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## THE COLLECTION AND ORGANIZATION OF FIELD MATERIALS: A RESEARCH REPORT<sup>1</sup>

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There appear to be relatively few sociological and anthropological monographs which throw any light on the process by which the student's experience in the field is transformed into his published statement.<sup>2</sup> And yet, since it is after all a man, and not some impersonal scientific apparatus, who makes the study; and since the student's subject matter, too, is man, however complexly abstracted he may be, it would seem exceedingly important that the student become aware of this process, examine it, and submit his findings to his readers.

I have tried to do so in a preliminary fashion (Wolff, 1951) in respect to my own experience in "Loma," a small, largely Spanish-speaking southwestern community, without going, however, into the actual operations which governed the collection and organization of field materials. To describe these operations—a task much more modest than the larger enterprise mentioned, though intimately related to it—is the purpose of the present paper, which contains only the briefest allusion to that more comprehensive enterprise, and only the briefest reference (in the last section) to the writing up of the materials gathered.

### COLLECTION OF FIELD NOTES AND THEIR CLASSIFICATION BY TOPICS

In 1942, as an employee of the "Loma Institute," I made a house-to-house questionnaire survey of the community, largely for census-type information. I returned in 1944 as a Social Science Research Council fellow when, under the supervision of Professors Robert Redfield and Sol Tax, Department of Anthropology, The University of Chicago, I was to find out whether "culture patterns" could be established empirically so that another student could go back and check point by point. But eventually I came to find that I could not accept this assignment, because it presupposed a conceptualization of which I did not know whether it would be appropriate to my "Loma experience." Finally, I became skeptical

<sup>1</sup>Paper read at the Thirteenth Annual Meeting of the Ohio Valley Sociological Society, Bloomington, Indiana, 28 April 1951.

<sup>2</sup>Most of those I know—all of them anthropological—are referred to in Herskovits, 1948, Chapter 6, "The Ethnographer's Laboratory," in which the first pages (81-83) of Section 2 give an excellent example of the transformation of field experience into generalized statement. Among the references contained in that chapter, the most important ones are certain passages from M. J. and F. S. Herskovits, 1934; Malinowski, 1922 (the relevant section of which is reprinted under the title "How an Anthropologist Works" in Haring, 1949); Evans-Pritchard, 1940; and Mead, 1940. Cf. also Bateson, 1932 (esp. pp. 441-444), 1936 (especially Chapters I, VIII, XVI (also see some pertinent passages in Wolff, 1944), and 1941; and Mead, 1949, Chapter II. I plan to discuss these and similar materials in another paper.

of received notions as guides of research generally, and I advocated, instead, that in the field the student hold as many of these notions as possible in abeyance, and expect the organization and presentation of his materials to emerge in the study itself.

Although not all of this was clear to me in the first stages of my field work, it accounted—satisfactorily to me—for the fact that I had at once begun to observe and to record my observations, and without any attempt at order or selection. My field notes thus resembled a diary, expanding page by page, immediately typed from short notes, memory, or dictation. As writing accumulated, however, some sort of structuring became imperative: I proceeded to break down my notes

TABLE I  
*Classification of field notes by topics: Loma, 1944\**

1. "Acceptance"	23. Food	45. Organization
2. Agriculture	24. (Gestures)	46. Politics
3. Anglo-Anglo Relations	25. Happiness	47. Population
4. Anglos re Anglos	26. Health	48. Race
5. Anglos re Spanish	27. History	49. Religion
6. Change	28. Hospitality	50. Self
7. Children	29. Houses	51. Shame
8. Clothing	30. Indian	52. Smoking
9. Community Organizations	31. Individuals, Anglo	53. (Sociology or Knowledge)
10. "Compañero"	32. Individuals, Spanish	54. Spanish-Anglo Relations
11. Cooperation	33. Informants	55. Spanish re Anglos
12. Correspondence	34. Investigator	56. Spanish re Spanish
13. Craft	35. Isolation	57. Spanish-Spanish Relations
14. Crime	36. Kinship and Genealogy	58. Status and Prestige
15. Death	37. Knowledge, Anglo	59. Time
16. Economics	38. Knowledge, Spanish	60. "To the Point"
17. Education	39. Language	61. Transportation
18. (Emotionality)	40. Life History	62. Visiting
19. Family	41. Mail	63. War
20. Farmers' Union	42. "Mañana"	64. Waste
21. Fear	43. Marriage	65. Water
22. Feudalism	44. Methodology	66. Weather

