

NEWS NOTES AND ANNOUNCEMENTS

Edited by Samuel W. Blizzard

A COMMUNICATION FROM THE RETIRING PRESIDENT

May I take this opportunity to express my appreciation to each and every one for the earnest and sincere cooperation extended me during this rather busy year. As with you, the president of the Rural Sociological Society has had a full schedule of work over and above his official duties to the Society. Probably both that work and his duties as president have suffered. However, an effort has been made to do an acceptable job at both. To serve as an officer of the Rural Sociological Society is more of a privilege than an honor, and I have accepted it as such, as well as an expression of the confidence of the Society in me as one of its members.

It was your retiring president, as a member of a committee on organization, who, on December 28, 1937 (I quote the date from memory, as none of the records or correspondence shows it in writing), introduced a minority resolution which resulted in the birth of the Society. Not one of the members of that committee would sign the minority report with me. However, certain old "war horses" of the Society who, along with me, saw possibilities in the future for a Rural Sociological Society came in numbers to my support. In fact, I had been placed on that committee because it was known generally that I had been advocating the formation of a society of our own for several years. It was known, too, that there was strong opposition to it. It was a case of men who were then young, at least younger than they are now, leading a meeting while the elder brethren slept on their own rights. It is always young men who win the crucial issues. Old men may declare the war and dictate the terms of peace, but young men fight, and young men die for the causes in which they believe. Sometimes they win. December 28, 1937, was a day of victory for young men. There are others yet to be won.

We have had a good year in 1953, despite some discouragements. More remains to be done than has been accomplished. I trust that young men will support my successor, Nate Whetten, and his successor, Bill Sewell. They are tops, but they will need our help. So will their successors after them.

I foresee a rural society which we cannot study without new concepts, new units of measurement, new ideas of basic rural groups, and new senses and ideas of rela-

tionships between rural people and other human groups. We must see agricultural society in the light of a new function in the total society. It remains for others than my generation to derive the formulas and the coefficients by which that society can be interpreted to the world.

Never cease looking for the unexpected, despising not the old nor fearing the new. Each in its selfsame manner has its part in the evolution of human society. The things which we know are never true for a much longer time than it took us to learn them. In the future, social change will be so rapid that what we learn will have become obsolete before we are sure of it. Such is the prospect which we must face with a realistic determination. Carry on!

OTIS DURANT DUNCAN.

ANNUAL MEETINGS OF THE RURAL SOCIOLOGICAL SOCIETY

Minutes of the Business Meeting, September 4, 1953, Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma. The meeting was called to order at 4:00 p. m., by Otis Durant Duncan, president. Minutes of the August 31–September 1, 1952, meetings as published in the December, 1952, issue of *Rural Sociology* were accepted as printed.

A report was given on the preferences of members, as expressed in a mail inquiry, as to time and place of the 1954 meetings. It was moved, seconded, and carried that the 1954 annual meeting of the Society be held on the campus of the University of Illinois, just prior to the meetings of the American Sociological Society, with one day of joint meetings overlapping.

The Committee on Elections, consisting of Seth W. Russell (chairman), Renée Abramson, and Francena Nolan, reported. The following candidates were elected officers of the Rural Sociological Society for the coming year: president-elect, William H. Sewell; vice-president, Margaret Jarman Hagood; member of the Executive Committee, Olaf F. Larson; member of the Editorial Board of *Rural Sociology*, Homer L. Hitt; Committee on Research, J. Allan Beegle; Committee on Extension, Harold E. Smith; Committee on Teaching, Leland B. Tate.

The request of the Department of Town and Country Church, National Council of Churches, that the Rural Sociological Society support a request that President

Dwight D. Eisenhower appoint a Study Commission on American Country Life was, after discussion, referred to the Executive Committee.

It was moved, seconded, and carried that the Society continue membership in the International Sociological Society. The secretary-treasurer was instructed to pay annual dues to the International Society.

It was reported in the absence of Selz C. Mayo, chairman of the Membership Committee, that there were 553 members, as of August 3, 1953.

J. L. Charlton was appointed a member of the Auditing Committee as a replacement for Walter C. McKain.

The report of the Census Committee was given orally by Margaret Jarman Hagood. It was moved, seconded, and passed that the report be received and that the committee be continued. In connection with the work of the Census Committee, it was moved, seconded, and carried that the Executive Committee be instructed to explore means for gaining restoration of the 1954 Agricultural Census.

The meeting was adjourned at 5 o'clock.

Minutes of the Meeting of the Executive Committee, Rural Sociological Society, Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma, September 6, 1953. Nathan L. Whetten, Otis Durant Duncan, William H. Sewell, Olaf F. Larson, Charles R. Hoffer, and Samuel W. Blizzard were present.

It was agreed by consent that the 1954 annual meeting should be held two days prior to the meetings of the American Sociological Society and that one day of joint meetings be held with two joint sections.

On recommendation from the Board of Editors, it was proposed that Robert L. McNamara be appointed to fill the unexpired term of four years created by the appointment of Harold Hoffsommer as editor. It was also proposed that A. R. Mangus be appointed to fill the unexpired term of two years created by the election of Homer L. Hitt to a full term of five years. By vote, these recommendations were approved and the appointments were made.

Minutes of the Business Meeting, September 6, 1953, Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma. The meeting was called to order at 10:30 a. m., by Otis Durant Duncan, president.

By motion duly made and carried, the action of the 1952 annual meeting appropriating \$200 from the treasury of the Society and transferring this sum to the man-

aging editor of *Rural Sociology* was reaffirmed for 1953. It was understood by this action that back issues of *Rural Sociology* for the current volume become the property of the Society.

The report of the Teaching Committee was presented by William McKinley Robinson. It was moved, seconded, and carried that the report be received. The report is included as a part of the minutes of these meetings.

The Research Committee reported through C. Horace Hamilton, who presented a document prepared by Selz C. Mayo. By motion and vote, the report was received and made a part of the minutes of these meetings.

Roy C. Buck presented the Extension Committee report in the absence of William R. Gordon, chairman. A motion to receive the report was voted and passed. The report is included as a part of the minutes of these meetings.

After extensive discussions on the work of the *ad hoc* committees, it was moved that papers available currently or before January 1, 1954, and of sufficient quality, be published through *Rural Sociology* and that the Committee of Fifteen be dissolved and its functions be assumed by the standing Research Committee of the Society. This motion received a second and was passed. It was also moved that the Research Committee for 1953-54 be instructed to investigate recent evaluation efforts made by other academic professional groups and to report at the next annual meeting any proposal they may have as to a plan for a new and continuing effort toward evaluation of the state of rural sociological knowledge. This was seconded and passed. In addition, it was moved, seconded, and passed that the Executive Committee provide for the preparation of a historical and interpretative summary report of the work of the *ad hoc* committees.

