TO: PRESIDENT ALBERT W. BROWN
FROM: THE FACULTY SENATE
RE: I. DECISION AND ACTION TAKEN ON FORMAL RESOLUTION

"Resolved that the Faculty Senate endorse the interdisciplinary minor Program in the Scholarly Study of Religion."

Signed: Daniel C. Oliphant
Date: April 1971
(For the Senate)

TO: THE FACULTY SENATE
FROM: PRESIDENT ALBERT W. BROWN
RE: I. DECISION AND ACTION TAKEN ON FORMAL RESOLUTION

a. Accepted. Effective Date: __________

b. Deferred for discussion with the Faculty Senate on: __________

c. Unacceptable for the reasons contained in the attached explanation

II, III.

a. Received and acknowledged

b. Comment:

DISTRIBUTION: Vice-Presidents: Burke, Council, Klein
Others as identified: Greene, Rake, Watts

Distribution Date: 3/24/71
Signed: Albert W. Brown
(Chairman of the College)

Date Received by the Senate: __________
TO: Dr. Brown

FROM: Armand Burke

The Interdisciplinary Minor Program in the Scholarly Study of Religion.

I have discussed this program with Harold Delaney and have had Joe Lawrence check it out for legal implications. Since there seem to be no difficulties from a legal standpoint and the program moves in an interdisciplinary direction, I see no reason why we should delay approving it. This is strictly a local matter, since academic minors are not reviewed by Albany.

Signed.
February, 1971

A PROGRAM PROPOSAL

"AN INTERDISCIPLINARY CONCENTRATION
IN THE
SCHOLARLY STUDY OF RELIGION"

Prepared by
Edward C. Lehman, Jr.

Submitted by:
Milt Boston, History
Edward Cain, Political Science
Tad Clements, Philosophy
John Crowley, English
Lawrence Davis, History
Larry Mjelle, Psychology
Edward Lehman, Sociology
Sherwood Linzenfelter, Anthropology
Frank Salamone, Anthropology
Ira Schwartz, Music
An Interdisciplinary Concentration in the Scholarly Study of Religion
(Catalogue title: "Religious Studies")

General Description and Purpose

This document is a proposal outlining an interdisciplinary program in the scholarly study of religious phenomena. The program is to be offered by the SUNY College at Brockport beginning in the Fall of 1971. The purpose of the program is to provide students enrolled at Brockport, full or part time, with an opportunity to study religion analytically from the perspectives of several disciplines. By systematically engaging in such scholarly undertakings, students will gain a broad perspective from which to interpret and comprehend events in the world of religion, especially the sweeping changes currently taking place.

It should be emphasized from the outset that the program of studies is a scholarly endeavor. The goal is the development of knowledge and understanding. The orientation is non-sectarian and non-proselytizing. In contrast to asking basically theological questions as is done in divinity schools and seminaries, the program will focus on questions of what in fact has been happening in the world of religion, on problems of identifying conditions which help explain why these events have occurred, and on the issues of the consequences of religious phenomena for other aspects of human life. The intent is neither to defend nor to attack either religion in general or any particular religious system. Rather, these studies are designed to enhance the student's insight into religion as a complex natural aspect of human behavior which has affected the lives of millions of people, both individually and collectively, either directly or indirectly, on every continent and in every age.

Justification of the Program

1. The inappropriateness of the neo-categorical stance to religion:

In all types of societies, religious and quasi-religious systems have been demonstrating remarkable tenacity. Many observers of human behavior view the religious quest, broadly conceived, as a generic aspect of the human condition. It has become obvious that there are significant linkages between religion and other institutions. Religious norms and sentiments appear to be systematically related to other value orientations (e.g., nationalism), to prejudice and discrimination, to both community and conflict, to political behavior, etc. Furthermore, religion seems to have been undergoing cataclysmic changes. Some of these shifts involve what is considered the very province of religion itself, such as the current move to be "socially relevant" on the part of many "main-line" denominations in the United States. This change and others seem to be adaptations to other socio-cultural changes such as urbanization and industrialization. In short, religion is "there", and it is under
going what some observers consider a revolution along with other aspects of life. Accordingly, regardless of a given scholar's personal opinion about the "truth" or the "worth" of religion, if he wants to understand many current socio-cultural situations and ignores the religious factor, he does so at his own intellectual peril. Much remains to be known about religion; it is a phenomenon worthy of serious study and research.