\*Parentheses around the name of a topic indicate that field-note passages relevant to it can be found only under other topics. See discussion of "'Also under' list" below.

by topics. I started with this only after having produced about 80 single-spaced pages of typescript; but once I had completed the classification (at a point when the pages had increased to approximately 140—I had continued to write down notes even while going on with the breakdown), I kept it up to date. From the beginning, I made two carbons of all notes, keeping the original as a running account, sending the first copy to Professor Redfield, at certain intervals, and using the second for clippings. I wrote the names of the topics on the margins, clipped the page or pages, and placed the clippings in envelopes, each bearing the name of the topic under which I classified a particular passage. There were thus as many envelopes as there were topics—66 (table 1).

#### EXPLANATIONS AND ILLUSTRATIONS OF SOME TOPICS

The meaning of some of these topics needs clarification. "'Acceptance'" covers materials bearing on the unreflective acceptance of what comes or is—to illustrate:

. . . when I stopped in at Pepina's . . . [she] said a nephew of hers . . . was "enfermo en la cabeza, tumor—muy triste [sick in the head, a tumor, very sad]"; he had been in Italy (which I had learned the day before), but now was in "Norte

America"; what that was; I said it must be this country. Later Fay [an Anglo, that is, an English-speaking person] told me the Maeses [Pepina and her family] had just received a telegram from the War Department that he was seriously ill, cerebral tumor, was in the North American area . . . They had not indicated to me that they had just received the wire that morning. Silvia [Pepina's daughter] mentioned nothing about this yesterday after she had undoubtedly learned of it. (Loma field notes, p. 6; 5 May 1944.)

"'Compañero'" refers to the habit of two or more persons to do things together (for instance, walking); "Correspondence," to letters, between various persons and myself, dealing with the Loma study; "Emotionality," to the affective channeling of experience; "Happiness," to its conceptions and criteria; "Indian," to Indians and things Indian; "Investigator," to evaluations, by Lomans, of myself or my activities; "Knowledge, Anglo" and "Knowledge, Spanish," to conceptions by English-speaking and Spanish-speaking individuals of miscellaneous phenomena. "'Mañana'" labels particular attitudes toward the immediate present, as inferable from the following passage:

When I'd just started typing the above, Alejandro came in with a bunch of herbs, sat down, murmured something about my being busy, but then started explaining [the herbs]. (*Ibid.*, p. 290; 23 July 1944.)

"Methodology" covers items concerning sociological methodology and theory. "Organization" refers to conceptions and practices of coordinating thoughts, activities, and persons—for instance:

She [Pepina] said she went to see the doctor in Justino [county seat], but he was away for two weeks. (Re "Organization:" she made a trip, difficult for her, only to find that it was in vain, since she hadn't made sure before going whether the doctor was available. However, . . . the lack of organization is observed by me in terms of what we—members of "my" culture—think about organization. In other words, it is a lack of organization or of planning in terms of our, not their, culture. What is it in terms of their culture? The answer to this question could be approached only by "immanent interpretation," that is, by what Pepina herself says about this unsuccessful trip. The trouble is that she cannot interpret it. All she could . . . [interpret] she has already said: she went, and the doctor wasn't there, and that is too bad.) (*Ibid.*, pp. 337-338; 13 August 1944.)

"Race," "Self," "Shame," and "Time" comprise notes relevant to the conceptions of these phenomena. "'To the Point'" refers to relations between immediate occasion and its possible implications—as reflected in this entry:

This morning, Silvia, upon my question re the San Isidro service today, said that there wasn't going to be any; Mrs. Sanchez (in possession of the church keys) told her that Mrs. A. S. was in Justino and hadn't come back yet. So I asked about the significance of Mrs. A. S., and Silvia said she was "mayordoma de la iglesia [church stewardess]," which she hadn't told me yesterday. Gradually then I found out that there are always not two persons, as I had thought yesterday, but two couples who make the "mayordomos" . . . Tentatively stated, the "pattern" would be to give information only to the point, but not to think in terms of "complexes" or, better, "topics." (*Ibid.*, p. 47; 15 May 1944.)

