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# Footnotes

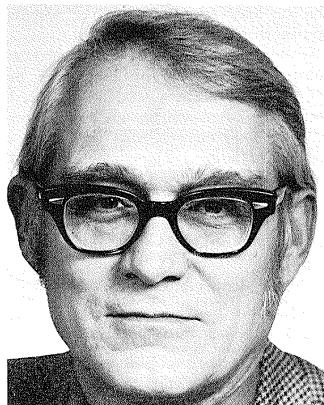
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*Elections Loom With Western Bloom. . .*

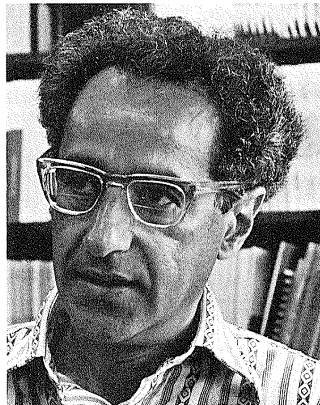
## BLALOCK AND SHORT TO VIE FOR PRESIDENCY; INKELES AND SIMON FOR VICE-PRESIDENCY



Hubert M. Blalock, Jr.



James F. Short, Jr.



Alex Inkeles



Rita James Simon

After a run of several years on the sociological talent of the East, the 1973 Committee on Nominations, a body elected by the voting members of the ASA, shifted its focus westward to name candidates for the two top positions in the forthcoming annual ASA elections.

Contending to become the 67th President of the Association are two dynamic sociologists from sister universities in the Evergreen State where friendly rivalry has a long tradition: Hubert M. Blalock, Jr. from the University of Washington (Seattle) and James F. Short, Jr. from Washington State University (Pullman).

The tilt toward the West is also indicated by the home institutions of the candidates for Vice-President. Here the Committee on Nominations designated the following two prominent sociologists to compete for the position: Alex Inkeles of Stanford University and Rita James Simon of the University of Illinois, Urbana.

Having noted the current location of the candidates, it must be emphasized that each has a rich background of training and a distinguished record of professional and scholarly performance that has brought them recognition and renown that transcends regionality. This can be verified by all Members of the ASA when they read the biographic notes on all candidates that will accompany the ballot to be sent from the Executive Office for the election this winter.

The forthcoming election will determine who will serve as President and Vice-President in 1976 when the Annual Meeting is scheduled for a return to New York (the site for 1974 is Montreal and for 1975 it is San Francisco). Decisions will also be made for other key positions in the governance of the Association that have three-year terms starting in 1974. Included in this category will be the election of four persons from a slate of eight nominees to serve on the Council and two persons from a slate of four to serve on the Committee on Publications.

In addition, two-year terms will be decided for six persons each to serve on the Committee on Nominations and the Committee on Committees. The twelve candi-

dates for each of these two committees are presented in pairs for each of six districts, but all Members are eligible to vote for one person from each district.

The full slate of nominees for the election was prepared by the 1973 Committee on Nominations chaired by Robin M. Williams, Jr., who was appointed to replace Neil J. Smelser, who is on sabbatical in Europe. The Committee members included Zena S. Blau, David Bordua, James E. Conyers, Richard J. Hill, Helen MacGill Hughes, Elton Jackson, Jacquelyne J. Jackson, Lewis M. Killian, Edwin M. Schur, Gertrude Selznick, James D. Thompson, and Harriet Zuckerman. Their collective judgment produced the following candidates for office:

### President

Hubert M. Blalock, Jr.,  
University of Washington  
James F. Short, Jr.,  
Washington State University

### Vice-President

Alex Inkeles, Stanford University  
Rita James Simon, University of Illinois,  
Urbana

### Council

Kurt W. Back, Duke University  
Andrew Billingsley, Howard University  
Troy Duster, University of California,  
Berkeley  
Cynthia Epstein, Queens College, CUNY  
Kai T. Erikson, Yale University  
Peter I. Rose, Smith College  
Harrison C. White, Harvard University  
Robert F. Winch,  
Northwestern University

### Committee on Publications

Herbert L. Costner,  
University of Washington  
Tilman C. Cothran,  
Western Michigan University  
James A. Davis, NORC, Chicago  
Nicholas J. Demerath III,  
University of Massachusetts

### Committee on Nominations

#### District 1

Arlie Hochschild, University of Cali-  
fornia, Berkeley  
Jacqueline P. Wiseman, California

State University, San Francisco

#### District 2

Sheila Klatzky, University of Wis-  
consin  
Gilbert W. Merckx, University of New  
Mexico

#### District 3

Julius Debro, University of Maryland  
Joseph S. Himes, University of North  
Carolina, Greensboro

#### District 4

Albert J. McQueen, Oberlin College  
Joseph W. Scott, University of Notre  
Dame

#### District 5

Edwin D. Driver, University of Mass-  
achusetts  
George Psathas, Boston University

#### District 6

Robert McGinnis, Cornell University  
Eugene Weinstein, State University of  
New York, Stony Brook

### Committee on Committees

#### District 1

Joan Acker, University of Oregon

Gwynn Nettler, University of Calgary

#### District 2

Norman K. Denzin, University of Illi-  
nois, Urbana  
Mildred A. Schwartz, University of  
Illinois, Chicago Circle

#### District 3

Barbara P. Payne, Georgia State Uni-  
versity  
Charles U. Smith, Florida A&M Uni-  
versity

#### District 4

Russell R. Dynes, Ohio State Uni-  
versity  
Howard Schuman, University of  
Michigan

#### District 5

Bud B. Khelif, University of New  
Hampshire  
George Park, Memorial University,  
Newfoundland

#### District 6

Patricia Kendall, Queens College and  
City University of New York  
Gillian Lindt, Columbia University

## ASA ANNUAL AWARDS

### 1973 Du Bois-Johnson-Frazier Award to St. Clair Drake

As announced before more than 1,500 sociologists assembled at the Presidential Session at the 68th Annual Meeting in New York, the 1973 Du Bois-Johnson-Frazier Award was made to St. Clair Drake, Professor of Anthropology at Stanford University.

The award was announced by Butler A. Jones who chaired the selection committee that included James E. Conyers, Lewis M. Killian, Joyce Ladner, Albert McQueen, Elliott Rudwick, Charles U. Smith, and Ralph H. Turner.

Butler Jones opened the presentation with the following remarks: "The 1973 recipient of the Du Bois-Johnson-Frazier Award is in at least two respects uniquely in the tradition of the three men for whom

See DU BOIS p. 10

### First Stouffer Award to Hubert M. Blalock, Jr., "Special Award" to Paul F. Lazarsfeld

This year the ASA created a new award in the name of the late Samuel A. Stouffer, 43rd President of the Association, to be conferred in recognition of a work or series of works published during the past five years which has notably advanced the methodology of sociological research.

At the Annual Meeting in New York, Professor Hubert M. Blalock, Jr. of the University of Washington received \$500 and the following citation:

The first Samuel A. Stouffer Award is presented to Hubert M. Blalock, Jr. for his series of contributions to the study of causal inference which have notably advanced sociological methodology.

Speaking for the Selection Committee,  
See STOFFER, p. 10

## Open Forum

### The Statistician in Sociology; Some Recent Levels of Pain

Sanford Labovitz  
University of Calgary

The stress level for statisticians in sociology seems to have increased substantially in the last few years (in a statistical sense, with about two degrees of freedom, the probability is greater than chance that the mean stress increase is greater than 7.114). Those statisticians (and certain types of methodologists) dealing with graduate students appear to have been hit hardest, although any traditional sociologist, establishment types, may be affected. Even the nominal measurement of classifying sociologists into dichotomous types (methodologically oriented vs. non-methodologically oriented) permits a crude rank ordering of the recent degree of personal pain experienced. This rank ordering can be elevated to an interval scale by assigning a negative number to the decline in prestige and respect formerly accorded to the methodologist-statistician. Simply stated, the statistician is under attack (by the shotgun technique among others, including the jackknife), and he or she is vulnerable.

#### Questions

This conclusion is not based on careful observation of a stratified random sample of a precisely specified population of statisticians in sociology; rather, it is based largely on introspection (a solid case study) and the social grapevine (statisticians are out on a limb on the discipline's family tree). Rumors abound about graduate student unrest. Why take statistics at all? (Some students are in sociology to get away from such "mundane" phenomena.) How can statistics be relevant when reality is in the mind? If there are no standards, or all of sociology is just one huge value judgment, then why learn statistics, which may be a lousy discussion topic at T-group sessions anyway? Why go into methodology (including statistics) when it is easier to go into "soft" sociology? Why pick up standards, when they are so damn hard to learn? The reasons for the current plight of the statistician in sociology may lie somewhere in the answers to these questions.

#### Indicators

What kind of "grapevine" indicators are there of this plight? In a university in the northwest of the United States, graduate students refused to take a final exam in a graduate statistics course. In several universities in the northwest, midwest, and west coast, graduate students have petitioned, argued, and complained about the relevance of graduate statistics. In a university in Canada, the graduate students organized, a leader emerged, and the professor in question was discussed, scrutinized, blasted, and reported to the administration. In India, at least one professor was stabbed to death by students (and that is pressure). Rather than interpreting these as isolated instances, they appear to be more representative (.05 or .01, it does not matter) of the tip of the iceberg.

Many students are reacting against the statistical and methodological aspects of sociology, and they are having an affect. One university in the southwest United States and one in Canada recently established an ethnomethodological alternative sequence to the traditional methods and statistical courses. Some sociologists are supporting the anti-statistical orientation of many graduate students, and thereby are opposing a few of their colleagues.

#### Norm Violation?

Could statisticians in sociology be violating a social norm? These professors could be violating a norm of the nature that "graduate students should pass statistics no matter what" or "graduate students should pass statistics at a minimum level of competence." Maybe a more general norm is being violated, viz., "graduate students should not take statistics because it is not relevant to alleviating social problems," or "it does not help the powerless," or "it does not contribute to our understanding of the social world (Verstehen Sie?)."

There is, undoubtedly, a "movement" that downgrades the statistical approach (the probability of a favorable statistical statement from one of its followers is near zero, speaking statistically). There are feelings among graduate students that they have been powerless too long. Confrontation has been legitimized to some extent. There is "some feeling" that students have much to offer in a course (especially in a seminar), and that grading as such should be minimized or eliminated. All of these put some pressure on professors, and especially on those who teach graduate courses by lecturing and basing grades on exams rather than papers.

#### Standards

A very prominent sociologist, in regard to this situation, wrote: "This has to be the darkest of periods in recent years for anyone who has standards." Could he be right? Does the issue really breakdown, in the final analysis, to whether or not you apply "standards" in your teaching and grading? If so, are those professors with standards more likely to teach statistics than those without standards? Is there a selection process operating where non-standard types teach the other graduate sociology courses (usually by the seminar method involving discussion and a paper) and standard types gravitate toward statistics? Selection may be a factor to some extent, but it does not appear to be a dominant one (or, more to the point, it only explains a small proportion of the variance).

In contrast to such ideas, consider the following interpretation. It seems that most professors have "standards" (please do not push for a definition as it is better to have confidence in one's limits than to limit one's confidence). That is, both statisticians and non-statisticians have standards. The graduate statistics course, however, is usually taught quite differently from other graduate courses. Few professors teach graduate statistics as a seminar, most teach it by lecturing (and grading by exams).

Grading for a seminar is more difficult than for a course (except for the very few students who stand out, or are abysmal, or fail to do the work). Basing grades on one or a few papers (done outside of class), or on participation, has fewer guidelines or less precise guidelines than grading exams based on gamma and chi square (which are selected here as "samples" of association and inference, respectively). With fewer or less precise guidelines, it is easier to give in to the pressures cited above (student power, statistics as useless, among others). Consequently, in non-statistical graduate seminars, the professor can pass most everyone and thereby avoid the wrath of the students. These professors still have standards, it is just that they are not in a situation to apply them. More accurately, they are in a situation where the probability of applying strict standards is somewhat less than for the professors of graduate statistics courses. In statistics courses we can hardly get away from the blatant fact that a number of students simply do not understand the material. Simply stated, they perform poorly on exams.

#### Issues

There are a number of issues involved. Should students be evaluated? If so, who should do the evaluating? On what criteria should they be evaluated? There have been three responses: (1) self grading, (2) let everyone pass, but assign A's only to the "outstanding" students, and (3) maintain standards and grades based on performance. The third response often is difficult to apply in graduate seminar courses because of the vague nature of grading on papers and discussion. The second response perhaps is most frequent when the professor is under pressure from the students (for "good" grades), the administration (to keep enrollment up), or parents (to treat their children "favorably").

So why are the teachers of statistics so vulnerable? Are they a different type, or are they in a different teaching situation? Feel free to contribute personal experiences or alternative interpretations on the general issue (nothing higher than the .05 level need be submitted).

\* \* \*

### Researchers in West German Survey Report Difficulty in Obtaining or Protecting Confidential Data

Paul Nejejski  
New York University

A study of the problems of researchers obtaining and protecting data from confidential sources in West Germany is being conducted by Dr. Albin Eser, a law professor at the University of Bielefeld, Westphalia. According to preliminary tabulations, 18% of the respondents in his survey indicated some problem with public authorities: either in obtaining information from government or withholding confidential data from public officials. This governmental interference resulted in a variety of consequences such as coming to an agreement with an official or being forced to make changes in the research design. In some cases, the projects had to be terminated.

#### Survey

As part of the study, two hundred and eighteen researchers primarily engaged in the study of criminal law and criminology in West Germany were surveyed during the last year. The sample for the survey was drawn from four categories: (a) 79 criminologists and sociologists; (b) 55 criminal law professors; (c) 81 directors of Max Planck Research Institutes throughout Germany; and (d) 3 researchers who were known to have had some problems in dealing with confidential research. Consequently, the sample was largely limited to persons conducting research in criminal justice, although the Max Planck Research Institutes also conduct a wide variety of studies in other areas. The sample of criminologists and criminal law professors was as complete as possible. Thus, while the survey gives a picture about the problems in conducting criminal justice research, it did not attempt to be a general survey of social science or empirical research.

One hundred and forty-six responses were received: a 68.5% return. Of these responses, there were 26 cases involving some contact with public authorities such as the police or a prosecutor. In addition to the 26 reported cases, several other researchers explained to Dr. Eser in private they had experienced difficulties in conducting their research but did not want to report their problems for general fear of getting into trouble with the authorities.

#### Nebulous Equilibrium

One reason for conducting the survey was the lack of knowledge about how many researchers are affected by problems relating to confidential data. There is no

precedent in West German law either clearly establishing or denying a researcher's privilege. The result has been that the issue has not been pressed in the courts. Both sides have realized that this is a sensitive issue, and both sides have in the past attempted to compromise wherever possible. This desire not to disturb the present nebulous equilibrium has been reinforced because some researchers have already won acceptance by police and prosecutors, and they do not want to make any problems or disturb the relationships which have been established. Thus, while this group may have encountered problems with authorities, they are reluctant to discuss the problem and are even more reluctant to lobby for a greater protection for the whole profession.

#### Sensitive Cases

The past period of accommodation has been seriously upset by the recent procedural involvement of a researcher commissioned by the Federal Criminal Agency (analogous in part to our Federal Bureau of Investigation) to study the use and traffic in illegal drugs. The study included a considerable amount of participant observation. In the course of his studies, the researcher witnessed a fight between a group of youths who were using drugs and with another group of young people. The researcher was subpoenaed to testify by the state government concerning this fight. The claim of researcher's privilege has been denied. But due to the legal sensitivity and uncertainty of the issue, the prosecutor finally refrained from calling the researcher as a witness at the trial.

Professor Eser commented that it is significant that the researcher in this test case was a sociologist and not a lawyer. He felt that gaining access to confidential information and protecting that information once it was obtained was much easier for lawyers who were seen as part of the legal establishment and would not as readily be subpoenaed by fellow lawyers in their role as prosecutors or judges.

Although the test case which has brought this issue into the courts involved the protection by the researcher of confidential data and sources, other examples from the survey point out the difficulty which some researchers may have in obtaining information from the government.