(For documentation of many of the above observations, see Donald Cutler, ed., The Religious Situation: 1965, and The Religious Situation: 1969 -- Beacon Press.)

2. The study of religion in other colleges and universities:

Numerous programs in the scholarly study of religion are being developed in many types of schools. Aside from obvious inclusion in seminaries and divinity schools, scholarly inquiry into events in the world of religion is developing in both privately endowed schools and public institutions, and at both the undergraduate and graduate levels. Examples of state-supported higher educational institutions where programs are in progress include The University of California at Santa Barbara, The University of Southern California, The University of Florida, The University of Georgia, Michigan State University, Amherst, The University of Iowa, Western Michigan University, University of Missouri, North Carolina State University, University of North Carolina, Oregon State University, University of Oregon, The University of Vermont and The University of Virginia. Numerous non-state-supported schools such as Yale, Tufts, Carleton, HPU, Oberlin, University of Tulsa, The University of Pennsylvania, and Brown University also have programs. In short, many high quality schools appear to deem it important to provide their students with the opportunity to study religious phenomena from a scholarly perspective. There is now program in Sты.

(For further details of these and other programs, see the Journal for the Scientific Study of Religion, supplement to vol. V, [Dec. 1966], "Directory of Programs in Religion in Universities and Colleges in the United States and Canada".)

3. The development of scholarly associations re. the study of religion:

There now exists several societies whose purpose it is to promote the scholarly study of religion. Notable among these organizations are the Society for the Scientific Study of Religion, the American Academy of Religion, and the Religious Research Association. These and other groups publish scholarly journals and hold annual meetings for intellectual exchange. These developments, involving leading thinkers in numerous fields, support the idea that it is important to study religion carefully.

4. Evidence of student interest in scholarly study of religion

A review of enrollments in existing courses related to religion currently
being taught on the Brockport campus indicates sustained interest on the part of students here. Each time the courses have been offered, they have filled well. Enrollment in the values seminar on religion in contemporary society also indicates prevalent interest in the topic. Informal pollings of students in departments just now developing course offerings in the area tend to support the same perception. They indicated that students would enroll in courses oriented to the scholarly study of religion in those fields if such offerings were made available. Finally, students at least one other school in the area -- i.e., the University of Rochester -- are organizing to express their interest in additional opportunities to study religion (See the Rochester Democrat and Chronicle, Saturday, December 12, 1970, p. 45).

5. SUNY central office interest in religious studies:

The central office in Albany appears to have demonstrated interest in SUNY's becoming involved in the scholarly study of religion. Over the last few years, inquiries into what Brockport is doing in the field indicate a favorable stance toward development of educational programs of religious studies. For Brockport to begin a move in this direction would thus enhance the growth of both the system and this local campus.

6. Potential benefits to Brockport students and faculty:

As stated above, students enrolled in this type of program will have the opportunity to develop an analytical perspective on religion. This perspective, deriving from the fact of having jostled at religious phenomena from the frames of reference of many disciplines, will enable them to assess religious phenomena more accurately. Those students who take advantage of the independent study course(s) will gain even greater appreciation of the problems involved in studying human behavior by having engaged in meaningful research into the world of religion. The colloquia and possible symposia will enable students to interact with important contemporary observers from other schools and expose them to current thought on the religious scene.

Similar benefits will accrue to faculty. They will obviously benefit from colloquia. The program's structure will also change the present atomistic arrangement for the study of religion to one of interdisciplinary dialogue. It will enhance exchange of viewpoints, theories, and research findings, and it could easily lead to joint teaching efforts and collaboration in research. Publication of research in the area will be enhanced.

Finally, for Brockport to begin a move in this direction would enhance the value of both the SUNY system as a whole and the Brockport campus. The program will fill a gap in our efforts to provide students with a liberal education. It would be a relatively unique program within the state system, and would enhance the present efforts to develop Brockport in the direction of greater breadth and depth of scholarly activity.
The Academic Structure of the Program

1. Academic status:

The concentration is to constitute an interdisciplinary minor (18 semester hours). Students will become involved in the program electively through the same procedures used in any other interdisciplinary program at Brockport. In addition, however, once the concentration has "visibility," its offerings could be selected as part of a student's repertoire of studies in a CLAS major. It could also be incorporated in the Bachelor of Liberal Studies program.

