

IT'S A SECONDARY ANALYSIS and they misinterpreted
 ran away.

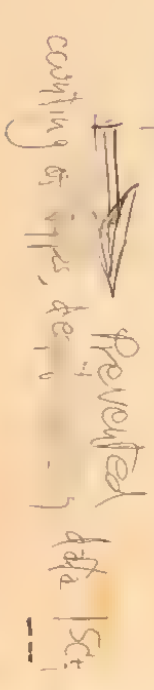
ULTIMATE

Whole King seems to be a SECONDARY ANALYSIS

(Do I know where the
 primary-analysis stuff is kept?)

ULTIMATE

EXPERIMENTAL
 study — virtually 'secondary'
 analysis.



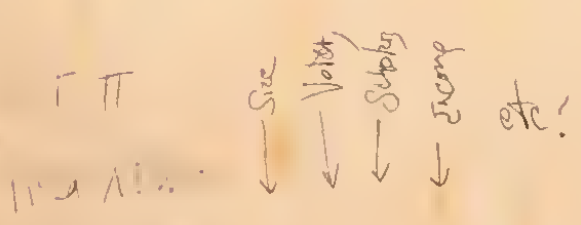
MISSING DATA

suggest they lost access to [unclear]
 when they went to P.R. #005605

ULTIMATE

The three percent [unclear]

Weightless 70s like this!
 may be worse than noise.
 Lost to thread rotation, balling
 out of the machine unconnected.



ULT I

i. ~~CROSS-TABS~~ CROSS-TABS OF
 X 'CLASS' X 'NUMBER'
 'NUMBER' words, though
 obviously be in the data

ULT II

CROSS-TAB ON RELIGION
 X CLASSES

i. (In Methodism, baptism serve also
 as psych outlet?)

ULT II

i. They might well have also tabulated
 (of the data) by NETTING-AGE
 NETTING-AGE OF HOUSEHOLD, education, etc.

ALSO

(but no measure of
 'goodness of fit' of / after
 definition.)

★

One of the main political points: UNTRUE that highly unrepresentative

EVERYBODY ON PROJECT WERE FOR EBLUCENT REGION (flat material)

\$250 donated to community club by Cornell project. JSI 483

ULTT

As noted by Goodchild & Harding (JSI, 53n,) Vidich & B... seem to center the ~~st~~ shooting of problems: or period of ~~abandon~~ "disgraceful."

ULTT *

Claim to show that domination of a town

Parochial liberalism

Village board don't have big vocabularies or a sense of technicalities for governing, 115E; moreover, their ~~business~~ outlook, warped by "business or some other specialization," (115-16.) "presents their acquiring a perspective broad enough to encompass the range of political sentiment represented in the community." 116A Thus they are "incompetent" (116B.)

#000

ULTT

Don't forget Media Borough Council.

#00580

The Professors & Intellectuals are the only Liberals and there is no alternative to their wants. However, they are 9% of population. The ~~total~~ ~~entire~~ ~~projectors~~ are 13% (521)

Performance total 65% (421)

ULTT

(Full description of the world in... insurrection, not too symmetrical... 122)

ULTT

CLASS ANALYSIS curious. Explanations missing

STRANGEST OF ALL: Adds up to 90% (52.)

ULT II

! STRANGE CONFOUNDING OF FACTORY WORKERS & PROFESSIONALS (57-8)

! *Rationale*: both have 'fixed ceiling on incomes.' 'lousy def.'

•••••

ULT II

Note: real connex betw professionals & industrial is from 'ties within the community.'
60⁻²
-5+

•••••

ULT II

! The Professional-Industrial group ~~may be~~ might have been distinguished intentionally by ~~outside~~ 'external occupational reference group.'

•••••

ULT II

! The Professional-Industrial group may have been tabulated together because it's only 9%. (52³)

•••••

ULT 7

... reinforce this
... possible by ...
... stances or exag.
of emphasis, that ~~overdraw~~ ~~parts~~ ~~made~~
the evidence cited; rather than the faults
might have for the general sociopolitical
community...

(4)

WHAT BOOKS ABOUT

identifying main point in context
past belief content of field

ULT 10

LIST, ~~what~~ of what they
describe & do not describe
I don't say 'study and
'don't study,' VII-VIII

THESE EMPHATIC — esp the ~~initial~~
personality of ~~reflex~~ — in ~~the~~ for
community studies.

ULT 11 ... attempt to take fairly the intents
of the book:

- 1) To ~~then~~ of on ~~books~~ is the ~~Transportation~~
of small-town ~~ocracy~~ as a
~~self-reliant~~ political
organization — the backbone of the
country, or perhaps the marrow.
- 2) To fur. ~~self-reliance~~ instances for the
sociological notion that ~~the~~ ~~is~~ ~~an~~
adapt to ~~situational~~ ~~in~~
in a more ~~of~~, ex ~~low~~ ~~in~~ ~~...~~, ~~or~~ ~~body~~ ~~systems~~.

WIGINS

esp.