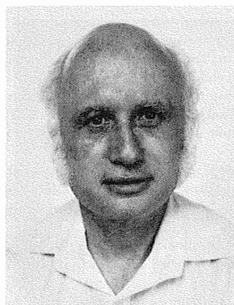
In one case a law professor was sponsored by a Federal Ministry to study a statute which subsidized manufacturers engaged in foreign trade. The subject of investigation was the number and type of fraudulent claims which were made for the subsidy, i.e., forms filed where no goods had in fact been traded. After considerable preliminary work, the researcher was denied access to the information collected by the state prosecutor and the federal department of taxation. The reason given for the denial of access by each agency was fear that its confidential sources would dry up if they were open to the researcher, although he promised to keep the information confidential. The study had to be limited in its scope.

In another example, a researcher was studying the application of a statute which, at that time, required citizens to report associations or contacts with East German public authorities. When the researcher asked the Federal Criminal Agency for information about prosecutions and investigations under the statute, he himself became subject to investigation. After the police had questioned his neighbors and colleagues about his associations, ideas and activities, the researcher decided to terminate the project.

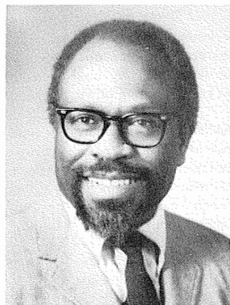
#### Similarities and Differences

The final results of the West German study should be interesting to United States sociologists.  
See OPEN FORUM, p. 6

## Eight Candidates for Four Council Positions, 1975-77 Term



Kurt W. Back



Andrew Billingsley



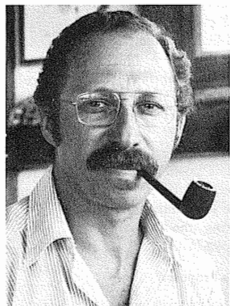
Troy Duster



Cynthia Epstein



Kai T. Erikson



Peter I. Rose



Harrison C. White



Robert F. Winch

### Americans Involved In . . .

#### Planning for International Meetings in Israel and Greece

Two sets of American sociologists recently travelled to the Mediterranean area to participate in meetings some of which set the stage for future sessions that may interest other colleagues.

One delegation involved the Vice-President of the ASA, Matilda White Riley, and the Executive Officer of the ASA, Otto N. Larsen. They joined with representatives of other American organizations being hosted by Israeli officials in a "National Organizations Leadership Symposium" in Tel Aviv and Jerusalem from September 9 to 16. The symposium was called to help plan the 10th International Congress of Gerontology which will be held in Jerusalem, June 22-27, 1975. The preliminary scientific program of the Congress calls for fully one-fourth of the symposia and sectional sessions to be devoted to research from the social and behavioral sciences. Other parts of the program will encompass interests in biology, clinical medicine and public health, and applied social research and social welfare. Procedures for participating in the Congress will be announced soon and sociologists may receive relevant information from the ASA office upon inquiry early in 1974. Both Dr. Riley and Dr. Larsen were impressed not only by the facilities for the Congress but by the opportunities for sociologists to make a meaningful scientific input into the program. They and their spouses who accompanied them were also impressed when 16 Syrian jets were shot down one afternoon while they were bathing in the sea north of Tel Aviv.

At about the same period, September 9-12, twelve other Americans from several disciplines, including sociologist Jiri Kolaja from the University of West Virginia, were meeting with European colleagues in Delphi, Greece to review research developments carried on by the National Centre of Social Research in Greece. Research was reported concerning such topics as "The

Migration and Return of Greek Professionals," "Attitudes of Greek Students Toward University Education," and "Nation Building in Modern Greece."

The sessions were considered so successful that plans were made for another conference in Delphi to be held in 1975. That conference will focus on the social transformation of rural and urban societies in Balkan and Mediterranean areas. Eight sections are planned including two to be organized by American sociologists. Constantina Safilios-Rothschild of Wayne State University will organize the section on family, and Charles C. Moskos, Jr. of Northwestern University will organize the section on politics.

\* \* \*

#### An Easy Way to Analyze Qualitative Variables

The computer program that was used to analyze qualitative variables in the series of three articles by L. A. Goodman (*American Sociological Review*, 1972, 37: 28-46; *American Journal of Sociology*, 1972, 77: 1035-1086; and *American Journal of Sociology*, 1973, 78: 1135-1191) is now available to sociologists who want to use it in their own research. The program is called ECTA (Everyman's Contingency Table Analysis: Parameter Estimates and Tests). It can be used to analyze multidimensional contingency tables where the variables are dichotomous or polytomous, and it will print out estimates of the parameters as well as test hypotheses. It can be used when the classes of each polytomous variable are unordered, when the classes of each polytomous variable are ordered, and also when the classes of some variables are ordered and some are not.

For further information, write Professor L. A. Goodman, Department of Sociology, University of Chicago, Chicago, Illinois 60637.

#### ANTHROPOLOGISTS INJURED IN RANGE FIRE

Two Nevada anthropologists and their children were badly burned on July 26 while escaping from a range fire near their home outside Reno. Kenneth E. Knudson, chairman of the University of Nevada, Reno department, and Mary E. Knudson, also an anthropology faculty member, and their two sons, ages 6 and 8, are recovering after an extended critical period (Mary Knudson is the daughter of William and Elizabeth Sewell of the Department of Sociology at the University of Wisconsin, Madison). Treatment will be lengthy and expensive. To help the family a fund has been established. Contributions can be made to the Knudson Fund and sent to Donald Hardesty, Dept. of Anthropology, Univ. of Nevada, Reno, NV 89507.

\* \* \*

#### ASA COUNCIL MEMBER SELECTED AS VISITING SCHOLAR

Renée C. Fox, chairman of the department of sociology and professor of sociology in the departments of psychiatry and medicine at the University of Pennsylvania, has been appointed a Phi Beta Kappa Visiting Scholar for 1973-74.

Professor Fox will travel to eight institutions where she will meet with students and faculty in a variety of formal and informal encounters. Her lectures will cover such topics as: a comparative perspective on medical education and socialization in the 1950's and 1970's; a social view of organ transplantation and dialysis; Congolese (Zairois) culture patterns and some of their implications for societal development.

### Final Call For Papers . . .

#### FIFTEEN SESSIONS ADDED TO 1974 PROGRAM IN MONTREAL

January 15, 1974 is the deadline for the receipt of papers for the 1974 Annual Meeting. All persons planning to submit papers must have them in the hands of session organizers by that date. In addition to the 46 sessions announced earlier (see August FOOTNOTES), the Program Committee, headed by President Peter M. Blau, has announced the addition of 15 sessions. The 1974 Program is now in final form; no more session topics will be added. For any of the 61 sessions, papers should be submitted directly to the appropriate organizer and should not exceed 1,500 words. Later editions of FOOTNOTES will report other plans for the 1974 program which will include didactic seminars, panels, plenary sessions, and opportunities for informal discussions of working papers. This final call includes the opportunity to send papers to the following session organizers:

**Symbolic-Interactionist Approaches:** Gregory Stone, St. Croix Cove, Route 3, Hudson, Wisconsin 54016

**Ethnic Groups in Multi-Ethnic Society: Canada** Frank Vallee, Department of Sociology, Carleton University, Ottawa, Ontario, Canada

**Structural and Phenomenological Marxism:** Richard Appelbaum, Department of Sociology, University of California, Santa Barbara, California 93166

**Visual Sociology:** Alex Blumenstiel, Department of Sociology, Boston University, Boston, Massachusetts 02215

**Knowledge and Social Structure:** Marcel Teitler, Department of Sociology, University of Wisconsin, Madison, Wisconsin 53706

**Personality and Social Structure:** Alex Inkeles, Department of Sociology and School of Education, Stanford University, Cubberly Hall, Stanford, California 94305

**American Indians:** Howard M. Bahr, Department of Sociology, Brigham Young University, Provo, Utah 84601

**Modernization:** Frederick C. Fliegel, Department of Sociology, University of Illinois, Mumford Hall, Urbana, Illinois 60801

**The Political Economy of the World-System:** Immanuel Wallerstein, Department of Sociology, McGill University, P.O.B. 6070, Montreal, Quebec, Canada

**Global Sociology:** Elise Boulding, Department of Sociology, University of Colorado, Boulder, Colorado 80302

**Theoretical Issues in Homosexuality:** H. Laurence Ross, Department of Sociology, University of Denver, Denver, Colorado 80210

**Intergroup Relations:** Alvin Rose, Department of Sociology, Ashe Administration Building, University of Miami, Coral Gables, Florida 33124

**Youth and Aging:** Ellen Robin, Department of Sociology, Western Michigan University, Kalamazoo, Michigan 49001

**Cross-National Organizational Research:** Koya Azumi, Department of Sociology, Rutgers University, Newark, New Jersey 07101

**The Sociological Significance of W. E. B. Du Bois:** Hylan G. Lewis, Department of Sociology, Brooklyn College, Brooklyn, New York 11210

In addition to the new sessions listed above, please take note of the following changes regarding organizers for Section Day Programs:

**Section on Community:** Harold Kaufman, Department of Sociology and Anthropology, Mississippi State University, Box 5161, Mississippi State, Mississippi 39762

**Section on Family:** Joan Aldous, Department of Sociology, University of Minnesota, Minneapolis, Minnesota 55455

**Section on Theoretical Sociology:** Edward A. Tiryakian, Department of Sociology, Duke University, Durham, North Carolina 27706

**Section on Undergraduate Education:** David B. Booth, Department of Sociology, University of Windsor, Windsor, Ontario, Canada

**Section on Social Psychology:** Norman Washburne, Department of Sociology, Rutgers University, Newark, N.J. 07107

# The 1973 Academic Job Market for Sociologists FEWER OPENINGS

Kurt Finsterbusch  
University of Maryland

## Sociologists Still In Demand, But Job Outlook Is Clouded

By Karen J. Winkler

By now everyone knows that new Ph.D.'s face a tight job market. In some disciplines over half of the new graduates cannot obtain employment in their profession. Sociologists fare much better but may be in a similar predicament in a few years since demand is fast disappearing. For the first time in decades, the number of new Ph.D.'s exceeds the number of positions in academic departments which are available to new entrants, i.e., the total net new positions plus replacements for deaths and retirements. Supply has outstripped demand in aggregate terms. There was enough slack in the system to absorb the 1972-73 surplus, but the slack may have been used up this year so that next year may become a nightmare for new Ph.D.'s.

It was our unhappy task a year ago to report in *The American Sociologist* (December 1972) on the rapidly deteriorating job market for sociologists on the basis of questionnaires returned to the ASA by departments in 1972. Now we are reporting on the results of the 1973 wave of questionnaires dealing with Ph.D. production and job openings in American and Canadian departments with graduate programs. Approximately 699 Ph.D.'s in sociology were produced by United States and Canadian universities in the 1972-73 academic year. If this cohort distributed themselves among types of institutions in the same percentages as previous cohorts, then 594 obtained academic employment. But to do this, 236 or 40% of the total had to push someone else out of a job because we estimate that only 253 net new positions (new, minus eliminated) for sociologists opened in academic institutions and about 105 additional positions became available in 1972-73 through deaths and retirements.

Reports of chairpersons indicate that the 1972-73 Ph.D. sociologists did obtain employment and mainly in academia. For years the demand for sociologists in academia has exceeded the supply; accordingly, many positions have been staffed with non-Ph.D.'s or have remained unfilled. Very likely the estimated 594 academia-bound new doctorates did obtain university or college appointments and did so by filling the unstaffed positions and displacing non-Ph.D.'s whose contracts were not renewed. In 1973, some incumbents with insufficient credentials were the victims of the swelling supply and slugging demand curves. Next year, with no reserve of unstaffed positions, with incumbents who have better holds on their jobs, and with almost no net new positions or even net reduction in positions, the newly minted Ph.D.'s could face a challenging if not cruel job market.

Data on the production of sociologists and the demand for them in academia are presented in Table 1. The estimate for the 1973 production is based on the figures supplied by departments in late May or in June for "total Ph.D.'s granted or expected 1972-73." Out of 114 departments with Ph.D. programs, 20 did not return the questionnaire or did not respond to this question. In 17 of these cases we repeated the figure which was reported in the previous year, and in two cases we repeated the figure which was reported in 1971. The number seeking academic employment is calculated by multiplying the total output of Ph.D.'s by .85. This ratio is obtained from the statistics for previous years compiled by the Manpower Studies Branch of the National Research Council.

<sup>1</sup> An important and unexpected finding is the slowing increase in the rate of production. Only 5% more doctorates were produced in 1972-73 than in the previous year, but production increased in the previous four years at an annual average rate of 15%. However, there are discrepancies between the 1971-72 output figures supplied by departments in the 1973 questionnaire and their reports in the Spring of 1972 for the number to be granted in 1971-72. If the later reports are more accurate there may have been no appreciable increase in production in 1972-73 (even a small decline for American universities). But whichever reports are the more accurate, the results differ sharply from the 1973 estimate by Adkins<sup>1</sup> of 812 Ph.D.'s for exclusively American universities as well as from other estimates we have seen. It is concluded, therefore, that Ph.D. production rates are adjusting to the shrinking demand much faster

TABLE 1: SUPPLY AND DEMAND ESTIMATES FOR THE AMERICAN AND CANADIAN ACADEMIC JOB MARKET FOR NEW SOCIOLOGY Ph.D.'s, SPRING, 1972, and 1973

	1971 <sup>a</sup>	1972 <sup>a</sup>	1973 <sup>b</sup>
New Ph.D.'s	582	661 (696)	699
Seeking academic employment	495	555 (592)	594
Academic openings	1600	883	358
Replacements (death & retirement)	103	103	105
Net new positions	1497	780	253
In all graduate departments	374	196	81
With ACE ranking <sup>c</sup>	48	37	31
Without ACE ranking	326	159	50
In undergraduate departments	1123	584	172

a based on the 1972 questionnaires  
b based on the 1973 questionnaires  
c American Council on Education

than anyone expected.

Most projections assume that major adjustments evolve over five years, which is realistic if adjustments occur only through reducing admissions. Formerly it was assumed that graduate school output is linearly related to input and that the attrition rate is constant. Evidently attrition rates are increasing as students are deserting what may be perceived as a sinking ship.

Enrollment figures show that additional adjustments are taking place and sooner than most observers expected. The growth in admissions of graduate sociology students turned to level off in the Fall of 1971 (only +5%), started negative in 1972 (-7%), and even more negative in 1973 (-16%). The phasing out of federally financed traineeships may be partially responsible. But even when fellowship monies are available, some students seem to be deciding against pursuing graduate work.

On the basis of sociology production and graduate admission figures, therefore, it may be concluded that the period of exponential growth of doctorates in sociology is past. We even dare to forecast that Ph.D. production will level off at between 700 and 750 per year before drifting downward in response to ever tighter market conditions.

The remaining figures in Table 1 are estimates of the aggregate demand for sociologists. Demand has dropped sharply from around 1,600 to around 350 (a decline of 78%). One may have considerable confidence in the figures of 105 replacement openings and 81 net new positions in graduate departments for 1973. However, it is acknowledged that the 172 net new positions in departments without graduate programs is a shaky estimate. This latter figure is derived from our 1971 estimate, which was based on the returns of 43% of the questionnaires sent to 2,763 colleges and junior colleges by the ASA in 1971. From those returns, it was calculated that about 1,100 net new positions in sociology opened up in these schools for the 1971-72 year (See *The American Sociologist*, Dec., 1972 for details). By assuming that the 85% decline from 1971 to 1973 in net new positions for schools with unranked (ACE) graduate programs also applies to schools without graduate programs, it is now concluded that there may have been only 172 net new positions for sociologists created in these schools for 1973-1974. (This figure is calculated by making estimates upon estimates and has the likelihood of a wide error margin.)