It was moved, seconded, and carried that the proposed amendments to the Constitution and Bylaws of the Rural Sociological Society, as published in the June, 1953, issue of *Rural Sociology* (pp. 219-220), be adopted.

The Executive Committee was instructed, by a motion seconded and passed, to appoint a committee to consider and report on the desirability of establishing classes of membership in the Rural Sociological Society.

The secretary-treasurer gave a report on the financial year of the Society ending July 30, 1953. A copy of the report is included as a part of the minutes of these

meetings. The report was received by a motion duly seconded and passed.

The managing editor of *Rural Sociology*, A. Lee Coleman, reported orally on the journal activities for the year. A formal report will be published at the close of the calendar year.

The Auditing Committee, Edgar A. Schuler, chairman, James F. Montgomery, and J. L. Charlton reported that the treasurer's records for the fiscal year ending July 30, 1953, had been examined and that the committee found the records accurate and correct as officially reported. This report was received by motion, duly seconded, and carried.

William H. Sewell presented the following report of the Resolutions Committee and moved that it be adopted:

WHEREAS, The Department of Rural Sociology staff members and other workers, and the administration of Oklahoma Agricultural and Mechanical College have given generous, useful, and effective service with wholehearted cooperation in making the 1953 Rural Sociological Society meeting an outstanding one; therefore be it

Resolved, That the Society express unanimously a vote of thanks to all these persons.

WHEREAS, Officers, program committee members, and others have worked untiringly and effectively to make this meeting the success that it is; therefore be it

Resolved, That the Society extend its appreciation and thanks to these workers.

WHEREAS, Little attention has been paid to the matter of a repository (or repositories) for important historical documents and other papers; therefore be it

Resolved, That due attention be paid to this, with the appointment by the president of a special committee to canvass the situation more thoroughly.

WHEREAS, Mrs. Elsie S. Manny of the Division of Farm Population and Rural Life has, for a period of at least thirteen years, rendered outstanding service to the Society by her able assistance to the successive editors of the *Bulletin Reviews* in the journal, *Rural Sociology*, and

WHEREAS, During this period, Mrs. Manny has carried much of the burden of this important assignment and has been primarily responsible for seeing that no important bulletins in the field were overlooked, and

WHEREAS, Mrs. Manny has performed this valuable service without thought of reward or credit, and

WHEREAS, In making this contribution to the profession, Mrs. Manny is, in a sense, carrying on the work of her late husband, a valued charter member of the Society; be it therefore

Resolved, That the Rural Sociological Society express its sincere gratitude to Mrs. Manny for her continuing service in this capacity and that the secretary be instructed to transmit this expression of appreciation to Mrs. Manny in an official form.

The motion was seconded and passed.

Otis Durant Duncan, the retiring president, presented the gavel to Nathan L. Whetten, the new president of the Society. Whetten announced the appointment of the following committees for the coming year: Nominating Committee: Charles P. Loomis (chairman), Paul J. Jehlik, Carl F. Kraenzel, Ernest E. Neal, Vernon J. Parenton, and Robert A. Polson; Membership Committee: John C. Belcher (chairman), Samuel W. Blizard, and A. Lee Coleman; Census Committee: Selz C. Mayo (chairman), Margaret Jarman Hagood, and Robert L. Skrabanek; and Committee on Local Arrangements: Ward W. Bauder (chairman).

The new president also announced, on behalf of the Editorial Board of *Rural Sociology*, that he had resigned as editor and that the Editorial Board had appointed Harold Hoffsummer as editor. In addition, the resignation of T. Wilson Longmore as bulletin reviews editor was announced. Louis J. Ducoff has been appointed to succeed Longmore. Charles E. Lively, the book review editor, has resigned. The new book review editor is Eugene A. Wilkening.

The meeting was adjourned at 12 o'clock noon.

REPORT OF THE TEACHING COMMITTEE

For the past twenty years rural sociologists have been fighting for recognition of their research and teaching as a means for the betterment of rural life, and of their contributions to a science of sociology . . . The battle is not yet won, but I have a belief that we are getting recognition as fast as we deserve it and that what is now needed is an assertion of leadership with a positive program in all those areas in which we are qualified to furnish it.

So said Dwight Sanderson in his presidential address before the Rural Sociological Society. The Committee on Teaching, noting particularly the references to teach-

ing being coordinate with research and the need for an assertion of positive leadership, accepts Sanderson's statement as being as pertinent today as it was in 1939.

Physical scientists amass research data for a ready market; social scientists more often amass their research data for a potential market. Teaching, whether in the classroom or through other means of communication, is quite as essential as research in the present stage of development and public acceptance of the social sciences. Rural sociologists, for well-known reasons, do most of their research work in land-grant colleges; hence, a disproportionate share of the research reflects the struggle for status within—and the potential markets of—those institutions.

Greater concern for teaching will highlight some of the present lags and gaps in the research. Rural sociologists have tended upon occasion to accept the thinking of action groups, rather than apply sociological techniques to an analysis of their programs. For example, in their textbooks—at least until quite recently—they have promoted the idea that an effective rural school must have at least 1,200 pupils, 300 of high-school age; and the thought that a population base of 1,000 is the minimum from which to draw membership for an effective rural church. These standards were set up by educators and churchmen, quite without benefit of consultation with sociologists, and then accepted by rural sociologists quite without benefit of having screened them through the processes and understandings of their discipline. Rural sociologists have not made a full contribution distinctly their own to such fields as social welfare, housing, library service, and government, though they have done much better in the field of health. The rapidly changing rural scene and the outward thrust of urban people into rural communities lend an urgency to these matters.

In keeping with this thinking, the Committee on Teaching makes the following recommendations:

1. That the Society promote the teaching of rural sociology in all those institutions in which a significant number of students are preparing to serve in rural communities, whether at home or abroad.
2. That the Society encourage research in those areas, such as government, education, and religion, in which there is need for the contribution of the rural sociologist.
3. That the writers in rural sociology direct some of their textbooks to those in preparation for the various professions or other service vocations, bearing in mind

that many of these will have but one, two at the most, courses in sociology, and will be interested in it primarily as an orientation course.

4. That a display of textbooks and teaching materials be provided at the annual meetings.

5. That, in the preparation of rural sociologists who have a primary interest in teaching, there be included professional courses in education.

6. That the Society in annual meeting devote at least one session to the problems and needs of those members who have a chief concern for teaching.

The committee wishes to express appreciation to those members of the Society who participated in the session in which the substance of this report was brought into final form.

