climate was stimulating and the atmosphere, suitable for mutual rapprochement and getting acquainted, made it possible for our discussions to prove fruitful.

The idyllic surroundings, naturally, could not have entitled anyone to view or to have viewed the present givens and future prospects of cooperation through rose-colored glasses. Let it be said, however, to the credit of both sides, that their standpoints were characterized above all by a sober realism. We were aware of the fact that in the rapprochement we had to do away with many prejudices and conditioned stereotypes, and that without denying the differences or the conflicts, we had to find a common language. This how-

ever required among other things a certain impartiality, an openness, and perhaps the assertion as well of the hallowed curiosity which for centuries has been one of the most efficacious stimulants to getting acquainted with people. There was a need to get acquainted and there was a need to form an objective picture of one another, so far as this was possible in a few days' time.

For my own part, I was struggling with the consequences of a lack of adequate information. A not-in-the-least satisfactory knowledge of American sociology was part of the unfortunate deficiencies of my preparation. Besides the language barriers, this stemmed primarily from the fact that I had studied chiefly the German and French schools on a Marxist foundation; but I was also put off from American social science for a long time by the fact that I had formed a one-sided picture of it under the influence of its critics, and I had neglected to properly guard against this, or rather, to correct it. Of course, I am not now thinking of those "critics" who, referring to quotations taken out of their contexts, have waged war with a social theory which in its distorted form was found only in their own imagination. Nor is it a question of the critiques formulated by radical social scientists (for example, C. W. Mills) not being valid. In fact, for many decades there have held sway in American sociology tendencies serving the establishment, one-sidedly empirical schools concentrating almost exclusively on methodological questions. The reality, nevertheless, is, from close up, always more complex than the opinion formed about it indirectly from a distance. Even now I cannot boldly assert that I have a valid, comprehensive picture of the sociological movement developed in the United States, or of the numerous researchers working in the various universities and institutes. I know, however, that in this case an only black or white picture is also false.

Those with whom I met and conferred belonged neither among the apologists of the capitalist system, nor among the new-left social researchers gathered in the so-called "radical caucuses". I sat around the conference table with real specialists, with respected university professors, with representatives of that category whose ideas and attitude—from my impression—characterize many American sociologists. Often I could detect a slightly narrow professional interest among them, which however was compensated for by their thorough knowledge of the subject and by their exacting method, coupled with the honorable willingness to consider objectively any theoretical or methodological standpoint differing from their own. I was also personally able to be convinced of the fact that a critical tendency is gaining greater and greater ground (in an American sociology otherwise possessing old traditions). Indeed it cannot be viewed as accidental that the central theme of the 1971 congress of the *American Sociological Association* was social inequality.

At the lunch held at Columbia University in New York, I sat next to William Goode, the current president of the ASA. During the conversation it developed that he was Mills' friend, and that he viewed with great concern the pathological symptoms manifesting themselves in American life, from which, however, he sees no way out whatever, for the moment. His views expressed the critical reservations of an honorable intellectual toward that society which he no longer views as completely his own, but in whose place he is unable to propose anything better. He viewed matters rather skeptically, and perhaps I am not mistaken when I assert that in his certain resignedness, the bewilder-

ment of liberal academics was making its appearance, in a period when relative calm reigns on the campuses, when moreover the new-left groups and in general the movements of confrontation are temporarily in retreat, like the sea at ebb tide. (While young leftwing intellectuals whom I had met at a party were practically idolizing Noam Chomsky, one of the world-famous founders of generative grammar, one of my responsible, unconditionally trustworthy informants related that when he was badgering Chomsky about what kind of constructive program he could add to his otherwise penetrating, apposite social critique, the very influential militant public figure did not give a, to him, fully satisfactory answer).

At the informal professional discussions which took place in the comfortable bungaloes of the *Sterling Forest Conference Center*, and at the official conferences carried on at the offices of the *National Science Foundation*, not only did we have to get acquainted during the course of outlining concrete plans, but we had to give answers to theoretical questions, to possible dilemmas, arising in our own minds and presumably in those of our partners as well. How might such cooperation be conceived and how might it be carried out, considering the conflicts in world view dividing the parties, even setting them against each other? If today both public opinion and the specialists view the agreements arrived at in connection with the natural sciences and technology as an accepted necessity, as a simple fact, the problem is not so simple and not so unambiguous precisely in the case of the social sciences.

In the formulation of the answer, we must first of all make it unmistakably clear that without the social sciences the cooperation developed in the already referred-to fields would remain incomplete. However—in my judgment—**peaceful coexistence and the complicated configuration of the modern world, as well as its still-unsolved serious problems (not even to speak of the requirements of scientific progress), demand a better knowledge of each other, the continued exchange of experience, the confrontation of views and of methods. It is precisely the differences, the conflicts, which assure the peculiar specific gravity and importance of the social sciences in the development of diverse forms of cooperation.**

In any case, practice has in part given conclusive answers to our questions and dilemmas. Collaboration, on different levels, is already a living reality. Students, researchers, and teachers from Romania (and from other socialist countries) have for years been going on field trips to the United States, from which they return with useful experience and knowledge. American researchers spend shorter or longer periods of time with us, in order to study questions which interest them. Visiting professors give lectures at the universities of both countries. Diverse comparative research projects of an international character are going on under the aegis of UNESCO and other institutions, and within their framework there have already appeared the first results of cooperation on the very highest level.

Of course, all this is still just the beginning. The further development of existing relations requires not merely the clarification of theory, but the solution of some problems of a propaedeutical character. During the course of the discussions, John Moge, the Boston University professor of sociology, raised the point that in the interest of the success of joint research projects it would be necessary to make a preliminary effort at clarifying concepts. Joint studies—even if this means only the comparison of the results of separate working groups—requires the harmonizing of categories used and of methods employed. It is not difficult to recognize to what interesting—and

from the point of view of theory, productive—findings such an undertaking may lead. Our delegation also, proceeding from a similar recognition, recommended the preparation of a dictionary which would contain a comparative definition of Romanian and American expressions in use in the social sciences.

The selection of themes for the planned joint research projects demanded cautious work reconciling several viewpoints. It was necessary to accomplish the matching up of personal interests with general needs, of available specialists with, last but not least, material resources, in the spirit of the above-mentioned sober realism as well as of anticipation of the future. The proposals, which are awaiting the approval of higher authorities, have been prepared, and already even in themselves prove that our delegations were able to satisfy these requirements. For my own part, I found in the Boston professors John Moge and Irwin T. Sanders, noted teachers of family and agrarian sociology, colleagues who possess every virtue of a good partner. However, all the members of our delegation could recount a similar experience.

