2. Although most teachers of sociology would argue that it is difficult to teach creativity and flexibility (Roberts 1989), research experience often is thought to foster those qualities. This article argues that this approach is correct but undeveloped as a teaching tool for undergraduates.
3. It is, of course, important that the explicit stress on the linking of theory and research within the program be filled out and reinforced by such a focus in the other substantive courses in sociology. As we pay increasing attention to such issues, we strengthen the sociology curriculum, for the researchers and for others.

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Erratum

The text in Wolf Heydebrand's article, "Sociology at Washington University" (*TAS* vol. 20, no. 4, p. 330, line 13) should read: "... Robert Lynd's question 'knowledge for what?'" The question "knowledge for what?" was, of course, posed by Robert Lynd and not Robert McIver. Professor Heydebrand and the editors regret the error.