Finally, "Waste" includes clippings describing handling and conceptions of waste materials.

#### CROSS-REFERENCING THE TOPICS

I provided the topics with a twofold index. Each envelope containing clippings relevant to a particular topic, carried, in addition to the name of that topic, two lists of others: (1) those for which some of the clippings contained in the envelope

were also relevant ("Also" list), and (2) those under which additional clippings relevant to the topic could also be found ("Also Under" list). An illustration:

Carla [my wife] told me that when she remarked . . . that so many people die here, Silvia answered, "Nadie muere de enfermedad aquí [nobody dies of sickness here]!" Carla pointed to [young] David Armijo's death, but Silvia said this was pneumonia. I'll find out about this; perhaps it was only a reaction in terms of community pride to say that people here die only of old age (as Silvia elaborated); or it might—less likely—indicate belief in death causes other than sickness and old age. (*Ibid.*, p. 351; 15 August 1944.)

I classified this field-note clipping under "Death," but cross-referenced it, in the manner indicated, with the topic "Knowledge, Spanish." (Clippings, of course, varied greatly in length, from a line or two to several pages. On the whole, the longer they were, the more likely they would be relevant to topics in addition to the one under which they were classified.)

#### CLASSIFICATION OF TOPICS BY CATEGORIES

I thus brought back from the field 66 envelopes whose contents were made up of some 500 pages of typescript. When I tried to write up these materials,<sup>3</sup> the

TABLE 2

*Classification of topics by categories: Loma, 1944\**

CATEGORY	TOPICS
1. Background Materials	Agriculture; Clothing; Craft; Food; History; Isolation; Population; Transportation; Water (16; 20; 26; 29; 36; 46; 49; 52; 63; 66)
2. Culture Change	Change (20; 22; 27; 63; 65)
3. Social Relations	Anglo-Anglo Relations; "Compañero"; Cooperation; Hospitality; Kinship and Genealogy; Mail; Spanish-Anglo Relations; Spanish-Spanish Relations; Visiting (4; 5; 55; 56)
4. Social Institutions	Children; Community Organizations; Crime; Economics; Education; Family; Farmers' Union; Houses; Language; Marriage; Politics; Smoking; Status and Prestige (22; 49)
5. Evaluations and/or Interpretations	Anglos re Anglos; Anglos re Spanish; Death; Fear; Feudalism; Happiness; Health; Indian; Individuals, Anglo; Individuals, Spanish; Informants; Investigator; Knowledge, Anglo; Knowledge, Spanish; Life History; Organization; Race; Religion; Self; Shame; Spanish re Anglos; Spanish re Spanish; Time; War; Waste; Weather (7; 17; 19; 28; 29; 35; 39; 58)
6. Clues to Patterns	"Acceptance"; Emotionality; Gestures; "Mañana"; "To the Point" (10; 21; 25; 28; 39; 41; 45; 50; 51; 59; 64)
7. Theory and Methodology	Correspondence; Methodology; Sociology of Knowledge (31; 32; 33; 34)

\*Names of topics spelled out are of primary relevance, those indicated by numbers in parentheses, of secondary relevance, to the heading preceding them.

need for further classification became obvious. In other words, I found that I had to proceed in respect to the topics as I had in respect to the field notes: I had to arrange them under fewer and broader headings, of which there emerged seven: the six categories of "Background Materials," "Culture Change," "Social Relations," "Social Institutions," "Evaluations and/or Interpretations" (on the part of Lomans), and "Clues to Patterns," and a seventh section on "Theory and

<sup>3</sup>The opportunity to do so was given me by grants from the Wenner-Gren Foundation for Anthropological Research, Inc. (then The Viking Fund, Inc.), and the Graduate School, The Ohio State University, in 1947 and 1949, to which institutions I gratefully acknowledge my indebtedness.