Years ago, when I brought up the need for the modernization of nationalities research and the necessity of our critically appropriating foreign methods of such a character, I was referring to the experiences and results of American sociology as well. I knew that in the United States a rich literature had been born concerning the question of racial and ethnic minorities; I was acquainted in a general way with their research work concerning prejudices, assimilation, inter-ethnic group relations (for example, attitude scales designed to measure social distances), theories of conflict, etc. Now, however, the opportunity presented itself for me to inform myself in greater detail about current investigations.

I was also personally able to make the acquaintance of some outstanding specialists. Professors N. Glazer and D. P. Moynihan work at the highly respected Harvard University; their names are connected with the formulation of the thesis which created an understandable sensation and which signified a sudden reversal of the until-then almost universally accepted idea. According to their thesis, that certain "melting-pot" no longer functions, or rather, does not function as—in my opinion—it has been described and as it was wished. The findings built on these facts struck an affectionate blow at the myth of a unified American nation. They proved that the newer generations of the diverse ethnic groups are again discovering the collective identity of their ancestors and are demonstrating their devotion to their traditions and their ancient cultures. This process is indicated by, among other things, the radicalization of the Negro movement, the spread of cultural pluralism, and in general the crisis of the value system represented by the Protestant white ruling stratum (WASP).

Along with Constantin Vlad, the leader of our delegation, we visited Professor Glazer, who was very interested in the investigation, which is developing among us, of the national-nationality question. (This, however, has manifested itself elsewhere as well, as for example in the Institute on East Central Europe at Columbia University. This is easily understandable, because both such symptoms of centuries-long co-existence as, for example, bi-lingualism, and our achievements in the forefront of the solution of the national question, have justly been able to arouse the serious interest of open-minded specialists). Professor Glazer moreover stated that in the near future they will organize an international con-

See ROMANIAN, p. 9

*By Erno Gall. Published in *A Hét* [The Week], The Social-Political Weekly of the Socialist Cultural and Educational Council (Bucharest), Vol. III, No. 44, November 3, 1972, pp. 1, 17. Translated by William M. Batkay, Montclair State College.

Awards & Grants

•**N.I.M.H.** grant to Department of Sociology, Georgia State University to support graduate students who want to specialize in the sociology of addiction. The training will emphasize research in social ideology of addiction as well as evaluative research. Students are invited to apply for these fellowships. The Program will start September, 1973. For further information write: Eugen Schoenfeld, Chairman, Department of Sociology, Georgia State University, Atlanta, Georgia 30303.

•**AMERICAN COUNCIL OF LEARNED SOCIETIES** has awarded to Professor James T. Richardson, University of Nevada, a grant to participate in the International Conference for the Sociology of Religion to be held in The Hague, The Netherlands, August 26-30, 1973.

•**THE NATIONAL ENDOWMENT FOR THE HUMANITIES.** For the third year in a row, NEH has awarded a record number of 556 fellowships, stipends and summer seminar grants totaling \$4.7 million for the academic year 1973-74.

Among this year's awards was a junior college teacher fellowship to John Christensen of the Social Science Department of Taft College in Taft, California, who will relate sociology to the history of photography through the study of selected photographers who have recorded scenes of American life illustrating contemporary social problems. Mr. Christensen will employ a chronological approach beginning with the introduction of photography in 1839 and advancing to the present day.

•**NATIONAL ENDOWMENT FOR THE HUMANITIES, Senior Fellowships.** The Senior Fellowship Program is intended for persons, with or without academic affiliation, who already have considerable experience as scholars, teachers, writers, or interpreters of the humanities, and have produced significant work. Its purpose is to help them progress in their research and further develop their abilities as scholars, teachers, and interpreters of the humanities by providing support for uninterrupted full-time study.

In considering proposals in the social sciences, the Endowment will be interested in projects in which historical or philosophical approaches predominate, or projects that will strengthen the humanistic aspects of a social science.

Senior Fellowships are awarded for six to twelve continuous months and carry a maximum stipend of \$18,000 a year, prorated at \$1,500 per month. A Fellow may begin tenure of his fellowship as soon as January, 1974, but no later than the spring term of 1975. Applicants must be citizens of the United States. Though persons who have entered their professions without advanced degrees are not excluded, degree candidates are not eligible, nor are persons seeking support for work leading toward degrees. If funds permit, the Endowment will award approximately 125 Senior Fellowships for 1974-75.

The deadline for submitting applications for Senior Fellowships for 1974-75 is June 18, 1973. Awards will be announced in mid-November, 1973. For further information and application blanks write: Division of Fellowships, National Endowment for the Humanities, 806 15th Street, NW, Washington, DC 20506.

Personals

Sociology of Sports Tour. July 22-August 18, 1973. Visits to London, Copenhagen, Warsaw, including Drs. Zbigniew Draczkowy and Andre Wohl, Editors of *INTERNATIONAL REVIEW OF SPORT SOCIOLOGY*, and the World University Games in Moscow. Price: \$1,043.00 from New York City, \$1,182 from Los Angeles. Contact: Dr. James E. Odenkirk, Chairman, Men's Physical Education Department, Arizona State University, Tempe, Arizona 85281.

FOR SALE: *American Sociological Review*, unbound, excellent condition, 1940 to date, complete. Write: Sociology Department, Villanova University, Villanova, PA 19085. Attn: Dr. Monahan.

•**AAAS SOCIO-PSYCHOLOGICAL PRIZE.** Through the generosity of the late Arthur F. Bentley, the AAAS offers an annual prize of \$1,000 for a meritorious essay that furthers understanding of the psychological-social-cultural behavior of human beings.

The AAAS Socio-Psychological Prize is intended to encourage studies and analyses of social behavior based on explicitly stated assumptions or postulates leading to conclusions or deductions that are tested by systematic empirical research or, stated in other terms, to encourage in social inquiry the development and application of the kind of dependable methodology that has proved so fruitful in the natural sciences.

Entries should present a completed analysis of a problem, the relevant data, and an interpretation of the data in terms of the postulates with which the study began.

Unpublished manuscripts and manuscripts published after January, 1972 are eligible. The deadline for receipt of entries in the 1973 contest is September 1. For further information write: Socio-Psychological Prize Contest, 1515 Massachusetts Avenue, NW, Washington, D.C. 20005.

