

University scholar/teacher of the year.

Richard M. Valelly, associate professor of political science, Swarthmore College, received a Fellowship for College Teachers and Independent Scholars from the National Endowment for the Humanities to provide release time in 1997 for work on his new book project, "Simple Democracy: Political Parties, Suffrage, and the Making of Modern America."

Sharon D. Wright, assistant professor of political science and black studies, University of Missouri-Columbia was awarded the Rodney Higgins Best Paper Award from the National Conference of Black Political Scientists at the 1996 NCOBPS Annual Meeting. Her paper was entitled, "A Case Study in Intra-Racial Divisions: The 1994 Shelby County, Tennessee, Mayoral Election."

Biröl Yesilada, associate professor and chair, department of political science, University of Missouri-Columbia, received the 1996 William T. Kemper Fellowship for Teaching Excellence.

In Memoriam

J. Cudd Brown

Born May 5, 1923 in Gaffney, South Carolina, J. Cudd Brown died at home in State College on April 12, 1996. He was Professor of Political Science at the Pennsylvania State University from 1968-1985, and had lived in State College since his retirement.

Brown was educated at Georgetown University (B.S., 1952), the American University (M.A., 1952), and the University of Oregon (Ph.D., 1956).

After serving in the Army Air Forces during World War II, he joined the Foreign Service. During a seven-year stint he became one of the three youngest officers in charge of a foreign post, and at the age of 27 won the Secretary of State's Honor Award for Outstanding Service. Turning to an aca-

demical career, he began a life-long effort to stimulate interest in foreign affairs among young people.

Brown served on the faculties of three colleges of the California State University system and became Chairman of the Division of Social Sciences at Sonoma State. There he was named "AAUP Lecturer of the Year" by the faculty, and he was to become a much travelled guest lecturer at universities from Alaska and Denver to Arkansas and Virginia, as well as the military academies and numerous Air Force bases.

Brown came to Penn State as professor of political science and director of international program development in the College of Liberal Arts from 1968 to 1974. His skills as a teacher and communicator with the young were richly evident in his highly popular classrooms until the day of his retirement.

Cudd Brown also contributed throughout his career to government as well as academia. Thus at various times he served in the Department of Health, Education and Welfare, the Office of Personnel Management, and the staff of the United States Senate. Following his retirement from Penn State he taught at The Federal Executive Institute in Charlottesville, Virginia, where he developed a constitutional literacy program and was coordinator of programs and leadership development.

As a colleague Cudd was a concerned and dedicated colleague who never lost his passion for the importance of international studies and the vital necessity of conveying it to younger generations. He did so with a flair for history and a gift for the well-turned phrase. He was a Wilsonian Democrat, a champion of global understanding, and a true gentleman of the South. He is survived by his wife, Kathryn Work, of State College, and his children Alison Buck of San Antonio, Steven of State College, and Gregory of San Antonio.

John D. Martz
David J. Myers
The Pennsylvania State University

Donald T. Campbell

Donald T. Campbell, whose contributions to social science methodology and knowledge creation set the context for the modern study and practice of applied social policy and program evaluation, died on May 6, 1996, in Bethlehem, Pennsylvania from complications following surgery for colon cancer. He was 79. Campbell's major work was carried out during his 26-year tenure at Northwestern University. He finished his career at Lehigh University, retiring in 1994, but working until his death. His wife, Barbara Frankel, recently retired as professor of anthropology at Lehigh.

Campbell was one of the few synthesizers of the twentieth century, who throughout his career emphasized the importance of inter-relationships and demonstrated how the acquisition of knowledge comes through combining information from a variety of sources, discipline, and perspectives. He talked, listened to, and learned from people from all disciplines and theoretical approaches. Campbell himself worked, published, and demonstrated leadership in many different fields including psychology, sociology, anthropology, education, social sciences methodology, program evaluation, biology, epistemology, sociology of science, and philosophy.

Campbell was a strong advocate for the application of social science methodology, and in particular of the use of the experimental design, in the study of social programs, policies and phenomena. In one of his most influential papers, "Reforms as Experiments," he advocated for an "experimenting society," one in which social reforms would be posited and tested through the use of experimental techniques. But he was not a utopian dreamer. He acknowledged the practical limitations of his dream of an experimenting society, nevertheless arguing that it represents an important ideal worth striving towards.