Methodology: Concluding," the latter corresponding to a similar introductory section. Furthermore, I found it useful to distinguish a primary and a secondary relevance which the topics had to these headings. In table 2, the names of the topics of primary relevance directly follow the name of the heading; those of secondary relevance follow afterward, listed by numbers in parentheses only. (For the identification of these numbers, see table 1.) Appendix A gives an inventory of all those topics, with their "Also" and "Also Under" lists, which are relevant to the first two categories (nos. 1 and 2 in table 2).

The definitions of the categories, too, which guided the classification of the topics are most concisely presented in tabular form (table 3). These definitions were tentative, for preliminary organizational purposes. As I began to write up my materials, the seven headings or categories themselves, however, seemed well suited to serve as titles of seven parts in which the study could be presented; and while drafting the first two of them—which is all I have completed thus far—I found no reason for questioning this expectation. In discussing the topics and their subsumption under the categories, I shall now limit myself to these first two, "Background Materials" and "Culture Change."

TABLE 3  
*Definitions of categories: Loma, 1944*

CATEGORY	DEFINITION
1. Background Materials	Aspects of a culture which can be grasped as readily understood by the same means as they would be in the study of a culture very similar to that of the student*; those materials which strike the student as not presenting methodological problems**
2. Culture Change	Change in culture; presupposes, for its apperception, a conception of the culture under study as different, or as methodologically assumed to be different, from that of the student#
3. Social Relations	Relations between individuals as individuals and as members of groups
4. Social Institutions	Phenomena virtually composed of heterogeneous elements, but constituting units in the universe of discourse of the members of the culture under study##
5. Evaluations and/or Interpretations	Evaluations, conceptions, and/or interpretations of phenomena by the members of the culture under study
6. Clues to Patterns	Materials bearing on culture patterns.
7. Theory and Methodology	Materials used as current checks on formulations of uniformities and on other generalizations, and as sources of experimentation with scientific rule

\*Cf. Wolff, 1945, p. 181b.

\*\*Cf. a similar definition of "general" (as against "unique") in Wolff, 1948, p. 208.

#See discussion of "Culture Change" below.

##Cf. Wolff, 1950, p. 59, n. 3.

#### "BACKGROUND MATERIALS" AND "CULTURE CHANGE"

(1) The first, "Background Materials," is the only or primary place for the following topics: "Agriculture," "Clothing," "Craft," "Food," "History," "Isolation," "Population," "Transportation," and "Water." This subsumption suggests the "factual" character of the information gathered under these labels. "Agriculture" deals with the kinds, cultivation, and history of crops, with sharecropping, tenancy, marketing, and the like—the latter items also classifiable under "Economics," a topic, however, which is to be found primarily under "Social Institutions" and only secondarily here, under "Background Materials—#16 (figures refer to numbers in parentheses in table 2). "Clothing" describes what which

people wear and where they buy it, but also contains materials giving clues to "Evaluations and/or Interpretations" of clothing. "Craft" deals with crafts and skills practiced in Loma, but is also relevant to "Culture Change." "Food" treats dietary and culinary items, but also indicates changes in food habits, as well as Spanish-Anglo and Indian-Spanish relations in respect to foodstuffs, recipes, and relevant nomenclature. "History" is largely a chronological concept, but also covers data bearing on "Culture Change"; hence it is listed under that category too—#27. "Isolation" functions as an element in the "physical aspects" of the community, but the label also describes the influence of this element on people; therefore it also appears (#35) under "Evaluations and/or Interpretations." "Population" refers to the customary statistical conception. "Transportation" and "Water" are descriptive; under the latter topic, however (cf. the case of "Isolation"), there are materials on reactions to the water situation and on ideas concerning its improvement; hence "Water" also figures under "Culture Change" (#65).

The topics covering materials that are of secondary relevance as "Background Materials" (cf. the numbers in parentheses in table 2) are "Economics" (#16); "Farmers' Union" (#20), "Health" (#26), "Houses" (#29), "Kinship and Genealogy" (#36), "Politics" (#46), "Religion" (#49), "Smoking" (#52), "War" (#63), and "Weather" (#66). That is, the primary relevance of these topics is with reference to other categories (as is likewise shown in table 2). Some of the aspects of them which are important here, in regard to "Background Materials," are: in the case of "Economics": income, property, wagework; in the case of "Farmers' Union": its history, activities, membership; of "Health": disease statistics, mortality, therapies; of "Houses": structure and equipment; of "Kinship and Genealogy": kinship terms, overt kinship behavior, genealogy; of "Politics": Loman office-holders, especially in the county, election procedures, and other "mechanics"; of "Religion": the church and the cemetery, church membership and attendance, religious societies; of "Smoking": usage and extent; of "War": its bearing on population changes; and of "Weather": meteorological data.