The data in Table 1 seems to present a grim picture. But how do these data accord with actual experience? According to most departments, this year's marketing effort was not much worse than that experienced last year. Only 30% said that it was more difficult to place their graduates this year than last year, although it should be noted that this figure increases to 46% for graduate departments with ACE ratings, which includes those departments that tend to produce the most Ph.D.'s (see Table 2). Obviously the job market has not yet crashed. And

The job shortage is beginning to catch up with sociology, which until now has been one of the few disciplines that were relatively untouched by the employment crunch hitting other academic fields.

While there is "no immediate overpopulation of sociologists," and "most new Ph.D.'s have little or no difficulty in finding reasonably good posts," John W. Riley, chairman of the American Sociological Association's committee on employment, said at the annual convention of his organization here, "beginning in a couple of years and extending for the next decade . . . the discipline will face a steadily worsening manpower situation."

Mr. Riley was one of several sociologists who talked about the job market at last month's annual meeting of the association.

By 1980, Robert McGinnis of Cornell University warned, between 17 per cent and 25 per cent of all sociologists will be "underemployed"—working in positions for which a Ph.D. is either "not necessary or inappropriate." Mr. McGinnis based his prediction on two surveys, one conducted by himself, the other by the National Science Foundation.

A survey sponsored by the ASA revealed that the number of new academic positions opening yearly in sociology had declined from 1,600 in 1971 to 358 in 1973. At the same time, the number of new Ph.D.'s seeking those slots had grown from 495 in 1971 to 594 in 1973.

### Several Solutions Proposed

As this trend continues, sociologists will have to find a way to open up new jobs, several

if additional adjustments occur in the next few years, then the academic job market for sociologists may be depressed for a number of years without ever having crashed.

This discussion indicates that supply may be adjusting to demand more rapidly than might have been expected. However, the adjustment is not being shared in evenly by all types of graduate departments. The consequences of uneven adjustment are potentially negative for the profession. The cutbacks in graduate enrollment are greater in the better departments. A declining proportion of future Ph.D.'s, therefore, will come from departments with the strongest programs. The qualitative implications of quantitative adjustments deserve further analysis and discussion by all concerned with the future of sociology.

TABLE 2: DIFFICULTY IN PLACING Ph.D.'s IN 1973 AS COMPARED TO 1972

Departmental ACE ranking	Less difficult	More difficult	Same difficult
Distinguished		4	2
Strong	1	7	5
Good		3	5
Adequate plus	1	6	7
Total ranked departments	2	20	19
Unranked departments	5	37	9
TOTAL	7	57	28

For two years enrollment in Ph.D. departments has been declining. In ranked departments, the 1972 entering cohort was 19% larger than the 1973 cohort, and the 1971 cohort was 31% larger than the 1973 cohort. In other words, the size of the entering cohort declined 24% in two years. However, the rate of decline in the unranked departments was much lower. In unranked departments, the 1972 cohort was 14% larger than the 1973 cohort, and the 1971 cohort was 21% larger than the 1973 cohort. Thus the size of the entering cohort in these less qualified Ph.D. departments declined 17% in two years. Comparison of the figures for ranked and unranked departments indicate how entrance to stronger Ph.D. programs is being cut more sharply than entrance to weaker programs. This trend has been observed and reported for the past three years. One must conclude that the profession appears to be reluctant to discuss, let alone devise and apply, appropriate corrective measures.

panelists at one session said. They proposed several different, and at times conflicting, solutions to the impending crisis.

Mr. McGinnis urged the association to consider "some kind of rational family planning" to impose a limit on the number of new Ph.D. candidates.

As a first step, educators should warn graduate-school applicants of "the facts of life" of the job market, discouraging some from continuing, he said.

More students should end their schooling with the master's degree, he added, because a Ph.D. requires too high a salary to qualify graduates for such jobs as high school teaching. As a result they are often "priced out of the nonacademic job market," he said.

Not only should the number of Ph.D.'s be limited, but the range of students they teach should be expanded, Harold H. Sheppard of the W. E. Upjohn Institute told the meeting. "We must not be culturally constrained by the 18-to-21 college age," he said, but must look for a "new kind of demand" among adults who return to school.

By developing "mid-career" programs for such people, universities may be able to make up for falling enrollments, several panel members agreed.

### Alternatives to Teaching

They also touched on the necessity for sociologists to look for alternatives to teaching. The most comprehensive analysis of those alternatives came from Nelson N. Foote, an industrial sociologist from Hunter College and a member of the ASA's employment committee.

"The best thing that could happen to sociology," he declared, "would be for large numbers of people to become nonacademic sociologists." Pointing to other social scientists—especially economists—who work as in-house consultants in government bureaucracies, businesses, and other areas, he said that sociologists should not necessarily stay in the university "in totally detached positions" from the organizations they analyze. Rather they should be "in the middle of things . . . advocates of the outside to the inside."

To train such consultants, graduate programs need to supplement their current research training with more stress on the techniques of applied sociology, Mr. Foote argued. Such studies should include:

- First-hand experience of several social institutions, such as hospitals, government bureaucracies, and industries. Too often, Mr. Foote said, students limit their knowledge of non-academic subjects to books written solely by academics.

- Practice in "problem formation." Ph.D. candidates need more experience in planning concrete solutions to a variety of problems. At present they design solutions only while writing thesis proposals, the speaker maintained.

- Study in the methodology of "forecasting." The economists are the only ones who have been benefiting from forecasting by making projections of future statistical trends for government and business sources, Mr. Foote said.

- Experience in evaluating projects, even before they have been undertaken. In business, for example, many proposals are discussed and rejected before they are tried, while academic sociologists tend to examine programs only after they are over, he argued.

### Applied Sociology Recommended

At another session of the convention, Paul F. Lazarsfeld, professor emeritus at Columbia University, spoke of the need to develop degree programs in applied sociology. Currently, he said, sociologists have trouble bridging the gap between finding data and knowing what to do with them. "Knowledge does not always lead to advice," he said, because the "link between what you find and what you recommend is very complicated."

Not everyone at the panel discussion agreed on the value of altering sociology curricula to make the discipline more relevant to the non-academic world, however. Jerome H. Skolnick, a

See OPENINGS, p. 6

<sup>1</sup>Douglas L. Adkins, "The Manpower Future for Anthropologists and Sociologists," mimeo., n.d., NIMH, 50 pp.



## ZELDITCH AND HUGHES APPOINTED AS NEW ASA EDITORS

### Morris Zelditch, Jr. to Edit AMERICAN SOCIOLOGICAL REVIEW, 1975-1977



Professor Morris Zelditch, Jr. of Stanford University has accepted the call from Council to become the 15th Editor of *ASR*. "Buzz," as he is known to his friends and colleagues throughout the country, will succeed James F. Short, Jr. in 1975 and his editorial reign will encompass Volumes 40 through 42 of the bi-monthly journal that is generally rated as the most prestigious publication of its kind.

Since its first appearance in 1936, the *ASR* has served as the major official journal of the American Sociological Association. A number of changes have taken place over the years including the transfer of book reviews to *Contemporary Sociology* and the recording of Official Reports and Proceedings of the ASA in FOOTNOTES. Today the *ASR* regularly reports the major research and scholarly developments in the discipline to over 19,000 subscribers. The dimensions of the editorial task facing the new Editor, as he works with a diverse and competent set of eigh-

teen Associate Editors to insure quality in reflecting the thrust of current inquiry in the field, can be sensed from the following statistics: In 1972-73, the *ASR* received 622 manuscripts, processed 1,278 evaluations, and accepted 72 articles for publication.

By training and experience, Professor Zelditch is eminently qualified to meet the responsibilities of this challenge. With a B.A. from Oberlin and a Ph.D. from Harvard, Professor Zelditch began his teaching and research career at Columbia University before moving to Stanford in 1960. Along this route, he was a Woodrow Wilson Fellow and a Fellow at the Center for Advanced Study in the Behavioral Sciences. From 1964 to 1968, he also served as Executive Head of the Department of Sociology at Stanford.

Buzz Zelditch is not a newcomer to ASA editorial work. He has served both as an Associate Editor of *ASR* and as a Consulting Editor of *Sociometry*. Currently he also has allied duties as a member of the Sorokin Award Committee.

Professor Zelditch's own research and writing reflects a range of interests that will serve him well in his new post. He is the author of numerous journal articles in the areas of comparative social structure, the family, organizations, stratification, theory, and methods. Furthermore, he is the co-author of the following books: *Basic Course in Sociological Statistics* (1958; 1968), *Types of Formalization in Small Groups Research* (1962), and *Sociological Theories in Progress* (Vol. 1, 1966; Vol. 2, 1972). In an enthusiastic endorsement of Buzz Zelditch as the new Editor, one Council member noted that the title of the latter volume would surely serve well as a sub-title for the *ASR* should the need for such ever arise.

### Helen MacGill Hughes to Edit ASA Reader Series: ISSUES AND TRENDS IN SOCIOLOGY



Dr. Helen MacGill Hughes of Cambridge, Massachusetts has accepted appointment by the ASA Council to serve as General Editor of the ASA Reader Series for a three-year period extending through 1976.

The Series, founded in 1968 under an Advisory Board first headed by Amos Hawley, includes volumes devoted to topics of salient theoretical and substantive interest that emphasize the development and progressive refinement over time of the issue in question. Thus far, two volumes have appeared in the Series published by Basic Books (Pierre van den Berghe's *Intergroup Relations* and Richard Hall's *The Formal Organization*) and six others are in process including two volumes coming off the press shortly (*Neighborhood and Ghetto*, edited by Scott and Ann Greer, and *Observations in Sociological Research* edited by Matilda White Riley and Edward E. Nelson).

Dr. Hughes is well known in sociology for her skilled editorial judgment which, among other things, has contributed significantly to the success of a number of ASA projects. For example, Dr. Hughes compiled and edited seven volumes of

readers for the SRSS series (Sociological Resources for the Social Studies) that are now widely used in secondary schools, a project sponsored by the ASA and supported by NSF. In addition, she has contributed editorial assistance to the Rose Monograph Series and recently edited the handbook distributed to ASA members on *The Status of Women in Sociology, 1968-1972*. In an allied venture, she is currently editing the *Newsletter of Sociologists for Women in Society*.

These recent activities follow a fruitful career in sociology that began with a B.A. at the University of British Columbia and an M.A. and Ph.D. at the University of Chicago. While at Chicago, Dr. Hughes worked in several capacities with *The American Journal of Sociology* and was Managing Editor of the journal from 1954 to 1961. Her own record of publication includes numerous articles in a variety of professional journals, the authorship of a book on *News and the Human Interest Story* (1940), and the co-authorship of *Where Peoples Meet: Racial and Ethnic Frontiers* (1952) and *Twenty Thousand Nurses Tell Their Story* (1958). Her edited volume, *The Fantastic Lodge: The Autobiography of a Girl Drug Addict* (1961) has recently been issued as a paperback in England and France as well as in the United States.

In addition to her productive writing and editorial work, Dr. Hughes has held teaching and research positions at McGill University, Brandeis University, Sir George Williams University, and Wellesley College. Perhaps these experiences provided the impetus for her most recent article (*AJS*, January, 1973) where she addresses the question, "Maid of All Work or Departmental Sister-in-law? The Faculty Wife Employed on Campus."

At the 1973 meeting of the Eastern Sociological Society, Helen MacGill Hughes received the ESS "Award of Merit." The ASA has now followed that lead by appointing Dr. Hughes as the General Editor of *Issues And Trends In Sociology*.

### Committee on Professional Ethics Calls for Cases

At its last meeting the Committee on Professional Ethics voted to urge members of the Association to make use of its machinery for the review of ethical problems. Members might not be aware that the Committee can deal with cases through the procedures of review, hearings, and adjudication, as set forth in the Code of Ethics of the ASA.

Because it was felt that certain issues and dilemmas facing the sociologist today have not been adequately covered by the present Code, the Committee also would like to invite members to send them material on cases they have been involved in, whether or not they were settled within the machinery of the organization, so as to guide the Committee in their recommendations for amendment to the present Code.

Colleagues who wish to send cases or offer suggestions regarding revision of the Code may communicate with Cynthia Fuchs Epstein, Chair, Committee on Professional Ethics, Department of Sociology, Queens College of the City University of New York, Flushing, New York 11367. Copies of the Code of Ethics may be obtained by writing to the national office.

### MASSACHUSETTS SENATE ADOPTS RESOLUTION FOR THE EMPLOYMENT OF SOCIOLOGISTS

In an effort to involve sociologists in the legislative process and to inform legislators, state agencies, and the general public about what sociologists can do, the Massachusetts Sociological Association initiated steps that led to the adoption of the following resolution by the State Senate:

*Resolved*, That the Massachusetts Senate hereby endorses the employment of sociologists and other social and behavioral scientists in positions in state and local government where by their expert knowledge may be brought to bear on problems relating to the aged, families, crime and delinquency, drug addiction, mental and public health, urban renewal and housing, and that the division of civil service encourage the creation of positions within the appropriate departments and agencies of the Commonwealth which would benefit from the knowledge contributed by such sociologists and other social and behavioral scientists. (Adopted, April 26, 1973)

The Legislative Committee of the MSA, chaired by Athena Theodore, plans to follow up the passage of the Resolution in

several ways. First, copies will be sent to all state legislators along with the names of sociologists with expertise in various areas who are willing to act as consultants, testify at legislative hearings, do needed research in the preparation of bills, and to evaluate existing programs. At the same time, the important state agencies, both public and private, will be informed of the availability of sociologists interested in paid part- or full-time work or consultation in the agency's special area. These sociologists might also act as liaisons to legislators seeking information about needed reforms. Furthermore, it is hoped that the passage of the Resolution will help augment existing opportunities for students majoring in sociology to work in the offices of the legislators and in the various agencies, public and private, as interns both in a paid and volunteer capacity. In the view of Dr. Theodore, "Exploration of career interests and first acquaintance with a professional skill will go hand in hand with beginning socialization in the political process insofar as these agencies have vested interests in legislating social change in their specific areas."

The MSA also plans to take steps in the coming year to urge the creation of new

Civil Service positions requiring sociological expertise in the various departments of the Commonwealth. In announcing these plans, Dr. Theodore observed, "If such positions have been relatively non-existent in the past, it may be that sociologists have tended to look down on such employment, opting for academic positions only. On the other hand, psychologists are well established in civil service, and sociologists might learn much from them."

Such action, to be effective, requires establishing lines of communication between sociologists, agencies, and legislators. For example, before the Massachusetts Senate resolution was introduced, Grainger Browning, Past President of the MSA, organized a meeting between five legislators and several sociologists for the purpose of exploring ways in which each group could be helpful to the other. Sociologists interested in the organization and the outcome of such meetings can get in touch with Dr. Browning at Fitchburg State College, Fitchburg, Massachusetts. For further information on the efforts to increase the employment of sociologists in Massachusetts, interested persons may write Dr. Athena Theodore, Simmons College, 300 the Fenway, Boston, Massachusetts.

## MINORITIES & WOMEN

Joan R. Harris  
Executive Specialist for Minorities and Women

The Minorities and Women column format will be changed with the new Executive Specialist. The focus of the column will be concentrated on, although not restricted to, research and social policy by and about minorities and women in sociology. In this vein, readers are asked and encouraged to send materials for inclusion in the column or for special news articles. Where appropriate, there will be editorial comments on the materials presented. Letters and comments will be welcomed.

**The 1970 Census Undercount.** Although the U.S. Bureau of the Census has attempted to capture every individual living within the United States at the time of the decennial census, there has been an awareness of the inability to achieve this goal. There are crucial ramifications of this fact, only one of which will be discussed below, that have caused the Census Bureau to undertake a systematic approach to estimating the undercount since the 1950 Census.

According to the Census Bureau, the estimated undercount of population since 1950 has decreased from 3.3 percent in 1950 to 2.7 percent in 1960 to 2.5 percent in 1970. The numeric population figures represented by these percentages, however, have increased with an increasing population from 5.1 million persons in 1950 and 1960 to 5.3 million in 1970. Undercounts for whites and blacks have decreased, according to the Census from 2.0 to 1.9 percent for whites and from 8.0 to 7.7 percent for blacks between 1960 and 1970.