MENTION Hunter, Mills

ULT II

21-11

Tara's & misunderstanding,
(e.g. 12 cc trends)
his & age: 'simplicity'

ULT II

was also

ENLIGHTENMENT'S

W/ BOOKKEEPING & favors (33+, esp 34-2-5)
'SHACK PEOPLES' 36+
- 2019 41+

ULT II

 applied:
people
negative-reference examples
is negating that which
is respected
to a broader possibility (2993(c))

 the school

- 1) Inappropriateness of curriculum
its having to stick interests
- 2) vulnerability of school connected people

ULT II

EMPHASIS ON CHURCHES
IN DENOMINATIONAL
COMPETITION

ORGANIZATION

How they see things: routed wires



- ~~How~~
- 1) EXTRAPOLATIONS: SUBGROUP, GROUP AS WHOLE
 - 2) AS SHOWING WHICH ELEMENTS ARE MORE DISPENSABLE (indifferent in placement)
- ~~AS SHOWING WHICH~~

ANALYTIC POWER OF A GIVEN CLUSTER AGAINST OTHERS

A	B
C	D

such that $\min \frac{BC}{AD}$

Diverse organizing principles of same cluster



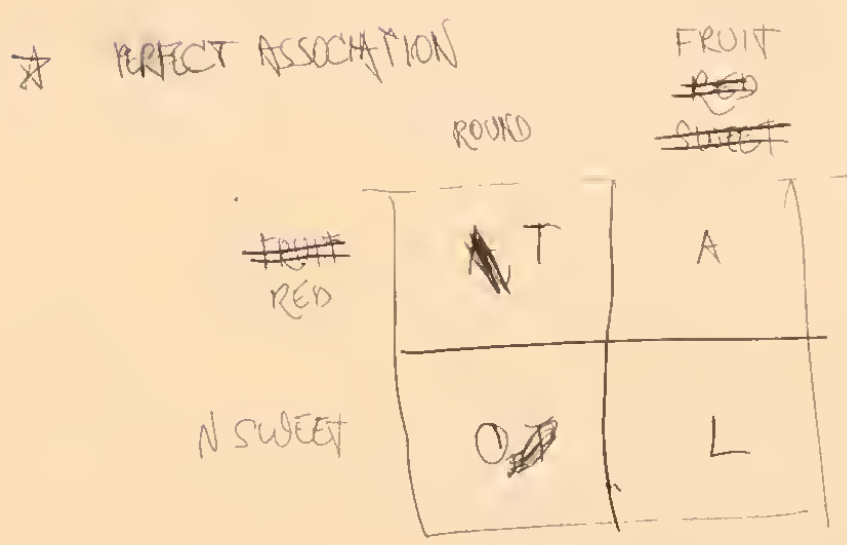
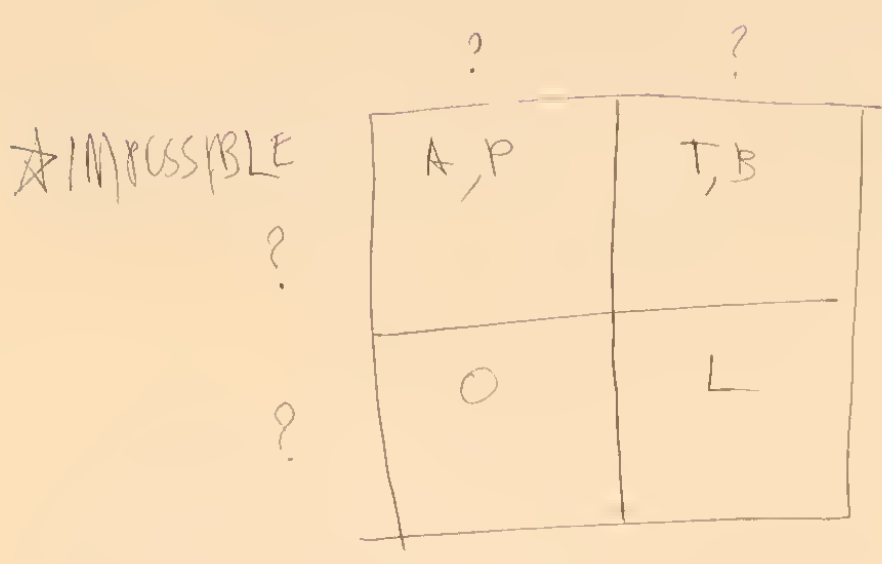
- Applications: ~~neutral~~ salient & neutral ideas & issues from a large group w lots of neutral stuff

FOR ~~ANY~~ ANY ~~ANALYSIS~~ ANALYSIS OF CLUSTER-CLASS

df. or criteria

for ~~of~~ ~~psych~~ psych, especially escape mech such as work

	Red	Round	Sweet	Fruit	Apple
Apple	✓	✓	✓	✓	
Peach		✓	✓	✓	
Tomato	✓	✓			
Banana			✓	✓	
Onion		✓			
Lemon		✓		✓	
Badball		✓			Apple



To minimize: X products

Ba, 4
2/24/8

Class.

The "class analysis" of Springsdale is quite unusual for the literature, and even considering what they claim to be doing. The chapter, "The Major Dimensions of Class," devotes ~~ix~~ twenty-four of its twenty-nine pages not to dimensions but to partitions of class, dividing ~~the population~~ ^{people} into a number of groupings on the basis of their choices of economic strategy. What is meant by "dimensions" of class ^{is not clarified until} ~~is not clarified until~~ the end of the chapter, when it is revealed that, in their theory, each of the classes represents a strategic emphasis ~~on a different factor of Keynesian economics.~~ ^{on a different factor of Keynesian economics.}

(The only citation in the chapter is not to Keynes, but rather to Weber's Protestant Ethic and the Spirit of Capitalism.) *

xxxx

* And apparently these dimensions are not dimensions which permit measurable variation, rather, they seem to be presented by the authors as "pattern variables" in the Parsonian sense, decided one way or the other at a time in the past.

They identify "five" classes, but actually distinguish nine groupings: the independent entrepreneurs, prosperous farmers, professionals and skilled industrial workers (sic,) all in the "middle class;" aspiring investors, economically and socially immobile ritualists (sic,) and psychological idiosyncratics, all in the "marginal middle class"; and three classes simpliciter, the traditional farmers, old aristocrats, and shack people.