(2) When I looked at the topics under "Culture Change," I was struck by the fact that I had listed only one topic, "Change" itself, as of primary relevance, and only five others as of secondary relevance, to this category. On the other hand, I realized that almost all topics contained some information on how "it" used to be as compared with how "it" is now. Thus instead of asking myself why there were no *more* topics under "Culture Change," I soon wondered why I had set aside any at all here. The answer I came to find was that I had been guided in my arrangement by a conception of the culture under study as different, or as methodologically assumed by me to be different, from my own. That is to say: changes in the cultivation of crops, clothing, craft, population, transportation, or the water system were dealt with under "Agriculture" and other topics relevant to "Background Materials," whereas "Culture Change" covered these changes as viewed by the Lomans and thus as challenging the student to an interpretation of this view. It was such materials which I must have set aside under the special topic "Change"; and such materials are also contained under the topics listed as of secondary relevance to "Culture Change": "Farmers' Union" (#20), "Feudalism" (#22), "History" (#27), "War" (#63), and "Water" (#65). While "Change" contains materials recording conversations with individuals who had undergone culture change, that is, who had changed in their evaluations, conceptions, and goals, "Farmers' Union" covers data concerning an imported institution which modified the outlook of certain Lomans on agriculture, education, government, community organization, and the like; "Feudalism" is significant as a label for clues to an earlier social system and to its present-day traces; "History," mainly, as a depiction of factual changes in terms of which changes in a more interpretive sense may be understood; "War," as affecting changes in the cognitive, emotional,

and moral horizons (in the knowledge of geography and, to some extent, of history; in the preoccupation with family members in the services; in identification with the fate of the nation; and so forth); and "Water," as illustrating efforts to improve the agricultural and economic situation, thus indicating changes in attitudes toward nature, in the direction of greater initiative and organization.

The exposition of "Background Materials" and "Culture Change" is summarized in table 4, in which only the topics which are of primary or secondary relevance to these first two categories (21 out of the 66) are contained.

TABLE 4

*Description of topics in terms of their primary ("P") and secondary ("S") relevance to "Background Materials" and "Culture Change": Loma, 1944\**

TOPIC	BACKGROUND MATERIALS	CULTURE CHANGE
2. Agriculture	Crops, share-cropping, marketing: P	
6. Change		Changes in Culture: P
8. Clothing	Who wears what: P	
13. Craft	Crafts and skills: P	
16. Economics	Income, property, wage-work: S	
20. Farmers' Union	History, activities: S	Change in agricultural outlook: S
22. Feudalism		Past vs. present social system: S
23. Food	Who eats what: P	
26. Health	Health statistics: S	
27. History	History: P	Material and broader changes: S
29. Houses	Structure: S	
35. Isolation	Element in physical aspects of culture: P	
36. Kinship and Genealogy	Kinship terms: S	
46. Politics	Office holders, procedures, mechanics: S	
47. Population	Statistical category: P	
49. Religion	Church, cemetery: S	
52. Smoking	Usage and extent: S	
61. Transportation	Transportation: P	
63. War	Bearing on population changes: S	Bearing on intellectual, etc., horizon: S
65. Water	Description of water situation: P	Changes in attitudes: S
66. Weather	Metereological aspects: S	

\*The relevance (primary or secondary) of these topics to categories other than "Background Materials" and "Cultural Change" is not indicated. Items listed under topics are not exhaustive, but only illustrative, most important, or typical.