The Census Bureau has employed a formula to estimate the undercounts that used an estimated U.S. population for comparison of census counts with expected numbers. The Census estimates were derived through figures on births, deaths, medicare enrollment, immigration-emigration, past census data, and analyses of age-sex-race distributions. The Bureau, however, reported that these techniques were not applicable to respondents of Spanish ancestry because the figures were unreliable with regard to births, deaths, and net immigration as compiled from current records.

Additionally, the Census Bureau reported an inability to prepare estimates for individual states, counties, cities, or other jurisdictions. This attitude of "defeatism" (as reported by the National Urban League in a report presented by Dr. Robert B. Hill, Research Director) led to pressure for an equalization of the allocation of federal and state funds to geographic areas of high concentrations of nonwhite populations. Dr. Hill, in collaboration with the NUL staff and consultants derived a new, although temporary, formula for the allocation of funds.

The NUL formula was designed only as an interim measure to alleviate the immediate problems of inequity and was suggested for use in a manner similar to the poverty index. Dr. Hill emphasized the necessity for this consideration to allow time for the development of more sophisticated formulas. The formula used the national age-sex-race undercounts as a multiplier for each jurisdiction based on the assumption "that the undercount rates for specific age-sex-race categories in every locality is the same as the national undercount rates for those age-sex-race categories."<sup>1</sup> While such an application across all jurisdictions may appear to be unequal, the method would increase the overall undercount rates for areas that are more "undercount prone." This method was considered still to be too conservative, particularly with undercounts for persons of Spanish descent which are probably greater than those for blacks.

In terms of total population, the largest state undercounts were in the most populous states: California, New York, and Illinois, in rank order. The smallest undercounts, as

would be expected, were in the smaller or less populous states (Wyoming, Vermont, and Alaska). The percentage undercount, however, was highest in the District of Columbia (5.8 percent) and Hawaii (5.3 percent). An examination of the results by states for the blacks and other races, however, demonstrated higher percentage undercounts in three small New England States: Maine (7.6 percent), New Hampshire (7.7 percent), and Vermont (7.9 percent). The numeric published and corrected counts, of course, were in the 11 largest states with over one million population and which accounted for 59.7 percent of the undercounted nonwhite population.

The NUL undercount formula was used for 36 cities selected on the criteria of relatively large numbers of blacks or relatively high percentages of blacks in the total population. New York City had the largest numeric undercount, but the District of Columbia and Compton, California, had the highest percentage undercounts (5.8 percent). All of the cities were higher in percent undercount than the Census estimate of 2.5 percent. An average percent undercount based on male and female nonwhite undercounts yielded a U.S. total of 6.9 percent. Based on this total percent, 19 cities had percentage undercounts equal to or greater than 6.9, with the highest percentages in Los Angeles and East Orange, N.J. (7.3 percent). The percent undercounts for nonwhite males was 8.9 percent, a figure exceeded by 22 cities with the highest percent undercount being in East Orange (10.0 percent), Los Angeles (9.8 percent), and New York City (9.7 percent). The nonwhite female percent was 4.9, which was not exceeded to the extent that the male percentages were. Seven cities only were greater at percentage undercounts of 5.0. The remaining cities equalled or fell under the figure of 4.9 percent.

The formula was applied to age-sex-race characteristics of the population of the District of Columbia, but the results will not be reported here.

The preceding discussion may seem both lengthy and sketchy, but the purpose was to explain how "what cannot be done can be done" and can be applied to real problems of resource allocation. The National Urban League Research Department illustrated the use of its formula in the impact that Census undercounts have on revenue sharing. While the revenue-sharing funds are calculated on a complicated basis, the essential element is their allocation to the states on a per capita basis. If the Census undercounts are serious, there is a concomitant serious loss of such funds. In using the formula, it was found that millions of dollars of revenue-sharing funds were lost by states because of the undercounts. The largest states (which also were the largest in numeric population undercounts) were California which lost funds (14.9 million), New York (15.1 million), and Illinois (7.5 million). While these findings are not considered hard and conclusive, they are indicative of what the undercounts might mean or how they might be a component of the division of allocations. "Anyone who is remotely familiar with the complex three-factor and five-factor formulas for allocating revenue sharing funds to states and cities realize[s] that revenue sharing funds are not directly correlated with the population counts—as our estimates suggest. But we feel that the variations between states gives one a better idea of the possible impact the census undercount might have on different states."<sup>2</sup>

The lessons that might be learned from this particular study are that new techniques need to be explored and need to be applied to policy decisions. These decisions all relate to policy issues in the allocation of resources. There is a need to follow through what Dr. Hill and his colleagues have suggested in refining the formula, developing hypotheses, testing the hypotheses, and applying the results to major issues. At the same time, however, some interim measures are necessary for immediate problems.

<sup>1</sup>ibid.

**Women and A National Register.** Women have sought and have registered with various associations and organizations for equal opportunities in employment. There has been no centralized pool into which names may be placed or may be drawn. Catalyst may provide a viable opportunity for such efforts.

Catalyst was founded in 1962 by five college presidents to deal with the conspicuous waste of training and ability that results when women are locked out of the labor force by traditional employment practices and patterns. In early 1973, the organization launched a grass-roots national program designed to open channels of communication among women, educators who serve adult women students, and employers and local resource centers that provide direct services to women in communities throughout the U.S. The national program is funded by grants from the W. K. Kellogg, Ford, and Andrew W. Mellon Foundations and the Rockefeller Family Fund and contributions from business and industry.

The Catalyst National Roster is a computerized listing by identification number of employable women and is open to all women who have completed at least one year of college and who seek administrative, managerial, technical, or professional positions on either fulltime or parttime schedules.

This roster includes women who are currently employed and who are seeking advancement within their fields as well as those who wish to re-enter the labor force after an absence. Catalyst previously had limited its services to women who wished to interrupt their careers during early childrearing years.

To be listed on the Roster, a woman must request and complete a one-page resume form from Catalyst National Headquarters. On receipt of her completed form, she will be assigned an identification number which will represent her on the Roster where her educational background, related and other work experience, salary desired, and work schedule desired will be printed. Listings are arranged according to the occupational fields and to geographic locations. Women are listed on the Roster without charge.

Catalyst has established a national network of centers that provide career counseling, job referral, or placement services to women in communities throughout the U.S. If a woman has contacted one of these 85 groups, an interested employer may secure her resume and additional information on her qualifications from that center. Some of these centers charge fees to employees or employers for successful placement or initial processing. A listing of network centers is mailed with the resume form. If a woman has not contacted a center, her resume will be sent from Catalyst headquarters to the employer who can contact her directly to schedule an interview. In announcing its expansion, Catalyst President Felice N. Schwartz stated: "Societal pressures and resultant civil rights legislation have increased the interest of employers in hiring significant numbers of women for responsible positions. The expanded Roster will clearly demonstrate that qualified and upwardly mobile women are available for work and the access system set up by Catalyst will make it easy for employers to recruit from this reservoir of womanpower. For the progressive employer who wants to go beyond the defensive posture of contract compliance, the Roster offers a unique opportunity to explore the profit-making potential of broadening the recruitment net by effectively utilizing this segment of the labor force."

First time use of the Roster is free to employers who express an interest in it. Future issues of the Roster will be available for a subscription fee that will provide the base of Catalyst's support as a tax-exempt, non-profit organization. Subscription to the Roster also entitles an employer to an unlimited number of resume forms.

To request a resume form or for more information on Catalyst's services to employers, write Catalyst National Headquarters, 6 East 82nd Street, New York, New York, 10028.

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States social scientists in raising questions about the similarities and differences between the two countries. They also suggest the need for a survey in this country to outline the dimensions of the problem of gathering or protecting confidential research data.

In terms of similarities, West Germany is a federal republic with many of the same problems arising out of dual government found in this country. For instance, the West German test case already mentioned arose out of a subpoena by a state government. Similarly, several researchers evaluating projects for the federal government in this country have been subpoenaed to testify in state criminal prosecutions.

West Germany also presents some unique characteristics. For example, the Federal Constitution contains a guarantee of "freedom of scientific research and teaching." However, there have been few cases which define the content and coverage of this specific constitutional freedom. The grant of a constitutional right to scientific inquiry is even more significant because it does not have any limitations. The Constitution also grants a freedom of press but gives specific limitations. Will the courts read in limitations on this right when it conflicts with other rights such as the right of a defendant to call a witness on his behalf? If the courts do compromise this "absolute" right through interpretation, it would be a sobering lesson for American social scientists who seek an absolute privilege to protect their confidential data and sources.

The survey suggests that West German researchers are very sensitive to the actions and opinions of government officials. With the exception of the semi-private Max Planck Institute, all universities and major research places are not private but state institutions. That means that there is little non-governmental sponsored research and that almost all university researchers are government employees. As civil servants, researchers have the advantage of a relatively permanent appointment, but they also suffer the disability of being liable to the same discipline - both formal and informal - as any other government employee.

In sum, the West German survey raises important questions about the position and even the survival of social scientists in Western society - access to government information, protection from government harassment and regulation, and ultimately the freedom to play a critical role in society. It also points out the need to conduct similar studies in this country, like that conducted of the news media by Professor Vincent Blasi at the University of Michigan for the Reporters' Committee for Freedom of the Press. (Newsman's privilege: an empirical study, 70 Mich. L. Rev. 229, Dec. '71.) If American empirical researchers hope to protect their independence, they must now understand the nature of their dilemma and arm themselves with evidence which may help establish their rights in the future.

\* \* \*

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member of the association's employment committee from the University of California at Berkeley, cautioned against wholesale endorsement of proposals to seek employment outside the university.

"You're talking about a discipline as if it were a commodity," he said. By changing curricula to fit the needs of organizations other than universities and colleges, sociologists run the risk of "accepting the values of, say, businesses when they go to work for them," he said.

<sup>1</sup>Estimating the 1970 Census Undercount For State and Local Areas; National Urban League, Research Dept.

# PSAC: LAST HURRAH FROM PANEL ON YOUTH

John Walsh

*Every society must somehow solve the problem of transforming children into adults; for its very survival depends on that solution. In every society there is established some kind of institutional setting within which the process of transition is to occur, in directions predicated by societal goals and values. In our view, the institutional framework for maturation in the United States is now in need of serious examination.*

Considering the range and volume of the literature of the social pathology of the 1960's, there is nothing very surprising about the passage above except the source—a report of a panel of the President's Science Advisory Committee (PSAC). PSAC panels commented regularly on things like environmental and energy problems and, more controversially, on the ABM and SST, but seldom on ideas for social innovation. PSAC, of course, officially disappeared in the reorganization of the White House science advisory apparatus last spring, so the report *Youth: Transition to Adulthood* appears as a post-humous paper and a rather unlikely last hurrah for PSAC. (The report is to be published not only by the Government Printing Office but by the University of Chicago and Harvard University presses.)

*Youth*, to get its official bloodlines straight, is not a report of PSAC, but rather of one of its panels. As the announcement by the Department of Health, Education, and Welfare that accompanies the report put it, "Although the report does not constitute a statement of federal policy, it is being published in the hope that it will stimulate further discussion, research and experimentation in this vital field." This it is virtually certain to do, since the panel that produced the report was chaired by sociologist James S. Coleman, now at the University of Chicago and principal author of a report titled *Equality of Educational Opportunity*, released in 1966. The so-called "Coleman report" spurred a reassessment of policies and programs which had been developed to further equality of education in the public schools. And the new report, which focuses on the institutions that deal with young people, contains ideas which seem likely to form a new wave in educational R&D and may well give educational reformers a new demonology.\*

When Coleman was appointed to PSAC in 1970 he appeared to be the logical choice to head the PSAC panel on education, but what happened reveals something about both Coleman and PSAC. Coleman says he did not want to become chairman of the education panel because the panel's primary inputs were through the Office of Management and Budget and other federal agencies. Coleman was convinced that the

federal government really makes few telling policy decisions in education. "If a panel of PSAC was going to have an impact on education," said Coleman in an interview, "that impact would have to be on groups outside the federal government—on local and state authorities, on interest groups—and only secondarily on federal agencies."

His experience with the pivotal *Equality of Educational Opportunity* had been that the report's impact was greatest on the courts and school districts where it had been invoked in desegregation suits and policy debates.

Coleman also felt that if he were going to contribute anything to PSAC it would not be through the monthly plenary sessions of the full committee. He says he believes that "insofar as PSAC has had an impact, it has been through its panels" (and these he thinks have been useful). Coleman says that President Nixon was not making use of PSAC at the time, so it was a question of marking time or finding a useful way to proceed. Accordingly, Coleman says he asked himself "what problems were fundamental and how would it be possible to use the auspices of PSAC to have an impact on public policy?" He put forward the idea of a study on youth to Lee A. DuBridge, who was then science adviser, and PSAC approved the project.

The study was not to be on the problems of youth, says Coleman, but "on the institutions that handle young people in our society, the institutions through which our young people reach adulthood. The object was to raise the question of the appropriateness of the institutional experience young people have in becoming adults..."

"The main idea," says Coleman, "is that we have moved rapidly from a period when young people went to work fairly quickly after they became physically able to work. Now they are held out of [productive work] in special institutions. These special institutions are schools, and young people have the special role of students. We do not think this special role prepares them for being adults."

The "youth" of the report are those in the 14 to 24 age bracket. Broadly, the argument is that schools have been animated principally to give "cognitive training" to increase the opportunities of their students when they ultimately enter the job market. The report calls for an expanded set of objectives for schools. Not only should schools continue to provide students with cognitive skills, but they should also help young people to be capable of managing their own affairs, to "develop capabilities as a consumer not only of goods, but more significantly, of the cultural riches of civilization," and, finally, to develop "capabilities for engaging in intense concentrated involvement in an activity."

Changes in the objectives of schools are necessary because of changes in society, the report argues. Of these, fission in the nuclear family and the growth of a youth culture are probably the most familiar, but the report is at its most thorough and probably most convincing in identifying major areas of change.

Of fundamental importance is the growth of "youth institutions"—principally the school—in which young people spend much of their lives. In earlier times, young people moved back and forth much more freely between school and work and were much less segregated from regular contact both with older people and children.

There has also been a decided shift from the day when parents exercised full au-

thority over young persons while they were still dependent. Authority is now shared between parents and the state, with young people exercising an increasing share themselves. In part, this is because of the evolution in the law, which originally stressed the protection of youth and is now increasing the emphasis on the rights of youth.

An important, but perhaps temporary, factor has been demographic. The postwar baby boom drastically increased the number of youth in proportion to other age groups in the population. This caused heavy strains on the institutions that serve youth and accelerated the trends toward the isolation of youth as a group.

Coleman's own views appear to accord closely with the analysis and recommendations of the report. Much of the work on which his professional reputation is based has dealt with adolescents, and, says Coleman, "it was clear to me that there was a growing development of a set of youth subcultures with their own norms and values caused by institutional isolation of young people from the rest of society. This led me to look around at other kinds of social arrangements in other countries." In the Israeli kibbutz and in the work activities incorporated into Chinese education Coleman says he found examples of working alternatives.

Coleman says he saw that it was "not just a matter of an unrecoverable past, that we have a social organization of the present different from the past. It was clear that there were alternative institutions even in industrial society."

He says he has shared a slow growth of concern that society was developing a new institutional pattern leaving only a "single legitimate path for a young person to take—that he would have to stay in school as long as he could stand it. If he can't stand it he drops out." A student now is "successful in terms of the institution only if he goes all the way through," says Coleman. "What's involved in coming into adulthood is more and more defined by educators. They would have students emulate themselves."

Coleman thinks that an intensified focus on scientific and academic training in the schools began with Sputnik and has continued despite the demand for equal opportunity in education reflected in Great Society programs of the middle 1960's. The growth of the "suburban elite schools" meant that "you could concentrate on advanced courses, and so forth, in these elite schools," says Coleman. "I don't think there was ever a diminution in emphasis on academic excellence. If you look at the kids going to elite colleges, their level of preparation is higher than ever."