•**RESEARCH APPLIED TO NATIONAL NEEDS, NSF**

The RANN Program was created by the National Science Foundation in the Spring of 1971. The chief difference between RANN and the Foundation's older research support programs is RANN's emphasis on the support of research which has a problem orientation. Support for such research in the social and behavioral sciences is primarily managed by RANN's Division of Social Systems and Human Resources. The division's programmatic interests are presently organized under two headings: Municipal Systems, Operations and Services; and Social Data and Community Structure. By design this conceptualization is quite broad. It is possible to fit many research interests on a variety of major social problems under these rubrics. The division expects that the research which it supports will be policy oriented, thus contributing to decision making on major problems at national, state and local levels.

During the last Fiscal Year the division received 43 formal research proposals and made 21 grants, spending a total of \$10,552,900. Most of the major disciplines in the social and behavioral sciences were represented in the division's grants for last year. Since these grants were relatively large, they permit the recipients to do very comprehensive and systematic research on some major national problems. For most of the 21 grants theories, methods and techniques from several major disciplines are utilized. It is expected that some of the findings from these grants will contribute to fundamental knowledge, as well as provide useful and immediate guidance on social policy.

Copies of the RANN Guidelines for making research applications are available upon request. Scholars interested in RANN support should read its Guidelines before attempting to develop a proposal. Inquiries are welcomed. The Foundation's address is 1800 G St., NW, Washington, DC 20550 (telephone: 202/632-4061). *George W. Baker* is Program Manager of the Division of Social Systems and Human Resources.

Meeting Calendar

• 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

Pittsburgh Launches . . .

AN APPLIED SOCIOLOGY PROGRAM

The Department of Sociology at the University of Pittsburgh has initiated a new program in Applied Sociology. The program is designed to train students for the increasing number of professional opportunities for personnel capable of applying both sociological theory and methodology to the solution of concrete problems of social action.

Purposes of Program

The program will lead to a Certificate in Applied Sociology. The course of study required for the Certificate will last five trimesters, over two academic years. The student has the option of also obtaining a Master of Arts Degree, and he may continue further to the Ph.D. program. Courses in the program will provide the student with: a thorough knowledge of the various technical aspects of the research process, an understanding of the social and political contexts in which social research is conducted, a sensitivity to the likely consequences of his/her research, and an ability to supervise research and projects himself/herself.

Upon completion of the program, the student should be able to observe social processes astutely and systematically, identify those variables which either constrain or facilitate alternative courses of social action, participate in policy-making by formulating recommendations based on research findings, and to implement or redirect already-operative plans by identifying aspects of a given policy which have led to unintended or undesired consequences.

Course of Study

The program will require work for five trimesters. Four will involve course work at the university. The fifth will be an internship served outside the university. During the four trimesters of course work, the student must accumulate 54 credits. 30 of these credits must be in required courses or seminars, (although the student may exempt himself from any or all of these courses by passing qualifying examinations). 12 to 18 credits are elective; they may be selected from various categories of courses in the Sociology Department. 6 to 12 elective from among the substantive courses offered by other departments in the University.

Where Do You Publish? . . .

Sociologists to Compile Directory of Journals

Two sociologists at North Carolina State University are asking their colleagues for assistance in compiling a directory of journals which accept articles from sociologists.

Lawrence J. Rhoades and Gary L. Faulkner want their colleagues to help them compile the list of journals which should be included in the directory and to suggest the types of information which should be gathered from each journal.

"We want the directory to be as inclusive as possible," Rhoades said. "So we are hoping our colleagues will furnish us with the names and mailing addresses of journals around the world to which they have submitted or hope to submit articles."

"We already have a list of approximately 100 journals which are fairly well known," Faulkner said. "But we feel it only scratches the surface. We also want to include journals which are in related disciplines, which are new, have limited circulation and restricted subject matter."

Initial plans call for collecting the following data from each publication: name, mailing address, frequency of publication, acceptance rate, time lapse between submission and response;

The student will be required to attend at least half of a series of 52 lectures given each year on three general themes: (1) Frontiers of Science (concerning with sciences other than sociology), (2) Information and Decisions, involving people who act on the basis of sociological knowledge and (3) Sociologists at work.

Internships and Case Studies

The internship will be a central aspect of the Applied Sociology Program. The student will serve the internship in an appropriate agency, business or commercial firm, institution, or social-action group outside of the university itself. This internship should be served during the summer, midway in the course of study with the Applied Sociology program. Research done during this internship must meet not only departments' standards, but also contribute to the needs of the sponsoring agency.

Interns will be supervised by faculty members, although they will be directly responsible to officials of the agency or institution for which they are working. Should students be selected for an internship, it is anticipated that he will be compensated at a rate commensurate with a summer fellowship.

Major emphasis in the curriculum will be placed upon case studies of social research. Faculty members will describe their own research experiences and problems they have faced. The student will also be studying materials describing the process of research in many different research settings. The faculty participating in the Program will gather existing case studies for the use of the students in the program, as well as preparing new studies themselves.

Composition and Nature of the Program

It is anticipated that between twelve and twenty students will be registered in the Applied Sociology Program by the fall trimester of 1974. Half of this number will be first-year students; the other half, second-year students. All Applied Sociology students will receive extensive and rigorous training in methodology, and its applications in concrete research situations. Programming will be flexible, and will take each student's individual interests into account.

time lapse between acceptance and publication; length of article; type of data preferred; type of analysis preferred; use of referees; journal content — articles, book reviews, research notes, letters to editor; and subject areas of interest — theory, methodology, specialty areas.

"We are hoping our colleagues will provide us with the types of information they use or would like to have available to them in order to make their decisions on where to submit their articles," Rhoades said.

"We want our colleagues to feel free to add or subtract from the initial list," Faulkner added. "We also want them to suggest any classification schemes they feel are needed to categorize their articles in terms of the data collected."

Correspondence should be sent directly to Rhoades or Faulkner at the Department of Sociology and Anthropology, North Carolina State University, Box 5535, Raleigh, N.C. 27607.

"THE AMERICAN SOLDIER" REVISITED*

A new Bureau of Social Science Research (Wn.D.C.) project, *Methodology and Techniques for Systematic Research on the American Soldier* (BSSR #455) will design and pilot-test a systematic program of research focused on "the attitudes, values and behavior of the contemporary American Soldier." The project signals the Army's intent to re-institute an in-house research operation along the lines of the Research Branch of World War II.

As late as May 24, 1941, survey research was not allowed in American military services. A War Department press release of that date stated, "Because of their anonymous nature, no polls will be permitted among the personnel of the Army of the United States." But a few months later, the Research Branch was established within the Morale Division, and on December 8, 1941—the day after Pearl Harbor—field work began for the first full-scale Research Branch survey. At first, the Research Branch had authority to execute only this study in only one infantry division. By the end of World War II, however, in the neighborhood of 200 studies had been completed and over half a million soldiers had been surveyed in all Army and Air Force branches worldwide.