2. Philosophy regarding the structure of an interdisciplinary minor:

An interdisciplinary program of studies should be more than an atomistic agglomeration of courses sharing a common object of interest. Accordingly, while the substantive "thread" tying this total program of interdisciplinary activities together is simply a common focus on religious phenomena, two criteria under lie the structure of course requirements.

a. Two relatively distinct scholarly approaches to the study of religion are reflected in the conceptual and methodological contrasts between the "humanities/fine arts" and the "social/behavioral sciences." Accordingly, the program requires students to take at least one third (6 hours) of their studies within each of these frameworks in order to enhance their becoming familiar with how religion is approached by disciplines sharing each perspective. Disciplines included in the humanities/fine arts perspective are Art, Dance, English, History, Music, Philosophy, and Theater. (Administratively, history is listed as a social science department at Brockport. However, due to its long association with the concerns of other disciplines in the humanities, history is viewed for programatic purposes as more of a humanistic discipline in this program.) The social/behavioral sciences category includes Anthropology, Political Science, Psychology, and Sociology.

b. Some courses tend to be "general" in nature, i.e., they cover a relatively broad range of issues about religion from the perspective of a given discipline. Other courses are more "focused" in nature in that they tend to delve more deeply into a very specific issue or phenomenon involving religion. If a student is to gain the breadth of insight into religious phenomena as proposed in this program, a significant proportion of their total endeavor should be "general" in nature. Accordingly, the program specifies that at least one third (6 hours) of a student's work shall be in courses which are of the more general type. (Philosophy of Religion is an example of a "general" course. Transcendentalism is of the "focused" variety.)

3. Specific course requirements:

a. Complete two of the following courses, (6 hours) within the humani-
ties/fine arts, at least one of which must be from the "general" category:

**General courses -**

- ENL 442, The Bible
- HST 451, Religion in American Civilization up to 1800
- HST 462, Religion in American Civilization Since 1800
- PHIL 327, Philosophy of Religion

**Focused courses -**

- ENL 437, Transcendentalism
- ENL 246, Mythology
- MJC 418, Comparative Arts II

b. Complete two of the following courses (6 hours) within the social/behavioral sciences, at least one of which must come from the "general" category:

**General courses -**

- ANT 451, Anthropology of Religion
- PSY 427, Psychology of Religion
- SOL 444, Sociology of Religion

**Focused courses -**

- PLS 418, Church and State
  (Additional courses will be added to the program as it develops and progresses and as each department sees fit to add pertinent courses to its own offerings.)

c. Complete two additional courses (6 hours) selected from the following:

(1) any of the above courses in the humanities/fine arts or the social/behavioral sciences

(2) an independent study course in any relevant field providing for them

(a) The independent study course is considered especially valuable, because it gives the student the opportunity to engage in original research under the supervision of a faculty member involved in the program. This type of learning experience has the potential of putting an important "capstone" on the total program.

(b) Students enrolling in independent study courses in any field represented in the program must complete the relevant course in that area as a prerequisite. For example, a student wishing to undertake an independent study problem on "the role of religion in the American revolution"
under a historian must have completed IST 451 as a prerequisite to the independent study project.

(3) VAL 392, Traditional Religions in Contemporary Society

(4) an interdisciplinary seminar (the structure and specific faculty involved in the seminar will vary from one year to the next. Consequently, these details will be specified and arranged with the department chairman involved at the time a specific seminar is scheduled.)

4. Course descriptions:

ANT 451 Anthropology of Religion
Comparative survey and analysis of religious systems, emphasizing non-western religions.
Prerequisites: ANT 201 or 203 and ANT 311 or permission of instructor.
3 semester hours.

ENL 244 Mythology
Wide reading to develop familiarity with the mythical stories and personages which pervade literature. 3 semester hours.

ENL 432 The Transcendental Movement
Study in depth of the mid-nineteenth-century American transcendental thinkers, with emphasis upon writers such as Emerson and Thoreau.
Prerequisite: ENL 204. 3 semester hours.

ENL 442 The Bible
A study of the foundation of Judeo-Christian tradition. 3 semester hours.

IST 451 Religion in American Civilization to 1890
This course is a historical analysis of the role of religious ideas and movements as they have influenced and shaped the American experience and, in turn, been influenced by the unique features of American life. 3 semester hours.