This has generated a counterattack. In addition to the dropouts who provide silent testimony to the effects of the pressure, the 1960's saw the appearance of the "alternative schools," which were attempts at providing more flexible forms of education. Coleman thinks that these schools accommodated mostly middle-class people who already had cognitive skills. In general, says Coleman, there has been no real move to change the definition of what constitutes education so that it will not exclude or discourage so many.

The report's recommendations for "alternative directions of change" propose a mixture of mild reforms and fairly radical remedies. All the recommendations, however, are labeled with the caution that they should be thoroughly tested before being put into wide use. As the report puts it, "These proposals do not take the form of recommendations for major policy changes, but of recommendations for pilot pro-

grams that can be expanded into full-scale policy changes contingent on assessment of their effects."

In general, the recommendations are that young people have the opportunity for more nonacademic experience, for more contact with other age groups, and for more scope to make decisions for themselves and take responsibility for others. The panel would like to see the development of more specialized schools where students would follow particular interests, and of smaller schools to mitigate the impersonality of the prevalent big, comprehensive high schools. The panel would also like to see young people take roles other than as students, for example, as tutors of younger children.

The panel sees schools acting as agents for young people not only in arranging work experience in conventional jobs but also, for example, in cultural institutions such as museums. Variations in the pattern of education, with stress on work-study programs, is regarded as particularly important.

The report urges serious reexamination of laws which now protect workers under 18. It appears that some of these laws reduce opportunity for youth. It is suggested, for example, that there might be a dual minimum wage, with young people receiving a lower wage than adults, since a high minimum wage is regarded as a disincentive to hiring young people.

Bigger changes in attitudes and institutional arrangements are recommended for programs to locate significant portions of education in the workplace. Young people would become part of an organization primarily devoted to work, but in which persons of all ages would have both working and learning roles. The difficulty of incorporating young people would vary, but the panel suggests that it would be possible for them to work in organizations in the performing arts, hospitals, manufacturing and retail businesses, and many government offices.

A greater leap would be required in setting up what the panel calls "youth communities" and "youth organizations," which they say should be tried on the possibility that age segregation may not be reversible. Youth communities would be, as the name implies, communities made up of young people. Here they would learn the attributes necessary for adulthood from the experience of solving problems themselves. Self-government is envisioned for such communities, but young people would share authority with adults.

The models for the "youth organizations" contemplated by the panel would be the present, adult-sponsored recreational and sports organizations, such as the Scouts, boys' clubs, 4-H, and the Y's, which mainly seek to develop noncognitive skills.

## Educational Vouchers

A recommendation that seems very much a trial balloon is the suggestion for a system of educational vouchers for those over 16. The vouchers would have the value of the average cost of a college education. Such vouchers would put the decision on education into the hands of those who would experience the consequences, the panelists say. The vouchers would be valid in institutions which met standards similar to those developed for the GI Bill. A voucher system might open up new educational pathways and would act to equalize the subsidy of public and private support that benefits those who now go to

See COLEMAN, p. 8

\*Coleman says that he is concerned about equality for the members of the panel on youth. He feels that identification of the 1966 report with his name was unfair to the other people who participated in the study, and he says he doesn't want the new study to be known as another "Coleman report." He points to the varied expertise and experience of the other panel members and says each made major contributions to the report. Most of the report was a joint product, but seven of the eight members assumed primary responsibility for specialized sections. These were as follows: History of Age Grouping in America, Joseph F. Kett, University of Virginia; Rights of Children and Youth, Robert H. Bremner, Ohio State; The Demography of Youth, Norman B. Ryder, Office of Population Research, Princeton; Economic Problems of Youth, Zvi Griliches, Harvard; Current Educational Institutions, Burton R. Clark, Yale; Biology, Psychology and Sociology, Dorothy Eichorn, Child Study Center, Berkeley; Coleman did a section on Youth Culture, and the panel's only current nonacademic, Minneapolis superintendent of schools John B. Davis, was invaluable to the panel, says Coleman, because he was able to "bring in direct contact with the schools. This was important since most members of the panel hadn't had experience in the schools in some time."

## Last Hurrah

COLEMAN, from p. 7

college, but in the present circumstances it is probably the most utopian of the recommendations.

Some readers of the report are sure to find it odd that Coleman, who is identified with a study of equality of opportunity in education, would chair a panel that decided to exclude a special analysis of the problems of minority groups—blacks and women, for example—in the new report. Coleman comments that "it was the feeling on the part of the panel that the fundamental faults in institutions affect all young people in the monolithic structure that has emerged. If these faults were repaired," says Coleman, "it would be more beneficial than fixing education to solve the problems of blacks or women."

Coleman says the panel was united on most things, although there was disagreement on the relative importance of some points. Dissenting views were added to the report by panel members Bremmer and Davis on both the minimum wage proposal and the voucher proposal, and Coleman added a comment on work organizations which made clear that he is more interested in "age-balanced" organizations (which would combine people of all ages in productive units) than is the panel at large.

The report will doubtless invite fire from critics ranging from traditionalists, who will see in it an antiacademic bias, to advocates of "deschooling," who will reject the report for not going far enough. Actually the recommendations are so diverse and undetailed that they amount to an agenda for discussion rather than a manifesto for change.

An essential point to be noted is the report's stress on the use of pilot programs. One lesson from the Great Society's era of improvisation in education- and community-action programs is that social inventions need a careful development phase. Coleman acknowledges that the panel's stress on pilot programs is "certainly, in part a reaction against programs adopted on a widespread basis before there is evidence on how effective they are, where a couple of years' experience would have led to a much more sophisticated design."

Plenty of questions of practicability and principle, as well as of cost, can be raised about the panel's recommendations. Sure to be suggested is that the report reflects an antiacademic bias. Coleman insists that the report is not intended to be antiacademic. "If we don't discuss academic things," he says, "it is because the major deficiencies in our society in bringing young people into it are nonacademic." There are serious problems relating to academic training, says Coleman, but these are "distributional." Academic training has been of an extremely high quality for some young people, but not for all.

More fundamental would be the question of whether what the report recommends wouldn't tend to supplant rather than support the family. Coleman says, "Although we don't write off the family, we regard the family as an extremely weak institution in modern society." This weakness has been exacerbated by the movement of women into the labor force, a movement accelerated by the women's liberation movement. "Women desire to be out of the home," says Coleman. "They want to be where the action is; that is in the workplace basically. And this leaves young people isolated."

How practical are the institutional changes the panel recommends? If young people have changed, so have adults. Are there really enough older people around with the good will and energy required to

help other people's children to grow up? What seems to be asked for is a whole new stratum of teacher-counselor-community worker. Professionalization, bureaucratization, and unionization of the public schools in recent years suggest that providing alternative community forms, which is what the recommendations of the report amount to, will not be easy.

Coleman concedes that "It is possible to argue that young people are happier when they don't have older people around," and that older people feel the same way about the young. He finds opposing evidence, however, in work-study programs, for example, where young people show up at work even when they avoid school.

"It's a very open question," nevertheless, Coleman says, "and it could be answered in an age-segregating way. Let's assume that young people don't want to be with adults and vice versa. We should ask ourselves collectively as a society if we can afford that kind of an arrangement. If you look at animal societies, you never see a case of extremely strict segregation of youth and adults. We may end up with an age-segregated society, but we should go into it with our eyes open and having tried the alternatives."

### Major Opportunity for Research in Washington, D.C.

The National Institute of Law Enforcement and Criminal Justice has announced a new fellowship program to promote research on major issues of crime prevention and control and the administration of criminal justice. As the research and development arm of the Law Enforcement Assistance Administration, the National Institute supports a wide range of programs on innovative approaches to crime reduction. Fellowship recipients are invited to participate in this research effort by coming to the Institute to carry out three-month to two-year projects of their own design.

The program offers:

- Funds and facilities for scientific research on important criminal justice issues
- Access to extensive data sources (including victimization surveys, criminal justice personnel inventories, federal prisoner statistics)
- Contact with leading research and operational personnel
- An opportunity to contribute to the solution of major criminal justice problems.

Fellows will be accorded salaries and benefits to match those of the home institution. Relocation expenses will also be covered. For further information, send a resume and brief description of area of interest to:

Visiting Fellowship Program  
National Institute of Law Enforcement and Criminal Justice  
Law Enforcement Assistance Administration  
U.S. Department of Justice  
Washington, D.C. 20530

Applications will be accepted at any time to be reviewed quarterly.

## Postscripts To A Presidential Address

(North Central Sociological Association, Cincinnati, May 10, 1973)

Russell R. Dynes\* Ohio State University

### ON THE ORIGINS OF SOCIOLOGY

In the beginning, the earth was without form and void  
All was darkness and chaos  
And the Lord said "Let there be sociology"  
And sociologists were created in His image  
And He counseled them to eat freely of the tree of knowledge

The Lord said:  
To August, thou shalt be positive  
To Karl, thou shalt not make for yourself graven images  
To Emile, thou shalt not commit psychology  
To Max, thou shalt have no other god before science

All should honor their fathers and mothers  
And books begat footnotes, and footnotes begat ibids, and ibids, op cites, and op cites, loco cites  
And soon there was a swollen multitude of sociologists

And the world was still in darkness and chaos.

### ON DIVERSITY WITHIN THE FIELD

Let not your heart be troubled, in my bouse there are many rooms  
In these rooms, there are those who are the way, the truth and the life

Blessed are the phenomenologists, for they shall know the truth if they find it.  
Blessed are the labeling theorists, for they shall not name you for your sake.  
Blessed are the symbolic interactionists for they know there is more to the self than Mead's the I.

Blessed are the power theorists, for they remind us that the meek and poor in spirit have little societal effect.  
Blessed are the functionalists for they know who has five talents, who has two talents, and those who bury their talents.

Blessed are the pure in method for they shall reach the .01 level  
Blessed are those who regress for they lead us down paths of analysis into valleys of trivia  
Blessed are those who computeth and surveyeth, for unto them shall be granted.

### ON ACADEMIC SUCCESS

Remember these things, Ob, ye Pharisees and Assistant Professors  
Ye men of short bibliographies and little faith  
The Dean giveth and the Dean taketh away.  
In the academy, there is teaching, service and research  
These three but the greatest of these is research.

He that putteth in no input, the same receiveeth no output  
He that publisheth not, the same shall perish  
He that sightheth another in a friendly footnote, the same shall be quoted in return  
To him that writeth a critical review, it shall be said "Judge not, that ye be not judged"  
He that researcheth increasingly shall be given everlasting tenure

\*Note: I have taken parts of this from others, notably Inis Claude, *Journal of Higher Education*, June 1967. The Mead quote is from Wayne Wheeler. And I am probably indebted to others I cannot remember and who probably would not wish to be remembered.

\* \* \*

### CALL FOR MIMEOGRAPHED PAPERS: NEW DIRECTORY ESTABLISHED

A directory of mimeographed papers will be published by a North Carolina State University sociologist in an attempt to provide a mechanism by which sociologists may make their productivity visible to their colleagues quickly and without editorial judgment.

Lawrence J. Rhoades, publisher, said the directory will be published quarterly beginning in February (1974). Other issues are scheduled for June and October.

"The primary purpose of the directory is to greatly increase each sociologist's ability to make his productivity visible to his colleagues by providing a mechanism which facilitates the exchange of mimeographed papers," Rhoades said.

Rhoades hopes the directory will contribute to the intellectual cross-fertilization required for further development of the discipline by serving as a sounding board for working papers in new and established specialties; an outlet for rejected manuscripts; an avenue for publicizing papers read at less visible meetings; and as a vehicle for drawing attention to papers published in journals of limited circulation or in related fields.

Listing in the directory is open to all sociologists and sociology graduate students who are seeking dialogue with other members of the discipline over the idea(s) contained in their papers. The only requirement for listing is a willingness to furnish copies of the papers upon request.

Contributors must provide the following information for each listing: title of paper, description of paper (100-word maximum), and name and mailing address of author.

Since the directory must be self-supporting, the following fee structure has been established: to list one paper and purchase one issue of directory—\$1 total; to list additional papers in same issue—\$1 each; to purchase one issue of directory without listing a paper—\$1.

Listing and fee (check/money order) should be sent to Directory of Mimeographed Papers in Sociology, Post Office Box 209, Apex, North Carolina 27502.

## New Publications

RESEARCH ON CONSUMER BEHAVIOR, an interdisciplinary quarterly will provide a vehicle for communication of empirical research, theory and methodology as they relate to consumer behavior. RCB is sponsored by ten professional associations, including the ASA (David Caplovitz is on the Policy Board). Consumer Behavior includes the study of phenomena closely related to the purchase, consumption or usage of goods and services as well as the processes that lead up to them. The first issue is scheduled for publication on or before June, 1974. For additional information as to the criteria for articles and communication notes as well as for instructions on manuscript format to be used when submitting articles, write for an RCB Style Sheet to: Ronald E. Frank, Editor, RESEARCH ON CONSUMER BEHAVIOR, The Wharton School W253, University of Pennsylvania, Philadelphia, PA 19174.

THE SOCIOLOGICAL QUARTERLY invites contributions to its new "State of the Field" series. The primary aim of this series is to advance understanding of the state and nature of the discipline of sociology. Emphasis will be placed upon articles that present an integrated, systematic and critical overview of theoretical and research efforts in specific areas, both established and emerging. Inquiries and manuscripts should be sent to: Ted Vaughan, State of the Field Series, *The Sociological Quarterly*, 1004 Elm Street, Columbia, MO 65201.

THE COMMONWEALTH SOCIOLOGIST, a new journal published twice yearly by graduate students in the Pennsylvania State University departments of sociology and rural sociology. The journal is devoted to publishing scholarly research, commentary, and book reviews reflecting the wide spectrum of contemporary sociology. Individual subscriptions are \$3.00 per year. To subscribe or submit manuscripts write: THE COMMONWEALTH SOCIOLOGIST, Department of Sociology, 206 Liberal Arts Bldg., Pennsylvania State University, University Park, PA 16802.

### CALL FOR MANUSCRIPTS FOR ASA ROSE SERIES

ASA Members and Student Members are encouraged to submit manuscripts for the ASA Arnold and Caroline Rose Monograph Series in Sociology. Works on any sociological topic, using any methodology or approach, are eligible. Only completed manuscripts, 100 to 300 double-spaced typed pages, can be considered. Send three copies to the Series Editor, Professor Ida Harper Simpson, Department of Sociology, Duke University, Durham, N.C. 27706



## Obituaries



EMORY STEPHEN BOGARDUS  
1882-1973

He came to his office in the Social Science building at the University every Wednesday, almost without exception, to read and answer his voluminous correspondence. Many of the graduate students who passed him in the corridors did not know his name, but he knew each of them—he was keenly interested in every single one of them. He knew where they had come from and what their special fields of interest were. They could have seen his name on the bronze plaque outside the front doors. It reads "BOGARDUS COURTYARD . . ." Often, as he was leaving the building, he would stop by my office to invite my wife and me to his home for a Sunday evening game of Scrabble. "I'll fix a light supper," he always added, "it won't be much; just waffles, perhaps, and a little fresh fruit salad." And with that, he would turn and hurry to his blue Pontiac to drive five miles through Los Angeles traffic to the market to shop and on to his two-story Spanish house on palm-lined Victoria Avenue, where he lived alone with his cat. He was ninety-one years old last February.

Emory Stephen Bogardus, the twenty-first President of the American Sociological Society (as the American Sociological Association was then called) was never, to my knowledge, called a particularly aggressive person. He had no energy to waste on the emotions associated with aggression. His unfathomed energy was devoted to the promotion of cooperative efforts and to the democratic process. His expertise in interpersonal behavior lay in facilitating the effectiveness of others.

Bogardus was the first President of the American Sociological Society to be chosen from a school west of the Rocky Mountains. The Society had elected a solid sociologist to symbolize the extension of its interests to the furthest borders of the nation. He had founded one of the largest departments of sociology in the world at the time (to become fifth most productive of doctorates under his leadership); he had founded the sociological honor society, Alpha Kappa Delta; he had founded the second sociological journal, *Sociology and Social Research*; he was the first President of the Pacific Sociological Society; he had written "Experiments on Tactual Sensations of the White Rat," with Frederick W. Henke, for *The Journal of Animal Behavior* (Volume I, 1911), *Introduction to the Social Sciences and Introduction to Sociology* (both published in 1913), *Essentials of Social Psychology* (1917), *A History of Social Thought* (1922), *The New Social Research* (1923), and was eventually to have well over 300 titles of which he was the sole author in the listing of his works published during his seventy-five years of authorship. At the time of his death he was reading galley proofs of his *How Much More*, to be published in the fall of 1973 for private distribution to his close friends (he had privately published books for Christmas presents since 1956).