Respectfully submitted,

WM. MCKINLEY ROBINSON
(Chairman)

REPORT OF THE RESEARCH COMMITTEE

Introduction. In its efforts to carve out a meaningful area of activity for itself this year, the Research Committee desired to avoid duplicating the ongoing, planned, or recent work of other individuals or groups. This criterion made it inappropriate to conduct a census of current research or a methodological critique of research in rural sociology. The committee did not desire to duplicate or infringe on the activities of the several *ad hoc* subcommittees of the Society, which have appraised or are in the process of appraising specific areas of rural sociology.

It was the feeling of the committee, however, that since the several *ad hoc* committees were reviewing previous research and suggesting needed research in the somewhat "developed" areas of rural sociology, our function might be to point out several potentially fruitful areas of research activity that are largely underdeveloped or have been ignored by most rural sociologists. We hope that this brief report will provoke serious consideration of these areas as strategic ones for future research in the sociology of rural life.

The committee report focuses on problem areas. These are: (1) sociological aspects of economic behavior; (2) the decision-making process; (3) social roles.

Research in the sociological aspects of economic behavior. The committee strongly urges that careful consideration be given to the relationship between the fields of

rural sociology and agricultural economics, and particularly to the unexploited possibilities for interdisciplinary research.

There are many economic problems that sociological factors may explain. The family farm, for example, is both an economic and a social organism. Whereas economists have usually looked upon low-producing farms as deviants from an ideal-type economic unit on marginal utility criteria, it is suggested that an alternative or an additional formulation may be that such farms are not economic deviants but social conformists. Local or family norms may be important determinants of "economic" behavior. Basic barriers to economic efficiency, it is suggested, may lie in institutionalized behavior patterns with their resultant sanctions for non-normative behavior.

Again, an exploration of the clique relationships, of the value systems, and of the position in the social structure of farm operators viewed as high and low on economic productivity criteria may shed a great deal of light on economic problems of agricultural production.

What is the impact of the family life cycle on the farm firm? What impact does the authoritarian as compared with the democratic type of farm family have on economic productivity? Why do uneconomic units stay in business when on economic criteria they should dissolve? These are examples of types of problems to which sociological analysis can possibly make important contributions. They suggest the efficacy of research designs on which the economist and sociologist could profitably collaborate.

The decision-making process in rural life. One criticism of much rural sociological research, leveled by our fellow sociologists and other social scientists, is the static and descriptive nature of so many rural studies. We describe rural community organization in terms of the traditional ecological concepts and point out the growing importance of interest groups and the lessening importance of the neighborhood. We occasionally describe the stratification structure of the community, but we seldom focus on the implications of the ecological or stratification structures for social behavior.

It is suggested that one mechanism to crack through this static type of analysis is to build researches around the decision-making process in communities. Instead of, or in addition to, asking the question, "What is the ecological organization or class structure of the community?" could we not ask "How do these social structures

influence the decision-making process in the community?" This would require the study of concrete important community decisions, with emphasis on the major determinants of those decisions. Who or what groups carried most weight in the selection of the high-school principal? Why did certain bond issues fail to pass? What pressures were exerted on the local officials to make or not to make certain decisions? Who exerted these pressures?

By asking such questions we focus attention on concrete social behavior. We then have the opportunity to explore what impact social structure has on human interaction and social relationships. Our frame of reference becomes dynamic as we view the social organization of the community.

Such questions may lead us to the observation that we have neglected certain other crucial phases of social structure. For example, much attention has been devoted to the prestige dimension of stratification. But, if we are to understand why communities behave the way they do, may not the more crucial dimension of stratification be that of power? Again, we see here the possibility of introducing such tools as reference-group theory and role theory into our analyses. Who are the referents and the reference groups of decision-makers? How do they define their roles? Whose expectations are they most concerned about? Whose sanctions are they most concerned about? These relatively new conceptual tools may be of great value in explaining the decision-making process and other types of social phenomena.

Social roles. A third largely unexploited area is the study of important social roles in the rural community. What are the expectations of the incumbents and the clients concerning the social roles of the county agent, the high-school principal, the minister, and farm-organization leaders in the rural community? To what extent is there consensus, for example, among the county agent, the local farmers, and Farm Bureau members regarding the rights and duties of the county agent? What role conflicts does he face? How does he resolve them?

This type of inquiry may also be of real value in the analysis of state extension systems. It is suggested that viewing such an organization as a series of interrelated roles may shed light on significant dysfunctional aspects of these social systems. To what extent is there consensus as to the mandatory, preferred, and prohibited behavior in Extension Service positions, among the occupants of these positions, their superiors, and their associates? What are the

consequences of lack of consensus? What factors are related to differential expectations? Are certain types of role conflict built into some extension positions? What are the techniques utilized for the resolution of conflict?

Research on these questions would have important theoretical and practical implications. The testing of hypotheses in this area would provide significant sociological knowledge, as well as a body of extremely useful data of great interest and importance to extension administrators.

Respectfully submitted,

SELZ C. MAYO

REPORT OF THE EXTENSION COMMITTEE

This report is a summarization and an interpretation of statements submitted by interested workers in many states, in response to five questions which were distributed. There is no implication that these statements represent the opinions of a majority of extension sociologists, or that the developments reported are general among the states. We merely summarize an assortment of expressed opinions. These include reports from institutions in twenty-one states—from some states, more than one report. Respondents are extension sociologists, teachers and research staff members having an active interest in extension, and, in one case, a 4-H Club supervisor with a special interest in sociology, and in another, an assistant county agent.

Question 1: What has been done in rural sociology extension in your state in the last five years which is most promising for the immediate future? This question might better have read, "What has happened . . . ?" rather than "What has been done . . . ?" The replies report satisfaction with a variety of activities. These are condensed under four major developments, as follows: (1) Sociology is playing a more significant role in extension work; (2) productive relationships among extension, teaching, and research have grown; (3) cooperative working relations with other organizations and agencies have been strengthened; (4) sociology has become less a project and more a specialized resource service.

A more significant role for sociology in extension is indicated by reports of increasing sociologist participation in (a) planning programs devoted to teaching extension staff members; (b) formulating extension methods for use in the field, and specifically with regard to principles of community organization, defining community needs, and devising procedures by

which to deal with community problems; (c) analyzing administrative techniques where they apply to motivation and group action in education; (d) devising methods for program planning at the community level.

Productive relationships among extension, teaching, and research are indicated in instances where (a) educational requirements have been imposed—for example, required courses in rural sociology for undergraduates or for Master's candidates in extension; (b) extension staff members have taken summer courses or sabbatical work with some attention to rural sociology; (c) teaching and research personnel have prepared material for use in extension, relating to subject matter and method in rural sociology; (d) other subject-matter specialists have purposefully sought to give their projects "a sociological content."

Cooperative working relations with other organizations and agencies are reported to have resulted in (a) a "big-hitch" attack on such problems as health, migrant labor, the rural church, citizenship, and recreation; (b) community, county, and state machinery in the form of a council equipped for continued effort in these and other directions.