IST 452 Religion in American Civilization Since 1890
A historical analysis of the development of the major religious groups in America, with attention also given to minor sects. Includes such themes as revitalism, fundamentalism, the social gospel, the relation of religion to reform, theological trends, and the role of religion and its ideas in American life. 3 semester hours.

MUC 418 Comparative Arts II
Development of the arts in western civilization. Emphasis on stylistic concepts and inter-relationships within the Classic, Romantic, and Modern periods, with particular emphasis on religious phenomena. (MUC 418 may be taken without previous credit in MUC 417.)
Prerequisite: Permission of instructor 3 semester hours.
PHI 327 Philosophy of Religion
A study of the relation of religion and philosophy, and an investi-
gation of different concepts of God. The course will also concern itself
with analyses of religious experience, different attempts to justify reli-
gious beliefs, and an investigation of the logic of religious experience.
3 semester hours

PLS 415 Contemporary Problems of Church and State
This is a course in modern political theory which singles out the prob-
lems of church-state relationships. The course is an attempt to shed
some light, rather than heat, on critical questions of church state rela-
tions. Theories of state and law, political and economic movements,
social problems such as race and education, and inter-state relations of
power politics will be considered.
Prerequisite: PLS 201 or 202 or permission.  3 semester hours

PSH 433 Psychology of Religion
This course is concerned with a psycho-social assessment of religious
behavior. Topics include the relationship between prejudice and re-
ligious affiliation, development of morality in children, dogmatism,
and social-personality correlates of religious identity.
Prerequisite: PSH 101 and/or permission of instructor.  3 semester hours.

SOL 444 Sociology of Religion
Study of the development, variety and patterns of religious organiza-
tions.
Prerequisite: SOL 101, 301, or permission of instructor.  3 semester hours.

VAL 392 Traditional Religions in Contemporary Society -- Conflict,
Relevance, Etc.
Conflicting religious and sexual attitudes; the deterioration of tradi-
tional religious faith; religious bigotry.  3 semester hours

Program Administration:

1. Functional Requirements:
   At least two specific administrative functions must be performed
   in the program, (a) general coordination and (b) student advising.

2. Administrative positions:
   (a) One person will be designated as coordinator of the program. The
   appointment shall be on a rotating basis, with each term consisting of
   three years. This arrangement should facilitate continuity, on the
   one hand, and "protect the program and the coordinator from each
   other" if necessary on the other. The coordinator's responsibilities
   will consist mostly of keeping tabs on the general operation and de-
   velopment of the program, liaison with the campus administration,
   insuring that information is distributed properly and promptly, routine
   correspondence, publicity, etc.
(b) Two persons will be designated as student advisors. Their appointments shall be on a rotating basis, with their terms consisting of two years. The advisor’s appointments shall be "staggered," i.e., initially one person will have a two-year term and the other person a one-year term. Both continuity in the advising role will be enhanced by having one person continue from one given year to the next. The advisors’ responsibilities will be primarily answering students’ questions about the program and working in the registration process.

3. Mechanism of appointment:

The coordinator and the two advisors shall be elected from and by the group of faculty involved in the program. The group of faculty shall be defined as those faculty involved in teaching the courses in the program within the past two years and or involved in research in religion currently.

(Note: As of now the faculty group has asked Edward Lehman to serve as Coordinator of the program during the first three years of its operation. He has agreed to serve in this capacity.)

Funding:

1. At this stage, and during the early years, very little in the way of specially designated funds is required. Nearly all of the courses in the program are already being offered as integral parts of their respective disciplines. The program will not detract from regular departmental offerings. Two new history courses have just been developed. One course in psychology is being constructed. By and large, the backbone of the program already exists. The same statement can be made regarding staff. Currently there are nine persons teaching courses in the scholarly study of some phase of religion. Of these nine faculty, seven are currently engaged in research on religious phenomena, and other staff members have been engaged in such research. No new staff will be required for the program as outlined above.