Bogardus actively encouraged liaisons with sociologists throughout the world during his term of office as President of the Society. Although he had visited personally many European scholars and was close friends with several of them (von Wiese, Bergson, Znaniecki, and others), he also had visited or would visit sociologists in Alaska, Mexico, Canada, Brazil,

Argentina, Chile, Peru, Cuba, Panama, Guatemala, China, India, Korea, Manchuria, Hawaii, the Philippines, Lebanon, Egypt, Syria, Turkey, Greece, and Iceland. Students of his were teaching or would teach in Iran, Colombia, Finland, and England in addition to the above countries. He regularly published "Foreign Sociological Notes" in *Sociology and Social Research*, which he had subtitled *An International Journal* with the hope that it would encourage a world-wide exchange of sociological information.

As President of the American Sociological Society, Bogardus worked actively with Herbert Blumer, who became Secretary of the Society and Editor of its publications in the year of Bogardus' presidency. Blumer wrote a warm letter of admiration to Bogardus on the occasion of the latter's ninetieth birthday, paying tribute to his gentle yet highly effective organizational abilities. Over two hundred sociologists and other friends attended the celebration in Town and Gown Hall at the University of Southern California to sing "Happy Birthday" to Dr. Bogardus and to hear a succinct and precisely-worded summary of the honoree's present activities and plans for the future.

Born on February 21, 1882, Emory Bogardus was stricken with a massive cerebral hemorrhage on the morning of August 18, 1973 while carrying out his daily routine. He had no regular physician to attend him because he had never needed one. He died on August 21, without regaining consciousness. It is thus probable that he never spent an hour of his life without some constructive plan in mind.

Tom Lasswell  
University of Southern California

## New Publications

**THEORY AND SOCIETY**, created to offer an international forum for interdisciplinary discourse and critique in social theory, regarded here as the guide and culmination of sociological inquiry in general not as a distinct discipline. *Theory and Society* will publish in English, original manuscripts submitted in various languages and various fields, thereby fostering the authentic internationalization of social theory. This new quarterly is scheduled for publication in Spring of 1974.

**A SELECTED BIBLIOGRAPHIC RESEARCH GUIDE TO MATERIALS ON PUBLIC HEALTH AND MEDICAL SOCIOLOGY (1945-1972)** edited by Dr. Prakash C. Sharma. The 131 page bibliography is published by the Council of Planning Librarians, P.O. Box 229, Monticello, Illinois 61856 and is available at \$12.50 per copy.

**TEACHING SOCIOLOGY**, a new journal to be edited by Murray Straus, University of New Hampshire and Richard J. Gelles, University of Rhode Island. This journal places an emphasis on teaching with direct application to the subject matter of sociology. It will be published twice a year beginning with October 1973 and April 1974.

**JOURNAL OF PEACE SCIENCE** is published by the Department of Peace Science of the University of Pennsylvania in collaboration with the Peace Science Society. This international, multidisciplinary journal is a forum for research toward the underlying theory of conflict and conflict management in its economic, political, psychological, and social dimensions and toward the development of methodology and techniques of analysis for effective examination of conflict problems.

**PHENOMENOLOGICAL SOCIETY NEWSLETTER**, quarterly, designed as a forum for exchange of information about courses in Phenomenological Sociology, syllabi, bibliographies, critiques, relevant workshops and programs. Annual Subscriptions: \$1.00. Make checks payable to W.S.U. and mail to Myrtle Korenbaum, Sociology, Social Work, and Anthropology Dept., Wright State University, Dayton, Ohio 45431.

**WOMEN IN CHINA: STUDIES IN SOCIAL CHANGE AND FEMINISM** will be the next issue of the Michigan Papers in Chinese Studies. It is published by the Center for Chinese Studies, a non-profit unit of the University of Michigan.

## OTHER ORGANIZATIONS

□ **INSTITUTE ON THE FAMILY AND BUREAUCRATIC SOCIETY**, Case Western Reserve University, is doing an in-depth study on personal marriage contracts made by individuals prior to or after establishing a household. Readers are invited to provide copies of personal contracts, those of colleagues, friends, acquaintances, relatives and perhaps their own. Materials may be sent anonymously. An exchange of ideas on this important and innovative practice which should catalyze changes in marriage and family law in the remaining decades of this century, would be especially welcome. M.B. Sussman, Director, IFBS, Haydn Hall, Case Western Reserve University, Cleveland, Ohio 44106.

□ **SOUTH ASIAN SOCIOLOGISTS** invite membership from those engaged in studies, research, teaching, and action programs related to the Indian Subcontinent. Members may or may not be of South Asian origin. The annual fee is \$5.00, which includes receiving a newsletter. The group hopes to coordinate various sociological studies undertaken by scholars in North America and South Asia, facilitate programs of exchanging speakers, information and study materials, and strengthen South Asian Sociological programs on various campuses, and sponsor meetings, symposia, and panels related to South Asia at professional conventions. Further information and membership forms may be obtained by writing to the SAS coordinator, Dr. Ashakant Nimbark, Division of Social Sciences, Dowling College, Oakdale, L.I., New York 11769.

□ **A NATIONAL CONFERENCE ON EVALUATION IN ALCOHOL, DRUG ABUSE AND MENTAL HEALTH** sponsored by the National Institute of Mental Health and organized and administered by the Division of Community Psychiatry, State University of New York at Buffalo, will take place in Washington, D.C., April 1-4, 1974. The conference will include major presentations in areas of definition and philosophy of program evaluation, policy and administration, training for evaluation, the technical state of the evaluation art. For further information, contact: Berna Koren, 462 Grider Street, Buffalo, New York 14215; Telephone: (716) 831-8320.

□ **THE CAUCUS OF BLACK SOCIOLOGISTS** has announced its 1973-1974 officers and committee chairpersons elected at the 1973 ASA Annual Meeting. James E. Conyers is the National Chairperson who will work with LaFrances Rose, Secretary-Treasurer, Albert J. McQueen, Chairperson of the Program Committee, Bartholomew L. Landry, Chairperson of the Membership Committee, and Doris Y. Wilkinson, Newsletter Editor. The National Vice-Chairperson, who will become the 1974-1975 Chairperson, is to be elected. The Executive Committee will consist of Troy Duster, Joseph S. Himes, Audrey Johnson, Joyce Ladner Carrington, Butler A. Jones, John Moland, Howard F. Taylor, Albert J. McQueen, and Doris Y. Wilkinson. Inquiries about C.B.S. may be directed to Professor Conyers, Department of Sociology, Indiana State University, Terre Haute, Indiana 47809.

□ **MID-ATLANTIC REGIONAL SOCIETY** makes a preliminary call for papers. The 1974 Regional Meeting of the District of Columbia Sociological Society will be held this year at Georgetown University in early March. Morning and afternoon sessions for the one-day regional meeting for sociologists from the District of Columbia, Maryland, Virginia and adjacent states will be punctuated by luncheon roundtables and speakers. At the evening awards dinner an annual prize will be presented for the best student paper and the Stuart Rice Award will be made to a senior member for exemplary service to the profession and the D. C. Sociological Society. Inquiries and suggested titles for papers may be submitted to the cochairpersons: Margaret Hall and William McDonald, Department of Sociology, Loyola Hall, Georgetown University, Washington, D.C. 20007.

□ **NORTH CENTRAL SOCIOLOGICAL ASSOCIATION** voted to become a regional chapter of Sociologists for Women in Society at their meetings in May, 1973. The new group will meet annually at the NCSA meetings, and will be represented on the national SWS Board.

□ **EIGHTH WORLD CONGRESS OF SOCIOLOGY**, Toronto, August 19-24, 1974 invites participants for the Ad Hoc Sessions on the Sociology of Deviance. There will be two primary goals at the world congress. First, to provide an intellectual exchange in the area of the Sociology of Deviance and Social Control. Secondly, to consider the possibility of creating a permanent research committee. Anyone interested in presenting a short paper at one of the sessions should send an abstract by November 1, 1973 to: Jim Hackler, Department of Sociology, University of Alberta, Edmonton, Alberta. Send a copy to Vittorio Capocchi, Istituto Carlo Cattaneo, Via Santo Stefano 6, 40125 Bologna, Italy. A draft of the paper to be presented would be due January 1, 1974.

## New Programs

□ **SUNY, College at Oswego** is offering an interdisciplinary degree, BA in Public Justice. Research and experience in criminal justice and criminology has shown that these areas deal with more than the criminal and that most of the time of the professionals in the field is spent on the delivery of social services. The new program will offer a legitimate academic program combining theory and experience to students interested in pre-law, law enforcement, corrections, probation and parole, juvenile work and related social service fields, including half-way house and community related programs. Edward A. Thibault, Director, Public Justice Program, 433 Mahar Hall, Oswego College, Oswego, New York 13126.

□ **The Center for the Administration of Justice** at The American University in Washington, D.C., will offer late in the Spring of 1974 an Institute for Comparative Justice Studies. This Institute is a program of field study of administration of justice systems abroad. It will consist of seminars and discussions with scholars, public officials, community leaders, and other persons of competence in the field of the administration of justice. The Institute is open to all interested persons, regardless of affiliation with The American University either for audit or for credit. Six hours of graduate or undergraduate credit is available to qualified students. The Institute participants will tour England, Sweden, Denmark, and Holland. The study-tour will depart from New York City on May 11, 1974 and return from Amsterdam on June 9, 1974.

For further information contact Dr. Emilio C. Viano, Center for the Administration of Justice, The American University, Washington, D.C. 20016.

□ **Community Sociology Training Program** Boston University. The Department of Sociology has announced a new training program in Community Sociology. This PhD program is designed to provide community sociologists with the skills necessary for incorporating this knowledge into effective planning, implementation and evaluation of actual community mental health programs. This would include programs in mental illness and prevention, housing, employment, poverty and education. The program should enable trainees to obtain positions in community agencies, community mental health centers and other community organizations as well as academic positions. It is an attempt to broaden the role of the sociologist in relation to the community by enabling the community sociologist to become a working staff member of important community organizations. Information available from Dr. Donald E. Gelfand and Dr. Irwin T. Sanders, Department of Sociology, Boston University, 96 Cummington Street, Boston, MA 02215.

## ROSTER AVAILABLE

The 1973-74 Roster of Black Doctorates in Sociology is now ready for distribution. The Roster sells for \$3.00. All proceeds from the sale of this roster will go to the Caucus of Black Sociologists. Checks and money orders should be made payable to The Caucus of Black Sociologists and sent to: Dr. James E. Conyers, Department of Sociology, Indiana State University, Terre Haute, Indiana 47809.

DU BOIS from p. 1

it is named. He shares the tradition of Johnson and Frazier in that while a graduate student at the University of Chicago he studied under the same scholars and was influenced by many of the same intellectual currents as were they. His early and sustained interest in and active participation in Pan-Africanism and the struggle to free blacks from colonial servitude in Africa and the islands of the Caribbean places him squarely in the tradition of W. E. B. Du Bois. Conjointly, his research and scholarly contributions to the study of the dynamics of community life among blacks in the United States do most assuredly reflect the individual and collective concerns of Du Bois, Johnson and Frazier."

The award, which carries a stipend of \$500, contained the following citation:

**For his sustained and vigorous efforts as teacher-scholar-essayist to advance the intellectual liberation of college and university students in the United States, Africa and the islands of the Caribbean, for his research and theoretic contributions to the sociologist's further understanding of the dynamics of life in the Black community and particularly for his role as senior author of BLACK METROPOLIS in conceptualizing the realities of life in the urban black community, the 1973 Du Bois-Johnson-Frazier award is made to St. Clair Drake.**

This is the second time that this particular award has been made by the ASA. The first award was given to Oliver Cromwell Cox in 1971.

\* \* \*

STOUFFER, from p. 1

John A. Clausen made the presentation to Tad Blalock with the following statement: "In *Causal Inferences in Nonexperimental Research*, and in numerous subsequent works, Hubert M. Blalock, Jr. has examined and contributed to the improvement of designs and procedures for making causal inferences. Through these works—which have been carried on in close connection with strong substantive interests—he has stimulated his fellow sociologists to take a more searching look at regression analysis, path analysis and at analytic designs in other fields of nonexperimental research. His influence on this area of sociological methodology is broadly manifest in the recent volume he edited, *Causal Models in the Social Sciences*. For these contributions, he has been selected to receive the first Stouffer Award."

The Selection Committee, chaired by John Clausen, and including George Bohnstedt, Edgar F. Borgatta, Travis Hirschi, Kenneth C. Land, Neil J. Smelser, Seymour Spilerman, Eleanor B. Sheldon, and Robin M. Williams, Jr., also took note of the inauguration of this award by singling out an old comrade of Sam Stouffer for special recognition. Thus Paul F. Lazarsfeld of Columbia University and the University of Pittsburgh was called from the audience to receive the following citation along with a standing ovation from all present:

**The Stouffer Award Committee of the American Sociological Association In Recognition of his Unique Contribution To the Development of that "Bent of Mind" Called Sociological Methodology Proudly Presents to Paul F. Lazarsfeld this \*\*SPECIAL AWARD\*\* At the 68th Annual Meeting of the Association August 1973 His Entire Career has Advanced the Methodology of Sociological Research**

## AWARDS & GRANTS

The 1973 Emory Bogardus Award has been given to Mr. Michael Pravetz of the University of Delaware. The award is made annually to a paper read at the Annual AKD Sociological Symposium held at the Virginia Commonwealth University.

**ACLS Travel Grants for International Meetings.** Applications for grants from the American Council of Learned Societies for travel to international congresses and conferences abroad (outside Mexico and Canada) must be made through the ASA. Write to Otto N. Larsen, Executive Officer, ASA, 1722 N St. NW, Washington, D.C. 20036. The ACLS states, "that awards are restricted to humanists and to those social scientists . . . who are strongly oriented toward the humanities . . . and will be participating in meetings concerned with the humanistic aspects of their discipline."

**Mental Health Small Grant Program.** Mental Health small grants may be requested for a year or less. They are generally limited to a maximum of \$5000 for the direct costs of conducting the research, plus the appropriate indirect costs. In extraordinary circumstances, when the research requirements exceed \$5000, awards up to \$6000 may be made. Requests for more than \$5000 must be strongly justified, and their budgets will be subjected to special scrutiny.

The small grant program of the National Institute of Mental Health provides financial support in a relatively rapid and flexible manner for studies in behavioral, biological, and medical sciences relevant to mental health. These grants are principally intended for the younger, less experienced investigator, investigators in small colleges, and others who do not have regular research grant support or resources available from their institutions for the support of preliminary research explorations. Small grants may be used to develop and test a new technique or method; to exploit an unexpected research opportunity; to analyze data previously collected; or to carry out exploratory or pilot studies.

Small grant support should *not* be requested to supplement research projects already being supported, or to provide interim support of projects under review by the Public Health Service. Such requests will be referred to the appropriate substantive review committee for consideration. Small grant support should *not* be requested for thesis or dissertation research. Such proposals will be administratively withdrawn before review.

Applications may be submitted at any time and without regard to the deadline dates which pertain to the regular research grant programs. Applications will be processed as they are received and will be assigned for review to the next scheduled meeting of the Mental Health Small Grant Committee, which meets five times a year, followed by review by the National Advisory Mental Health Council. Approximately five months should be allowed from submission of the application to the desired starting date of the grant. Exception: Applications with June, July, or August starting dates must be received no later than February 1 in order to be reviewed in time for the award of summer support.

For additional information and application forms write to: Chief, Small Grants Section, National Institute of Mental Health, 5600 Fishers Lane, Rockville, Maryland 20852.