Among the many people who helped establish the Research Branch, one man was especially active—Samuel A. Stouffer, a University of Chicago sociologist, professional director of the Branch throughout its World War II period. When the war ended, Stouffer gathered around him some of the Branch's staff with the purpose of fulfilling professional obligations by preparing a "report to the discipline" on the work which the Branch had done. It was to include both findings and methods; neither had been reported previously because of wartime security restrictions. This dutiful "report" proved to be a four-volume series, edited by Stouffer, under the title *Studies in Social Psychology in World War II*. It is far better known as *The American Soldier* (actually the title of the first two volumes).

The American Soldier has, of course, become a classic, generally regarded as a landmark—if not a high-water mark—in the development of survey research. It developed and established a body of methodological techniques, for instance, Guttman scaling as a standard attitude measurement technique and the entire Lazarsfeld codification of procedures for multi-variate analysis ("elaboration"). Additionally, no work of comparable scope has since been undertaken within the military. It is this absence of "systematic data on soldier's attitudes... analyzed and placed in theoretical perspective" that the Army now seeks to remedy through the research program to be designed under the present BSSR contract.

The project, primarily concerned with research planning, is organized into three phases:

I. *Identification of the most productive overall research strategy the Army could adopt in carrying out its research program.* The Research Strategy will define a methodological framework to organize many different individual pieces of possible research. It will indicate the major studies needed, the sequence in which they should be carried out, and how they fit together into a theoretical whole. At the same time, the strategy will remain flexible enough to adjust to unanticipated urgent problems regardless of their priority in the basic plan. During this first phase, the Bureau will conduct a literature review and consult with experts. A report will be prepared evaluating and criticizing alternative strategies, selecting and justifying one of them.

II. *Formulation of detailed research plans, including the design and production of necessary materials for the "first study" of the new program.*

III. *Implementation of a pilot study using the plans and materials designed in the previous two phases.*

The intent of the first study will depend on the overall research strategy finally adopted, but it is now felt that it will be a survey of the Army, centering around attitudes toward each of the more fundamental elements in military life, such as rank, job, pay, discipline, leadership, etc. From there the project will move outward to analyze the variables in military experience and in prior civilian life likely to account for the observed levels of adjustment and functioning.

There is the possibility that this first effort will initiate a series of periodic assessments of "the quality of military life," with the development of appropriate "social indicators" a crucial part of instrument construction. It could also provide extensive information for a comparative study of *The American Soldier—Then and Now*, using earlier American Soldier data and the many piecemeal studies which have been done since.

The project is directed by Dr. Shirley A. Star, a member of the original Army Research Branch. The project also has a consultative advisory panel composed of the following, many part of the original American Soldier research team: Ira H. Cisin, John A. Clausen, Jack Elinson, Herbert H. Hyman, Paul F. Lazarsfeld, M. Brewster Smith and Robin M. Williams, Jr. Information Concepts Incorporated of Arlington, Virginia is working with the Bureau on the project.

*Reprinted from BSSR, Quarterly Newsletter of the Bureau of Social Science Research, Nov., 1972—Feb., 1973.

SOCIOLOGIST APPOINTED TO NATIONAL ADVISORY MENTAL HEALTH COUNCIL

Dr. Lloyd H. Rogler, Professor of Sociology at Case Western Reserve University, Cleveland, Ohio, has been appointed to a four-year position on the National Advisory Mental Health Council of the National Institute of Mental Health.

Professor Rogler is only the fourth sociologist to be appointed to the Council during its history. Previously, Gordon Blackwell served from 1951-55, Leonard S. Cottrell, Jr., from 1955-59, and Robin Williams from 1963-67.

The National Advisory Mental Health Council is an advisory board to HSMHA on matters of research, training, and community mental health programs supported by the Institute. Twelve members—leaders in medicine, science, education, and public affairs—serve on the Council.

A native of San Juan, Puerto Rico, Dr. Rogler received his AB degree in philosophy from the State University of Iowa in 1951, and his M.A. and Ph.D. from that university in 1957. He is well known in the field for his sociological studies of Puerto Ricans both on the island and the mainland.

Dr. Rogler came to his present position following a lengthy teaching career. He served as an instructor of sociology at the University of Iowa from 1955 to 1957. The following year he became an assistant professor at the School of Medicine and College of Social Work in Puerto Rico, serving in that capacity and as a consultant until 1960.

For the following eight years Dr. Rogler was a faculty member at Yale University, attaining the rank of associate professor in 1964. In 1968, he joined the staff of Case Western Reserve as Professor, Department of Sociology.

MINORITIES & WOMEN

Black Perspective Summer Institute

Howard University School of Social Work is sponsoring a second annual Summer Institute June 10-16, 1973, on "Black Man in Society". Douglas Glasgow is Dean, and Basil Matthews is Coordinator-Chairman.

Affirmative Action

Complaints concerning two appointments by a women's organization at Columbia University led to withholding a \$1.9 million contract by the federal government. Now, however, the contract has been restored after Columbia modified its affirmative action program.

To date more than 350 colleges and universities have been charged by their members or by the federal government with failing to take appropriate steps to hire and upgrade minorities and women. Since 1970 more than \$25 million going to universities has been delayed.

Coeducation A Failure

Since Wellesley College's President has concluded that coeducation has increased male domination of higher education, the college will affirm the need for equal education for women by resisting the trend toward coeducation. Wellesley thus stays in the rank of 192 institutions of higher education across the country that admits women only.

Organization

The National Association for Equal Opportunity in Higher Education founded in 1969 has as its objectives the providing of representation for predominately Negro colleges and similar institutions, the securing of increased financial support for them, the providing of yearly analysis about these institutions, and the increasing of participation of blacks in the leadership of educational organizations.

Black Colleges and Universities

A directory of information from 1966 to 1971 compiled by the National Alliance of Businessmen indicates that there are at least 85 predominately black schools of higher education: 94% are in the South, 4% in the North Central, and 2% in the Northeastern regions. The states with the largest number of black colleges are: North Carolina 11, Georgia 9, Texas 8, Alabama 7, and Mississippi, South Carolina, Tennessee, and Virginia, 6 each.