Campbell's recognition of the difficulties in implementing experimental designs in the real world of

social programs and policies led him to come up with the concept of quasi experiments: research designs with some—but not all—of the features and characteristics of the true experiment. Campbell first presented the concept of quasi-experiments in a 1963 monograph produced in collaboration with Julian C. Stanley. He later expanded upon the concept and its practical applications in a 1979 book written with his colleague at Northwestern University, Thomas D. Cook.

An inherent component of Campbell's work on quasi-experimentation was an analysis of the logic involved in drawing causal inferences and the threats to validity built into any single research technique. Campbell made the critical distinction between internal validity whether or not a relationship between two variables is causal, and external validity—generalizability of findings to other settings and contexts. Campbell's work in this area has been cited as more influential than any other work or concept in evaluation.

The importance of identifying and controlling for biases inherent in *all* social science methodologies is a theme running throughout Campbell's work. Campbell, for example, has identified biases associated with the direct assessment of attitudes, as well as various forms of bias influenced by questionnaire design, interviewer characteristics, and a host of other considerations. He identified the potential for using creative alternatives in assessing attitudes and behaviours. For example, together with Eugene J. Webb, Richard D. Schwartz, and Lee Sechrest, he indicated how unobtrusive (or nonreactive) measures could be used for data gathering. One commonly cited example of the "oddball" measures discussed in this book is assessing the relative popularity of museum exhibits through identifying the rate at which floor tiles in front of various exhibits wear out. There are alternatives to questionnaires and focus groups!

Campbell identified the role that expectations, culture, environment, prior experience, beliefs, and other factors play in influencing actual

perceptions. For example, in a cross-cultural study together with Marshall H. Segall and Melville J. Herskovits, he identified the way the built environment affects our perceptions of common visual illusions. Campbell's work identifying how perceptions are formed has significant implications for the use and interpretation of many commonly used social science methods.

Campbell indicated the inadequacies of program monitoring for assessing program performance and for reforming programs and policies. He identified that performance indicators are inherently corruptible, and that the more they are used for decision-making purposes, the more likely they are to be corrupted. This message has important implications given the current fascination with performance measurement as a means of making social programs accountable.

While Campbell is known for emphasizing the importance of quantitative techniques in identifying the impact of social programs and policies, less well known is that he also was an advocate of qualitative methodologies, long before it became fashionable to do so. He even argued for the legitimacy of drawing causal inferences from case studies under some circumstances. Throughout his career, Campbell indicated how all measurement is theory laden and that objective knowledge or "proof" is impossible. While noting limitations of qualitative methods, he also pointed out that quantitative measurement rests upon qualitative assumptions about what is worth measuring and how constructs should be conceived.

Campbell argued that the only way to overcome the limitations, flaws and biases inherent in *every* method is to triangulate through the use of multiple methods. He was a strong advocate of methodological pluralism. His paper, written together with Donald W. Fisher, "Convergent and Discriminant Validation by the Multitrait-Multimethod Matrix," which appeared in 1959, has been identified as the most frequently cited paper in social science.

Campbell's major interests, par-

ticularly in the latter part of his career, were in the sociology of science and in the study of the acquisition and retention of knowledge. He developed a theory of evolutionary epistemology, based upon his own work and that of others in philosophy, psychology, and biology, suggesting that knowledge creation involves the generation of novel potential solutions, a selection mechanism through a testing process, and a means of retaining knowledge about effective solutions. Drawing upon his theory of epistemology, Campbell argued that we can never prove, but only eliminate potential explanations. This led to a key principle for the conduct of social research and evaluation, where the aim should be to eliminate rival competing hypotheses—as simply as possible. Sometimes sophisticated experimental designs may be required. But in other situations, common sense may be sufficient.

To overcome what Campbell saw as somewhat arbitrary boundaries dividing social science disciplines, he proposed a "Fish Scale Model of Omniscience," where he suggested that professors should encourage their students to develop their own overlapping specialties, rather than aiming for "chips off the same block." Campbell practiced what he preached. Campbell's students and followers are active in a variety of disciplines representing a range of theoretical approaches. They can be found in academia, in government, and in the private sector and come from around the world. Campbell's work has influenced the practice of social science internationally in countless ways.

Campbell published more than 250 articles. It is one measure of the man that most of these articles were coauthored with colleagues from many different disciplines. He received seven honorary degrees and 24 awards from many different fields. The Donald T. Campbell Award for Methodological Innovation in Public Policy Studies was created in his honor by the Policy Studies Association.