**National Science Foundation Graduate Fellowships for 1974-1975.** The National Research Council has again been called upon to advise the National Science Foundation in the selection of candidates for the Foundation's program of Graduate Fellowships. Final selection will be made by the Foundation, with awards to be announced on March 15, 1974.

Initial NSF Graduate Fellowship awards are intended for students at or near the beginning of their graduate study. In general, therefore, those eligible to apply will be college seniors or first-year graduate students this Fall; in particular, eligibility is limited to individuals who by Fall 1974 will have completed not more than one year of full-time or part-time graduate-level study. Subject to the availability of funds, new fellowships awarded in the Spring of 1974 will be for periods of three years, the second and third years contingent on certification to the Foundation by the fellowship institution of the student's satisfactory progress toward an advanced degree in the sciences.

These fellowships will be awarded for study

or work leading to master's or doctoral degrees in the mathematical, physical, medical, biological, engineering, and social sciences, and in the history and philosophy of science. Applicants must be citizens of the United States and will be judged solely on the basis of ability. The annual stipend for Graduate Fellows will be \$3,600 for a twelve-month tenure with no dependency allowances. Applicants will be required to take the Graduate Record Examinations designed to test scientific aptitude and achievement. The examinations, administered by the Educational Testing Service, will be given December 8, 1973 at designated centers throughout the United States and in certain foreign countries. The deadline date for the submission of applications for NSF Graduate Fellowships is November 26, 1973. Further information and application materials may be obtained from the Fellowship Office, National Research Council, 2101 Constitution Avenue, Washington, D.C. 20418.

## ASA FOOTNOTES

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## EMPLOYMENT BULLETIN

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

For vacancy listings:

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

For applicant listings:

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

**DEADLINES FOR SUBMISSIONS:**

Deadline for submission of listings is the 15th of the month prior to publication. The Employment Bulletin is published monthly except June, July, and September.

**EQUAL EMPLOYMENT OPPORTUNITY:**

The American Sociological Association endorses equal employment opportunity practices,

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

**FEES:**

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

**CONDITIONS:**

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

**RESPONSES:**

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

## VACANCIES

### TEACHING

**Lakehead University.** Two positions, assistant professor or above, to teach undergraduate and graduate courses in race and ethnic relations, social change and development, may consider other areas of speciality; PhD required with teaching and research experience. publications: school located in Northwestern Ontario, 190 miles north of Duluth, Minnesota; salary floor: assistant, \$12,765; associate, \$15,935; full, \$21,030; direct inquiries to: Mr. Donald E. Ayre, Secretary of the University, Lakehead University, Thunder Bay, Ontario. Starting date: July 1, 1974 (or earlier).

**Virginia Commonwealth University.** Two positions in sociology, assistant professor to professor; specialty areas open; graduate and undergraduate teaching; salaries competitive; minorities and women are encouraged to apply; write: Chairperson of Recruitment Committee, Department of Sociology and Anthropology, Virginia Commonwealth University, Richmond, Virginia 23220; September, 1974.

**Eisenhower College.** Assistant professor of sociology to teach courses in deviance, urban and complex organizations; PhD preferred, exceptional ABD considered; liberal arts background as student or teacher helpful. Northeast; salary: current AAUP rating above 90 percentile; beginning September, 1974. Contact: Albert J. Osman, Jr., Director, Division of Social Sciences, Eisenhower College, Seneca Falls, New York 13148.

**Sociologists For Women In Society, Job Market Committee.** This is a service which is free for universities seeking women sociologists and costs \$2.00 for women who wish to be on the mailing list. For an application write to: Roberta Satow, Department of Sociology, Brooklyn College, Brooklyn, New York 11210.

**Lawrence University.** Two assistant professors for new program at small, liberal arts college. Desired areas include research methodology, stratification, formal organizations/organizational behavior, urban sociology. No demographers needed. Strong interest in undergraduate teaching and PhD (by September) required. Salaries are competitive. Women and minorities are encouraged to apply. Write: Parker G. Marden, De-

partment of Sociology, Lawrence University, Appleton, Wisconsin 54911, September, 1974.

**Bowling Green State University.** One or two positions at assistant professor level. Preferred areas: criminology, corrections, deviant behavior; others considered. PhD required. Applicants send vita to: Recruitment Committee, Department of Sociology, Bowling Green State University, Bowling Green, Ohio 43403.

**Northeastern State College.** Assistant professor beginning in January, 1974. PhD required. Applicants should have special interest in criminology, corrections, penology, social control and related areas. Salary \$12,500 and up depending on qualifications. Institution's salary range is above this 10 state average. Attractive benefits structure. Minorities and women are encouraged to apply. Write: Dr. Amos D. Maxwell, Chairman, Division of Social Sciences, Northeastern State College, Tahlequah, Oklahoma 74464.

**University of Hawaii at Hilo.** Spring semester, 1973-74. Teaching. One-semester appointment. PhD with teaching experience. Substantive areas open. Established scholar on leave or sabbatical preferred. Write, enclosing vita, to: Chairman, Department of Sociology, University of Hawaii at Hilo, Hilo, Hawaii 96720.

**Universiti Sains Malaysia.** Professor; sociology, social anthropology (preference will be given to candidates who have a special interest in problems of development and/or race relations). Senior lecturers/lecturers/assistant lecturers; sociological theory, race relations, sociology of professions, urban sociology, industrial psychology, deviance, social change. Salary range per annum: Professor, from M\$27,120 (US \$10,848) to M\$36,000 (US \$14,400); Senior Lecturers, from M\$22,380 (US \$8,952) to M\$30,120 (US \$12,048); Lecturers, from M\$16,800 (US \$6,720) to M\$26,580 (US \$10,632); Assistant Lecturers, from M\$15,360 (US \$6,144) to M\$18,300 (US \$7,320). Fringe benefits include return air passages and free medical coverage for appointee and family. Write to: Registrar, Universiti Sains Malaysia, Minden, Pulau Pinang, Malaysia. The closing date of receipt of application is December 31, 1973.

**Georgia State University.** Assistant or Associate Pro-

essor positions available in areas of family, criminology, and penology, and applied research and evaluation methods. PhD required. Salary and rank depends on qualifications and experience. Write: Eugene Schoenfeld, Department of Sociology, Georgia State University, Atlanta, Georgia 30303.

**University of Colorado, Colorado Springs.** Assistant Professor level preferred. Candidate should offer specialization in one, and preferably more, of the following areas: criminology/delinquency, theory, political sociology, race and ethnic relations, education, family. PhD required. Salary competitive based on qualifications. If qualified, send vita and related materials to: Chairperson, Faculty of Sociology, University of Colorado, Cragmor Road, Colorado Springs, Colorado 80907. Probable starting date: September, 1974.

**Union College.** Assistant Professor (PhD) or Instructor (ABD). Teaching interests in some of the following areas: social problems, social policy, race and minority relations, deviance, research methods; or political sociology, revolutions and social movements, comparative sociology, social stratification. Provide four year liberal arts college with emphasis on quality teaching and faculty professional activity. Competitive salaries and benefits, small classes, faculty research funds, computer facilities, flexible course load scheduling possible in three-term year to accommodate faculty research activity. Write: Dr. Harry L. Gracey, Chairman, Department of Sociology, Social Sciences Building, Union College, Schenectady, New York 12308.

**University of California, Davis.** Two positions: one at Assistant Professor (PhD or advanced candidacy required), and one dependent on qualifications of appointee (PhD required). One position requires competence to teach quantitative methods and statistics at advanced level; the other is open with respect to fields of specialization. The current salary range for Assistant Professor is \$12,600 to \$14,200. Applications should be sent to: Chairman, Department of Sociology, University of California, Davis, California 95616. September, 1974.

**New York State College of Human Ecology, Cornell University,** is accepting applications for pre-doctoral assistantships in applied areas of the social and behavioral sciences. Interdisciplinary programs of study with coordinated field experiences in social planning, community organization, program development and evaluation; housing; space design and social interaction; nursery-kindergarten education; child and family psychopathology. For further information write: Director of Graduate Studies, N116 MVR, N.Y.S. College of Human Ecology, Cornell University, Ithaca, New York 14850.

**University of Colorado, Denver.** One position, rank open, theory specialist. PhD required. January of September, 1974. Salary competitive. Write: M. Jay Crowe, Division of Social Sciences, Sociology, University of Colorado, 1100 14th Street, Denver, Colorado 80202. Anticipated second position, rank open, fall, 1974, urban oriented specialties required.

**Bronx Community College, CUNY,** will employ an additional sociologist in the Department of Social Sciences beginning February 1, 1974, with other openings anticipated September 1, 1974. Teaching mainly introductory courses, with some electives. Desire PhD with teaching experience. We stress good instruction, but encourage development of other professional interests, and look to develop new courses and programs. We expect to hire at rank of assistant professor (salary range \$13,930 - \$23,000) or associate professor (salary range \$18,430 - \$27,700), depending on background of the applicants. Write: Arthur L. Galub, Head, Department of Social Sciences, Bronx Community College, Bronx, New York 10453.

**University of Michigan.** Assistant professor in Department of Sociology. PhD and post-doctoral experience in research and teaching required. Applicants should be able to offer undergraduate and graduate courses in methodology, statistics, demography and urban sociology and to supervise doctoral dissertations on these topics. Affiliation with the Population Studies Center is likely. Please refer curriculum vitae, three letters of recommendation, and samples of written work, if available, to: Personnel Committee, Department of Sociology, University of Michigan, 3012 LSKA Bldg., 500 S. State Street, Ann Arbor, Michigan 48104.

**Ohio State University.** Assistant professor with major research and teaching interests in one of the following specializations: family or social psychology. Women and minorities are encouraged to apply. Must have PhD granted by September 1, 1974. Send vita and recommendations from placement office to: Edward C. McDonagh, Chairman, Department of Sociology, Ohio State University, 1275 College Road, Columbus, Ohio 43210.

**Syracuse University.** Two positions, assistant professor, to teach courses in (1) criminology and juvenile delinquency and (2) mass communications. PhD or equivalent. Begin fall, 1974. Write: Louis Kriesberg, Chairperson, Recruitment Committee, Department of Sociology, Syracuse University, Syracuse, New York 13210.

**Columbus College.** Two positions. Position one: Assistant Professor with PhD to teach in areas of interest, to develop courses in Social Work and to teach introductory sociology courses. Salary to \$13,000. Second position: Instructor: teaching preferences: some background in cultural anthropology, either family or deviance, and introductory sociology. MA minimum requirement. Will consider persons for either position whose credentials may overlap needs in the other position. Summer sabbatical teaching is normally available. Columbus College offers a growing senior-level unit of the University of Georgia system with a developing graduate program, is located in the state's second-largest city within easy access of Atlanta. Excellent fringe and retirement benefits. Write: Dr. Richard J. Amundson, Chairman, Division of Social Sciences, Columbus College, Columbus, Georgia 31907.

**SUNY, Stony Brook.** The Department of Sociology at the State University of New York at Stony Brook has available positions ranging from assistant to full professor. We are particularly interested in persons with competence in complex organization, the urban environment, theory construction and critical theory. Applications for assistant professorship positions will be

considered only if the applicant is sure of finishing all requirements for the PhD degree by June, 1974, has submitted samples of published work or other written material, and for whom letters of reference from knowledgeable persons have been received, evaluating the applicant's prospects for substantial professional contributions to the discipline and for high quality undergraduate as well as graduate teaching. Applications and required materials should be sent to: Dr. Norman Goodman, Chairman, Department of Sociology, SUNY, Stony Brook, New York 11790.

**University of Washington.** Two assistant professor openings for fall, 1974. Specialist in criminology, deviant behavior, social control. Specialties open for other position. PhD or not required; salaries competitive. Write: Herbert L. Costner, Chairman, Department of Sociology, University of Washington, Seattle, Washington 98195.

**Coe College.** Sociologist, instructor or assistant professor, to teach introductory, theory and social psychology plus other courses in candidate's field of interest. Must be willing to teach in interdisciplinary courses; salary and fringe benefits are competitive; write: Professor Sue Titus Reid, Chairman, Department of Sociology, Coe College, Cedar Rapids, Iowa 52402. Appointment to be made in the fall of 1973, to be effective September, 1974.

**Wittenberg University.** Associate professor with strong commitment to teaching, some research activity, and administrative skills. Teaching to include some introduction along with other courses to special interest. Senior member expected to rotate to chairmanship of six person department. Present associate professor salary range to \$16,400. PhD required. Send vita to: T. Edwin Boling, Chairman, Department of Sociology, Wittenberg University, Springfield, Ohio 45501.

**University of New Hampshire.** Two assistant professors; September, 1974. Teaching experience important. Preferred specialties: theory, deviance. Contact: Frederick Samuels, Chairman, Recruitment Committee, Department of Sociology and Anthropology, University of New Hampshire, Durham, New Hampshire 03824.

**Trinity College.** Instructor or assistant professor: to teach introductory and courses from among the following: theory, sociology of knowledge, social change, social policy, minorities, deviance, population and ecology, institutions, family, political; two courses per semester with emphasis upon involving undergraduates immediately in research and data analysis; opportunities to participate in innovative individual and independent study programs; special interest in applicants whose research skills include competence in demographic and ecological analysis; salary competitive; write: John Brewer, Chairman, Department of Sociology, Trinity College, Hartford, Connecticut 06106; September, 1974.

**University of Missouri, Columbia.** Two positions at Assistant Professor level. One position requires specialization in race and ethnic relations. Second position in the field of social stratification with secondary interests in social organization, occupations and professions, social change or political sociology preferred. Course offerings at graduate and undergraduate level. Special competence in methodology in relation to either position given special consideration. Minorities and women are encouraged to apply. PhD or equivalent required by time of appointment. Salary open. Write: Donald O. Cowling, Chairman, Recruitment Committee, Department of Sociology, University of Missouri, Columbia, Missouri 65201.

**Florida International University.** The Criminal Justice Program at Florida International University (a part of the Florida State University System) is seeking creative, energetic minds to fill faculty positions. Minimum qualifications are the Master's plus relevant work experience in the Criminal Justice System, or the doctorate. Minorities and women are encouraged to apply. Appointments begin January, 1974. Salary and rank is negotiable. Write: Dr. David Traflet, Florida International University, Tamiami Trail, Miami, Florida 33144.

**Eckerd College.** Assistant or Associate Professor of Sociology. Teach theory and other specialties within an interdisciplinary, science-oriented collegium of a selective, innovative liberal arts college. PhD required; teaching experience preferred. Salary competitive and negotiable, depending on qualifications. Write: Timothy Gamelin, Chairman, Behavioral Science Collegium, Eckerd College, St. Petersburg, Florida 33733. September, 1974.

**Duke University.** At least two faculty positions, one of which will be at a senior (tenured) level. Teaching excellence (graduate and undergraduate) and research contributions are of greater importance than specific areas of specialization. However, special interest in one or more of the following areas would be desirable: methodology, deviance, complex organizations, comparative, race and ethnic relations. Junior candidates must have PhD by September, 1974; senior candidates must be productive scholars. Write: George C. Myers, Chairman, Personnel Committee, Department of Sociology, Duke University, Durham, North Carolina 27706.

**V175** Two assistant or associate professors; a number of areas of specialization acceptable; PhD's with considerable undergraduate teaching experience preferred, others considered; state university located in small midwestern city; excellent salaries, teaching loads, research facilities and support; January, July or September, 1974.

## RESEARCH

**New York State Narcotic Addiction Control Commission.** Research Sociologist or Social Psychologist. Responsible for conducting and directing both basic and applied drug abuse research preferred. Experience in drug abuse or deviant behavior research preferred. New York City. Salary range: \$18,585-\$24,051 depending upon experience and qualifications. Send vita and copies of relevant publications to: Director of Research, New York State Narcotic Addiction Control Commission, 1855 Broadway, New York, New York 10023.