3a, 4a

These classes,

as Vidich and Bensman enumerate them, appear to be clusters of behavior-attributes that have meaning as an organized idea. Thus the independent entrepreneur structures his life around hoarding his capital and stretching his ^{working hours without further risk;} ~~the~~ rational farmer watches the clock and uses household appliances to make his available labor go farther, and plough the profits back into the land, and herd and buildings. The traditional farmer rises with the chickens and skimps on maintenance. The idiosyncratics, ~~and~~ aristocracy and ritualists, ^{by} ~~not~~ orient their life to ^{apprehensively} ~~the~~ satisfactions of job and generalized getting, but ~~hide~~ their interests elsewhere.

fall down altogether, and The shack people/repudiate any thinkable hypocrisy or abstract loyalty.

These organized behavior-clusters, ~~are~~ arrayed in an economic scheme, permit the notion of "class" to be defined by Vidich and Bensman as follows:

By the word "class" the authors mean typical configurations of social and economic behavior which make it possible to distinguish groups of individuals from each other. That is, classes are identified in terms of productive activity, patterns of consumption and other forms of social and economic endeavor. ... In short, the word "class" is used to distinguish particular groups of individuals who exhibit specified social and economic life styles. (21n)

most famous account of
class structure, that
This account, at first seems incompatible with the ~~class~~
uncovered by W. Lloyd Warner in Newburyport,
his investigations of
Massachusetts.* Warner ~~first~~ first found a prestige hierarchy

and Paul S. Lunt,
* As reported in ~~The Social Life of a Modern Community~~ W. Lloyd Warner, The Social Life
of a Modern Community, New Haven: Yale University Press, 1941.

~~of this~~

that residents of the city could be ordered in a hierarchy of
~~six~~ ~~levels~~ according to the prestige they received in the community.
levels, (Chapter 5x)

Vidich and Bensman ~~explicitly~~ ^{explicitly} ~~repeatedly~~ state that their notion of
class has no necessary connection to prestige. (51n)

In fact, however, the ~~two~~ two accounts converge, ~~showing~~
~~sequences~~ ~~sequences~~

Warner discovered ~~important~~ important differentials
patterns
in consumption (Chapter Fifteen,) as well as a wide variety of
social and participational behavior. ^(passim.) If we ignore definitional

sequences, we find that social class is in fact associated with
life-strategies in both cases.

~~Whether~~ This may be a
theoretical issue of interest ~~but~~ but the ~~findings~~ findings
substantive findings from both community studies
seem compatible.

~~The book also has many casual antecedent-
community studies tradition whose origin~~

2,8/3
made the
interesting.

UL-7

in enumeration of precise insights
and suspicions in a (medium)
of rich writing

Have mentioned Mills, -

Moreover, at least one place in the book the authors
employ a "shoehorn" technique of matching social phenomena
part for part with ideas derived elsewhere. ~~ix~~ This is the
section in which the authors attempt to codify the ~~ix~~
life-strategies of different community members with the Keynesian
economic functions of consumption, savings and investment.

~~resemblance~~
~~While this resemblance may be outside his purview, ix~~
~~This might be more generally phrased as the~~
~~the technique itself is a trademark of Talcott Parsons. It might~~
certain
be phrased as an assumption that ~~ix~~ evident similarities

While ~~the~~ ^{given} among things can be "ultimately" proven to be precise isomorphisms.
This direction of attack \rightarrow ^{prescription of analogy in this manner is} ~~is~~ ^{extremely legitimate} ~~the trademark of Talcott Parsons,~~ and repeats it ^{differently} ~~in~~ ^{his} several stages of
theoretical writings. ~~in at least three of several~~

2,4/2

~~ix~~ West found that he would have to expand his
original research questions to satisfactorily cover the nature
of the town (xi-xii.)

~~We may also distinguish two kinds of order that may pertain.~~

It should also be noted that a presentational breakdown of an assertional structure does not ~~xxxxxx~~ have to be in the form of a series of propositions. Here we should also include stick or charts, ~~xx~~ and even the vague/whirlwind drawings that professors often put on the blackboard or to represent dichotomies, continua, clusterings ~~and~~ relationships. (The extent to which these form a part or summary of an assertional structure, or merely give a vague picture or impression will of course of it, ~~xxxx~~ vary.)

We may also distinguish ~~two~~ several kinds of order that may pertain among components of an assertional structure. ~~xxxxxx~~ The most general is ^xpresentational sequence.^x If the parts of the assertional structure are presented in sequence, rather than all at once, in a flash or single display, it obviously has a presentational sequence. ~~There~~ ^{This} ~~is~~ ^{random} may be a ~~xxxxxx~~ presentational sequence, not suited to making it clear to anyone, ~~xxxx~~ and with ~~no~~ only a jumbled ~~xxxxxx~~ order ~~of~~ ^{mentioned} ~~xxxxxx~~ ^{facets}. However, if these different parts of the structure are ~~xxxxxx~~ presented in a systematic way, by which one item introduces another, it may be said to have a ^xderivational ^{still} sequence. This derivational sequence may, naturally, be offhand and haphazard, or it may be tightly knit together. ~~xxxxxx~~ If it is tightly knit, ~~the~~ it may indeed be a deductive sequence, the kind of sequence we find in a deductive structure. One extremely important ~~xxxxxx~~ unit part of a derivational sequence is the definition, by which one or more terms are used to give the meaning of another. While in general definitions are supposed to be precise, there is ~~is~~ ~~an~~ obviously ~~is~~ great variation ~~xxxx~~ among them in this respect, and in a very loose, offhand presentational sequence ~~xxxxxx~~ imprecise definitions may be welcome because they give immediate insight.