#### WRITING UP THE MATERIALS

I conclude by mentioning an important problem which, along with others, forced me to rethink my procedure and my role in respect to the study of Loma. The problem resulted from the discrepancy between the utilization of my field notes as anticipated (and as detailed here), on the one hand, and on the other, their actual utilization when I wrote them up. I shall illustrate this discrepancy in regard to the part on "Culture Change," because I have committed myself to that part to the extent of having published a summary of it (though an extremely condensed one: Wolff, 1950). I found myself using, not so much the materials pertaining to the topics subsumed under "Culture Change," as only part of them and, in addition and above all, two types of other materials: life histories and

compositions by Loma school children. "Life History" (as an inspection of table 1 shows) was an original topic, but I had not listed it under "Culture Change," not even as of secondary relevance to it, but under "Evaluations and/or Interpretations" (cf. table 2). Furthermore, I utilized materials not contained in my field notes, and I had not taken the existence and importance of these materials into consideration when working on the organization of my data. Most significant among these materials were (1) life histories obtained by another person who spent several weeks in Loma in 1947,<sup>4</sup> and (2) the afore-mentioned school compositions which I had the local Spanish-speaking school children write in 1944 through the cooperation of the public-school teacher. I tried to make it clear to myself why I proceeded as I did even where I deviated from the earlier plan described here; and this clarification is reflected in the study itself. What I learned led me to write a new introduction (Wolff, 1951) in which I tried to analyze the process by which my experience in Loma was transformed into my objective statements, and to define my position regarding the "study of man" more generally; it also led me to make other changes in the text, especially in the "Background Materials." This mere announcement must suffice as the concluding point in my paper, in which I have presented one man's methodological operations and experiences, if only because they, too, are usually not exposed, and hence can only rarely be inspected.

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<sup>4</sup>After briefly acquainting herself with my 1944 field notes, Miss "Joan Pitt," then a graduate student in sociology at Ohio State University, spent approximately seven weeks in the field, under the joint supervision of Professor John W. Bennett, Division of Anthropology, Department of Sociology in the same institution, and myself. She was instructed to secure information on topics to which she, as a young, unmarried woman, would have more access than I had, a less young man with family. These matters mainly concerned children and related subjects; insight into them was to be obtained from girls of about Miss Pitt's age with whom it was hoped (rightly) she would establish friendly relations.

## APPENDIX A

*Topics, with their "Also" and "Also Under" Lists, relevant to "Background Materials" and "Culture Change": Loma, 1944\**

TOPIC	ALSO	ALSO UNDER
2. AGRICULTURE	"Acceptance" Anglos re Spanish Economics Hospitality Individuals, Anglo Knowledge, Spanish Methodology Spanish-Anglo Relations Spanish-Spanish Relations Transportation Water	Anglos re Spanish Crime Economics Family Happiness Individuals, Spanish Spanish-Anglo Relations Spanish-Spanish Relations Transportation
6. CHANGE	Economics Spanish-Spanish Relations Visiting	"Acceptance" Children Clothing Correspondence Craft Death Economics Family Farmers' Union Food Individuals, Spanish Kinship and Genealogy Knowledge, Spanish Language Marriage Politics Religion Water
8. CLOTHING	Change Children Time Weather	Crime Individuals, Spanish
13. CRAFT	"Acceptance" Change Death Economics Family Fear Hospitality Knowledge, Spanish Language Religion Spanish-Anglo Relations	Correspondence Economics Family Food Health Hospitality Houses Individuals, Spanish Knowledge, Spanish Religion Spanish-Anglo Relations Time Visiting

\*"Topic" is the topic under which certain field-note passages are classified. The "Also" column lists topics for which certain field-note passages classified under the "Topic" are *also* relevant. The "Also Under" column is the reverse of the "Also" column: It lists topics *under which* field-note passages relevant to the "Topic" may *also* be found. Thus, some parts of field-note passages classified under "Agriculture" ("Topic") are "Also" relevant to "Acceptance," and some parts of field-note passages classified under "Anglos re Spanish" ("Also Under") also contain material relevant to "Agriculture."