**Battelle-Columbus Laboratories.** Community sociologist to become member of a contract research team that solves problems in the area of environmental and land use planning. PhD required. Successful candidate will develop and employ formal evaluation techniques to assess impact of environmental improvement and regional development projects on neighborhood and community structure and function. Extensive use of social indicators will be required. Some familiarity or experience in working with citizen action groups desirable but not essential. Strong communication skills needed. Multidisciplinary background a definite plus. Position involves some project management and proposal preparation responsibilities. Salary open. Position available late 1973 or early 1974. Write, including resume to: Dr. Neil L. Drobny, Manager, Environmental and Land Use Planning Section, Battelle-Columbus Laboratories, Columbus, Ohio 43201.

**University of Michigan.** The Department of Sociology seeks a sociologist with extensive experience and accomplishment in the areas of research, teaching, graduate training and administration to Chair the Department. Specialization in the area of social organization is preferred. Please refer vita to: Professor Phillip Morse, Department of Sociology, University of Michigan, Ann Arbor, Michigan 48104.

## ADMINISTRATION

**University of Notre Dame.** Chairman of 25 person joint Department of Sociology and Anthropology. Rank and salary open. Write and send vita to: Donald Barrett, Chairman of Search Committee, Department of Sociology and Anthropology, University of Notre Dame, Notre Dame, Indiana 46556.

**Eastern Michigan University.** Opening for Head of Sociology Department; seasoned scholar-teacher with administrative ability in department with a complement of 25 positions offering sociology major and MA degree, undergraduate program in social work, and major in anthropology. Send vita or credentials to: Selection Committee, Department of Sociology, Eastern Michigan University, Ypsilanti, Michigan 48197.

**Texas Tech University.** Chairmanship, Department of Sociology; 18 member staff, offering undergraduate and graduate work in sociology and social work in a university with enrollment of 21,500; full professor, PhD, scholarly reputation with teaching and research experience and preferably administrative experience; salary open; interested parties should contact: Prof. Robert L. Rouse, Chairman, Selection Committee, Department of Economics, Texas Tech University, Lubbock, Texas 79409. Position open June or September, 1974.

**Clemson University.** Head of Sociology Department, Associate or Full Professor. Salary competitive. Nine member department. Application deadline: February 1, 1974. Write: Dr. R. J. Knapp, Chairman of Search Committee, Department of Political Science and Sociology, 102 Tillman Hall, Clemson University, Clemson, South Carolina 29631. July 1, 1974.

**University of Wyoming.** Director of Criminal Justice Program; teaching and research; PhD required; salary dependent on rank, experience, qualifications. Write: Edwin G. Flittie, Head, Department of Sociology, University of Wyoming, Laramie, Wyoming 82071. January or August, 1974.

**Michigan State University.** Chairperson of multidisciplinary Department of Urban and Metropolitan Studies. Doctorate in relevant field, interest in such urban problems as human resources, health, education, housing and demonstrated ability to lead a multiracial staff in development of an undergraduate teaching, research and service program in new college essential. Rank dependent on qualifications, salary competitive. Send vita and names of three references before January 15, 1974 to: John Schweitzer, Personnel Committee Chairman, 134 W. Owen Hall, Michigan State University, East Lansing, Michigan 48824. Phone: 517-353-6413.

**University of Saskatchewan.** Head of a department of 16 members, with undergraduate major and Honours and graduate programs. Some teaching duties. Applicant should have proven ability as a teacher and scholar, administrative experience or ability, and some interest in the sociological problems of Western Canada. The salary floor for full professors is \$20,500. Write: D. R. Cherry, Dean of Arts and Science, University of Saskatchewan, Saskatoon, Saskatchewan, Canada. Duties commence July 1, 1974.

## APPLICANTS

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

### PHD WITH EXPERIENCE

**A 880** Teaching and/or research; deviance, historical sociology, methods, social psychology; PhD; NIMH Traineeship; 5 years teaching experience; paper, articles in preparation; 27; September, 1974.

**A 881** Research and/or teaching position; deviance, communications, methodology, theory; PhD; AKD and other honors; extensive government and university research and teaching experience in the US and Great Britain; numerous publications; two books in progress; thesis supervision; location open, married, 2 children; January, 1974.

**A 882** Interested about equally in teaching, research, administration, but prefer a combination with teaching; 15 years teaching, more undergraduate than graduate classes; wide coverage of traditional core and specialized courses; taught both in very large public univer-

ties with auditorium classes and in small denominational colleges; including 2 foreign universities; experience with traditional and ultra-modern teaching techniques; heavy and diversified research background with universities, foundations, industry, government; fair success in grantsmanship; moderate assortment of publications, including monograph, contributions to 4 readers, scholarly articles in second-class journals; 4 years intermittent administrative experiences at departmental levels; above average range of consulting assignments; available possibly summer, 1974, or later.

**A 883** Teaching and/or research and/or administration; sociology of the family, urban structures and ecology, sex roles; PhD; research and teaching assistantships, NIMH Fellowship; 8 years teaching and research at land-grant universities, grants; 3 books (another in preparation), 13 articles (others submitted); 7 additional publications; location open; prefer democratic environment emphasizing collegial relations and rewarding scholarly productivity; 34, married; fall, 1974.

**A 884** Teaching and/or research; introductory, urban, theory, research methods, social psychology, sociology of education, juvenile delinquency; PhD; AKD; 6 years of university and college teaching; 2 years vocational rehabilitation research; book and article in preparation; location open; January, 1974.

**A 885** Teaching; history and sociology of sociology, sociology of science, social change, interdisciplinary interests; PhD (History); DAAD Post-Doc; 6 years teaching experience; publications; location open; 30, married; 1974.

**A 886** Teaching and research; political, urban, stratification, social movements, comparative; PhD; fellowships, Fulbright; 9 years graduate and undergraduate teaching; 4 years research experience; book and papers, book in press and another in preparation; location open; 43, married, one child; September, 1974.

**A 887** Research/teaching; Several years survey research and experimental research experience; 10 years university teaching; social psychology, family, urban, research methods; publications; PBK; available January, 1974.

**A 888** Teaching/Research/Administration; sociology of education, organizations, introductory, others; PhD from first line university; four years full-time teaching, extensive experience abroad, considerable administrative and research experience; publications; 31; September, 1974.

**A 889** Prefer long-term research, usage, training, or consulting commitment. Teaching considered on merits of position. Specialties include but not limited to social psychology, broadly conceived; public policy evaluation, sociolinguistics, field methodology, intergroup relations and conflict, education, PhD. Research (including evaluation) and teaching experience in and out of federal government, similar experience abroad. Seven publications. East, Midwest, South. From June, 1974.

**A 890** Teaching with some research; 4 years full-time teaching in liberal arts colleges, thus broad range of teaching experience in following areas: religion, theories, urban, research design, statistics, population, stratification, minorities, complex organizations, introduction, social psychology; specialties: religion, theories, urban. Also interested in interdisciplinary work focused on socio-ethical questions with emphasis upon quality and innovative teaching. Publications: 3 articles published, 4 under consideration, 15 book reviews, one book presently under consideration by publisher. Also 2 years experience in research center, several research documents; have studied computer programming. Strong interest in undergraduate education and Master's level, but will consider others. 32, married, 2 children; open to any location, prefer urban setting.

**A 891** Teaching and/or research; thought, theory, change, comparative, sociology of sociology, area studies, etc.; PhD; national and international awards; 11 years teaching experience in different countries; various professional experience; publications; willing to innovate critical, comparative, and internationally oriented courses at all levels; Canada or US; January, June, or September, 1974.

**A 892** Professorship/chairpersonship at a distinguished university/college on West Coast, New York area or Miami area which is truly interested in transnational, relevant social sciences. General sociology, war/peace studies, mass media, communes/Utopia, Third World/revolutionary change, female/male sex roles through inspiring, innovative, interdisciplinary methods; PhD, MA, many awards, fellowships, frequent trips around the world, monographs, articles, papers at regional, national and world sociology meetings for past 10 years. Twelve years full-time college teaching, research and administration with humane approaches. Presently tenured Professor and elected Head of 40-person Division of Social Sciences (multi-subject) at a liberal arts college in New York area, and visiting Professor at a New York university devoted to experimental, radical and global approaches. 39, single, available on highly rewarding terms for fall, 1974 or later.

**A 893** Teaching, scholarship; theory, social organization, education; PhD; NSF Traineeship, AKD; 3 years teaching; several papers, book in preparation; location open; research on relation between sociology and social work with two papers read at meetings and two others in preparation; 38; June or September, 1974.

**A 894** Teaching, will consider limited term appointment; political sociology, social problems, social change, modernization, introductory, interdisciplinary interests; PhD; 6 years teaching at the university level and 3 years full-time research, awards, articles, papers, reviews; 36; location open; January 1974.

**A 895** Presently employed professor of sociology, 65 years of age, would like visiting professorship for one or more years either in the U.S. or abroad. Interdisciplinary in background and interests, with extensive publications, languages, field research in Europe, U.S. and Asia, many awards for outstanding teaching, SSRC grants, Fulbright Research Professorship in Europe. Particular interests in comparative cultures and societies, problems of modernization and industrialization in Third World; married; child; summer, 1974.

A 896 Department chairman/teaching or visiting professor; crime and delinquency, minority groups (6 years field experience) industrial sociology, social psychology, deviance, Latin America. Prefer east coast in department of 8 or less. Diversified research and extensive community service. Publications. Record of successful staff and curriculum development. PhD with highest honors. Currently tenured professor. Wide experience teaching from high school through prestige university including liberal arts and 2-year college. 57, married; June or September, 1974.

A 897 Teaching or teaching and research; social psychology, small groups, methods, social organization; PhD; PHS and NDEA fellowships; 3 years of university teaching; articles submitted and in preparation; location open; 31; fall, 1974.

A 898 Teaching and/or research; modern debate in theory, demography and economics of poverty in Latin America, especially Mexico, evolutionary anthropology, patterns of culture, social institutions, sociology of knowledge, introductory sociology and anthropology; PhD; bilingual, 4 reading languages; wide range of teaching and research experience; numerous publications; middle sized urban community with stimulating, creative academic setting; 43, married, 3 children; June 1974 or 1975.

A 899 Teaching or chairmanship; all areas of theory, deviant behavior, social stratification, complex organizations, introductory. PhD major department; 10 years teaching; associate chairman experience; many awards, television program, guest lecturer; experience in undergraduate and graduate program development; reviews in CONTEMPORARY SOCIOLOGY, articles, two books forthcoming in 1974 on theory; available 1974.

A 900 Research and/or teaching; marriage and the family, deviant behavior; PhD; 7 years teaching experience; Canada Council fellowships; 14 journal articles, 7 other articles, monograph forthcoming; location open; 30, female; June or September, 1974.

A 901 Teaching or teaching and research; social psychology and deviancy, urban, research methods, theory, political, introductory; PhD from Big Ten university; teaching assistantships and fellowship; 6 years of college and university teaching; excellent teaching record; 6 publications in major social science journals; numerous papers at regional and national meetings; book on urban sociology submitted; location open; 32; married; September, 1974.

**NEAR PhD OR MA**

A 910 Teaching and/or research; mass communication, collective behavior, race and ethnic relations, methodology; have taught other courses; MA, ABD (PhD expected June, 1974); N.D.E.A. and N.I.M.H. Fellowships; 3 years full-time and 3 years part-time teaching; publications; other articles and monograph submitted; prefer West Coast or Southwest but will consider others; 28; married, one child; September, 1974.

A 911 Teaching and/or research; theory, methodology, social psychology, phenomenological sociology, etc.; MA+ (philosophy), New School for Social Research; MA+ (sociology) expected February, 1974; 2½ years part-time work in statistics and in editorial and research assistance to sociological author. Several years business experience; male, 33; location open.

A 912 Teaching, teaching and research; Chinese family, higher education, sociological theory, social organization and change, social stratification, the family; PhD expected summer 1974; 3 years teaching of sociology in Hong Kong, 1 year teaching of sociology in U.S.; 38, married, native Chinese, U.S. citizen; September, 1974.

A 913 Teaching; political sociology, sociology of law, theory, methods, race relations, social organization, introduction to sociology, social problems, and modernizing countries; ABD (PhD expected in June, 1974); California State Fellow 1970-72; 3 years teaching experience in race relations, social organization, social problems and introductory sociology; one year study funded by the Urban Observatory concerning the effectiveness of current corrective measures applied to drinking drivers; location open; September, 1974.

A 914 Teaching; social problems, deviant behavior (particularly delinquency/criminality); strong interest in criminal justice curriculum, especially field of corrections; Master of Social Service (ACSW membership) plus postgraduate work in higher education; 12 years experience in juvenile and adult corrections, 7 years

teaching in a School of Social Work (field instruction-corrections), 3 years undergraduate social welfare, including administration of internship program, 2½ years sociology (part-time in community college); location open; June - September, 1974.

A 915 Teaching and research, at institution which also rewards former; demography-ecology, urban, methods, methodology; have taught in environmental studies and experimental undergrad seminar programs; MA; PhD expected summer, 1974; 4 years university teaching, 5 years research experience (in part supervisory), community action, consulting; minor publications; prefer non-urban northern tier, will consider anywhere; references from current department; 30; after June, 1974.

A 916 Teaching and research or community project opportunities; several introductory courses including methods, and community or urban, social planning, complex organization, and especially sociology of education; two MA's, ABD-dissertation in progress; awards and honors; 7 years teaching, social planner, research and consulting, program development; applied research reports and grant applications; Midwest; 31; spring, 1974.

A 917 Teaching and/or research and/or administration; collective behavior, criminology/deviant behavior, social psychology, small groups, sociologies of the future, introductory; MA, ABD; PBK, outstanding teacher award; 2 years research, 7 years teaching experience; publications; prefer New England, Middle Atlantic, or North Central locations; 35, married, 2 children; January or September, 1974.

A 918 Teaching; introductory, social problems, social psychology, race and ethnic relations; MA; 3 semesters part-time experience; location open; 25, single; January, 1974.

A 919 Teaching; criminology/CJS, penology, etiology of crime, white collar crime; M.Crim. (ABD); dissertation near completion; 2 years teaching small, liberal arts college, chaired department, 200 majors; 1 year experience at major university. Reader, TA, Associate; former NIMH Fellow, past LEA Research Grant support; publication, indeterminate sentencing, past article editor; middle 40's, married; wife: counselor-criminologist; September, 1974.

A 920 Prefer administrative and/or research and/or teaching in area of corrections-probation-criminology-penology, deviant behavior combination; MA plus, some law school, some teaching experience, eight years experience as probation officer; publication; 33, single; location open; available January, 1974.

A 921 Teaching and/or counseling and/or research or administration; social gerontology, social problems, collective behavior, social change, minority groups and race relations, industrial sociology, introductory sociology and have also taught other sociology courses; ABD (PhD expected May or July, 1974), MS in sociology, MEd in guidance and counseling; NSF 1 year grant, 5 honor societies; 6 years high school teaching in all of the social sciences, 3½ years university teaching at large Midwest state university; now on teaching/research assistantship; publication on attitude study; presently working with state-wide attitude study; presented paper 1973 Midwest Sociological Meeting; location open; 33, married, 4 children; January, June or August, 1974.

A 922 Teaching, will accept sabbatical and/or temporary appointment; deviance, stratification, urban, principles, problems, and multi-disciplinary courses; MA, teaching assistantship, research; 3 years college and university experience (concluding 1½ year temporary appointment in December); location open; 27, single; January, 1974.

A 923 Teaching, or teaching and research; social organization, sociology of religion, social change, complex organizations, urban community, social stratification, population-demography, research methods, statistics, introductory, others; BD (Yale Divinity); MA; PhD (Michigan) expected 1974; Danforth and Rockefeller Fellowships, SRHE; 2 semesters teaching experience, plus 2 years as teaching assistant; Midwest, East, South, or Canada; married, 31, 1 child, like students and teaching; fall, 1974, or January, 1975.

A 924 Teaching and/or research and/or administrative; interested in teaching social psychology, deviance, urban, methods, social theory, medical sociology, community health and illness, suicidology, and introductory; ABD (PhD expected winter, 1973-74); 7 years teaching experience community college and university; publications in progress; male; married; location and salary open; available summer or fall, 1974.

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