I have ~~xxx~~ introduced these terms at length-- in a long, loose presentational sequence-- in order to talk clearly about a number of ~~xxxxxx~~ ^{matters} ~~xxxxxx~~ ^{that/bring great} ~~xxxxxx~~ ^{tend to} confusion and disagreement. ~~xx~~ These matters are important across the board in a number of very important areas: scholarly investigation and exposition; information retrieval, library structure and the ~~xxxxxx~~ social organizations, ~~the~~ like learned journals, that disperse scholarly material; and the problems of teaching, learning and the organizations ~~xxxxxx~~ that exist to make them possible. ~~xxxxxx~~ In this paper there is hardly room to treat any of these matters; but the views to be presented here ~~xxxxxx~~ ^{the reader} ~~xxxxxx~~ should give/leads as to how they might be applied there. ~~xxxxxx~~ ^{examples, even though these exist in profusion. This is} The treatment here must ~~xxx~~ also be abstract and without ~~xxxxxx~~ ~~xxxxxx~~ partly because of the lack of space, and partly because this treatment ~~xxxxxx~~ ^{still} while not/very original, is/not very fully ~~xxxx~~ worked out, and the main effort has gone into its necessarily general formulation rather than into its application.

These have to do with the proper presentation of assertional structures, and of relations ^{factories} ~~between~~ them. ~~A number of different cases are possible.~~

To begin with, I would like to point out ~~the relation~~ the interesting fact that the same assertional structure may be presented in a number of different ways, while different ~~assertional~~ structures may be presented in ~~different~~ the same way.

The same ~~xxxxx~~ assertional structure may ~~howsoever~~ appear in a number of different presentational sequences, even though all the ~~x~~connections within the assertional structure are the same. This may be true even when the derivational sequences are precise and deductive. In mathematics, I understand, it is commonplace for the same entity to be defined in different ways by different writers, or by the same people for different purposes. ^{of} One example of this is from basic statistics may be found in the treatment of r, Pearson's product-moment correlation coefficient, by two authors of elementary textbooks. r is defined ~~by McNemar~~ by McNemar [Psychological Statistics, 2d Edition, p. 118] as ~~the sum of~~ the sum of ~~xxxxx~~ $x_i y_i$ divided by N times the standard deviation of x times the standard deviation of y . ~~Howsoever~~ That is, roughly speaking, it is defined in terms of measurements of the individual items and the standard deviations of the two populations. On the other hand, Freund, [Modern Elementary Statistics, 2d Edition, pp. 327-8] defines it ~~as a measure of the improvement in description of~~ variables on two axes achieved by fitting a least-squares line. ^V ~~The~~ difference between these two presentations ~~is enormous~~ is enormous, ~~comprising~~ comprising these two texts. ~~As a student of statistics~~ As a student of statistics I was able to make no sense ~~of~~ out of the first ~~derivational sequence~~ but gained considerable insight from the other.

Not only may ~~different~~ the same assertional structure be presented in different ways, but ~~different~~ assertional structures may ~~sometimes~~ sometimes be ~~xxxxx~~ worked into the ~~same~~ ^{sometimes} presentational sequence. This is true, for instance, of books which survey comparative ~~theories~~ theories of some subject, presenting parallel explanations of the same phenomena. For instance, ~~Hilgard's~~ Hilgard's Theories of Learning, in covering the learning theories of ~~Hull, Tolman and Skinner~~ Hull, Tolman and Skinner, first summarizes a view and then ~~shows~~ shows how it covers the same series of problems within the field.

~~What I have meant to point out~~ in some measure What I have meant to point out by these two examples is the actual arbitrariness that exists in the breakdown of an assertional structure, for whatever purpose it is done. ~~With this in mind~~ quickly important With this in mind, I will handle several topics. These are the problems of "deductive models," in argument and in science ~~xx~~ (and other systematic propositional endeavors;) problems of teaching and display; the problems of summary for indexing, ~~and~~ retrieval and finding connections; and problems for "styles" of teaching ~~at~~ at all levels, from elementary to professional education.

For the present context I would like to lump together under the ~~xxx~~ name of "deductive model" certain kinds of prescriptions both for argument and scientific procedure-- taking the term "scientific" loosely, too. The deductive model ~~holds~~ holds that in presentational discourse one must proceed in a deductive sequence: set forth basic terms, and carry out the argument precisely according to the canons of deductive logic. In the "argument" ^{deductive} model, the discourse ^{assertional structure} may have to do with the need for arms control or the number of angels that can dance on the head of a pin, ~~and~~ have an interlocutor who must be answered at intervals, ~~not~~ ^{in scientific procedure} In scientific procedure/the model holds ~~that~~ 1) that research must proceed according to ^{presented} ~~xxxx~~ "research questions" set forth in deductive sequence from the current concepts in the field, and 2) that a field does not become "scientific" until its findings can be set forth in a determinate deductive sequence.

While others ~~continue~~ continue to discuss the deductive model in science in a much more technical level, I would like to state some objections ~~xx~~ which I think may be commonly applied to both these deductive models.

In the first place, I would like to make it clear that there can be no objections to the consistent request for a precise and unambiguous assertional structure. ~~It is only reasonable to~~ ask anyone with a thesis to present to actually present it, without mis-direction, ~~xxxxx~~ shifting meanings or ^{in it} crucial connections ~~omitted~~. Similarly, it is reasonable to ask that a researcher know as much as possible about what he is doing, and ask that ^{It is possible to see this} "knowledge" in any field ~~with some degree of precision or clarity~~ ^{to is the insistence}

However, the following objections apply to the deductive models:

1) Deductive structure is not necessarily unique. (This is only worth noting when someone demands the definition, the ~~relationship~~^{orienting} relationship, the deductive sequence.)