Sociology as a specialized resource service devoted to making its own unique contribution to extension education is defined in the following particulars: (a) cultivating among rural people an understanding that problems are frequently conditions shared by many and are problems of the group, the neighborhood, and the community; (b) motivating these same people to proceed group-wise with planning for the solution of these problems, because such planning is more productive of the results desired; (c) demonstrating and teaching the techniques in problem-solving through the group, the neighborhood, and the community, and the greater promise in such procedure; (d) demonstrating both discrimination and skill in analyzing a variety of social situations; and in such demonstrations exhibiting competence in working with the "problem area" as well as with the "average" condition.

It appears, then, on the basis of the replies submitted, that extension rural sociology has been shifting its role in recent years: (a) within the extension program itself, (b) in its relations outside extension, and (c) in the aims of its endeavors expressed in its goals.

Question 2: Considering recent trends—technological, economic, and social—in what area do you see the principal challenge to rural sociology extension for the immediate future? Three proposed objectives summarize the replies to this question: (a) keep sociology in the role of its most effective service; (b) assist rural people to achieve social enlightenment and social competence; and (c) strengthen the group-democratic process aimed at improving the general welfare.

Keep sociology in the role of its most effective service. It is pointed out that, since the work in sociology is a part of the larger program in extension, the sociologist shares the common responsibility of keeping extension well up front among all services and agencies catering to rural people. It is indicated that he will do this by doing well with the opportunities in his own field. But there is a question whether he will make his best contribution in working directly with groups and leaders in communities, or in working *through* other extension personnel and influential individuals in other organizations and agencies. In this latter role he would serve as analyst, evaluator, and counsellor on methods. It may be that the rural sociologist will serve best in a "supporting role" in solving technological and economic problems of rural people.

This is probably what one writer had in mind when he declared for a despecializing of rural sociology. If this approach were adopted, a project in rural sociology extension would become something different from what it has been in the past, in most instances.

In addition to suggesting a shift in emphasis of effort, the replies point out that, as a craftsman, the rural sociologist must be technically well qualified by training and experience and well informed, not only with regard to his scientific field but also with regard to the situations in which he seeks to perform. These, of course, apply to anyone engaged in a service or guidance occupation.

Assist rural people to achieve social enlightenment and social competence. The distribution throughout the rural countryside of families that neither live on farms nor are farm-minded; the situation today in which approximately half of the farmers devote some time to off-farm work; pronounced mechanization on the one hand, and wide shifts in agricultural production programs on the other; the effects of a declining industry in an area (soft coal, for

example), or the invasion of a mammoth industry like steel-making; consolidation and centralization in public-school education—these are some of the developments mentioned in support of the second proposed objective.

These, and other developments which could be mentioned, subject the individual and the family to a multitude of effects, requirements, and social pressures, and divide their interests. For many, economic and social penalties bring the gnawing fear of insecurity. For some others, of course, there is opportunity.

The challenge of this general objective is to help people understand any social problem as an experience shared by many; to see it as something about which each needs to be reasonably articulate; to accept it as something to be dealt with by the many, acting in concert, with intelligent purpose and the confidence which comes of successful experience.

Strengthen the group-democratic process aimed at the general welfare. This objective stems from the following considerations, in addition to those already mentioned:

The effective operation of the group-democratic process is impaired where there is a lack of knowledge, and a lack of the disposition to put knowledge to work. These were alluded to earlier. But there is challenge also when the social environment is changing in significant particulars; where the theater of one's principal experience, his community, needs re-examination and redefinition, preliminary to a redirecting of its purposes and labors. There is challenge in the wide influence of the new media for mass informing—the radio and television. Just how much better equipped for meeting responsibilities in the democratic process is one whose socializing experience is mainly with the radio and television in the near-vacuum, socially, of his own little nook in the house? Is it *listening* and *seeing* at the expense of *learning*?

This is not to be construed as belittling these advanced and indispensable instruments for communication. It is intended to point to their limitations as they are now used.

Question 3: What are the principal considerations for us (extension sociologists) if we are to be effective in these areas of challenge? The comments received are grouped under three headings: (a) considerations with reference to the sociologist's proficiency; (b) considerations with reference to educational objectives in ex-

tension sociology; and (c) considerations with reference to the sociologist's relations with others.

With reference to proficiency. Among the comments in this category is the admonition to leave off the "do good" complex. We interpret this to mean that we are to continue to be helpful, but that we should avoid the sanctimonious attitude of superiority and the apparent overselling of talents which are commonly observed in the "do gooder."

A second negative comment is that academic training in sociology appears to prepare for research and teaching rather than give equivalent attention to preparation for extension. Another comment suggests that there may be an advantage in recruiting new talent from among young county agents. A further suggestion is that there is need of more part-time employment for those who seek to advance in the field of sociology.

Some comments deal with what we can do for ourselves, especially with reference to the estimates that others make of our work. Attention is called to instances where an extension sociologist may allow himself to become an academic "jack-of-all-trades." As a result there is, in extension and out of it, a hazy idea of just what sociology is, and what the rural sociologist does. A second point is to the effect that "expedient" or "fringe" research scarcely adds to the research worker's standing as a sociologist.

Then, too, there are individuals who make their own definition of the qualifications for the sociologist. They may look upon someone in extension who exhibits a flair for promoting favorable public relations or for delivering pleasing speeches, or even a person who appears to advantage when leading a group in community singing, as a proper one upon whom to bestow the distinguishing label of "sociologist." No matter how capable one may be as a "front man" for the organization, he does not thereby become a sociologist; nor can he by administrative fiat. Doubtless many people have read the book *How to Make Friends and Influence People*, believing it to be the sociologist's handbook. There are occasions when the rural sociologist will have to protect the integrity of his work, even at the cost of appearing somewhat stubborn and conceited.

With reference to educational objectives in extension sociology. At the outset it is appropriate to examine the objectives or goals which we now seek. To some, these

are not adequate. The point was made earlier in this report, that the title "sociology project" implies and justifies a specialization which limits too strictly the service of the sociologist.

In this connection, a question may be raised as to just how goals are set up in the first place. Do sociologists define their own goals? Are they free to? Should they be free to?

Ours is one phase of a vast program in education. In common with all education, both formal and informal and at all levels, two sets of values dominate all others in the choices which dictate purposes and behavior today. A third set, the one with which we have our major responsibility, is tacitly acknowledged, but is not on a par with the other two. About this third set, people are less certain, less in agreement, less powerfully conditioned.

The first two are (a) economic values and (b) technological values. The third set represents (c) the relationships among people and the procedures by which they act collectively and with greater effectiveness for the many. The difference in influence might be illustrated figuratively somewhat as follows: If economic values were to have an *appeal weight* of 30 and technological values an *appeal weight* of 19, social values, by comparison, would have an *appeal weight* of perhaps 3.