Another directory, published by College Placement Services, shows that of 83 schools, 60% are privately supported and 40% state supported. Cheyney State College, near Philadelphia, is the oldest school, being founded in 1837. Twenty-four of the schools were established before the Civil War. In the 1870's, 17 more schools were founded; in the 1880's, 14 more; 1890's, 13; 1900's, 8; 1910's, 1; 1920's, 2; 1930's, 1; 1940's, 1; and 1950's, 2.

The schools range in size from Virginia Theological Seminary and College with 102 students to Southern University, Baton Rouge with 8,315 students. Fifty-six per cent of the schools had less than 2,000 students and seven per cent had more than 5,000 students.

A total of 157,525 students attended the schools of whom 82,016 were women and 75,509 were men. Two schools, Bennett College, North Carolina, and Spelman College, Georgia, had only female students, and one, Morehouse College, Georgia, had only male students.

In 1971, twenty-six per cent of the 18,091 graduates were placed in education, 15% in business, 14% in graduate school, 8% in government, 5% in military service, 1% in services, and .04% in religious—the placement of 32% was unknown.

Preferential Admission

The Supreme Court of the State of Washington has ruled that colleges and universities may use preferential admissions policies to increase the number of minority students. In the DeFinis v. Odegaard case, the court ruled that a Law School policy is not arbitrary or capricious which brings together the races by trying to insure a reasonable representation (not quota) of minority persons in the student body. A serious under-representation of minority groups in the law schools (18 years after the Brown v. Board of Education decision), the participation of minorities on an equal basis in the tax support of the law school, and the critical shortage of minority attorneys and judges were cited as major factors in the decision.

Pay Differentials

Statistics compiled by the National Center for Educational Statistics, involving 252,000 faculty members of whom about a fifth are women, show that female members of college and university faculties earn 17 per cent less than men (an average of \$11,901 compared to \$14,360) and that the differential is greatest at the rank of professor. Women fare worse in private rather than public institutions, in universities than colleges, and in four-year colleges than two-year colleges. In all types of institutions there are proportionately more women in the lower faculty ranks.

Foundation Grants to Universities

Ford Foundation

\$157,500 to American Indian Historical Society to expand production of books and other educational materials through the Indian Historian Press.

\$66,332 to Navajo Community College to publish books on the history of the Navajo people since the beginning of World War II.

\$303,230 to University of Massachusetts, Boston, for training experienced teachers and public school administrators to implement bilingual public education for children from Spanish-, Italian-, and Chinese-speaking homes.

\$300,000 over two years to National Scholarship Service and Fund for Negro Students to stabilize operations until a fully developed program of fund raising is created.

\$56,250 to Claremont University Center for a newspaper which will recreate Mexican-American history for high school and college ethnic-studies courses.

\$346,270 to California State University, Northridge for an experimental program for training Chicano teachers for barrio schools in the Southwest.

Rockefeller Foundation

\$230,000 to Duke University for an oral history project on the black experience in the South.

Alfred P. Sloan Foundation

\$180,000 to Pratt Institute for scholarships for engineering students from minority groups.

Danforth Foundation

\$200,000 over three years to Association of American Colleges for the project on the status and education of women.

\$1 million to Southern Fellowship Funds for extension of grant for the development of personnel at predominately black colleges.

National Endowment for the Humanities

\$10,000 to each of 36 individuals for full-time study of ethnic minorities in the United States.

People

Richard O. Hope is on leave from Brooklyn College to serve as Director of Research and Evaluation, Defense Race Relations Institute, Patrick Air Force Base, Florida.

Albert J. McQueen is on leave from Oberlin College as a Visiting Scientist in the Socio-Environmental Laboratory, NIMH.

James Miller is Associate Director, Afro-American Studies Center, UCLA.

Mary S. Harper is Assistant Chief at the Center for Minority Groups Mental Health Programs, NIMH.

Daniel C. Thompson is on leave from Dillard University as a Fellow in the Center for Advanced Study in the Behavioral Sciences, Palo Alto.

Roy Bryce-Laporte is on leave from Yale University as a Visiting Scientist in the Division of Mental Health Service Programs, NIMH.

Engin Holmstrom from Bureau of Social Science Research has become the first woman associate in the Office of Research, American Council on Education.

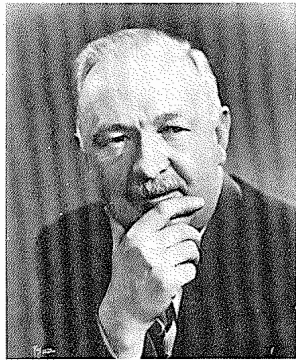
Deborah Offenbacher is chairperson of the sociology department of Brooklyn College, the largest sociology department in the CUNY system with close to 100 faculty members.

Alice S. Rossi is chairperson of the Committee on the Status of Women in the Profession, American Association of University Professors.

Rose Somerville is chairperson of the Task Force on Women's Rights and Responsibilities, National Council on Family Relations.

Ruth B. Dixon is chairperson of the Women's Caucus, Population Association of America.

Obituaries



KIMBALL YOUNG
1893-1972

Kimball Young's career so effectively spans the development of sociology in America over a fifty-year period that his own biography provides a set of markers describing where we have been and, perhaps, suggesting where we are going. He was one of the first sociologists whose intellectual curiosity led him to be psychoanalyzed. This is hardly a startling idea today; half a century ago, when Kimball Young decided that personal psychoanalysis might contribute to social science insights, he took a year's leave from his academic post and left the community in order to avoid the consequences that might stem from rumors about a professor's needing mental treatment. In the 1970's, high school freshmen discuss the burden of parents who project their own ambitions onto their children. When Kimball Young published an article on this topic in the 1920's, it was a fresh and challenging idea. When, as a young radical member of the American Sociological Society, Young participated in the caucus picking W. I. Thomas for President of the Society, older members who had come to the profession via the Protestant ministry predicted that such leadership spelled doom for the discipline in the American academic world. At the last meeting of the American Sociological Association which he attended, Young applauded vigorously the efforts of the caucus urging sociological research on military institutions — an interest he had sustained since his own studies of Ratzenhoffer and Gumplovitz.

Kimball Young died in Provo, Utah, on September 1, 1972, of congestive heart failure. He retired from Northwestern University in 1962 and not long thereafter suffered the detachment of both retinas. Despite his resulting blindness, he continued to work and taught a seminar or two a year for several years at Arizona State University.