2) More importantly, there may be lacunae in the structure: gaps which the proponent is unable to fill/ These may be gaps in ~~knowledge~~^{reasonably precise} understanding, a "sense" of connection between points, parts of a subject, parts of a view, without ~~sufficiently~~^{or} precise understanding ~~to be~~^{to be} more explicit. Or they may be gaps in knowledge: unknown parameters, unknown relationships, unsettled business. In many cases these do not detract from the general assertional structure.

3) Mistakes in deductive formulation are easy. In many cases it is a simple matter to and glorifying any assertional connection by calling it "definitional." ~~It~~^{It} always seemed to me, is the apparent habit of Frenchmen ~~to~~^{to} emphasize/ ~~set~~^{set} things forth at length and discursively, with repetitions and tautologies. (The worst cases, it has

information, 4) In many cases new/evidence, arguments, etc., may totally wreck a deductive structure by ~~invalidating~~^{invalidating} more basic "points," or combinations of them. As has been pointed out by such authors as Braithwaite, Duhem and Scriven, the changes that need to be made in the deductive structure may be extensive ~~and~~^{and} leave w troublesome options. I think ~~it~~^{it} that if we remember that ~~there~~^{there} it is not any particular deductive structure,

but rather the entire assertional structure as a moving ~~entity~~^{entity} structure that must be adjusted, a great deal of difficulty. ~~There~~^{There} may still be important problems in adjusting the assertional structure to fit its new

contents, but in many cases to discard the hierarchical deductive sequence will ~~wipe~~^{wipe} probably simplify the problems of adjustment. ~~It~~^{It} (I am omitting here a number of difficulties

clearly that stem from ~~actual~~^{actual} hierarchies of generality, when these/exist in a field. However, I am suggesting that ~~these~~^{these} hierarchies of generality are not to be too readily ~~seized upon~~^{seized upon} by someone ~~for~~^{for} it may prove to be premature.)

Several similes may ~~make~~^{make} ~~this~~^{this} exposition a little more vivid. ~~The~~^{The} man who makes ~~the~~^{the} structure of his argument clear, without concentrating ~~too~~^{so} much on derivational sequence, is like the man who draws a map instead of giving you directions in terms of left and right turns.

The left-and-right-turn series will probably get you there only if it is exactly right; ~~the~~^{the} map may get you there even with many mistakes. Similarly, the ~~problem~~^{problem} task of creating and maintaining the assertional structure of a scientific field may be easier without insistence on

deduction in much the way that it ~~is~~^{is} easier to build ~~an~~^{an} object (like a model or a tower) if during construction you can ignore the way it has to be hung or erected, and turn it over continually ~~for~~^{to work on another side} adjustments.

The problems of summarizing and of indexing the contents of a field, of a work, of an article-- of any ~~an~~^{an} assertional structure-- are manifold. ~~An~~^{An} approach which has at last become discredited is that exemplified by librarianship of other

decades. The ~~the~~^{the} Dewey decimal system, and the Library of Congress cataloguing system, each sorted all the world's interests into a single linear sequence-- with clever shadings of similarity and propinquity-- and assigned ~~a~~^a number to what ~~they~~^{they} thought to be every possible/thought. By

supplementing this with some file-card cross-indexing, ~~they~~^{they} it appeared for a long time to be simply the burden of the researcher to find what he needed by using these methods. ~~While~~^{While}

Naturally, it will always be, ascriptively, the responsibility of the researcher to do the best he can to track things down. But it is by now woefully clear what limitations these systems have placed upon finding filed material. In the face of modern technology, which has provided ~~new~~^{new}

machinery for indexing in any possible quantity and manner, the real philosophical problems of categorizing fields ~~has~~^{is} become clear. ~~It~~^{It} ~~is~~^{is} that ~~the~~^{the} any w linear sequence of arraying subjects omits important ~~connections~~^{connections}, and that the relevance of any categorizing-

method ~~is~~^{is} in the nature of the academic process subject to a decay function.

This collection of problems-- the storage ~~and~~ of ideas and information, and their subjugation to ready access-- ~~is~~ is called "the informational retrieval problem." But its ~~problems~~ deal not only with ~~in fact,~~ informational retrieval also ~~preceding~~ difficulties
~~These problems of/~~ preceding
~~bear an important relation to the/discussion of assertional structure.~~

~~Memorandum~~

It should be clear that if sufficient time, effort and money are devoted to categorizing and indexing, ~~it~~ it is possible to keep track of work within a given "area" to a certain degree of fineness. The only catch is that that the "area" has to have a name, or a category-- and one of the most important problems in ~~scholarly progress,~~ the finding of resemblances, connections and isomorphisms between previously unrelated things, is untouched. This matter chance reading or left to/insight, the ~~multiple~~/experience of individuals in more than one field, or other kinds of luck. This problem has been noted by both the General Semanticists and the General Systems Theorists.

While I can make no specific proposals here, I would like to point out that certain advances may be made in this field by an examination of the ~~the~~ nature of assertional structure. For it is these new relationships that need finding are in resemblances among whole assertional structures, ~~that~~ ^{assertional structures} can best be pictured for this purpose as amoebas, or clouds, or similar slowly changing things which from time to time remain invariant.