Goals in extension sociology, in common with goals in other educational enterprises, are determined by a combination of many influences. But the two most generally consistent and pervasive are economic and technological values. People, in deciding what they want, what they favor, what they will work for, are influenced by the prevailing value systems. So are administrators when they distribute funds and decide the use of facilities. So are legislators when they make appropriations. So are the "reporters" and evaluators when they take the measure of what has been accomplished.

Perhaps a strong case can be made for the claim that the greatest promise for extension rural sociology today is in a "supporting role" to other projects in quest of technological and economic goals. For values do not stand separate and apart, but rather in interacting combinations. And the rural sociologist who persists in seeking social goals will be struggling against the tide, against a lack of understanding of what he seeks to accomplish, against a general lack of enthusiasm for his work.

However, we can also look with real hope to a select few who have the fortitude to

dedicate themselves to more direct, though less popular, procedures in the practice of their art—who have the intelligence, skill, and persistence to carry through to successful conclusion their undertakings, when the results are unmistakable achievements in social enlightenment and social competence among those we serve. They will perform the all-too-rare creative work in this field. They, chiefly, will chart the course of development and determine the progress in extension sociology.

They will more likely be the ones to reach out further and down deeper to the least favored, the least understanding, the least responsive persons; for they will recognize great need there. They will keep us attentive to a workable body of principles. They will be ever busy to improve techniques. They will be restless and unsatisfied as long as we lack reliable means of evaluating results, results which are truly sociological.

They will be few. But they are indispensable.

With reference to the sociologist's relations with others. It would be possible to present quite a list of items having to do with relationships. Numerous suggestions were submitted. But they can be summarized under either of the two general goals discussed below:

The first consists of the many things we can do to contribute to increased effectiveness with extension in general, and specifically with individual projects in agriculture, homemaking, 4-H, and older youth work. Success in this area will make needless the lament of some who declare that extension administration in too many instances is not "sold" on sociology, and that department administrators are concerned with teaching and research to the exclusion of extension.

The second area consists of those services, less numerous but every bit as important, with which we can distinguish our field, our service, our contribution in terms of sociology, and which can be demon-

strated to be essential in the undertakings of communities, organizations, and agencies.

The rural sociologist will be active in both areas. For each, the "when," "where," and "to what extent" will be determined by the many considerations referred to earlier.

Questions 4 and 5: What opportunities do we have in common with research? In common with teaching? In the replies to both of these questions there was an emphasis on teamwork. The result of more teamwork between research and teaching would be research which is more "extension useful" and more generally "extension tested." This would mean a program scientifically designed for problem-solving, with a workable and effective division of responsibility. In case of teaching-extension teamwork, the classroom would draw on extension for teaching material, while extension would draw on teaching for methods. The extension sociologist would appear in the classroom at appropriate intervals to contribute to the instruction and to be identified as the extension agent of the college, available to assist the students when they have finished college and are back in their communities working on local problems. In a reciprocal manner, the teacher is presented to groups in the state as an authority and counsellor in his field of subject matter.

Conclusion. A report such as this always does violence to many carefully prepared statements submitted by conscientious correspondents. However, all of these could not be reported verbatim within the allotted space. They have been read carefully and considered in the summarization, and, we trust, are recognizable in the comprehensive statements for each question. We are grateful for the cooperation.

Respectfully submitted,

WILLIAM R. GORDON
(Chairman)

TREASURER'S REPORT
RURAL SOCIOLOGICAL SOCIETY

July 30, 1953

Beginning balance\$1,888.20

RECEIPTS

Membership dues 2,544.25
 Back issues of *Rural Sociology* for members..... 2.00
 Sale of back issues of *Rural Sociology* (A. Lee Coleman) 105.05
 Miscellaneous (Edmund deS. Brunner)..... 14.00

Total Receipts.....\$4,553.50

EXPENDITURES

Printing 1952 annual meeting programs (Roberts Printing Company) .\$ 32.13
 2000 Letterheads (Commercial Printing Co.)..... 18.85
 2000 Stamped Envelopes (Robert J. Miller)..... 71.44
 2000 membership application cards (Commercial Printing Co.)..... 17.70
 1952 back issues (A. Lee Coleman)..... 200.00
 1952 subscriptions (A. Lee Coleman)..... 89.50
 1953 subscriptions (A. Lee Coleman)..... 1,725.75
 Back issues of *Rural Sociology* for members (A. Lee Coleman)..... 2.00
 Refund (George M. Stabler)..... 1.00
 Notary fee (Eleanor Eckert)..... .25

Total Expenditures.....\$2,158.62

Balance, July 30, 1953.....\$2,394.88

Respectfully submitted,

SAMUEL W. BLIZZARD

COLLEGES AND UNIVERSITIES

University of Alabama. Solon T. Kimball, head of the Department of Sociology and Anthropology, has resigned his position and has joined the Department of Social Foundations at Teachers College, Columbia University. He and Marion Pearsall used the summer to complete the report of the Talladega study, a research project sponsored by the Health Information Foundation.

Henry L. Andrews has been appointed acting head of the department for 1953-54.

Thomas R. Ford accepted a position with the Human Resources Research Institute at Maxwell Field and began his new duties in September. During the past year, he directed a study of nursing functions with a grant provided by the American Nurses' Association. He was assisted by Mrs. Diane Durham Stephenson.

A. T. Hansen has been awarded a university research grant to continue the preparation of a monograph on Yucatan.

Florida State University. DeHart Krans, who has been in charge of the Acute Treatment Service at the Veterans Administration Hospital at Perry Point, Maryland, has joined the staff as professor of social psychiatry. He is a Diplomate of the American Board of Psychiatry and Neurology.

David L. Levine, who received his doctorate in social work in June at the University of Minnesota, joined the staff in August. He is giving part of his time to the Human Relations Institute and is also responsible for courses in Human Growth and Development.

Dorothy D. Hayes, who comes to the university at the beginning of the second semester of 1953-54, will be professor of social welfare and will have certain major re-

sponsibilities for curriculum development in the graduate program in social work. She is completing work for the doctorate in social work at Minnesota during the first semester of 1953-54.

Earl Lomon Koos, who has been head of the Department of Sociology at the University of Rochester, is another new member of the staff. His major responsibilities are in the area of Marriage and Family Living where he will conduct doctoral seminars and direct doctoral dissertations. His book on *Marriage* has been published by Henry Holt.

University of Kentucky. C. Paul Marsh began his duties on July 1 as assistant rural sociologist. He came from Cornell University, where he was a graduate student.

Sidney Kaplan has joined the staff as instructor in sociology. He recently received the Ph.D. degree from Washington State College. The full-time professional staff in sociology and rural sociology now numbers eleven, in addition to one part-time and one emeritus professor.