Professor Young was a grandson of Brigham Young and was born in Provo on October 26, 1893. After taking his A.B. at Brigham Young University in 1915, he studied with Robert E. Park and William I. Thomas at the University of Chicago and received the A.M. degree in sociology there in 1918. During World War I he served as a Mormon missionary in Germany. He took his doctorate in psychology under Lewis Terman at Stanford University in 1921. After serving as a psychologist at the University of Oregon (1920-22 and 1923-26) and Clark University (1922-23), he moved to the University of Wisconsin, where he served as associate professor of sociology (1926-30) and professor of social psychology (1930-40). He was chairman of sociology at Queens College (1940-47), at Shrivenerham American University (U.S. Army installation in England, 1945), and at Northwestern University, beginning in 1947. He was president of Alpha Kappa Delta in 1928-30 and of the

American Sociological Society in 1943. He held a Guggenheim fellowship in 1951-52.

With the late Robert Seashore and the late Melville J. Herskovits he established an integrated sociology-psychology-anthropology freshman course in 1948 at Northwestern. He was the author of many articles and of widely known texts in sociology, social psychology, and personality, and of *Isn't One Wife Enough?*, a study of life among the early Mormons.

He was generous with his time and knowledge, and could be irascible in inter-personal relations. As a young social scientist trained in psychology, he spent hours with a young colleague in anthropology at the University of Wisconsin, Ralph Linton. To admirers of the writings of both men, it is evident that they stimulated and learned from one another. Each of the two denied that the other had had any influence on his work.

As an individual, Kimball Young presented his fellow social scientists with a delicious set of paradoxes. He was prejudiced against virtually all social categories and virtually no individual human beings. He was infected with the racial prejudices of his father's time and place, and a warm supporter of E. Franklin Frazier as the first black president of the American Sociological Society. He was a catalog of petty anti-Semitic stereotypes, and counted Louis Wirth and Melville J. Herskovits among his closest friends. He believed it important to be well dressed, and used to arrive at the chairman's office in a Hawaiian sport shirt and a Homburg hat. He was a political conservative, and worked tirelessly to help the late Eduardo Mondlane prepare for a career as an anti-colonial revolutionary. He interested himself in the personal problems of the campus janitors, and cursed at the university business manager for having the lights turned off in the campus office buildings on Sundays, when normal professors did their work.

Raymond W. Mack
Robert F. Winch
Northwestern University

JOHN J. KANE 1909-1972

After a long illness, Dr. John J. Kane died in Philadelphia, Pa. on October 6, 1972 at the age of 63. Before his activities were curtailed by his illness, Dr. Kane was engaged in establishing a new major in Sociology at St. Joseph's College. He had returned in 1971 to the institution where he had received his bachelor's degree in 1939 and where had originated his teaching career in higher education. Characteristically, John worked steadily on this and other projects until the last possible moment.

A native of Philadelphia, John Kane received his M.A. in Sociology from Temple University in 1946 and his Ph.D. from the University of Pennsylvania in 1950. His educational achievement serves as an excellent example of those individuals who, through ability and effort, make their own opportunities. As a young man, during the depression years, he left high school and served in the United States Navy as a medical corpsman. He returned to high school and graduated from St. Joseph's Preparatory School in 1935 at the age of 26. While serving with the U.S. Customs Service, he received his B.A. from St. Joseph's College in 1939. In 1944 John returned to the academic life as a teacher and taught for two years at St. Joseph's Preparatory School while he was working on his Master of Arts degree. During this time he also taught courses at the St. Joseph's School of Labor Relations where he came into contact with Father Dennis Comey, S.J., the waterfront labor priest of Philadelphia. Father Comey brought John Kane to the attention of the officials of St. Joseph's College and he was appointed to their faculty in 1946.

In 1948, John began his long association with the University of Notre Dame. He was Associate Dean for Arts and Sciences for two years and Head of the Department of Sociology for ten years. Under his leadership the

department began its rapid growth in size and stature. During his long tenure at Notre Dame, he took leaves of absences to initiate majors in Sociology at Loyola University in Montreal (1965-1967) and his *alma mater*, St. Joseph's College in Philadelphia (1971-1972).

John was a much sought after speaker and a prolific writer. Many of his innumerable lectures were given under the auspices of the National Conference of Christians and Jews. This interest in intergroup relations also manifested itself in his testifying as an expert witness for the N.A.A.C.P. in Brown versus Topeka, Kansas School Board, the 1954 Supreme Court case, a landmark decision in the civil rights movement, in his book, *Catholic-Protestant Conflicts in America*, and in his articles on the civil rights movement in Northern Ireland which were the outcome of his studies in Ireland during the summers of 1969 and 1970. As recently as December 1971, he presented a paper on the inter-religious confrontation in Northern Ireland at the Annual Meeting of the American Association for the Advancement of Science. In his paper he proposed direct rule by Westminster, the end to gerrymandering, and the elimination of religious discrimination in employment and housing as the steps necessary to bring about a substantial reduction, if not the elimination, of the violence in that country.

In addition to his previously cited book, he also authored the following: *Marriage and the Family*, *Together in Marriage*, and *Social Problems*, as well as hundreds of articles in sociological journals and in popular magazines. For some time he was a syndicated columnist on family life for 40 Catholic Newspapers. Also, among the professional activities in which he engaged and the professional post he held is his being President of the American Catholic Sociological Society which has been renamed the Association for the Sociology of Religion.

Even with his extensive writing and lecturing, John's seemingly inexhaustible energy was primarily focused upon his teaching. He was considered by both his colleagues and his students to be an excellent teacher who had the gift of combining a depth of knowledge with a dry sense of humor to the gratification of all. His courses were always in demand and he guided a large number of student scholars to the completion of their doctorates. He was also a warm friend to his colleagues and former students and displayed a rare faculty for maintaining his friendships over long time periods and great distances.

Dr. Kane, a widower, is survived by three daughters, a sister and two brothers. He is sincerely missed by all his friends and colleagues and shall be remembered by them with warmth and affection.

John E. Hughes
James J. McKenna, Jr.
Villanova University

CALL FOR SYLLABI AND READING LISTS

Are you teaching any courses that would fit under the general rubric of the "Sociology of World Conflicts?"

Would you be willing to share your course syllabi and bibliographies with other members of the American Sociological Association?

The reason we ask is that in the Fall of 1972, in response to a resolution passed at the last annual meeting, the A.S.A. Council voted to set up an Ad Hoc committee "to recommend to Council a program of action that would be aimed toward the investigation of war and peace." Four of us were asked to make up the committee which, during our first meeting, we chose to label the "Ad Hoc Committee on Sociology of World Conflicts."

One of our tasks, as we see it, is to identify what courses are currently being given that deal with the Sociology of World Conflicts. From initial surveys, we are impressed with how much is already going on.