APPENDIX A  
(Continued)

TOPIC	ALSO	ALSO UNDER
16. ECONOMICS	"Acceptance" Agriculture Change Craft Crime Family Food Individuals, Spanish Language Mail Methodology Politics Spanish-Anglo Relations Spanish re Anglos Spanish re Spanish Status and Prestige Water	"Acceptance" Agriculture Anglo-Anglo Relations Anglos re Spanish Change Children Community Organizations Craft Death Family Farmers' Union Health Houses Individuals, Anglo Individuals, Spanish Life History Religion Time Transportation Water
20. FARMERS' UNION	Anglo-Anglo Relations Change Community Organizations Crime Economics Education Family Health Individuals, Anglo Individuals, Spanish Informants Language Marriage Organization Politics Race Spanish-Anglo Relations Spanish-Spanish Relations Time "To the Point" Visiting War Waste	
22. FEUDALISM	History	Health Spanish-Anglo Relations Spanish-Spanish Relations
23. FOOD	Change Children Craft Hospitality Kinship and Genealogy Knowledge, Spanish Language Race Spanish-Anglo Relations Visiting Weather	Correspondence Economics Knowledge, Spanish Language Methodology Religion Spanish-Anglo Relations Visiting

APPENDIX A  
(Continued)

TOPIC	ALSO	ALSO UNDER
26. HEALTH	"Acceptance" Craft Economics Emotionality Family Feudalism Happiness Individuals, Spanish Isolation Kinship and Genealogy Knowledge, Spanish Language Methodology Organization Shame Spanish-Anglo Relations Spanish-Spanish Relations	"Acceptance" Anglos re Spanish Children Family Farmers' Union Individuals, Anglo Individuals, Spanish Knowledge, Spanish Language Religion Self Spanish-Anglo Relations Visiting War Water
27. HISTORY	Indian Knowledge, Spanish Language Population Spanish-Anglo Relations	Correspondence Feudalism Language Politics Spanish-Anglo Relations Spanish-Spanish Relations
29. HOUSES	Craft Economics Indian Knowledge, Spanish Spanish-Anglo Relations Transportation	"Acceptance" Family Hospitality Individuals, Spanish Religion Spanish-Anglo Relations Time Weather
35. ISOLATION	Hospitality Individuals, Anglo Methodology Spanish-Anglo Relations	"Acceptance" Health Individuals, Anglo Transportation
36. KINSHIP AND GENEALOGY	Change Family Individuals, Spanish Knowledge, Spanish Language Marriage Methodology Religion Spanish-Spanish Relations Visiting	Correspondence Death Food Health Informants Marriage Religion Spanish-Anglo Relations Visiting
46. POLITICS	Change History Individuals, Spanish Investigator Knowledge, Spanish Language Religion Spanish-Anglo Relations Spanish re Spanish Spanish-Spanish Relations	Economics Farmers' Union Individuals, Anglo Individuals, Spanish Spanish-Anglo Relations Visiting Weather

APPENDIX A  
(Continued)

TOPIC	ALSO	ALSO UNDER
47. POPULATION		History
49. RELIGION	"Acceptance" Change Children "Compañero" Craft Economics Education Family Food Gestures Health Hospitality Houses Indian Individuals, Spanish Kinship and Genealogy Knowledge, Spanish Language Organization Spanish-Anglo Relations Spanish-Spanish Relations Status and Prestige Time Visiting	Anglos re Spanish Correspondence Death Informants Kinship and Genealogy Life History Politics Spanish-Anglo Relations Status and Prestige Time "To the Point"
52. SMOKING		Crime
61. TRANSPORTATION	"Acceptance" Agriculture Cooperation Economics Family Hospitality Individuals, Anglo Isolation Knowledge, Anglo Mail Spanish-Anglo Relations Time Visiting War	Agriculture Houses Individuals, Spanish Spanish-Anglo Relations "To the Point"
63. WAR	Health Knowledge, Anglo Mail	Anglos re Spanish Family Farmers' Union Individuals, Anglo Individuals, Spanish Language Spanish-Spanish Relations Transportation
65. WATER	"Acceptance" Anglos re Spanish Change Cooperation Economics Fear Health Individuals, Anglo Sociology of Knowledge Spanish-Anglo Relations	Agriculture Economics

## APPENDIX A

(Concluded)

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TOPIC	ALSO	ALSO UNDER
66. WEATHER	Fear Houses Individuals, Spanish Informants Knowledge, Spanish Language Politics Spanish-Anglo Relations	Clothing Food Spanish-Anglo Relations

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