Irwin T. Sanders, distinguished professor of sociology, has resumed his duties at the university, after a year in Greece.

In further integration of the work in the Departments of Rural Sociology (College of Agriculture and Home Economics) and Sociology (College of Arts and Sciences), joint college assignments have now been made to Howard W. Beers, James S. Brown, A. Lee Coleman, and Irwin T. Sanders, so that each has duties in Experiment Station research and in general teaching.

C. Arnold Anderson, professor of sociology, read a paper at the annual meeting of the American Sociological Society in Berkeley, California, and also was a featured speaker at the banquet of the Rural Sociological Society at its annual meeting in Stillwater, Oklahoma. At Berkeley, his topic was "Economic Status Differentials within Southern Agriculture"; at Stillwater he spoke on "The Need for a Functional Theory of Social Classes."

At the August commencement, the university granted the first Ph.D. in sociology to Abdel Monem Nour, who has returned to his native Egypt as a United Nations employee. Nour's thesis was a translation and interpretation of the sociological theory of Ibn Khaldoun.

James S. Brown and A. Lee Coleman have been promoted to the rank of associate professor and associate rural sociologist.

On September 28, a "School for a Day" for community leaders of the state was held at the university under the auspices of the

Bureau of Community Service. Over 350 persons registered for two 2-hour courses, chosen from a list of six courses on the "how to do it" level. A noon luncheon meeting featured Carl C. Taylor, who spoke on his observations during the past year as a United Nations consultant on community development in various underdeveloped countries.

James N. Young, graduate student, is back on the campus after a year in New Zealand as a Rotary Educational Foundation Fellow and nearly a year spent in traveling throughout South and Central Africa, the Middle East, and Europe. Gilbert Hardee, graduate student, has returned after a year in Australia as a Fulbright scholar and several months of travel in the Middle East and Europe. Helge Solli, editor of a daily newspaper published by a farmers' organization in Norway, is taking graduate work in rural sociology under the sponsorship of the local Rotary Club District. Paul Richardson is currently a graduate assistant in rural sociology. Other graduate assistants are Herbert Aurbach and Jerome Laulich.

During the latter part of August, Willis A. Sutton, Jr., assistant professor of sociology, was engaged in a field analysis of the process whereby Cairo, Illinois, changed its school system from one that was segregated to one in which Negroes were integrated into white schools. The study was one of a series of similar community studies which constituted one phase of a larger project financed by the Fund for the Advancement of Education. The purpose was to secure information helpful to the South and the nation on all aspects of segregation and desegregation in education.

Michigan State College. Olen Leonard has been granted an extension of his leave for one year to permit him to continue as director of Technical Cooperation of the Northern Zone of the Inter-American Institute of Agricultural Sciences. His headquarters are in Havana, Cuba. Michigan State College has recently signed an agreement with the Institute to have two staff members engage in research in Latin America.

Allan Beegle has received a Fulbright award for research in Finland. He will study a small village community in that country in collaboration with the University of Helsinki. W. W. Schroeder, formerly a graduate student at Michigan State College and more recently a student at the University of Chicago, is substituting in research and teaching while Beegle is on leave.

Raymond Scheele returned from Brazil and has resumed his academic duties. While in Brazil, Scheele made a study for the Area Research Center under contract with the United States Department of State.

J. F. Thaden is on sabbatical leave. He will do research and writing in educational sociology.

The Social Research Service, in cooperation with the School of Continuing Education, is making a study of the social aspects of disaster. The research data are being collected at Flint, Michigan, where a tornado caused serious loss of life and heavy property damage last June. The National Research Council, through the National Opinion Research Center's disaster studies specialists, is providing assistance in the study. The Social Research Service committee in charge of the project consists of the following: W. H. Form and Charles Westie (co-chairmen) and Gregory Stone.

The Department of Sociology and Anthropology, through its Social Research Service, is engaged in making a pilot study of one school community in order to find out what citizens know about their schools, how they secured their information, and their attitudes toward schools. This project, designated as the Michigan Communications Study, is sponsored by the Midwest Administration Center, the University of Chicago, and Michigan State College. Following the pilot study, a series of follow-up studies will be made to evaluate the relative effectiveness of the various methods of communication. Wilbur Brookover and Leo A. Haak are co-chairmen of the project committee; Haak is in charge of the pilot study. Other members of the committee are Charles P. Loomis, Sigmund Nosow, J. F. Thaden, and Joel Smith.

Readings in Latin-American Organization and Institutions, a new book by Olen E. Leonard and Charles P. Loomis, has been published by the Michigan State College Press. Also being published by the Free Press is the monograph *Turrialba Social Systems and the Introduction of Change*, by C. P. Loomis, J. O. Morales, Roy A. Clifford, and Olen E. Leonard.

The study of adult education in rural areas, conducted by the Social Research Service and sponsored by the Fund for Adult Education of the Ford Foundation, has been completed. A book reporting the findings of this research and entitled *Rural Social Systems and Adult Education* will be published by the Michigan State College Press.

A book based on the project, "The Community Organizational Aspects of Health Care in the United States," sponsored by the Farm Foundation, has just been published. The book is entitled *Community Health Action: A Study of Community Contrast*, and Paul A. Miller is the author. Other staff members collaborated.

Visiting instructors for the 1953 summer session included the following: Tharel R. Black, Utah State Agricultural College; Richard Dewey, University of Illinois; Dean Epley, Memphis State College; Morton B. King, Jr., University of Mississippi; Ward Porter, University of West Virginia.

Charles P. Loomis, head of the Department of Sociology and Anthropology, taught in the 1953 summer session at the University of Wisconsin.

Robert A. Hicks, a graduate student in the department, has received a Fulbright research grant, for the academic year 1953-54, to do research in urban ecology in the city of Baghdad, Iraq. He will be affiliated as a research fellow with the College of Arts and Sciences, Baghdad.

Beatrice Garner, graduate student in sociology and anthropology, studied linguistics at the University of Indiana Summer Institute (1953) under an American Council of Learned Societies grant.

Thomas L. Blair, who is a candidate for the Ph.D. degree in the Department of Sociology and Anthropology, is the recipient of a \$2,500 Opportunity Fellowship award from the John Hay Whitney Foundation, New York, for the year 1953-54. A fellowship for a similar amount was also awarded by the Whitney Foundation to Manuel Alers-Montalvo, who is another candidate for the Ph.D. degree in the department.