Another of our tasks is to establish a clearing house for inquiries concerning the Sociology of World Conflicts: Who has organized courses? How have the courses been organized? What readings are being used? etc.

It is in this regard that we are turning to you for help. We would be grateful for any bibliographies, course syllabi, reading lists, etc., you may have that you would be willing to share with the rest of the Association.

We ask that you send any relevant materials to: Ad Hoc Committee on Sociology of World Conflicts, American Sociological Association, 1722 N Street N.W., Washington, D.C. 20036

Elise Boulding (chairperson)
Joseph Elder
Louis Kriesberg
Ruth Jacobs

New Publications

CURRENT OPINION, A Monthly Digest of the Public's Views on Contemporary Issues, published by the Roper Public Opinion Research Center at Williams College, contains the results of recent surveys conducted by leading opinion research organizations around the world. No speculations, predictions, rumors or conjectures, but readable factual reports plus statistical breakdowns telling how the public feels about today's important issues. \$30 single yearly subscription; \$20 for each additional copy to same address. Write: Roper Public Opinion Research Center, Williams College, Williamstown, Mass. 01267.

THE REVIEW OF SOCIAL THEORY a student edited journal at the University of Missouri devoted to issues in social science with theoretical implications across disciplinary lines, issues in theory construction and theoretical methodology, and issues in the philosophy of social science, both technical considerations and questions of values and ethics. For further information write: The Review of Social Theory, University of Missouri-Columbia, Department of Sociology and Rural Sociology, Columbia, Missouri 65201.

THE SOUTHEASTERN REVIEW: A JOURNAL OF SOCIOLOGY AND ANTHROPOLOGY published twice a year by the graduate students of sociology and anthropology at the University of Virginia is now accepting manuscripts, of professional quality, written by students interested in making their work available to other students in the region. Manuscripts should follow the style prescribed in publications of the American Sociological Association. Papers submitted for publication, as well as correspondence concerning subscriptions and general information, should be sent to The Editors, The Southeastern Review, Department of Sociology and Anthropology, University of Virginia, Charlottesville, Virginia. 22903.

SOCIAL SCIENCE QUARTERLY announces another double-length topical issue: EDUCATION AND SOCIETY. Issue co-editors will be David Gottlieb of Pennsylvania State University and Frederick M. Wirt of the University of Maryland-Baltimore County. Manuscripts will be subjected to the usual review process and may be submitted (in triplicate) until October 1, 1973 to Charles M. Bonjean, Editor, SOCIAL SCIENCE QUARTERLY, University of Texas at Austin, Austin, Texas 78712.

ETHNIC AND MINORITY STUDIES REVIEW—Bi-annual welcomes articles, reviews and news dealing with ethnic, minority and women studies. Send material to: Norman Lederer or Jane Copps, Ethnic and Minority Studies Center, University of Wisconsin, Stevens Point, WI 54481. Copies are free from same address.

JOURNAL OF ETHNIC STUDIES—Quarterly will focus on experiences of all major nonwhite groups in U.S. Articles on history, literature, art, social and cultural institutions are sought. Send manuscripts to: Jeffrey Wilner, JES, Western Washington St. College, College of Ethnic Studies, Bellingham, WA 98225. Subscription: \$8 per year (\$4 for students).

THEMES IN CULTURE (ESSAYS IN HONOR OF MORRIS E. OPLER) edited by Mario D. Zamora, J. M. Mahar, and H. Orenstein, 1971, 424 pp. is now available at The Cellar Book Shop, Detroit, Michigan 48221.

The book honors Morris Opler on his retirement at Cornell University. About 21 sociologists and anthropologists are co-authors. The book is divided into 3 parts: Aspects of the Ethnological Endeavor, Acculturation: The Case of India and Themes. A bibliography of Opler, his life and his career is appended.

THE UNDERGRADUATE LIBRARY RESOURCE AND DATA CENTER

The Department of Sociology at Bradley University would be interested in hearing from individuals and departments who have bibliographies in substantive areas in sociology for distribution, gratis, or at cost. Specialized bibliographies are also sought. We are looking forward to entering into sustained exchange relationships with other departments and even serving as a mini-clearing-house in the future. Those interested please contact: M. A. Najmi, Department of Sociology, Bradley University, Peoria, Illinois 61606.

Presidential Box . . .

EXCERPT FROM A PRESIDENTIAL ADDRESS

"To set up high-sounding unimpeachable goals is not enough. Of great importance are the manner and method of implementing these planned changes. How well do the techniques proposed meet the ends sought? What are the possible by-products of these means? Will the devices used entail in indirect consequences problems worse than those which the planners seek to solve? It seems to me there is much loose talk about 'planning' for freedom, for diversity, and for scientific and esthetic development. Such promising clichés mean little or nothing unless cast into some measurable form."

—Kimball Young
Cleveland, Ohio, March 1, 1946

research fellowship; 2 years research fellow; 2 years high school teaching; teaching fellow; location open; nationality Nigerian, bilingual (English and French); April, 1973.

A 737 Teaching; introductory, social problems, social psychology, family, juvenile delinquency; MA expected by fall, 1973; AKD; 4 semesters as teaching assistant; location open; single, female, 23; fall, 1973.

A 738 Teaching; social psychology, family, marriage, personality, sociology of child development, community, education, introduction, problems, social work; interdisciplinary interests; MA, ABD; AKD; 14 years undergraduate teaching, 2 years social work experience, research experience; location open; available immediately.

A 739 Teaching; undergraduate social welfare content; introductory, social problems, deviant behavior (particularly delinquency/criminality); strong interest in criminal justice curriculum, especially field of corrections; MSS (ACSW membership) plus graduate work in higher education; 12 years experience in juvenile and adult corrections, 7 years teaching in a school of social work (field instruction-corrections), 2½ years undergraduate social welfare, 2½ years sociology (part-time in junior college); location open; September, 1973.

A 740 Seeking teaching and/or research position; introductory, criminology-corrections-deviance combination, social problems; research methods; MA plus PhD course work; survey research; evaluation of action programs; 2 years teaching experience; interest in alcohol abuse, rehabilitation; prefer moderate climate but location open; single; August-September, 1973.

A 741 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 742 Teaching and/or research, clinical work; social psychology, deviant behavior, minority relations, theory; MA; 2 years university teaching experience; publications in progress; location open; 26, married; May, 1973.

A 743 Teaching and/or research; natural resources, social change, community studies, applied sociology; PhD expected August, 1973; 1 year teaching and 6 years research experience; 3 professional papers accepted and several papers and publications currently under consideration; location open; 26; fall, 1973.