~~that~~ if any repetitive, mechanical method can be found for analyzing assertional structures as wholes-- ~~in~~ in a way that could ~~separate~~ separate patterns among connections as well as merely cataloguing them, ~~for~~ for example by translation into propositional calculi-- it might be an important step in this direction. ~~Of course,~~ Of course, it may be that the importations of ~~ideas~~ ideas from one field to another-- for instance, the adoption of the homeostatic model of Walter B. Cannon and A.J. Henderson to ~~Talcott Parsons' idea~~ Talcott Parsons' idea of the social system-- may ~~require~~ require some kind of associational and configurational analysis not simply adaptable to machine processes. Similarly, the number of "configurations" within a set of relations ~~is,~~ is, in an important sense, a really stupendous number of permutations of subsets of these relations. The question, then, is really whether some ~~wieldy~~ kinds of such configurations can be ~~isolated~~ isolated which will in any way simplify or expedite the process of creative analogy between assertional structures which I have described. Let us note that this need not be a simple matter of machine methods; even if performed by highly ~~trained~~ trained clerks on a nine-to-five basis, or by highly talented people on a fee basis, it ~~would~~ would almost certainly be worthwhile.

The problems of ~~summarizing~~ summarizing scholarly works for their transmission to students at the college level and beyond, and to professionals who want merely to find out what is in a work, is similarly closely related to the difficulties of assertional structure. To abstract those connections which are "most important" within an assertional structure ~~is~~ is virtually impossible. ~~The most obvious difficulty stems from the different interests of different people who might want to know what is in the work: sociologists, for example, often extract data from others' works for purposes entirely different than those of the original authors; one may want to learn specific points, or the general range of subjects covered, or the general character of the models employed by the author.~~

Any number of summaries each provides a legitimate abstraction or excerpt from the original assertional structure.

But in the area of considerable advances on ~~information-retrieval,~~ this problem will ~~probably~~ probably be made by making ~~different~~ ^{external} summaries of a work available to people according to their interests as they present them to the mechanical file. ~~But~~ within the academic world as an organization, the problems are ~~somewhat different,~~ ^{of abstraction from} I think it is more than just an icy remark to say, for instance, that reading original source material is not necessarily healthy for the student who wants to pass exams.

For ~~it~~ is rare that a book or an article maintains over time the same balance of interests and emphasis for the people who read it that the author originally put in. The student who is not in contact with the current opinions of the source-work is in danger of ~~noticing~~ noticing and emphasizing things which are not of current interest. In the case of subtle and comprehensive authors (for example, a Simmel or Max Weber) there is a real danger of finding things ~~which~~ which are not of current interest and help on examinations.

For these reasons the informal aspects of graduate training-- especially the casual (perhaps careless, disparaging or cynical) remarks made about works in the field, which no one would want or really dare to write down, are among the most important in instilling for the student a sense of the current balance of opinion. It is ~~interesting~~ ^{interesting} to conjecture as to whether "true" graduate training could be accomplished at a distance if ~~any~~ these things were put in writing.

The problems of assertional structure have a bearing on elementary and intermediate education as well. ~~But~~ It is here that derivational order has been most crudely and mistakenly ~~fixed~~ ^{frozen}. ~~For example, it has been the convention since~~ virtually for centuries to teach mathematics in the following sequence: arithmetic, algebra, geometry, higher algebra, trigonometry, ~~higher algebra~~ calculus and beyond to special topics. ~~It~~ All too recently it has been discovered that the assertional structures of mathematics can be broken down into other orders with far more interest and appeal to the student: for instance, the ~~new~~ recently introduced sequence that ~~begins~~ after algebra goes to set theory and matrix algebra (Kemeny, Snell and Thompson, An Introduction to Finite Mathematics) and the more radical sequence ^{starts} which ~~begins~~ pre-school children on group theory before arithmetic, expecting to instill insights about manipulations and transformations that will make ~~arithmetic~~ arithmetic (if that comes next) more easily subject to insight.

These new derivational structures-- and I believe we can only expect a ~~great~~ great and beneficial proliferation of them soon-- will probably have a great effect on loosening the sequences of presentation which are forced upon students in the earlier grades. It is quite possible that ~~the~~ the kinds of fields that ~~of~~ interest different kinds of people have been unnecessarily determined by the compatibility of their personalities with the texture of insight and success associated with particular derivational sequences in teaching. Thus ~~the~~ mathematicians have often seemed to ~~be~~ literature majors to be crabbed and narrow people, because they have seen crabbed and narrow people respond well to the teaching-sequences ~~that~~ that have been associated with mathematics in the past: repetitive and reiterative presentation of the same points without global connections, of alternatives ~~or~~ explanations, or frequent insights that make connections to a distant part of the assertional structure. ^{Conversely,} those accustomed to careful sequential learning of material in tightly-knit, ~~carefully~~ ^{often} carefully organized segments/see people in the more humanistic fields as uncontrollable because of their insistence upon large insights and far-fetched connections. It is ~~to~~ to be hoped that future teaching machines, with more intricate hardware, will be able to escape the fixed derivational structure and permit different styles of learning that vary with personality.

★1

~~Similarly,~~ one of the most vexing features of scholarly exposition, ~~it~~ especially if it concerns far-reaching theories, is the assertional structure that will not assign priorities, and treats every assertional connection as central to the exposition. The presentational style of Talcott Parsons is noteworthy in this regard.

★2

Handwritten notes:
 somewhat different for they see in with ~~the~~ ^{the} internal social organization of a reward system.
 ↓ ★★, 2, 5

Some Problems of a Notation for Sociology

It has been a source of distress to most sociologists, at one time and another, that even the most common agreement in the field as to how/terms are defined, and there is not common agreement about what even the most common terms refer to. It is often found distressing, for too, that disagreement seems to increase with less common terms, and that there seems to be a little slowdown in the coinage of new ones. While it would certainly be instructive to catalog up some of these differences, and examine the occasional neologisms for convergence of interest, this task is so enormous that no effort to do so here seems better than any half-hearted attempt. I would like to discuss, however, one kind of approach to simplifying what appears from time to time to be a Babel. This is the investigation of possible benefits which might come from a ~~generalized~~ ^{general, conventionalized} notation based on insight into the problems of assertional structure.