Five departmental seminars were held during the year with representatives of the American Universities Field Staff, Inc. The leaders for these seminars were: Albert Ravenholt and A. Doak Barnett, on China; Richard D. Robinson, on Turkey; Richard H. Nolte, on the Middle East; and Lawrence W. Witt, on Brazil. The same men participated as visiting specialists during the spring term in an inter-departmental seminar. The focus of the seminar was on problems of introducing change. The cooperating departments were: Agricultural Economics, Economics, Foreign Studies, History, Political Science, Psychology, and Sociology and Anthropology. Kenneth Tiedke represented the Department of Sociology and Anthropology in this interdisciplinary project.

Mississippi Southern College. John H. Allen joined the faculty as assistant pro-

fessor of sociology at the beginning of the winter quarter. He has been working toward the doctorate at Pennsylvania State University.

In the fall, the Department of Sociology released a Mississippi population distribution map—one in a projected demographic series.

North Dakota Agricultural College. Seth W. Russell, formerly assistant dean of the School of Liberal Arts and head and professor of sociology at the Pennsylvania State University, has begun his duties as dean of the School of Applied Arts and Sciences.

Willis Raff, formerly at Hamline University, has become instructor in social science.

Courtney B. Cleland spent the summer as a senior social analyst for the Royal Commission on Agriculture and Rural Life in Saskatchewan. He did research on the rural homes project.

University of Rhode Island. L. Guy Brown, professor of sociology and head of the Department of Sociology, is taking sabbatical leave during the year 1953-54; he is spending the year at Winter Park, Florida, where he plans to complete a writing project.

Irving A. Spaulding is acting head of the department. He was elected to Phi Kappa Phi during the spring of 1953. He is currently engaged in resident teaching and in research with the Agricultural Experiment Station.

Robert V. Gardner continues as assistant professor, on the resident teaching staff. On July 1, 1953, Robert G. Brown joined the teaching staff as instructor; during the preceding year, Brown was a member of the research staff of the Rhode Island Governor's Commission to Study Problems of the Aged. On September 1, 1953, John B. Mitchell joined the staff as instructor and assumed responsibilities as a resident teacher and as an Agricultural Extension Service specialist in rural sociology.

Vanderbilt University. Jay W. Artis has joined the Department of Sociology as an assistant professor. He will offer course work in Demography and Rural Sociology. He also will direct the laboratory of the Department of Sociology.

Central University of Venezuela, Caracas, Venezuela. A ten-year "intellectual collaboration" agreement has been signed with the University of Wisconsin. The agreement is designed to help in the expansion and modernization of the various divisions of the Venezuelan university system. The

agreement stipulates that the University of Wisconsin will make available a specified number of senior faculty members on an annual basis, and junior members on a permanent basis; and, when qualified personnel are not available in Wisconsin, it will attempt to arrange to procure them from other institutions. The long-range nature of the program permits the planning of staff needs three years in advance, thus giving time for designated professors to prepare themselves linguistically. Instruction in Venezuela is in Spanish.

This cooperative program is unique in that no agencies or foundations other than the two collaborating institutions are involved. A joint committee of the two universities will be in charge of its administration, with the secretary of the Central University as chairman. Homer J. Herriott, associate dean of the Graduate School, is chairman of the Wisconsin group. George W. Hill will be coordinator of the program.

Although the program envisages collaboration in all of the disciplines, the most pressing needs in the first year's operations are expected to be in the Social Sciences, Agricultural Sciences, Education, Medical Sciences, and other applied sciences. The program also provides for the joint employment of some of the visitors in consultative and research capacities with ministerial agencies of the government. The scholarship program by which Venezuelan students are sent to study at foreign universities will likewise be expanded. The committee will assist in the placement of the students in universities which offer outstanding curricula in their proposed fields of concentration.

James Silverberg, from the University of Wisconsin, has joined the Department of Sociology and Cultural Anthropology of the Central University as anthropologist. Additional staff members for the department, as well as for the Department of Economics, are being recruited under the foregoing plan for the next three academic years.

State College of Washington. LaMar Empey has been appointed research assistant in the department for the current academic year. He is working on a Whitman County, Washington, study of the attitudes and practices of the farmers affecting the production and management of upland game. The study is supported in part by a grant of funds from the Washington State Department of Game.

During the summer Paul H. Landis, state professor of rural sociology, directed a Marriage and Family Life Studytour in

Europe. Twenty advanced students accompanied him on the tour, the purpose of which was to observe what other countries are doing to stabilize and enhance marriage and family life. The countries visited were France, England, Sweden, Germany, Denmark, and Holland. The course was sponsored by the State College of Washington and the National Council on Family Relations, and directed by the State University of New York, State Teachers College at New Paltz.

Wayne University. An undergraduate major in anthropology was instituted in the Department of Sociology and Anthropology in the fall of 1952. About a dozen undergraduate majors are enrolled. The major departmental offerings are augmented by physical anthropological work available under Gabriel Lasker and F. Gaynor Evans in the Anatomy Department of the College of Medicine, in prehistory and in folklore under George Lechler and Thelma James of the History and English Departments, and in musicology by Bruno Nettl of the Music Department.

Stephen C. Cappannari has been advanced in rank to assistant professor. After working as the consultant for the Workshop in Supervision at San Jose State College in the summer session of 1952, he taught at San Francisco State College in a post-session course on "India, an Area Study in Intercultural Relations." For the past year he has served as anthropological consultant and lecturer to the psychiatric staff of Northville (Michigan) State Hospital.

James Boyd Christensen gave an area course on Africa at the Mission Institute, Fordham University, during the summer. Christensen had done field work in West Africa among the Fanti of the Gold Coast. In addition to teaching courses in General Anthropology at Wayne University, he has added to the anthropology offerings a course on Negro Africa and one on the Negro in the New World. In October, he attended the conference on contemporary Africa sponsored by the National Research Council, at Princeton University.

Norman D. Humphrey spent the academic year 1952-53 as a field man for the Committee on Cross-Cultural Education of the Social Science Research Council; he was engaged in interviewing Mexican nationals who had attended American universities. He participated in the conference on findings of domestic and foreign staff members of the SSRC Committee, held at Ithaca, N. Y., in August, 1953. Humphrey taught a seminar in Personality and Cul-

ture during the spring quarter of 1953 at Mexico City College.

Gabriel Lasker and Bernice A. Kaplan have returned from a brief summer field trip to Mexico. With Charles Leslie, Kaplan made a study of the methods of mescal manufacture in Mitla. Lasker collected demographic data in connection with his studies of the size of breeding populations. Lasker recently assumed the editorship of *Human Biology*, a quarterly journal of research devoted to human genetics, growth and aging, bioanthropology, and demography.

Bruno Nettl has joined the staff of the Music Department. He received his Ph.D. in musicology from Indiana University, in June, 1953, with a dissertation on "American Indian Music North of Mexico: Its Styles and Areas." He is teaching a course in American Music, of which half is devoted to ethnic productions.