A 744 Interested in institution that appreciates demonstrated teaching capacity, perhaps of a multidisciplinary or general education variety; criminology/deviance, collective behavior, social psychology, small groups, sociologies of the future; MA, ABD; PKK, outstanding teacher award; 6 years teaching experience; publications; location open; 35, married, 1 child; fall, 1973 or fall, 1974.

A 745 Teaching and/or research; medical, deviance, demography, introductory; MA; AKD; teaching and

research experience; papers published; location open; single; July, 1973.

A 746 Teaching or teaching and research; social stratification, social theory, political sociology, methods, social control, sociology of women, and introductory; MA; location open; 26, married.

A 747 Teaching and/or research; research methods, social and ethnic minorities, sociological theory, urban studies, ABD; NIMH Fellow, university fellowships; several years experience as teaching and research assistant; monographs and articles pending and in preparation; location open; 30, married; September, 1973.

A 748 Teaching or teaching and some research; population studies, development and change, comparative religion and stratification, Middle East societies, theory, introductory methods, introductory sociology, social psychology; MA, 1968; ABD (dissertation in process, PhD expected August, 1973); scholarships and honors; papers presented, papers submitted to journals; 5 years university teaching experience; location open; salary negotiable; female, Iranian (permanent resident of US), married, 1 child; August, 1973.

A 749 Teaching and/or research; research methodology, political, urban sociology; PhD expected June or August, 1973; AKD; computer, research, and teaching experience; publications; location completely open; 24, single; September, 1973.

A 750 Teaching and/or research, assistant professor level; sociology of education, social stratification, research design and methodology, organizational change, sociology of complex organizations; PhD summer, 1973; teaching fellow; research assistant; secondary teaching experience; excellent references available; New York City or Long Island; female; September, 1973.

A 751 Research or administration; industrial sociology, complex organizations and evaluation research; MA plus 19; awarded Unidel and Andelot Fellowships; 3 years of teaching and research experience; publication in preparation (one); location open; single; May or September, 1973.

A 752 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.

A 753 Teaching and/or research; social psychology, statistics and methodology, conflict studies, general systems and math models, simulation and gaming, cooperative communities and communes, applied social psychology; MS with PhD candidacy, PhD expected June or August, 1973; NIMH and university fellowships; assistance in various courses including social conflict, introductory social psychology, correlation/regression, computer statistics

introduction and 7 years research experience including 3½ years half-time at non-university institute; one article in press and another submitted, third presented, and session chaired; location open but prefer coasts; fall, 1973.

A 754 Research/teaching; urban sociology and human ecology, methodology, and social organization; ABD, PhD June, 1973; undergraduate teaching experience, and extensive research background including work on large NSF grant; 8 publications and papers presented; active involvement in professional associations including serving as discussant at professional meeting; location open; 25, single; fall, 1973.

A 755 Teaching, consulting, research; interests include human ecology, urban sociology and studies, demography, introductory, sociology of sport, computer applications in the social sciences; MA, near ABD; teaching experience, applied research experience; publications; US or Canada; 27; June or September, 1973.

A 756 Teaching and/or research; social psychology, marriage and family, social institutions, social problems; MA, 18 semester hours in psychology; 1 year teaching experience; prefer community college or junior college in Southeast; married; summer, fall, 1973.

A 757 Teaching and/or research; minority studies, urban affairs, methods, theory; ABD; NDEA IV Fellowship; 4 years experience as teaching and research assistant; articles and papers pending; location open; black, 30, married; September, 1973.

A 758 Teaching and/or research in a junior college, college, or university; theory, religion, organizations; MA (August, 1973); Sigma Zeta, AKD, assistantship; 3 years lab assistant (teaching), substitute teacher; publication: Study on vitamins and yeast; location open; 29, single; September, 1973.

A 759 Teaching and/or research; research methods, demography, urban sociology, human ecology, sociology of the family; MA, PhD by December, 1973; fellowship and internship to study population and family planning; teaching and research assistantships/associateships; 3 published papers; one accepted for publication; location in Canada; married, 2 children; summer or fall, 1973.

A 760 Teaching; religion, theory, sociology of sociology, deviance/criminology; PhD expected 1973; NDEA, AKD, comprehensive exams passed "with distinction"; field research and teaching experience; publications, papers at professional meetings, other professional activities; location open; September, 1973.

A 761 Teaching or research; theory, ethnic and race relations, urban studies, methodology; near PhD; NSF and university fellowships; several years teaching and research experience; some publications pending; location open; woman, married, 29; fall, 1973.

A 762 Desire teaching and research position; methodology, minority relations, theory, statistics, de-

viance, social psychology, political sociology; MA, ABD; awards-associateships and assistantships; 3 years teaching experience, introductory, deviance; research experience; paper in process; location open; 28, single; fall, 1973.

A 763 Teaching and research, assistant professor; introductory, social institutions, race and minorities, social stratification, and social change; MA, ABD; 7 years of teaching experience; location open; 42, married, 1 child; fall, 1973.

A 764 Teaching and research; mathematical sociology, methodology, sociology of education; BS (mathematics), MS (engineering), BA (sociology), MA (sociology), recent GRE advanced sociology test score: 780; 104 semester hours effective teaching experience; 13 publications; 7 presented papers (some non-trivial); prefer West; fall, 1973.

A 765 Teaching or teaching and research; introductory, social problems, social deviance, medical sociology, research methods, also interested in women's studies; MA plus work towards PhD; assistantships and scholarships; more than 3 years research experience; publications; prefer East and South, will consider other locations; summer or fall, 1973.

A 766 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 767 Summer teaching; sociology of education, introductory, social psychology, sex roles, others; MA, near PhD; 2 years assistant, 1 year of full time experience; paper: New York City area; married, 25; late May, 1973.

A 768 Teaching and/or research; demography (population problems, population policy, migration, fertility, demographic methods), statistics, research methodology, complex organizations, urban, sociology of religion, Latin American studies; PhD (June, 1973), 1 year teaching, and 2 years research experience; articles and book forthcoming; 2 NIH research grants; 29, single; September, 1973.

A 769 Teaching; introductory, racial and ethnic relations, urban sociology, community; MA; 1 year teaching experience; East and Midwest area preferred, but will consider other locations; 28, married; fall, 1973.

A 770 Teaching; small liberal arts or junior college; introductory sociology, theory, research; MA with course work for PhD; one year NIMH grant for graduate study; 15 years teaching in liberal arts college, 3 years department chairman, 2 years hospital social service director; single; September, 1973.

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