2. Nevertheless, there are two points at which very modest funding would greatly enhance the program:
   a. Providing for publicity and correspondence, i.e., stationery, posters, etc. $300 is required covers these expenses during the first year,
   b. Providing for one colloquium per year. This would involve travel, per diem, and stipend for a speaker of note to visit the campus, deliver an address, and interact specifically with students and faculty in the program regarding both his specific area of expertise and questions the participants want to discuss with him. $500 should cover this cost during the first year.
Library Facilities:

Since nearly all of the courses in the program are currently functioning in the context of their respective disciplines, most of the basic texts, readers, and monographs are already on hand in the library. This is not to say that any of the collections are complete. Our entire library holdings need to be expanded. Rather it is to say that nearly all of the courses already have more than the minimum library resources on hand and are adding appropriate new materials regularly. Library holdings for the two new history courses have been in the process of building up since the faculty to teach them have been on campus. Resources for the Psychology of Religion course are scant right now, but it is a new course. Materials are being ordered currently. Many of the materials currently used in anthropology of religion and sociology of religion are relevant to the psychology of religion course. Finally, the presence of two seminary libraries and the University of Rochester library should compensate for most library deficiencies at Brockport quite adequately in most fields.

The Brockport campus library already subscribes to several key journals relating to the study of religion. Current subscriptions include those on the attached list.
Journals and Periodicals Related to the Study of Religion

Journals specifically oriented to the study of religion:

- Catholic Historical Review
- Christianity and Crisis
- Christianity Today
- Church and State
- Church History
- Ecumenical Review
- Hibbert Journal
- Interpretation
- Jewish Currents
- Journal for the Scientific Study of Religion
- Journal of Biblical Literature
- Journal of Religion
- Religion in Life
- Religious Education
- Religious Studies
- Spectrum
- Theology Today
- Zeitschrift für die Geschichte der Juden
- Zogon

Journals in specific disciplines which frequently carry relevant materials:

Anthropology:

- American Anthropologist
- Anthropological Quarterly
- African Historical Studies
- Bible Translator
- British Journal of Psychiatry
- Ethnology
- Human Organization
- Journal of African Studies
- Kroeber Society Papers
- Man (new series)
- Oceania
- Polynesian Society Journal
- Practical Anthropology
- Southeastern Journal of Anthropology
History:

American Ecclesiastic
American Jewish Historical Quarterly
Foundations
Historical Magazine of the Protestant Episcopal Church
History of Religion
Journal of Presbyterian History
Publications of the American Catholic Historical Society
Publications of the American Jewish Historical Society
The papers of Jonathan Edwards
The works of Calvin and Luther

Philosophy:

Canadian Journal of Theology
Sophia
Thomist

(most other standard journals in philosophy, of which the library currently subscribes to 61)

Political Science:

American Political Science Review
Atlas
Columbia Journal of Law and Social Problems
Contemporary Review
Economist
Fortnightly
Harvard Law Review
International Affairs
Journal of Modern History
Journal of Politics
Journal of Public Law
Liberty
Nation
New Statesmen
Political Quarterly
Public Opinion Quarterly
Spectator
The Annals of the American Academy of Political and Social Science
Western Political Quarterly
Yale Law Review

Psychology:

British Journal for Clinical and Social Psychology
Journal of Personality
Journal of Personality and Social Psychology
Journal of Social Psychology

(These are considered peculiarly relevant by the professor. There are at least 20 other basic psychology journals on hand which frequently contain relevant materials.)
Sociology:

American Journal of Sociology
American Sociological Review
British Journal of Sociology
Current Sociology
International Journal of Comparative Sociology
Jewish Social Studies
Rural Sociology
Social Forces
Social Problems
Sociological Quarterly
Sociology and Social Research
BOSTON, WALTER M., JR., Assistant Professor of History

Education:  A.B., Rockford College
            M.A., Eastern Michigan University
            M.A., University of Michigan
            Ph.D., Michigan State University

CASS, EDWARD, Professor of Political Science

Education: A.B., Boston University
A.M., Columbia University
Ph.D., Columbia University

Experience: Instructor, Westminster College, Pa. 1953-1955; Instructor, University of Rochester, 1955-1956; Lecturer, University of Maryland, 1956-1959; Professor, SUNY at Brockport, 1959-nov.


"The Legion Invades a Campus", Nation 7 Sept. 1961

"Righteous Knight of the Right" (editor's title), Frontier, April 1964


"Political Censorship of the Communications Media in France, Britain and U.S." manuscript, now being read by a publisher.