Western Reserve University. Joseph W. Eaton, on leave from the Department of Sociology and Anthropology at Wayne University, has joined the faculty of the School of Applied Social Sciences as visiting professor of social science. Eaton will introduce into the social-work curriculum current material and points of view from the related social sciences, such as cultural anthropology, social psychology, political science, and economics. The work is being financed by a \$50,700 grant from the Russell Sage Foundation over a three-year period.

PRIVATE AGENCIES

Committee for Economic Development. The Business-Education Committee, whose membership is divided between nationally known business executives and educators, sponsors economic research and education projects in cooperation with colleges and secondary-school groups throughout the country. Since 1947, the committee has cooperated with twenty-five colleges and universities to establish college-community economic research centers. Each project draws together leading business executives and faculty members to determine local and regional economic problems, conduct research, and provide guidance toward possible solutions. Colleges and universities at which college-community economic research projects have been established include: University of Arkansas, Brown University, University of Colorado, Emory University, Iowa State College, Lewis and Clark and Reed Colleges (jointly), University of Michigan, University of Minnesota,

Northwestern University, University of North Carolina, Occidental and Pomona Colleges (jointly), University of Rochester, University of Wisconsin, Southern Methodist University, and University of Oklahoma. Others are being organized at the University of Alabama, University of California, Tulane University, Washington University (St. Louis), Syracuse University, University of Pennsylvania, University of Pittsburgh, and University of Washington (Seattle). William A. Patterson, president of United Air Lines, was recently appointed chairman of the Business-Education Committee.

Community Service, Inc. Arthur E. Morgan, president, is in West Africa where he has been appointed as adviser to the Gold Coast government. He is consulting on the Volta River project, which involves dam construction for power development, plans for an aluminum plant, and relocation of population. The construction of a reservoir covering a two-thousand-square-mile area may involve the moving of considerable population, while the assembling of construction forces for this half-billion-dollar project will involve other population adjustments.

GOVERNMENT AGENCIES

Canadian Department of Agriculture. Frank Uhler spent six weeks on leave of absence during August as a lecturer in educational sociology at the University of Alberta.

During August, 1953, Helen C. Abell assisted in conducting a short course on methods and objectives in working with rural people, at Queen's University. The department is now undertaking a study which attempts to trace the relocation of several hundred rural people who have been displaced from their farms and homes by the establishment of a military training center.

CONFERENCES

American Public Health Association. The 81st annual meeting of the American Public Health Association and the annual sessions of forty related organizations were held in New York City, November 9-13. Public health workers—physicians, dentists, nurses, engineers, statisticians, veterinarians, sanitarians, nutritionists, health educators, entomologists, biologists, sociologists, and others—attended the sessions. The theme of the meetings was "Meeting the Health Needs of the Community." Ses-

sions were devoted to industrial hygiene and sanitation, school health programs, nutrition and dietary developments, control of animal disease, maternal and child health, accident prevention, home nursing, laboratory and engineering developments, and work with handicapped children of various types. Reginald M. Atwater is executive secretary of the association.

First International Congress on Group Psychotherapy. All individuals and groups who are interested in group psychotherapy are invited to participate in the congress to be held in Toronto, August 12-14, 1954. The membership of the sponsoring committees includes representative group psychotherapists. The sponsoring organizations include: the American Society of Group Psychotherapy and Psychodrama and the American Sociometric Association. Interested persons should write to J. L. Moreno, director, Organizing Committee, Room 327, 101 Park Avenue, New York 17, N. Y., for further information.

FELLOWSHIPS, GRANTS, AND AWARDS

American Institute of Cooperation. The Stokdyk Award of \$500 has been announced for the best Master's thesis in the field of agricultural cooperation. Requirements for the award are the following: The graduate study must be completed during the fiscal year of the Institute, July 1, 1953-June 30, 1954. A copy of the thesis must be sent to the Institute office at 744 Jackson Place, N. W., Washington 6, D. C., by June 15, 1954, to be included in the present contest. Copies of the thesis will become the property of the Institute. The entries will be judged by a competent committee chosen from the land-grant colleges and universities. The student entering the contest must be enrolled in an accredited college or university, and at least three theses must be entered in the contest, in any one year, before a winner will be selected. The presentation of the award will be made at the annual Summer Session of the Institute.

OBITUARIES

JOHN BEN HOLLAND (1910-1953)

John B. Holland, age 43, died June 28, in Havana, Cuba. He was a social scientist on the staff of the Inter-American Institute of Agricultural Science. He was also associate professor at Michigan State College, with a dual appointment in the Department of Sociology and Anthropology in the

School of Science and Arts and in the Department of Social Science in the Basic College. He was a graduate of the University of Tulsa and was granted the Ph.D. degree by Michigan State College in 1950. In addition to teaching, Holland participated in research projects of the Social Research Service. His research included studies on minority groups and community health action in rural areas.

Dr. Holland was on the threshold of a very promising career. His brilliant mind and unusual ability to direct his energies in fruitful channels were readily recognized by his colleagues and students. He was the cherished friend of all who knew and worked with him. Michigan State College and the social sciences suffered a great loss in his untimely death.

LEO A. HAAK.

Michigan State College,
East Lansing, Michigan.

WENDELL F. KUMLIEN (1888-1953)

Dr. W. F. Kumlien, professor of rural sociology at South Dakota State College, died October 14, 1953. He had been in ill health for several months. Professor Kumlien was a native of Wisconsin. He received his Bachelor of Arts degree from Lawrence College in 1911, his M.S. from the University of Wisconsin and, in 1941, his Ph.D. from the same institution. Dr. Kumlien was interested in rural people and their institutions and problems. After graduating from college he spent five years in India as a teacher. Following his return

from India, Dr. Kumlien came to South Dakota State College. His first assignment in South Dakota was in the Extension Service, where he advanced from county agent to acting extension director.

In 1925 he was instrumental in establishing a separate Department of Rural Sociology. For a number of years Dr. Kumlien was the only sociologist on the faculty. During the 28 years he was department head and rural sociologist he devoted his time to teaching and research. Under his guidance and through his untiring efforts, the department grew in importance. At the time of his death there were five full-time staff members, and the department offerings had grown from a few courses to a curriculum for an undergraduate major and, finally, to a major for the Master's degree in rural sociology. As a rural sociologist he published 18 bulletins, 109 mimeographed pamphlets, and numerous articles and circulars.

Members of the Rural Sociological Society will remember him for his work on various committees. Dr. John W. Headley, president of South Dakota State College, paid the following tribute to Professor Kumlien: "State College lost one of its most able professors with the passing of Dr. Kumlien. During his more than thirty years of service on the staff, his teaching and research work have always been of a high quality. He has performed a great service for South Dakota."

HOWARD M. SAUER.

South Dakota State College,
Brookings, South Dakota.

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