Notation has been a point of interest in sociology for a long time. Except, perhaps, for the whim or glamor associated with neologisms, many sociologists have pointed out that good might come from adopting some simple standard notation, as in algebra, using simple symbols; for example/letters of the the alphabet. Pareto, for ^{instance} ~~only one example~~

To avoid in these volumes the danger, ever threatening in the social sciences, that meanings of words will be persistently sought not in the objective definitions supplied but in common usage and etymology, we would gladly have replaced word-labels with letters of the alphabet, such as a, b, c ... or with ordinal numbers; and that we have done for some parts of our exposition. We have refrained from doing so more often in fear lest our argument become altogether too tedious and obscure. So here we follow the example of the chemist who continues using the word 'water' but gives it an exact meaning." (The Mind and Society, Vol. I, p. 64.)

Since most people will agree on the abstract possibility of a/symbolic notation, then, let us look at some of the general problems that confront having such a notation, and giving sociological terms the "exact meaning" that "water" has.

First of all, it should be noted that there is not precise agreement in sociology on what the assertional structure of the field really is. ^{Not only is agreement is intrinsic to the social organization of any field. But while} While there may be ^{in chemistry} ~~some~~ disagreements in such subjects as chemistry, there we find simple "basic" assertional structures on which everyone agrees-- for instance, the propositions of general chemistry which ^{state} ~~state~~ the ^{relationships} ~~relationships~~ of the Periodic Table. In sociology there seem to be overriding disagreements as to what the basic propositions of the field really are, ^{→ A2,8} ~~which~~

These differences, in turn, appear to ^{group themselves} ~~group themselves~~ around major differences between schools of thought. ~~I would hazard that the difference between sociology and chemistry in the regard~~

However, let me try to divide the problem of agreement into two components. It is clear, I think, that sociologists agree generally upon a large number of statements, ~~and the importance of this their combination~~ ^{and the importance of this their combination} ~~statements of a very general and imprecise kind.~~ upon a large assertional structure, and the importance of this belief-system to sociologists' thinking quite effectively distinguishes them from the rest of the educated public.

However, this assertional structure is best broken up into statements of a very general and imprecise kind, such as only are emphasized in introductory courses. For instance: "Norms are very important in the determination of human behavior," "G gratifications within a primary group ^{needs for} ~~needs for~~ affectively structure the kinds of/gratification that the infant carries with him as he grows older; gratifications within the primary group continue to form an important part of the sum of an individual's gratifications throughout his life." To the sociologist these statements of

However, the points that will interest him are more usually those which crystallize and organize entire points of view. ~~this kind seem true, but trivial almost to the point of vacuity.~~ ^{But} The overriding emphasis that organizes the assertional structure of one school as against another seem much more important

problems in their generating ~~problems~~ ^{problems} of interest for research. ~~But~~ ^{But} The sociologist feels in trying to make the field seem unanimous to the beginning student, (by presenting the more simplistic kinds of propositions,) and this may lessen his awareness that the basic assertional structure is ~~held~~ ^{held} in virtual unanimity. It is in the vagueness of its

These demands may seem to be sweeping, but they follow from the general views of assertional structure that I have outlined. Whether they can in fact be comprised into a usable notation will not be established here.

However it seems to me that we have implicitly named three kinds of components that a discourse in this notation should have:

- a) Main propositions. Presumably these would furnish the bulk of the theoretical discourse to be set forth.
- b) "Definitions" for the terms: that is, a brief listing of the concepts which the worker has in mind.
- c) Order-of-derivation statements, which state the kind of derivation involved. That is, of the types of definition mentioned above, which ones apply to the present derivations of the/terms; and if the present terms are a mixture, a statement of what-kind-of a mixture.

Thus there would be three kinds of statements, a, b and c, as above.

Presumably the bulk would be of type a; but for all terms introduced, there would be b and c statements, to any degree of fineness. I will give a brief example, using not characters but phrases, to show the kind of tabular array this would have, even if it were converted to/symbols. The statement: "norms provide an important structural component of human behavior."

NORMS: derivations of term:
 Concepts toward which people have psychological reference
 Regularities in behavior of people in evolved cultural setting

IMPORTANT: definition of term:
 Accounts for/unspecified amount of variance

ACTION: derivation of term:
 Behavior taken with reference to behavior of other
 Use of term by Talcott Parsons

"Norms provide an important structural component of action."

Obviously this example is cumbersome and somewhat of a nuisance. However, it is a real statement, it does not get underway to say anything interesting. However, we cannot expect that, the use of systems of this type would only be in scholarly exposition, and in summary form. That will make clearer as a whole the connection that an author has introduced previously. The question of whether such a system could be practical or convenient, of course, another matter. I have merely suggested that to separate a superstructure of definitions which are labeled as to type might make expositions and priorities clearer in contexts that sometimes need more clarity than they have.

Brief Notes on the Academic Organization of "Fields."

is a cluster of things on a number of levels. Some of its components are:
 An academic "field" ~~is a cluster of things on a number of levels. Some of its components are:~~
 opinions and
 1) A body of findings, /techniques related to a roughly specifiable series of topics.
 2) A number of people engaged in ~~the~~ teaching, investigating and thinking about ~~these~~
 these topics. 3) ~~A set of organizations, usually one to a university, which~~
~~give attention to such a series~~
 series
~~and whose identity is established, in large part, by contrast~~
 in
~~with other fields as negative reference groups. It is with this last aspect that I will~~
 deal here.

