

SOCIOLOGY

The Chicago demonstrator

Questionnaire data on 107 of 668 arrested demonstrators at the 1968 Democratic Convention have been gathered by Dr. Paul Miller of the University of California School of Medicine at Davis.

Dr. Miller found that 79 percent of the arrested demonstrators had attended college. Over 70 percent of their fathers were executives, professionals or business proprietors. The social class divisions were: upper and upper middle, 67 percent; middle and lower middle, 31 percent; lower, one percent.

The respondents were by no means all revolutionaries. The preferred forms of social action were: demonstrations, 55 percent; electoral activity, 41 percent; community action groups, 28 percent; education of others, 26 percent; revolution, 18 percent.

The survey also turned up a variety of estimates of political sympathies among the demonstrators. Of the respondents, 47 percent believed there were anarchists among the demonstrators, 13 percent reported members of the American Communist Party present, 35 percent reported Communists other than party members and 6 percent said there were terrorists.

Dr. Miller says in the June *AMERICAN JOURNAL OF PSYCHIATRY* that the respondents generally despised Russian Communism and the American Communist Party because of their suppression of individual freedom.

Dr. Miller suggests that a youth culture distinct from adolescence and adulthood has arisen as a result of affluence and the communication network that keeps youth informed of its own activities.

MATHEMATICAL MODELS

Clinical judgments

A mathematical representation of the decision-making process has proved to be more reliable even than the human decision-making process on which it was patterned.

Dr. Lewis Goldberg of the Oregon Research Institute analyzed mathematical models of the decision-making processes of 29 clinical psychologists judging personality inventory profiles on 861 patients. The psychologists' judgment task was that of differentiating psychotic from neurotic patients on the basis of test profiles.

The models were constructed on the basis of the judgment processes employed in half of the 861 evaluations. Then the model was applied to the other half of the cases and proved to be a more reliable judge than 86 percent of the psychologists, Dr. Goldberg reports in the June *PSYCHOLOGICAL BULLETIN*.

PERSONALITY DEMOGRAPHICS

Mathematicians and scientists

Recent research indicates that mathematicians and natural scientists in the United States may differ in ethnic and class origins.

Drs. Ravenna Helson and Richard Crutchfield of the University of California studied 31 creative and 29 average mathematicians, so judged by peers and validated by frequency of publication and prestige of institutional affiliation. They found that 38 percent of the

mathematicians studied were Jewish and 16 percent were Catholic; more than 50 percent were either foreign-born or second generation Americans. In contrast, other investigators have described eminent scientists in the United States as predominantly Protestant and native-born, descended from English, Scottish and German stock.

Mathematicians and natural scientists also appear to differ in class origins, the researchers report in the April *JOURNAL OF CONSULTING AND CLINICAL PSYCHOLOGY*. Traditionally, natural scientists have been drawn from the upper and middle classes. But only 15 percent of the American-born mathematicians in the sample were sons of men in professions. More than 50 percent of the American-born mathematicians were sons of blue collar workers or farmers.

EDUCATION

Teachers as identity figures

The theory of social learning holds that as one identifies with social models he will come to internalize the attitudes and values presented by identity figures. To the extent that an achievement value system is portrayed in common by parents, teachers and peers, and to the extent a subject identifies with each of these figures, the subject will be collectively reinforced with achievement values and behavior.

Dr. Thomas A. Ringness of the University of Wisconsin studied the relationship of achievement values to the process of identification in 287 eighth-grade girls. He found that the girls attributed high achievement values to both parents and teachers, but teachers were not recognized by the girls as strong identity figures.

Dr. Ringness suggests in the June *JOURNAL OF EDUCATIONAL PSYCHOLOGY* that since subjects identify less well with teachers than with parents, efforts should be made to improve the teacher as an identity figure.

ANTHROPOLOGY

Disruptions in Eskimo culture

Eskimo men and women are exhibiting social pathology in their changing environment. The young women tend to reject traditional Eskimo cultural values and aspire to Euro-Canadian life styles. In doing so, they also reject Eskimo men for whites.

Dr. Joseph Lubart of the Canadian Department of Indian Affairs and Northern Development studied Eskimos in the towns of Inuvik and Aklavik in northwestern Canada. The males expressed bitterness toward the government and white men in general; available jobs are invariably under a white boss.

Dr. Lubart notes that for the female, the white culture represents the desired plateau and source of self-image. The girls in general imitate the dress, manner and appearance of white women, even those seen in movies. However they do not identify with the goals of the more mature white women, but with the accouterments of white identity. One conspicuously absent goal of the Eskimo women he studied was the desire to make a good marriage and raise a family.

The study is one of a growing body of research indicating that Eskimo culture is losing out to civilization (SN: 1/31, p. 125).