I had the privilege of studying with Campbell in the 1960s at Northwestern University. He was

my major intellectual inspiration. I remember how he frequently welcomed me—a lowly and very confused undergraduate—into his office and invariably could produce something he had written on almost any conceivable topic.

People who knew Campbell remember him as much for his humanity as for his intellectual contributions. In spite of his stature, he was known for his humility, for his incredible kindness and caring, and for his tolerance which he demonstrated in all possible ways. He will be greatly missed.

Burt Perrin
Toronto, Ontario, Canada

William S. Hardenbergh

Bill Hardenbergh died in his 68th year on January 28, 1996, at home. He was Professor Emeritus in the Department of Political Science at Southern Illinois University in Carbondale, Illinois, and served in the department as a popular professor for thirty years. Bill was born on July 10, 1928, in Evanston, Illinois, and earned his B.A., M.A., and Ph.D. at the University of Illinois. He completed his doctoral work in 1954 and taught at the University of Akron until 1960. He then joined the department at SIUC.

Hardenbergh's specialty was comparative politics, with emphasis on the politics of developing areas, South Asia, the Middle East, and Africa. During his career Bill taught at the University of Dacca as a Fulbright Professor and traveled widely and often in East Asia, Africa and the Middle East. In his travels he would touch base with the legions of former graduate students who completed their theses and dissertations under his supervision and are now professors and cabinet ministers around the world.

Bill's contributions to the university and department were enormous. He served as Director of Graduate Studies for many years, contributed to many university committees with his reasoned voice, and served as advisor to a wide variety of foreign student organizations by popular demand, including the university's cricket

club. He was the AAUP president on our campus and served on the Executive Committee of the Illinois Conference of the AAUP for several years.

At the campus memorial service conducted on February 1, 1996, all speakers referred to Bill's dedication to students, his integrity, and his tenacity in representing the basic principles which are the foundation of all academic communities.

Bill Hardenbergh represented the classical values of the teacher scholar; he loved teaching; and he was very good at his profession. He was an eminently fair, humane person who tackled complicated issues with a clear mind and without jargon.

Bill continued to work with his graduate students into retirement. We miss him. A Hardenbergh International Relations Scholarship Fund was established at the SIUC Foundation to honor his legacy.

Manfred Landecker
Southern Illinois University
at Carbondale

James L. McCamy

James L. McCamy, Professor Emeritus of Political Science died on December 14, 1995. He was 89 years old. His wife Julia passed on earlier in the year. He is survived by his sons Colin and Keith.

Jim's career combined teaching, research, and high level government service. He taught at Bennington College from 1934 to 1939 and received his Ph.D. from the University of Chicago in 1938. He then joined the federal government, serving first as assistant to Henry Wallace in the Department of Agriculture. He later served in various positions concerned with wartime and postwar foreign economic policy. He took part in the administration of the lend lease program and postwar reconstruction funding in Europe and he was one of the authors of the charter of the International Trade Organization. He served in the occupation administration in Austria. He joined the University of Wisconsin faculty in 1947 and taught here continuously until his retirement in 1971.

Jim's research and teaching interests grew out of his government service. He taught and wrote about public administration and the conduct of American foreign policy throughout his career. In addition, while at Wisconsin, he developed a special interest in science and public policy which was the focus of much of his creative intellectual work at the height of his career. He was the author of three major scholarly works, *The Administration of American Foreign Affairs* (1950), *Science and Public Administration* (1960), and *Conduct of the New Diplomacy* (1964). He also wrote an American government textbook (1957) and two studies of government publicity and publications.

McCamy had passionate convictions about government and public service. His approach to political science reflected the spirit of an age that had more faith than ours in the positive and creative role that government could play in human affairs. Jim was fascinated by the big issues of public policy. He cared about the conduct of government. He wanted it to be well organized and democratically responsive to the concerns of the people. He taught that public service was one of the most honorable of callings and that it required not only competence and responsibility but broad vision and intellectual imagination as well.

He was particularly interested in the problems raised for public policy by scientific advance. He was optimistic about the promise of science but realized that the benefits came with a darker side of risks and problems that required social control. Long before Eisenhower's dramatic farewell address warned of a military-industrial and science complex, Jim was writing about the dilemma of dependence on scientific experts in policy decisions. He knew from experience that such experts had no special insight into public affairs, however much their expertise was necessary in policy making. He thought broadly and creatively about the fundamental issues of nuclear power, medical ethics, and he was one of the pio-