~~It seems to be generally agreed that the ancient world knew only one field---~~

It seems to be generally agreed that the ancient world knew only one field--- although
 this is obviously not so if we include the professions, which we will below. At any rate,
 philosophy is ~~thought~~ by convention thought to be the undifferentiated original field from which
 liberal arts:
 all others sprang. In the Middle Ages there were by convention ~~seven~~ seven/fields: the four
 main subjects, ~~the~~ the quadrivium, and the trivium, which was not so important.
 Today, however,

ASX & PSX

Explanation a what this is about; paragon I will use.
will attack
problems of clarity, agreement, definition, presentation, agreement.

PSX (ASX) as reasonably consistent collection of terms & presentational connections among them.

DERIV STRUX
→ DEFINITIONAL ~~STRUX~~ CONNEX
PRESENTATIONAL SEQS & CONNEX

PROBLEMS & POINTS CLARITY ~~ARE~~ FIERCELY IMPORTANT; cf. French philos.
Dif Deriv. Strux, same ^{PSX} ~~course~~ etc. (in example) \equiv in this case Pres Seq.
Dif PSX, same presentational seq. (course on Comparative Theory)

Problems for teaching & DISPLAY (inversion etc.)

Eg. of MATH TEACHING

Teaching anything
Tie-in with personality styles. Insight vs repetitive forcing (which prob only works w/ ~~already~~ intuitive guys say how)

~~Problems for scholarly exposition~~
~~Guys can't~~

Deputive model?

If you mean PSX as clear as possible, sure.

BUT may not be finished
might not be unique.
mistakes in axiomatization easy
(complete instructions to be qd' reviewed to test insight level)
correction through way evidence
such a nuisance to fix

PROBLEMS ARE IN THE WIDE SET OF RELATIONS
WHY PIDDLE AROUND? ('lawshing')

Summarizing contents of a work, a field. → implications for college work & training.

~~Tie-in with style~~



Problems of indexing

Problems of finding resemblances

NOT

Why no common definitions in Sgg. 3 WHY CAN'T WE SETTLE?

Ans. These are intrinsic & inherent problems. But it is certainly conceivable that we might help things.

HELP BY ~~combination~~ steps which combine facts of derivation w ~~facts~~ means of notation.

EVERYBODY'S ASKED FOR NEW NOTATION
Many have introduced neologisms & symbols.

LET US SEE WHAT IT WOULD REQUIRE.

•
•
•
•

Open-weave & changeable in many directions
Flexible, compatible.

NOT

Why no common definitions in Eq. 3? WHY CAN'T WE SETTLE?

Ans. These are intrinsic & inherent problems. But it is certainly conceivable that we might help things.

HELP BY ~~combination~~ steps which combine facts of derivation w
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EVERYBODY'S ASKED FOR NEW NOTATION
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LET US SEE WHAT IT WOULD REQUIRE.

- .
- .
- .
- .

Open-weave & changeable in many directions
Flexible, compatible.

Ac. Sgy

WHAT ISSUES & NEEDS & READ
EXTRACTION & ABSTRACTION, SELF & OTHERS } genealogy
ORIGIN OF FIELDS

Ac. World a curious congeries of organizations, bounded
by highschool & other possible careers

Learning (participation ² in practices) much more a matter of
having & leaving attitudes & norms etc. (more than kind
marked objects of course.)

WHAT ONE SAYS ABOUT ONE'S OWN WORK,
WHAT NOT

8)

A general interview-sample of the whole town should be used here, with the general intent of testing the relationship between unanimity, as measured by many individuals' frustration and actual contact with the negative-reference exemplars.

5, 1

3)

The chief positive & idea-congeries of psychological reference are R Springdale itself (a place of simplicity, friendliness and virtue) and "folks" (clean, pleasant, unpretentious women.)

The corresponding negative concepts are "the city" (inchoate sinkhole of degeneracy, worldliness and vice), and the shack people (raucous, voluptuous, irreverent loafers.)

strong internal organization and a compelling literary goal. It may be that... Especially, we would like to see people resorting to these images... and the

We assume here that different kinds of contact with negative-reference exemplars will have different effects on the clustering and organization of the reference concepts... although... we should expect clustering of ideas and behaviors to become more typical and ideas to become more tightly organized, as a function of increasing cognitive consonance... conversely, when cognitive dissonance occurs... affiliation-disaffiliation... or changing the clustering and organization of their idea-congeries.

Some of the questions we should be able to ask of these data are the following:

- A) Does frustration increase the positive and negative polarity of these concepts for the individual and his scale of affiliation with some, disaffiliation from the others?
B) Does contact with the shack people and the city make the clustering less typical (defining "typical" in terms of analytical power, as above) in order to cope with the ensuing dissonances?
C) What is the relation between organization of negative-reference concepts and frustration and contact? constant? Vidich and Bensman would predict that it seems to me that frustration increases

[BIG SPACE]

the performance of idea-congeries to their ideal types and organization, contact (if amicable) will increase... However, disagreement... will increase... by simply reinforcing

be difficult particularly with regard to indices of frustration. But this should be possible along the general lines described here.

Obviously these are not research questions about the association of two variables in a given universe, as is traditional for "research question" of classical sociology. Rather, they are investigations of "concept validation," testing-- as is particularly reasonable on the examination of Vidich and Bensman's thesis-- whether their variables have the most analytic power.

We have here looked, very crudely, at some kinds of variables and types of analysis that might begin to make clear and testable theories that involve complex clusters of behavior which have as independent variables certain organizing principles in the mind. If the tone here has been critical of Vidich and Bensman, it is because of the book's subtlety and intrinsic interest, and the extent to which their analysis involves the reader.