Field of Specialization in Teaching: Political Philosophy and Modern Political Thought

Member of: American Political Science Association, American Society of Legal and Political Philosophy, Chairman Rochester chapter A.L.A.
CLEMENTS, THOMAS E., Professor of Philosophy

Education: B.S., University of Buffalo
M.S., University of New Mexico
Ph.D., University of Buffalo

Experience: Curator, Buffalo Museum of Science, Live Animal Exhibits, 1950-58; Instructor in Philosophy, University of Buffalo, 1956-1958; Jr. Scientist in Pathology, Russell Sage Memorial Institute, 1960; Assistant Professor of Philosophy, University of North Dakota, 1966-1968; Assistant Professor of Philosophy, University of Akron, 1968-1969; Assistant Professor of Philosophy, University of Idaho, 1966-1969; Professor of Philosophy, SUNY at Brockport, 1965-now.

Grants: University of Buffalo Teaching Fellow, Team W.S.P. Grant, University of North Dakota, Advanced Science Placement Program, Faculty Fellowship, SUNY, 1969, 1971, Faculty Fellowship, funded but not funded, 1968, 1970.


Religious Humanism, 1970


Religion and Human Purpose, Green Publisher contributor, "The Irrelevance of Religion to Human Purpose in the Tradition of Naturalistic Humanism", (with William Harasz).

"Metaphysics as a Metascience", Parkers Textschrift, State University Press, Dale Riepe ed. at publishers.

Work in Progress: Essays in the Philosophy of Biology, supported by Faculty Fellowship.

Field of Specialization in Teaching: Philosophy of Science
Philosophy of Religion

Member of: American Philosophical Association, American Association for the Advancement of Science, Religious Humanists.
CRONLEY, JOE, Associate Professor of English

Education: B.A., Princeton University
             B.A., Columbia University and Union Theological Seminary

Experience: Teacher of English and Latin, Private and Public Secondary
            Schools, 1937-1942, 1951-1953, 1959-1963; Instructor of
            English, Columbia University, 1966-1969; Associate Pro-

Publications: "Ways of Knowing", Union Theological Seminary Review,
              Spring, 1947.

            "The Hymn of the Pearl, a Study in the Interpretation

Field of Specialization in Teaching: World Literature
                                   Myth and Symbol in Literature
DAVIS, LAWRENCE R., Assistant Professor of American History

Education: B.A., Houghton College
H.A., University of Rochester
Ph.D., University of Rochester

Experience: Assistant Professor of American History, SUNY at Brockport, 1966-now.

Grants: New York State Regents College Teaching Fellowship, 1960-1962;
Summer Fellowship, University of Rochester, 1966; SUNY Research Foundation Summer Fellowships and Grants-in-Aid (1969 and 1970)

Work in Progress: "Northern Baptists and Immigrants in America, 1890-1925"

Field of Specialization in Teaching: Late 19th and early 20th century
U.S. Progressive Era; Social History of Religion, Immigration History

Member of: American Historical Association
Organization of American Historians
BILLES, LARRY A., Assistant Professor of Psychology

Education: B.A., Willamette University
M.A., Yale University
Ph.D., University of Oklahoma

Experience: Assistant professor, Villanova University, 1967-70;
Assistant professor, State University College at Brockport, 1970-now.

Publications:

- "Effects of Stimulus and Response Complexity on Learning
  Under Bilateral Spreading Depression," Journal of Comparative and
  (with T. Thompson).

- "Retention of an Avoidance Response Learned Under Bilateral
  Spreading Depression," Psychological Reports, (1965), 16,
  pp. 1153-1156, (with T. Thompson).

- "Body Image Stereotypes and Body Type Preferences Among
  Yale College Students, Perceptual and Motor Skills, (1963)
  27, pp. 1141-1146, (with O. J. Molina).

- "Accuracy of Personality and Social Judgments as Functions
  111-117.

- "Personality Characteristics Associated with Interpersonal
  Perception Accuracy," Journal of Counseling Psychology, (1960), 16,
  pp. 579-581.

- "Internal-External Control as a Determinant of Academic

- "Internal-External Control of Reinforcement in Smoking
  Behavior," Psychological Reports, (1975), 26, p. 562,
  (with R. Cleaver).

- "Relationship Between Locus of Control and Depression,
  Psychological Reports, (1975), 26, p. 1086, (with R.
  Cleaver).

- "Some Personality Differences Between Seminarians and Non-
  Seminarians," Journal of Social Psychology, (1975), 22,
  pp. 279-289, (with T.Noud).

- "Susceptibility to Attitude Change as a Function of
  Internal-External Control," Psychological Reports, (1975)

- "Personality Differences Between High and Low Depression
  Groups of Catholic Seminarians and Religious Sisters.
  Journal for the Scientific Study of Religion, in press
  (with J. Comeraro)."


Work in Progress: The establishment of social desirability scale values for items comprising the Rotter internal-external locus of control scale (research report of this study has been submitted for publication). Parental origins of internal-external control among college-aged subjects, with particular emphasis upon retrospective reports. Preparation of personality theory and research textbook for advanced undergraduate psychology majors in collaboration with two former associates at Villanova University.

Field of Specialization in Teaching: Personality Theory and Social Psychology

Member of: American Psychological Association

Eastern Psychological Association
LEHMANN, EDWARD CHARLES, JR., Associate Professor of Sociology

Education: B.A., Mississippi State College
M.A., Mississippi State University
Ph.D., Mississippi State University

Experience: Assistant Professor, North Carolina State University, 1964-1966; Assistant Professor, University of Missouri at St. Louis, 1966-1970; Department Chairman of Sociology, UISL, 1967-1968; Associate Professor of Sociology and Coordinator of Interdisciplinary Studies of Religion, SUNY at Brockport, 1970-now.


Seven papers presented to sociological societies.

Three book reviews.

Work in Progress: "Factors Associated with the Differential Involvements of College and University Faculty in Traditional Religion."

"Dealing with Non-Response Bias in Mail Questionnaires."

"Rate of Socio-Cultural Change and Mental Stress."

LUCIAN (cont.)

Member of:  American Sociological Association
            Southern Sociological Society
            Midwest Sociological Society
            Society for the Scientific Study of Religion
            Religious Research Association
LINDEWFELT, SHEMKE G.  Assistant Professor of Anthropology

Education:  B.A., Wheaton College 1963
Ph.D. expected, 1976 University of Pittsburgh

Experience:  State University College of New York at Brockport, 1966-7 and 1969-present, Assistant Professor in
Anthropology. Courses taught in Introduction to
Anthropology, Cultural Anthropology, Peoples of the
World, Peoples of the Pacific, Social Structure,
Anthropology of Religion.

Fellowships:  NSF Summer Fellowship for Tri-Institutional Summer Field Training Program in Cultural Anthropology,
Summer, 1966 University of Nevada;
NSF Pre-Doctoral Fellowship 1 1/2-36, 672-01
CIAD for a period of two years, September, 1967 to
September 1969.

Grants:  NIH Training Grant 1 to 1 M1-11213-01 in support of
the NIH Pre-Doctoral Fellowship for research on
culture change on Yap in the Western Carolines,
Trust Territory of the Pacific Islands;
NSF Doctoral Dissertation Research Grant in support
of research on cultural change, Yap, Western Caroline
Islands;
UNNY/Research Foundation Faculty Research Fellowship
and Grant-in-Aid in support of research on
traditional priests and religion in Yap, Western Caroline
Islands, June-August, 1970.

Publications:  "The Yapese Family." Peace Corps Training Program

"The Yapese Community." Peace Corps Training Program

"Political Organization on Yap." Peace Corps Training Program


Fields of Specialization:

Oceania, Social Structure, Political Organization,
Culture Change, Anthropology and Education

Other Professional Activities:

Workshop Consultant and co-author with Jack B.
Fraenkel, San Francisco State College, of the Report

Member of:
American Anthropological Association
Association of Micronesian Anthropologists
SALAMON, FRANK A. Assistant Professor of Anthropology

Education: A.B., St. John Fisher College
M.A., University of Rochester
Ph.D. candidate, SUNY at Buffalo


Work in Progress:
"The Influence of the Missions in Social Change in Northern Nigeria."

Field of Specialization in Teaching:
Peoples of Africa; Culture and Personality; Anthropological Theory; Urban Anthropology.

Member of: American Anthropological Association
African Studies Association
American Ethnological Association
SCHWARZ, Ira Paul, Chairman and Professor of Music

Education: A.B., Vormingaide College
M.A., University of South Dakota
Ph.D., University of Iowa


Field of Specialization in Teaching: Interpretation of Arts and Humanities.

Member of: Music Educators National Conference
National Education Association
Phi Mu Alpha